

Strategic Improvement Plan 2021-2024

Junee High School 8179



School vision and context

School vision statement

To Dream. To Create. To Succeed. Empowering students to achieve their personal best within a dynamic and inclusive learning environment in partnership with teachers and students.

School context

Junee High School is a rural comprehensive secondary school which draws students from the township and surrounding farms and villages. The current student enrolment is 259 students (19% identify as Aboriginal). The school enjoys high levels of community support from local businesses and farms.

Junee High School has strong links with its partner primary schools through the successful Ngumba-Dal Learning Community. The schools share professional learning, staff and student visits and combine for a number of community events., in conjunction with a strong transition program for students into Year 7. Effective transition programs for Year 10, 11 & 12 students also support their movement into further study, work opportunities or a combination of them.

The preparedness of the staff of Junee High School to embrace innovative teaching and learning practices provides opportunities for all of our students to achieve their best in a supportive environment. Teachers have professional learning groups embedded in their timetables, allowing time to collaborate, reflect and prepare for improved teaching & learning. The school's staffing entitlement in 2021 is 30.2 teaching staff and 9 non-teaching staff with a number of temporary staff also employed to support learning. The school employs a Head Teacher Administration and additional School Learning Support Officers from school funds. Our executive staff is stable with the majority being here for more than five years. There is a 15% turnover of staff each year.

There is a range of student subject options, with Stage 5 & 6 electives at school in conjunction with options for study with TAFE, Aurora College and distance education providers. We are a Bring Your Own Device (BYOD) school with the addition of all students are provided an electronic device. A number of students undertake work placements and work experience in addition to approximately 10 students each year involved in a School based Apprenticeship/ Traineeship (SBAT).

Junee High School has established a Support Unit, with three Multi-Categorical classes. A strong Learning & Support team also support a range of students in mainstream classes, with a key feature the addition of ex-students as staff members.

Junee High School provides a large range of extra-curricular opportunities, including camps, surf trip, snow trip, sporting team competitions, visits to businesses and cultural sites in addition to students assisting at local school and community events. Wellbeing is important for staff & students, with Positive Behaviour for Learning (PBL) and associated Honours System an integral part of school practices.

Junee High School provides all the advantages and opportunities of a small regional comprehensive high school.

A thorough Situational Analysis process identified priority areas of personalised learning, data to inform planning and teaching, development of highly effective teaching practice through collaboration observation and feedback and building a strong learning culture through wellbeing and partnerships. The majority of the school's equity funding will be used

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to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The Strategic Improvement Plan was collaboratively developed with input from staff, students and community members.

Strategic Direction 1: Student growth and attainment

Purpose

Empowering students to achieve their personal best. All staff are responsive to the learning needs of students and have the capacity to move students forward in their learning. Students and staff work together to self assess, monitor and reflect on learning and student assessment data is regularly used school-wide to identify student achievements.

Improvement measures

Target year: 2022

HSC Attainment

- Target: at least 34 top 3 bands
- 45% of all exam results to be in top 3 bands

Target year: 2022

Increase in the proportion of students achieving in the top 2 NAPLAN bands in Reading by at least 6.5%.

Target year: 2022

Increase in the proportion of students achieving in the top 2 NAPLAN bands in Numeracy by at least 5.9%.

Target year: 2023

Increase in the percentage of students achieving expected growth in NAPLAN Reading to 64.4% or above.

Target year: 2023

Increase in the percentage of students achieving expected growth in NAPLAN Numeracy to 61.5% or above.

Target year: 2024

Every student from years 7-10 has individualised literacy (reading) and numeracy goals.

Target year: 2023

Initiatives

Data use in teaching

Data-driven practices ensure effective strategies and processes for data analysis and reflection of student achievement in literacy (reading) and numeracy are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Develop a comprehensive and ongoing staff Professional Learning program to continually build teacher capacity to use data surrounding student achievement in literacy (reading) and numeracy to inform their teaching practice and improve student achievement.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress in literacy (reading) and numeracy, evaluate growth over time; mapped against Literacy and Numeracy progressions.
- Expertly use student assessment data to reflect on teaching effectiveness and inform teacher planning and programs.

Personalised Learning through Differentiation

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Teaching and learning provides individualised, explicit, differentiated and responsive learning opportunities to promote student achievement in literacy (reading) and numeracy.
- Embed, and use, high impact professional learning structures to build teacher capabilities and collective pedagogical practice in student achievement in literacy (reading) and numeracy.
- The Learning Support Team will continually review

Success criteria for this strategic direction

- Data use in teaching - Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- Differentiation - teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- All teaching staff are aware of individual learning goals in literacy (reading) and numeracy and have an understanding of how they will help the student to achieve their learning goal.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy
- PLAN2 data

Strategic Direction 1: Student growth and attainment

Improvement measures

Uplift of the percentage of Aboriginal students attaining their HSC while maintaining their cultural identity.

Initiatives

- data and analyse the impact of the intervention and will oversee the implementation and embedding of student learning goals. In years three and four of the plan, these practices will be reviewed, updated and embedded.
- Develop a targeted Stage 6 strategy providing support and clear pathways for individual students to achieve an HSC (including ATAR options) and/ or access to further study or work.

Evaluation plan for this strategic direction

- Student Personalised Learning Pathways
- Student focus groups.
- SEF SaS

The evaluation plan will involve:

- Term by term review of these data sources including quantitative and qualitative, internal and external data to corroborate conclusions. This will provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the SEF elements and themes including Executive team and whole staff reflective sessions.

Strategic Direction 2: Empowering learners in a dynamic learning environment

Purpose

Teachers use research informed, dynamic and innovative teaching practices to empower student learning. They work in collaboration to evaluate their practice and engage with high impact professional learning to improve student learning outcomes.

Improvement measures

Target year: 2024

Improve teaching performance

All staff have engaged in targeted, high quality professional learning to consistently improve their practice, in line with the Australian Professional Teaching Standards. This is reflected in Performance and Development goals.

Target year: 2024

Improve Learning Culture

Improve student feedback in relation to valuing school outcomes, intellectual engagement and interest and motivation.

Initiatives

Highly effective teacher practice

All teachers are supported to improve their practice through reflection, mentoring/coaching and involvement in high impact, targeted professional learning.

- Draw on the collective expertise of teachers within the school through regular discussion and peer review of programs, assessment and interpretation of data.
- Use external expertise to identify and implement best practice models.
- Actively participate in professional networks and professional learning communities that focus on improving teacher effectiveness and share professional learning.
- Embed explicit systems for collaborating, observation and feedback across the school which is focused on quality teacher practice aligned with the professional standards to inform future directions.
- Partnerships exist between non-teaching school staff, such as counselors, to identify student needs and improve learning outcomes.

High expectations which empower

Planning and teaching strategies consistently challenge students and reflect high expectations providing students with meaningful and empowering learning experiences.

- Develop and embed school wide structures and practices that include learning intentions, success criteria, formative assessment, prior learning and differentiation to strengthen teaching and learning.
- Strengthen teacher capacity to utilise explicit teaching and feedback strategies.

Success criteria for this strategic direction

- The school has highly effective teaching staff as measured against the Australian Professional Teacher Standards.
- All teachers and leaders actively engage in professional learning which is focused on continuous improvement of teaching and learning.
- The school has a whole school approach to professional learning that ensures that teachers employ evidence-based effective teaching strategies.
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, feedback and the modelling of effective practice.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback.
- Students are self motivated and actively engage in learning opportunities to check their understanding, ask questions and receive feedback about aspects of their performance
- Students value learning and understand the importance of being a life long learner.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Tell Them From Me Survey
- Annual Professional Learning Review Survey
- Teacher self-reflections; including Australian Professional Standards for Teachers (APST)
- High Impact Professional learning staff evaluation

Strategic Direction 2: Empowering learners in a dynamic learning environment

Evaluation plan for this strategic direction

- Performance Development Plans (PDPs)
- Classroom observations - Quality teaching Framework
- SCOUT Data
- PIVOT
- Student Reports (Progress/semester)

The evaluation plan will involve:

- Annual review and analysis of TTFM survey data focussing on (Learning Culture):
 - Valuing Schooling Outcomes
 - Intellectual Engagement
 - Student Interest and Motivation
- Annual review of staff PL Survey by Head Teacher Teaching and Learning
- Regular HIPL reflection by teachers to inform PL in whole staff/faculty meetings
- Regular teacher reflection supported by Head teachers
- Annual PDP cycle to review and provide feedback to teachers.
- Termly Quality Teaching Rounds (QTR) utilising QT framework to provide observation and feedback opportunities
- Annual review Beginning teacher mentoring by beginning teacher and supervisor
- Ongoing review and analysis of SCOUT data, assessment data and A-E scores to inform ongoing future school planning

Strategic Direction 3: Empowering learners in an inclusive learning environment.

Purpose

To empower and develop a whole school wellbeing process that supports high levels of wellbeing and engagement of all students so they can connect, succeed, thrive and learn

Improvement measures

Target year: 2022

Increase student percentage of regular attendance (greater than 90% attendance) above 68.7%.

Target year: 2024

Tell Them From Me Wellbeing data - advocacy, belonging, expectations demonstrates an upward trend for student response.

Target year: 2024

Decrease the percentage of students receiving negative SENTRAL entries by 5% annually.

Initiatives

Whole school approach to wellbeing

Whole-school approach to wellbeing and engagement ensures an effective and inclusive planned approach for excellence in student wellbeing. Utilising evidenced-based strategies and data collection that strengthens a proactive approach and focuses on early intervention.

- Embed evidence-based whole school wellbeing practices to improve wellbeing and engagement to enhance student learning.
- Develop effective processes and procedures that provide equitable access for students to wellbeing support.
- Develop clear, concise and collective language and understanding of wellbeing goals, strategies and practices between parents, students and staff.
- Build the capacity of staff to utilise data from intervention of learning and wellbeing, focusing on student attendance.

Positive relationships

Embed a learning environment that enables students to build positive relationships with staff, peers and the school community through a climate of care and positivity.

- Empower students to become self-aware and regulate their own emotions and behaviours to provide the social and emotional skills to develop and maintain positive and respectful relationships and engage in pro-social behaviour.
- High impact professional learning for staff focusing on complex student trauma and behaviour.
- Aboriginal cultural identity understanding and appreciation is embedded in school practices through authentic communications and relationships.
- Implement a whole school practice that supports a holistic approach to improving Aboriginal students outcomes through authentic involvement and communication of positive relationships.

Success criteria for this strategic direction

- Whole school approach to wellbeing - The school has implemented evidence-based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Whole school approach to wellbeing - Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Positive relationships and attendance-Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the schools future directions:

- Positive and negative Sentral data (PBL data)
- TTFM
- Sentral Attendance data
- Professional Development Plans (PDPs)
- People Matter survey
- Staff Professional learning register
- Internal student surveys
- Teaching and learning programs

The evaluation plan will involve:

- Annual review to establish baseline data to to analyse impact from strategies and practices that will inform future directions.

Strategic Direction 3: Empowering learners in an inclusive learning environment.

Evaluation plan for this strategic direction

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures and to which the purpose has been achieved.
- Ongoing review of PBL and attendance data through Learning and Wellbeing Team.
- Executive review of PDPs, staffing, professional learning and People Matters Survey.