

School plan 2018-2020

The Jannali High School 8852



School background 2018–2020

School vision statement

Our educational beliefs:

- All students are challenged to achieve their personal best
- A growth mindset and personalised learning continuums for all informs our strong academic focus
- Quality teaching is underpinned by strong instructional practice
- Inclusive teaching and learning processes are visible and engaging
- Commitment to continuous learning and academic excellence
- High expectations and ethical values are reflected in all endeavours
- Trust is at the centre of all interactions
- Effective communication is the basis of a collaborative school culture
- Meaningful feedback, personal reflection and accountability leads to exceptional educational outcomes
- Community participation is crucial to school success

Our school culture:

- Student needs are placed at the core of all decision making
- Success is valued and celebrated by all in the school community
- Teachers recognise each student's abilities in order to differentiate their learning experiences
- Ongoing professional learning and the use of a range of evidence are the basis of quality classroom teaching
- Professional dialogue centring on student learning promotes a culture of collaboration

School context

The Jannali High School (TJHS) is a comprehensive coeducational school where staff are committed to providing an excellent, broad education for every student. The school has a strong tradition of academic achievement as well as outstanding programs to support student wellbeing and the development of student voice and leadership.

TJHS staff deliver excellent programs that cater to the diverse needs of all student learners – offering extension and support for students with additional learning needs. The school also operates a wide range of extracurricular activities to extend the academic curriculum. These include extensive sporting, cultural and community service opportunities.

The school offers an academically gifted and talented class in Years 7 and 8, with selection via a University of NSW test. Academic extension classes in all other years provide a focus to ensure our gifted and talented students achieve at the highest level. Providing differentiated learning experiences is an ongoing focus in our school.

The school's staff are experienced and dedicated. Quality teaching and learning utilising iPad and other technologies are an ongoing focus of teacher professional learning. Close partnerships with Apple Education and other Apple Distinguished Schools has fostered the transformation in learning across the school.

The Jannali High School provides an extensive and diverse curriculum choice for all students. Dance, drama, music and visual arts scholarships provide our highly talented students with ensemble and performance opportunities in the creative and performing arts including selection in the schools spectacular and participation in our Showcase evening.

TJHS is integral to its local community and enjoys strong support from parents/carers and partner primary schools. TJHS is a proud member of the Heart of the Shire Community of Schools (HOTSCOS) and is involved in many joint projects with its partner primary schools

School planning process

The Jannali High School planning processes for the current School Plan commenced during Term 4 2017 with a review of the Strategic Directions, Purpose statements and improvement measures detailed in the 2015–2017 School Plan.

The processes involved an internal school self-assessment to consider the school's progress against the School Excellence Framework, a review of the Department of Education (DoE) draft Strategic Plan and recommendations for future process projects. Further, staff understanding was framed by knowledge of the Melbourne Declaration on Educational Goals for Young Australians (2008).

Consultation with parents, staff and students was conducted through 'School Culture' surveys, staff meetings, executive meetings, student leadership focus group meetings and P&C meetings. These forums, together with an evaluation of external performance data, provided the context and views to establish the evidence necessary to identify areas for improvement and develop recommendations for future planning directions.

Engagement with the Australian Professional Standards for Teachers and the National Professional Standards for Principals allowed staff to review and reflect on their efforts to improve the quality of classroom teaching and learning. This process led to the development of the school's 'Strategic Directions' and 'Purpose' statements.

Underpinning thinking around the development of purpose, people, processes, products and practices, involved consideration of the impact teachers have on student learning through the research of John Hattie who suggests: 'Accomplishing the maximum impact on student learning depends on teams of teachers working together, with excellent leaders or coaches, agreeing on worthwhile outcomes, setting high expectations, knowing the students' starting and desired success in learning, seeking evidence continually about their impact on all students, modifying their teaching in light of this evaluation, and joining in the success of truly making a difference to student outcomes'

School background 2018–2020

School vision statement

- Leadership and participation at every level of the school are encouraged
- Strong welfare structures support student learning and personal well-being
- Educational partnerships with the community fosters improved student outcomes

Our school values:

- *Cooperate* – working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict
- *Achieve* – demonstrate your willingness to be successful through your commitment, effort, skill and courage
- *Respect* – having regard for yourself, others, property and the environment, while accepting the right of others to hold different or opposing views
- *Engage* – being actively involved in the opportunities provided and challenged to continue to learn

Our students will be:

- *Skilled problem solvers* – Ask questions, analyse the facts, evaluate their options and seek long term solutions to problems
- *Deep Critical thinkers* – Develop understanding, display high level reasoning, challenge themselves, are reflective of the available options and make sound judgements
- *Highly Inquisitive learners* – Seek knowledge and demonstrate a love of learning
- *Independent, resilient learners* – Take responsibility for their learning and show initiative
- *Strong Academic learners* – Possess outstanding

School context

including a gifted and talented program for Stage 3 students, an extensive transition program and a number of performing arts initiatives.

TJHS graduates are confident, caring, focused, mature young men and women with positive attitudes. They have a good sense of community, citizenship and ecological responsibility, as well as an understanding of and respect for other cultures and peoples.

The C.A.R.E. practices have created a shared language for staff and students to discuss expectations about behaviour and engagement.

The school enjoys a reputation for a positive focus on learning. Students learn in a safe, supportive environment and develop self-discipline, motivation, teamwork, self-confidence and responsibility. The school has effective discipline, uniform and attendance policies that reinforce high expectations of each student.

The school ethos is centred on values including striving for success and excellence; respect for the rights of others; taking responsibility for one's own actions; care for others in the school and the wider community; active participation in school life and co-operation with other; acting with integrity.

School planning process

– Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. Taylor and Francis.

Review and feedback from staff and parents then informed the executive development of the final 5Ps pages (purpose, people, processes, products and practices) and the benchmark milestones to be used in the monitoring and evaluation of progress of the School Plan.

Further, Centre for Education Statistics and Evaluation (CESE) 'What works best' and studies of 'high value-added schools', combined with themes articulated within each domain in version 2 of the School Excellence Framework (SEF), provided clarity and purpose to our school planning.

School background 2018–2020

School vision statement

literacy and numeracy skills and an aptitude for success

- *Valuable citizens of the world* – Confident, ethical, resilient and caring community minded individuals

School context

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Continued promotion of excellence in student achievement

Purpose:

To improve outcomes for all students by creating high expectations, providing challenging and engaging experiences and valuing a culture of learning.

STRATEGIC DIRECTION 2

Continued development of inquiring, critical, independent learners and leaders for the future

Purpose:

To build the capacity and resilience of all to learn and lead by providing ongoing development that promotes independence and learning autonomy. Evidence and feedback will inform practice.

STRATEGIC DIRECTION 3

Sustaining engagement and a positive learning community

Purpose:

To provide a caring and engaged school community by developing responsible citizens, successful learners and proactive members of our society.

Strategic Direction 1: Continued promotion of excellence in student achievement

Purpose

To improve outcomes for all students by creating high expectations, providing challenging and engaging experiences and valuing a culture of learning.

Improvement Measures

HSC results reflect an increase in the percentage of student achievement in Band 5 or Band 6 (2017 HSC Band 5/6 34%).

Year 7–9 'value-added' indicates the school is moving from 'delivering' to "sustaining and growing".

An increase in the percentage of Year 9 students who achieve a Band 9 or Band 10 in NAPLAN reading and writing (2017 Band 9/10 Reading–16.1%, Writing–8.8%).

People

Staff

Develop a highly skilled staff who use research / evidence to inform their practice in implementing literacy strategies.

Staff

Develop the ability to provide effective feedback to students on how to improve.

Staff

Understand that learning growth involves reflection of their own teaching practice.

Students

Develop the skills to self-assess using rubrics and ALARM literacy strategies to improve their writing responses.

Leaders

The school executive adopts a coordinated approach to literacy where the teaching of writing is valued and there is an expectation of improvement.

Staff

Seek and employ an Instructional Literacy Leader to oversee the implementation of cross school literacy initiatives.

Processes

School Literacy strategy

Implement a whole-school literacy and numeracy improvement plan linked to learning progressions. Undertake an evaluation of the school's reading program with a view to improve its impact on improved outcomes for students.

Research informed writing strategy

Review NAPLAN performance to identify strengths and challenges. Teachers work collaboratively to improve understanding of effective writing strategies. Professional Learning supports the implementation of A Learning and Response Matrix (ALARM) to extend student writing.

Evaluation Plan

- Effect-size measures from pre and post ALARM class tasks indicate positive growth in student writing performance.
- Evidence from the Executive Visible Learning program indicates strong student engagement in the roll call reading program.
- Evidence from the Executive Visible Learning program indicate ALARM strategies are embedded into teacher practice.
- An increase in the percentage of Year 10 students meeting the HSC minimum standards in Reading, Writing and Numeracy.
- Student academic reports demonstrate an increase in the percentage of combined 'Outstanding' (A) and 'High' (B) grades in the Outcomes (comparison of Semester 1 2018 with

Practices and Products

Practices

Teachers use student learning data to inform and differentiate their teaching and learning and track student progress through literacy and numeracy learning progressions.

Roll Call teachers actively monitor student engagement in the Premier's Reading Challenge for Years 7–9 as part of their commitment to the roll call reading program.

All teachers actively implement ALARM strategies embedded in teaching and learning programs, as part of their day-to-day lessons and through other learning activities.

Ongoing Professional Learning is provided to support teachers to embed ALARM strategies into their daily practice and assessment tasks.

Teacher feedback to students from tasks provides clear strategies and a link to ALARM on how to improve their writing responses.

Products

Appointment of an Instructional Leader (Deputy Principal level) to lead the literacy and numeracy teams to research and identify effective teaching and learning strategies.

Appointment of Literacy mentors to support the reading and writing engagement of targeted Year 10 students to achieve the HSC minimum standards through on-line assessments.

Strategic Direction 1: Continued promotion of excellence in student achievement

| Processes |
|--------------|
| 2017 – 47%). |

| Practices and Products |
|--|
| All Year 7–9 students participate in the Premier's Reading Challenge through the school's roll call reading program. |
| Teaching teams use Year 7 & 9 NAPLAN performance data to inform teaching strategies and student growth linked to personalised learning measured through the learning progressions. |

Strategic Direction 2: Continued development of inquiring, critical, independent learners and leaders for the future

Purpose

To build the capacity and resilience of all to learn and lead by providing ongoing development that promotes independence and learning autonomy. Evidence and feedback will inform practice.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

At least 50% of teachers indicate that their practice operates at the Modification level of the SAMR pedagogy model.

An increase in the percentage of Year 9 students achieving greater than expected growth in NAPLAN Reading and Numeracy (2012–2017 average: Reading = 54%, Numeracy = 62%).

People

Staff

Train as Apple teachers and develop the capacity to facilitate challenge based learning and use evidence-based teaching strategies.

Staff

Develop the skills and confidence necessary to effectively engage students in learning using the iPad technology.

Leaders

The school leadership team uses evidence of learning improvement to inform key decisions.

Students

Students become self-motivated learners, who are confident and creative individuals.

Students

Enhance their communication skills, develop their ability to critically analyse information and set goals for their learning.

Students

Develop independence and creative thinking skills through participation in challenge based learning activities.

Staff

Timely and relevant communication on academic progress between all stakeholders promotes engagement in learning.

Students

Processes

Future focused learning (through a technology focus)

The 21st century Learning program is embedded in the Year 7 & 8 curriculum, with a focus on the development of communication, collaboration, critical thinking and creativity, delivered using iPad technology through a digital learning platform.

Future focused learning (through Challenge Based Learning)

The Challenge Based Learning program establishes high expectations and differentiated learning for Gifted & Talented students in Years 8 & 9 through cross KLA outcomes, requiring students to explore 'big ideas' with real world significance..

Evaluation Plan

- Student academic reports demonstrate an increase in the percentage of combined 'Always' and 'Usually' ranking in the Learning Profiles (comparison of Semester 1 2018 with 2017 – 87%).
- iPad engagement surveys of teachers, students and parents, conducted during Term 1 and Term 4, indicate high levels of student engagement in learning.
- The annual "Tell Them From Me" survey data indicates 'student engagement in learning' at a higher level than the State measure.
- Staff and Gifted & Talented (GAT) student CBL reflection surveys

Practices and Products

Practices

Digital learning platforms (e.g. iTunesU and Google classroom) used to manage student learning and teacher collaboration.

Teachers embed formative assessment strategies to monitor student understanding and adjust their teaching practice accordingly throughout the learning cycle.

Teachers embed the use of technology to transform their practice along the SAMR model of pedagogy to the 'desired effect' zone to improve student engagement and learning outcomes.

Students submit assessment tasks, receive feedback from teachers and share their work with parents/carers using digital learning platforms.

Student 'Tekstars' provide ongoing Professional Learning and support for staff and students

Teachers redefine learning in their classroom using the SAMR technology model and report student technology competencies each Semester using the school's academic reporting system.

Products

The School Improvement Team establish consistent school-wide systems for the collection, storage, analysis and use of performance data to inform teacher practice.

All students use iPad technology and appropriate learning apps. each lesson to effectively engage in learning activities.

Strategic Direction 2: Continued development of inquiring, critical, independent learners and leaders for the future

People

Build the capacity of 'Tekstars' to work with and develop younger students in their leadership role.

Processes

demonstrate increased understanding of critical, collaborative and creative thinking skills.

- Increased percentage of teachers trained as 'Apple teachers'.

Practices and Products

CBL Forum events showcase student learning to staff, peers, parents/carers and the school community, including partner primary schools.

'Apple Distinguished School' application completed and submitted for consideration and the school's e-book published.

Strategic Direction 3: Sustaining engagement and a positive learning community

Purpose

To provide a caring and engaged school community by developing responsible citizens, successful learners and proactive members of our society.

Improvement Measures

All teaching and learning programs and assessments embed curriculum differentiation strategies

Year 9–12 'value-added' indicates the school is moving from 'delivering' to "sustaining and growing"

All students demonstrate expected growth across the literacy and numeracy learning progressions relevant to expected timeframes.

People

Staff

Develop the communication and mentoring skills to support the learning engagement of senior students.

Staff

Develop teacher's ability to effectively differentiate learning to meet the needs of all students.

Students

Develop in senior students the independence and skill necessary to effectively manage their own learning.

Students

Act on teacher feedback regarding learning to improve their understanding and progress to the next level of achievement.

Staff

Employ Gifted & Talented (GAT) teacher to continue the work with staff across all KLAS in modifying teaching and learning programs using the MAKER model.

Processes

Student mentoring

Strengthening the process for Senior Mentoring (RISE program), where all teachers and senior students actively engage in a formal school mentoring program aimed at improving engagement in learning and academic outcomes.

Differentiated learning

Provide professional learning on models of differentiation and best practice to support staff in embedding curriculum differentiation into all teaching and learning programs and assessment practices.

Evaluation Plan

- Student Mentoring 'exit' survey indicates a high level of satisfaction with both the academic and welfare components of the program.
- Head Teacher T&L to review all teaching and learning programs annually to confirm progress on the inclusion of differentiation strategies.
- The annual "Tell Them From Me" survey data indicates 'Institutional' and 'Social' engagement question responses at a higher level than the State measure.
- Effect-size measures for Year 9 students indicate positive growth in NAPLAN performance for Reading, Writing and Numeracy.

Practices and Products

Practices

Targeted Professional Learning is provided to improve and support the development of effective mentoring skills for teachers.

Teachers collaborate through a shared Google classroom digital learning platform to manage teaching & learning programs.

Teachers consistently implement school assessment procedures and offer individualised feedback for learning to support improved student learning outcomes.

Products

All teachers use the Google suite of digital learning platforms to provide feedback, adjustment and complete their registration compliance on-line for teaching and learning programs.

'Turnitin' software is used by all teachers, is embedded into assessment processes and routinely used by students for the submission of assessment tasks.

RISE mentoring resources are created and shared via Google team drives for teacher mentors.

Teachers use the common Key Learning Area (KLA) proformas to scaffold their feedback for students regarding assessment tasks, learning activities and tests.