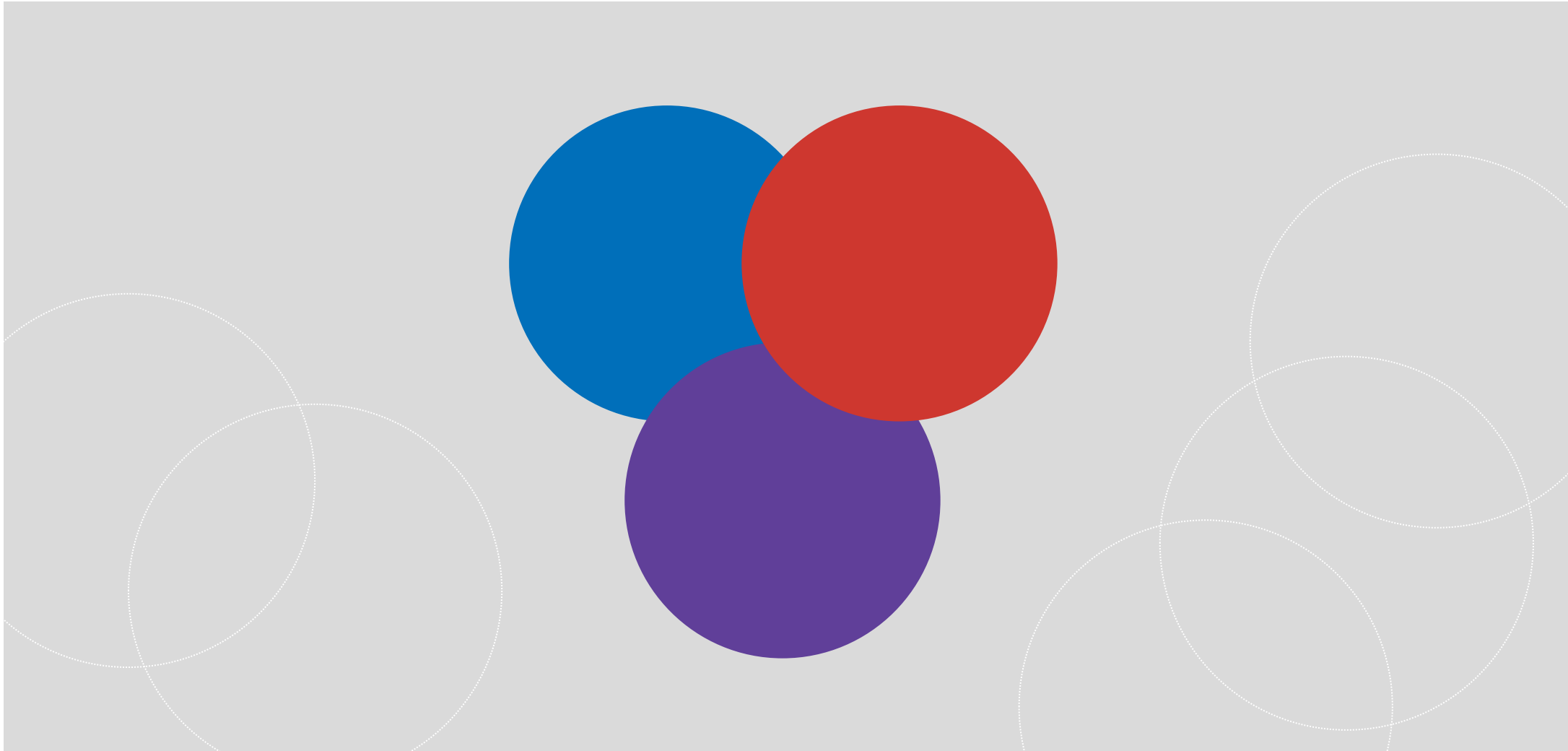


School Plan 2015 - 2017



The Jannali High School – 8852



School Background 2015 - 2017



School vision statement

Our educational beliefs:

- All students are challenged to achieve their personal best
- 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 centering on student learning promotes a culture of collaboration
- 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:

- *Quality*
Undertaking everything to the best of your ability and always trying to improve

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 and growing tradition of academic achievement as well as outstanding programs to support student wellbeing and the development of student voice and leadership.

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 enjoys regular success in debating and public speaking competitions. 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. TJHS is integral to its local community and enjoys strong support from parents/carers and local primary schools. TJHS is a proud member of the Heart of the Shire Communities of Schools (HOTSCOS) and is involved in many joint projects with its partner primary schools including a gifted and talented program for Stage 3 students, an extensive transition program and a number of performing arts initiatives.

The school's staff are experienced and dedicated. Quality teaching and learning utilising technology are the ongoing focus of teacher professional learning. The school offers an academically gifted and talented class in Years 7 and 8, with selection via a University of NSW test, taught by teachers who are training in Gifted Education. Academic extension classes in all other years provide a focus to ensure our gifted and talented students achieve at the highest level.

The Jannali High School provides an extensive and diverse curriculum choice for all students. A dance program was introduced into the curriculum in 2014 with immediate success for the ensemble group, who were selected to perform in the Schools Spectacular. Each year, students mount a musical, drama or combined performing arts production, widely

School planning process

The Jannali High School planning processes for the current School Plan commenced during Term 1 2014 with a review of the intended outcomes, targets, strategies and indicators detailed in the previous School Plan aimed at identifying context and school success.

The initial processes involved consideration of the Department of Education and Communities (DEC) new reforms including Local Schools, Local Decisions (LSLD) and Great Teaching, Inspired Learning (GTIL). Further, staff developed an understanding of the 'goals' and a 'commitment to action' from the Melbourne Declaration on Educational Goals for Young Australians (2008) to inform school thinking regarding equity, excellence and successful learners, confidence, creativity, active citizens and the development of strong partnerships.

Next staff explored our school 'purpose' and looked at the work of Simon Sinek in considering the value of the following thinking:

'When we do have a sense for the WHY, we expect more. For those not comfortable being held to a higher standard, it will be challenging to learn your WHY. Higher standards are hard to maintain. It requires the discipline to constantly talk about and remind everyone WHY the school exists in the first place. It requires that everyone in the school be held accountable to HOW we do things, to our values and guiding principles. It takes time and effort to ensure that everything you say and do is consistent with your WHY. But for those willing to put in the effort, there are some great advantages'

Paraphrased - Sinek, S. (2011). Start With Why: How Great Leaders Inspire Everyone To Take Action (p. 147). Penguin Books

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

School Background 2015 - 2017



School vision statement

- *Respect*
Having regard for yourself, others, property and the environment, while accepting the right of others to hold different or opposing views
- *Integrity*
Being consistently honest and trustworthy
- *Cooperation*
Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict
- *Care*
Showing concern for the wellbeing of yourself and others, while being understanding and acting with kindness

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 literacy and numeracy skills and an aptitude for success
- *Valuable citizens of the world*
Confident, ethical, resilient and caring community minded individuals

School context

acclaimed for its quality and professionalism. In 2015, TJHS will be undertaking a major Creative and Performing Arts production that will showcase student talent across all disciplines: dance, drama, music and visual arts

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 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 others; acting with integrity.

School planning process

directions.

Engagement with the Australian Professional Standards for Teachers, National Professional Standards for Principals in conjunction with the National School Improvement Tool 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.'

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.

Strategic Directions



STRATEGIC DIRECTION 1

Promoting excellence in student achievement

STRATEGIC DIRECTION 2

Developing inquiring, critical, independent learners and leaders

STRATEGIC DIRECTION 3

Promoting engagement and a positive learning community

Purpose:

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

Purpose:

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

Purpose:

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

Strategic Direction 1: Promoting 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.

People

- Develop a highly skilled staff who reflect of their own practice and who make student learning engaging, authentic and valuable
- Teachers develop the ability to provide effective feedback to students on how to improve
- Students develop a thorough understanding of the school's assessment processes and understand the importance of meeting all expectations and requirements
- Students develop the learning skills necessary to engage in a process of learning for life
- The whole school community understand that successful learning involves self-discipline, integrity and reflection on their own learning practice
- Specific, timely and relevant communication on academic progress between all stakeholders promotes engagement in learning

Improvement Measures

- At least 35% of HSC results reflect achievement in Band 5 or Band 6
- NAPLAN results indicate at least 50% of Year 7 and Year 9 students achieve expected growth or above, in reading
- At least 20% of all academic reporting outcomes indicate achievement at an outstanding level

Processes

- Academic progress of all students monitored effectively to promote strong student engagement in learning
- Expectations of behaviour are explicitly taught to students and support the values of the school
- Teachers work collaboratively to improve teaching and learning practice within their Key Learning Areas (KLAs)
- Teachers provide and receive constructive feedback from peers, school leaders and students to improve teaching practice
- Both teachers and senior students actively engage in a formal school mentoring program aimed at improving engagement in learning and academic outcomes
- School staffing organisation ensures curriculum diversity and innovative timetable implementation to best meet the learning needs of students
- Qualitative and quantitative student evidence is used to inform all teaching and learning programs and classroom practice
- Explicit school-based Professional Learning with a focus on the development of 'Plus 3' teaching strategies to enhance student engagement and improve outcomes
- Formal school review of HSC, NAPLAN and ESSA results undertaken throughout the year by teachers and Head Teachers
- Individual and KLA professional learning provided by the Learning & Support team to support student use of Quicksmart literacy and numeracy strategies in classroom learning

Practices

- The School Improvement Team lead the developed of processes to collect, analyse and report on both internal and external student performance data
- Teachers consistently and effectively implement school-wide behaviour management strategies to encourage responsibility for learning and positive behaviour amongst all students
- All staff have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student learning
- Teachers take responsibility for the changes in practice required to achieve improved school performance
- Teachers use evidence to reflect on the effectiveness of teaching and learning programs
- Teachers consistently implement school assessment procedures, provide clarification of requirements and offer feedback for learning to support improved engagement and outcomes
- Teachers actively use the school e-diary system to issue and monitor homework and student diary use
- Teachers effectively implement targeted 'Plus 3' initiative strategies into their teacher practice to enhance outcomes
- Students use assessment & reporting processes and feedback to reflect on learning and plan for improvement
- The use of 'Turnitin' software is embedded into assessment processes and routinely used by students for the submission of assessment tasks

Products

- HSC results for Band 4-6 demonstrate 70% of overall student achievement
- At least 35% of HSC results reflect achievement in Band 5 or Band 6
- NAPLAN results indicate at least 50% of Year 7 and Year 9 students achieve expected growth or above, in reading
- NAPLAN results in both Year 7 and Year 9 indicate at least 70% of students achieve expected growth or above, in Numeracy
- At least 20% of all academic reporting outcomes indicate achievement at an outstanding level
- At least 25% of students achieve an 'A' grade in all 'personal profile' outcomes in academic reports
- Interim academic reports completed by teachers and distributed to parents / students of Year 7, 11 & 12 during Term 1 each year
- Establish a 'virtual homework centre' and on-site 'study hall'
- School assessment procedures include common task notifications, cover sheets, schedules and marking rubrics for all year groups
- Implementation of individual mentoring support for senior students to improve academic outcomes in the HSC
- Implementation of Quicksmart literacy to ensure reading comprehension development for targeted students requiring additional support

Evaluation Plan

- The School Improvement Team review the effectiveness of academic monitoring of student progress
- Formal review of HSC results for each course undertaken by teachers and Head Teachers with a written analysis developed for Senior Executive

Strategic Direction 2: Developing inquiring, critical, independent learners and leaders

Purpose

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

People

- Staff and students develop high level leadership skills and confidence in all aspects of school life
- 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 peer assessment, self reflection and project-based learning activities
- The school leadership team regularly uses evidence to inform key decisions
- Staff develop the capacity to facilitate project based learning and use evidence-based teaching strategies

Improvement Measures

- All teachers of the Stage 4 Gifted & Talented selective class have a qualification in Gifted Education (Mini Certificate Of Gifted Education)
- Development of a Professional Learning policy that is responsive to the Performance & Development goals identified by teachers and while supporting the school's strategic directions and priorities
- All teaching and learning programs embed curriculum differentiation strategies to cater for the learning needs of all students

Processes

- Targeted Professional Learning for teachers in Gifted Education to develop effective strategies to provide curriculum differentiation for students
- The Learning & Support Team provide professional learning, including classroom support and observations of practice, to equip teachers to cater for the needs of students requiring additional support in learning
- Teachers participate in an effective performance and development process to support and improve teacher quality and student outcomes
- School leadership models instructional leadership, promoting evidence-based practice
- Project-based learning activities are embedded in programs for each year group across all KLAs
- Student participation in leadership and mentoring programs provides a framework for the development of future leaders
- Individualised student feedback including peer assessment and self-reflection is embedded in all KLA evaluation practices
- Peer Reading program develops confidence in the mentors and improved reading fluency and comprehension for students in Stage 4
- The Moodle learning platform provides teachers, students and parents with the technology necessary to engage independently in the teaching and learning processes
- Targeted assistance provided by the Learning & Support team for groups and individual EAL/D, Aboriginal, refugee and international students, as well as students requiring additional support with learning

Practices

- Teachers understand the importance of feedback on their practice and use it to improve their teaching
- Staff are engaged in leadership practices and professional learning networks that optimise success for all
- Teachers are engaged in regular self-reflection to develop an understanding of their effectiveness in improving student learning outcomes
- Teachers share the responsibility for student improvement and contribute to a reflective learning culture through the observation of each other's practices
- Staff demonstrate professionalism and commitment in their approach to everything they do
- The school's leadership promotes succession planning, distributed leadership and organisational best practice.
- Staff attainment of professional learning goals & teaching requirements are part of the school's performance and development processes
- Teachers differentiate curriculum delivery to meet the needs of all students and develop Individual Learning Plans as appropriate
- Students receive feedback from teachers and peers and use it to inform their future efforts and personal learning goals
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students
- Evidence of student learning and teaching practices is obtained through the use of annual surveys, a Visible Learning program, peer observations and student focus group meetings conducted by the school leadership

Products

- The School Improvement Team establish consistent school-wide systems for the collection, storage, analysis and use of performance data and evidence of student outcomes
- All teachers of the Stage 4 Gifted & Talented selective class have a qualification in Gifted Education (Mini Certificate Of Gifted Education)
- With the guidance of the school leadership, welfare staff and teacher mentors, students develop personal learning goals and study plans to support improved outcomes
- Development of a Professional Learning policy that is responsive to the Performance & Development goals identified by teachers
- All staff engage in professional development that is, relevant to their individual needs, future focused and influenced by research, evidence and feedback
- Develop a Visible Learning program to promote a culture of shared practice through informal observations by peers and school leaders
- The school has effective professional learning for induction, teaching quality, leadership preparation and development to support all staff
- Peer Mediation records indicate success of formal mediations and reflect a reduction in welfare referrals

Evaluation Plan

- The School Improvement Team validate the collection of performance data and evidence of student outcomes
- A review of teaching and learning programs confirms that differentiation teaching & learning strategies are embedded to support the learning of all

Strategic Direction 3: Promoting 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.

People

- Students use reflection on assessment and reporting processes and feedback to plan their engagement in learning
- School Administrative and Support Staff (SASS) develop an understanding and the necessary skills to effectively manage school administrative systems
- Teachers develop the technology skills necessary to accurately monitoring student attendance each lesson and report concerns promptly
- Students develop strong community values, civic responsibility and respect for others
- Students to recognise and respect cultural identity and diversity through participation in targeted welfare and multicultural education initiatives
- Staff develop and use effective communication skills to inform parents about student learning

Improvement Measures

- Student attendance rates, and therefore their engagement in learning, are above state average and reflect an improving trend
- Annual 'School Culture' survey indicates improved levels of confidence in school management, support for ongoing improvements and reflects a positive school learning culture
- Improving trends in student enrolments reflect the positive engagement of the school in the HOTSCOS program and the strength of the school's reputation within the wider community

Processes

- Students effectively use their school diary or e-diary to manage, monitor and improve their learning engagement
- School participation in the 'Heart of the Shire Community of Schools' (HOTSCOS) enhances student engagement and leadership and promotes a positive reputation within the wider community
- Primary students' participation in a structured engagement and transition program supports their successful transition to high school
- Structured engagement, cultural and mentoring programs embeds Aboriginal Education into the curriculum
- Students enhance their leadership capabilities in dispute resolution, decision making and mentoring through engagement in peer mediation and peer support initiatives
- Volunteering programs engage students, while developing their sense of pride and community responsibility
- The school's leadership promotes succession planning, distributed leadership and best practice through the provision of leadership opportunities across the school
- The school has productive relationships with external agencies such as universities, business and community organisations to improve educational opportunities for students
- The BYOD iPad program improves student engagement in learning and enhances teacher pedagogy
- Students develop high level performance skills through their participation in the CAPA ensembles
- Student confidence and ability to mentor other students is enhanced through their involvement in the various engagement programs

Practices

- Teachers and students build respectful relationships within the classroom learning environments to promote a shared culture of positive engagement and commitment to learning
- Information about learning is shared with parents to engage them as active participants in their children's education
- Learning opportunities are engaging and teaching strategies are evidence-based
- Mentoring and coaching support is provided to ensure the ongoing development of all staff
- Student attendance is monitored on a daily and period basis, with prompt action taken to address issues of concern for individual students
- Extra-curricular opportunities are significant, support individual student development and are strongly aligned with the school's vision and values
- Parents and community members are regularly provided with opportunities to engage in and support a range of school-related activities
- The school regularly acknowledges and celebrates student, staff and community achievements
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting
- Administrative practices effectively support school operations and teaching and learning activity across the school
- School improvement practices and processes are responsive to school community feedback
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners

Products

- Attendance rates, and engagement in learning, are above state average and reflect an improving trend
- Participation in the HOTSCOS Stage 3 Transition program supports Year 6 students' transition to high school
- Participation in Creative and Performing Arts (CAPA) engagement program provides genuine performance opportunities, develops the practical skills for students
- Implementation of a Stage 3 & 4 concert band program across the Community of Schools
- Implementation of Stage 4 & 5 vertical dance ensembles to enhance performance experiences
- Implementation of a Peer Mediation program to support student wellbeing
- Students make successful transitions to future learning and employment, with the skills to contribute as responsible citizens and leaders
- Students gain high order leadership skills through the school's proactive engagement with its partner primary schools and the broader community
- School promotions team lead the development of school prospectus and effective communication strategies to promote a positive school image
- Implementation of the Skoolbag application to improve communication between school, students and home

Evaluation Plan

- The School Improvement Team review the effectiveness of student leadership and engagement programs
- Annual 'School Culture' survey indicates improved levels of confidence in school management, support for ongoing improvements and reflects a positive school learning culture