



Strategic Improvement Plan 2021-2024

The Jannali High School 8852

School vision and context

School vision statement

The Jannali High School (TJHS) is a community where staff and students are challenged to innovate, succeed and achieve personal best. At TJHS we develop future focused learners, who are deep critical thinkers, problem solvers, highly inquisitive and independent, equipped to engage actively and ethically in society. We nurture high expectations, within a supportive and inclusive environment, where all members of our community are encouraged to: Cooperate, Achieve, Respect and Engage.

School context

The Jannali High School (TJHS) is a 7-12 comprehensive coeducational school situated the heart of the leafy Sutherland Shire. Our school has a strong tradition in focusing on the development of the whole child. We have extremely dedicated and experienced teaching and non-teaching staff who deliver quality teaching and learning programs to support this. All of our programs are underpinned by our school's CARE Values and Expectations of COOPERATE - ACHIEVE - RESPECT - ENGAGE.

TJHS has a strong tradition of academic achievement as well as outstanding programs to support student wellbeing and the development of student voice and leadership. Our school also operates a wide range of extracurricular activities so that students can connect, thrive and succeed in a supportive learning environment. These include extensive sporting, Creative and Performing Arts (CAPA), environmental and civics/leadership opportunities.

As an Apple Distinguished School, we have a future focused learning approach that prepares our students for the world beyond the classroom. Our BYODiPad Program enhances student learning outcomes through the explicit teaching of the futures learning skills: Creativity; Collaboration; Critical Thinking and Communication.

Student and staff wellbeing are a priority for our school and therefore we have strong programs and structures to support the development of all members of our school community. We focus on supporting students through key transition points in their high school career to build their capacity and support their pathways after school. An effective Teacher Induction Programs supports new and beginning staff transition into TJHS and relevant professional learning builds capacity of all and develops our aspiring leaders.

The 2020 External Validation process showed relative improvement against the School Excellence Framework over the three years of the previous school planning cycle. Our self-assessment processes were proven to be effective when compared to feedback from the peer panel. This process and the outcome of our situational analysis demonstrated a need to improve our use of data to inform practice and strengthen our use of formative assessment to monitor student progress. Other areas of focus in our 2021-2024 Strategic Improvement Plan include: strengthen the explicit teaching of literacy and numeracy strategies across all key learning areas; embed effective feedback and collaboration through quality classroom observations and; continue to build the leadership capacity of staff and students.

TJHS is integral to its local community and enjoys strong support from parents/caregivers 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 initiatives to support and enhance student transition from primary school to high school. We also have strong links with TAFE, University of Wollongong and the business sector which in turn support our students' learning.

Our school's resourcing is used to support students with additional learning needs including high potential students. Under 'Student Services' the school's Wellbeing Team and Learning Support Team lead a range of whole school initiatives that help our students to

School vision and context

School vision statement

School context

succeed.

Strategic Direction 1: Student growth and attainment

Purpose

Explicitly teaching literacy and numeracy across all Key Learning Areas (KLAs) supports the achievement of agreed school targets so that all students can succeed and achieve their personal best. Teachers use the analysis of internal and external assessment data to inform their practice to promote excellence in learning. Ongoing and relevant professional learning for staff enables them to embed effective evidence-based strategies in teaching, learning and assessment programs.

Improvement measures

Target year: 2024

All teachers demonstrate high impact explicit teaching of literacy and numeracy skills. All teaching and learning programs will include explicit literacy and numeracy strategies.

Target year: 2024

All teachers can effectively analyse and interpret internal and external performance data to inform practice.

Target year: 2023

Increase the percentage of students achieving expected growth in numeracy by 4% (NAPLAN).

Target year: 2023

Increase the percentage of students achieving expected growth in reading by 5% (NAPLAN).

Target year: 2024

10% increase in the percentage of students achieving the top 2 Bands in the HSC.

Target year: 2024

11% increase in the percentage of students achieving the top 3 Bands in the HSC.

Initiatives

Literacy and Numeracy

High impact and effective teaching practices, with a focus on literacy and numeracy, improve effective classroom practice through a focus on explicit teaching, formative assessment, learning progressions and English as an additional language or dialect (EAL/D) strategies.

Formative assessment data collection is used to inform explicit teaching practice. Literacy and numeracy strategies are supported by evidence-based high impact teaching strategies.

Collaborative support for teacher performance development and cross-faculty collaborations, incorporating literacy and numeracy progressions into teaching programs

Analysis of Best Start, NAPLAN, HSC and minimum standard data is used to assess student progress and achievement.

A culture of high expectations is enhanced by providing opportunities for students to excel through participation in a variety of internal and external literacy and numeracy programs and competitions.

Success criteria for this strategic direction

School data demonstrates that student progress and achievement is greater than students in Statistically Similar School Groups (SSSG) on external measures and is consistent with strong student progress and achievement on internal measures.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with a success that can be measured by improved student progress and achievement data.

All teachers consistently use internal and external data to inform teaching practices. Teachers use information about student progress to differentiate the curriculum to meet the learning needs of all students.

The school's value-add trend in literacy and numeracy is positive. Student achievement in the top two NAPLAN bands demonstrates an upward trend.

Students are aware of and most are showing expected growth in internal school progress and achievement data.

Evaluation plan for this strategic direction

Question - *Have we met our system negotiated targets? Are our teachers explicitly teaching literacy and numeracy to students in all subject areas? Are teachers using student performance data to adjust their teaching, learning and assessment programs?*

Data - *BestStart, NAPLAN/HSC Minimum Standards/HSC, internal assessment and report data, (HPGE) teaching programs, lesson observation feedback. Student Work Samples, Teacher feedback and student reflection. Teacher resources. Photos/ Videos of Professional Learning.*

Analysis - *Data analysis will be embedded across all KLAs. Regular review of student progress will be undertaken to onwards the improvement measures and make on balanced judgement against the School Excellence Framework.*

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Increase the percentage of students achieving the top 2 Bands in numeracy by 10% (NAPLAN).

Target year: 2024

Increase the percentage of students achieving the top 2 Bands in reading by 11% (NAPLAN).

Target year: 2023

Proportionally contribute to the Sutherland Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.

Evaluation plan for this strategic direction

Implications - Has explicit teaching of literacy and numeracy improved student learning outcomes? Where to next?

Strategic Direction 2: Effective feedback and collaboration

Purpose

Explicit systems for collaboration and feedback sustain quality teaching practice and a culture strongly focused on student learning where all are challenged to innovate, succeed and achieve their personal best. Teachers integrate formative assessment strategies in every classroom every day to ensure learning takes place to drive ongoing, school-wide improvement in teaching practice and student results. Our teachers engage in collaboration, professional dialogue, classroom observation, modelling of effective practice to support excellence in teaching.

Improvement measures

Target year: 2024

11% increase in the percentage of students achieving the top 3 Bands in the HSC.

Target year: 2024

75% of teaching staff have participated in the Quality Teaching Rounds (QTR) program, collaborating with staff across KLA's to improve their practice.

Target year: 2024

The principles of Formative Assessment are embedded into all teachers' practices as evidenced by teaching, learning and assessment programs, and Quality Teaching Rounds evaluations.

Target year: 2024

Analysis of report data demonstrates an increased percentage of students achieving at A and B levels for Learning Outcomes in Semester Reports.

Target year: 2024

75%-100% of teaching staff have embedded the QTF elements within teaching and learning programs across Stages 4-6. All KLAs have demonstrated a focus on planning for and evaluating teaching and learning programs and assessments using the QTF.

Initiatives

Highly effective evidence-based teaching and learning practices

Build collective teacher efficacy using highly effective evidence based teaching and learning practices, including formative assessment, explicit teaching, teacher collaboration and feedback.

Ongoing professional learning that supports increased teacher capacity to employ effective formative assessment practices to inform all teaching, learning and assessment programs.

Quality Teaching Rounds (QTR) across all faculties to enhance explicit teaching practice.

Collaborative and collegial dialogue, underpinned by the NSW Quality Teaching Framework, that supports teacher performance and development and, improved classroom practice.

Dynamic teaching, learning and assessment programs, across Stages 4-6, are regularly evaluated against and informed by the NSW Quality Teaching Framework.

Formative Assessment principles are core practice across all KLAs.

Student use of teacher feedback, self-assessment and peer-assessment to identify and achieve personal learning goals.

Success criteria for this strategic direction

TJHS has a high performing teaching staff whose capacities are continually built to ensure every student experiences high quality teaching and learning, supported by Formative Assessment practices and Quality Teaching Rounds.

Teachers collaborate across KLAs to share knowledge of quality teaching practices, underpinned by the NSW Quality Teaching Framework, through sharing of data, feedback and resources.

Measurable improvement in student learning outcomes, across all stages are the result of flexible and responsive use of a range of formative and summative assessment data that inform classroom practice by expert teachers daily.

Teachers provide explicit, specific and timely formative feedback to students, related to defined learning intentions and success criteria, to support improvements in their learning.

Evaluation plan for this strategic direction

Question - Have we met our system negotiated targets? Are our teachers visibly using the elements of formative assessment in their teaching? Are we seeing a significant number of staff participating in QTR? Are teachers using student performance data to adjust their teaching, learning and assessment programs?

Data - NAPLAN/VALID/HSC, internal assessment and report data, QTR evaluations, lesson observation feedback. Student Work Samples, Photos / videos of implementation of Visible Learning strategies. Surveys. Student Feedback. Teacher resources. Photos/ Videos of Professional Learning. Teacher reflection on QTR.

Analysis - Data analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures and make on balanced judgement against the School Excellence Framework.

Strategic Direction 2: Effective feedback and collaboration

Improvement measures

Target year: 2024

QTR student surveys demonstrate all students have a clear understanding of the quality of work expected and its significance in each lesson.

Evaluation plan for this strategic direction

Implications - Has this initiative had a desired effect on teaching practice and improved student learning outcomes? Where to next?

Strategic Direction 3: Building capacity and resilience

Purpose

Building capacity and fostering resilience within a supportive environment, underpinned by high expectations, develops educational aspiration and ongoing performance improvement throughout the school community. We develop future focused learners, who are deep critical thinkers, problem solvers, highly inquisitive and independent, equipped to engage actively and ethically in society. We support the continuity of student learning at key transition points, provide effective teacher induction and build the leadership capacity of all. There is a strategic and planned approach to develop whole school processes that support the wellbeing of all staff and students so they can connect, succeed and thrive.

Improvement measures

Target year: 2024

All leadership programs have an established scope and sequence.

Target year: 2024

Increase the percentage of students experiencing positive wellbeing by 8%.

Target year: 2024

An increased percentage by 5% of student participation in leadership programs across the school.

Target year: 2024

5% of staff are working towards higher levels of accreditation.

Target year: 2024

An established mentorship program for aspiring leaders within the TJHS community.

Target year: 2024

10% increase in the overall percentage of students attending school 90% of the time or more.

Initiatives

Student Leadership

Improve the visibility and quality of student leadership programs so that they can connect, succeed, thrive and learn at TJHS.

Scope and sequences are mapped showing the continuum of leadership training and skill development across all student leadership programs.

Marketing leadership opportunities across the school community.

Reinvigorate staff to be involved in ongoing student leadership programs.

Programs include: SRC, Tek Stars, Jannali CARES, Tech Crew, Premier Sporting Challenge, Peer mediation, Peer Support, Anti-Bullying, House Captains, HOTSCOS, Duke of Ed, CBL

Staff Leadership

Provide professional learning opportunities for staff to develop effective instructional leadership attributes and management skills to facilitate whole school improvement.

Scope and sequences are mapped showing the continuum of leadership training and skill development across all staff leadership programs.

Ongoing professional learning that supports staff to develop effective instructional leadership and management skills specific to their aspirations.

Marketing leadership opportunities across the school community.

Staff demonstrate and share their expertise within their school community.

Programs and leadership opportunities include: Wellbeing team- YA and Assistant YA, Head teachers and 2IC's, QTR team, formative assessment team, SRC, Jannali

Success criteria for this strategic direction

A professional learning community is founded on ongoing improvement to build a strong continuation of leaders which supports the improvement of teaching and learning.

Visibility of leadership opportunities have enhanced student and staff confidence.

Staff and students are participating in various leadership opportunities within programs with confidence.

Leadership teams have clear processes with accompanying timelines and milestones that direct school activity towards effective implementation of programs.

Evaluation plan for this strategic direction

Question - Have we met our leadership targets across both student and staff leadership at TJHS? Are we seeing a significant number of students and staff participating? Are all leadership programs sustainable and adding value to student and staff wellbeing?

Data - 'Tell them from me' survey, scope and sequences of programs, Sentral calendar entries per program, professional learning, number of applications for leadership roles, student work samples- photos/videos of implementation of visible leadership opportunities, number of professional learning opportunities and feedback on its effectiveness.

Analysis - Data analysis will be embedded within the project through progress and implementation monitoring at each milestone. Annually the school will review progress towards the improvement measures and make balanced judgements against the School Excellence Framework.

Implications - Has this initiative strengthened leadership opportunities for students and staff? Have we built upon the leadership capabilities of students and staff? Where to next?

examples of school improvement ???

Strategic Direction 3: Building capacity and resilience

Initiatives

CARES, teacher induction, Accreditation, Anti-bullying team, aspiring leaders program, future focused learning team, literacy and numeracy teams. Duke of Ed, CAPA programs (Dance, Drama, Band, Art, Tech crew)

A teacher induction program, that over 6 months strengthens staff confidence in processes and practices specific to the school.

Accreditation; graduate, proficient, HAT/LEAD.

Aspiring leaders program.
