School Plan 2015 – 2017

JUNEE HIGH SCHOOL
School background 2015 - 2017

School vision statement

To Dream . To Create . To Succeed

Empowering students to achieve their personal best within a dynamic and inclusive learning environment

School context

Junee High School is a rural comprehensive secondary school which draws students from the township and surrounding farms and villages. The school enjoys high levels of community support from local businesses and farms. We have strong links with our partner primary schools with whom we have shaped the Ngumba-Dal Learning Community. Ngumba-Dal is a Wiradjuri term meaning “unity” which reflects the determination of each school in the Learning Community to share resources, staff and events for the betterment of all schools. We have successfully managed our innovative middle school program, which has included all of the Year 6 students in the Junee district. Our school’s goal is to enrich the quality of life of our students and the wider school community. We are determined to support our students in becoming lifelong learners. To this end, Junee High School provides students with a broad range of academic and extracurricular options; including debating, engineering competitions, academic National Competitions, art-based exhibitions, public speaking, and alternative career-based pathways. The school has been involved in the state finals of a variety of sports over a number of years. Students have the opportunity to develop their skills in the arts through school-based performance evenings and the annual Schools Spectacular. The school’s Honours System encourages students to strive for excellence in all aspects of school life and rewards them when they achieve success.

We enjoy extensive community support from large numbers of individuals, the Shire Council and all the local service clubs. The school has a dedicated and energetic teaching staff and the students have the opportunity to study the traditional academic subjects or follow a vocational education pathway. Junee High School provides all the advantages and opportunities of a small regional comprehensive high school.

School planning process

The school has engaged the entire community in the school planning process, which was highly positive and empowering for all involved. It included:

- Executive discussion around a timeframe and school community involvement;
- Staff survey and discussion on key areas for school feedback and direction;
- Staff meeting: collaborative brainstorm for strategic directions;
- Student survey via: online survey feedback;
- Staff survey via: online survey feedback;
- Parent survey via: online survey feedback;
- P&C liaison;
- Aboriginal community representative liaison;
- EOI for school plan writing teams;
- Teams attending PL sessions;
- Team meetings to:
  - determine strategic directions;
  - determine 5Ps for each of the strategic directions;
  - collate and produce draft of School Plan;
- Draft submitted to PLO for overview;
- Final draft written;
- Final draft submitted to School Executive;
- Plan reviewed and edited – document finalised.
School strategic directions 2015 - 2017

Culture of Learning

Purpose:
To empower students to grow resilience and adaptability to achieve excellence in learning

School Culture and Values

Purpose:
To create a values-rich environment which is caring and safe for students and staff, and which caters for individual differences

Teacher Quality

Purpose:
To create a professional environment where teachers engage collaboratively to deliver 21st century learning with excellence and expertise
## Strategic Direction 1: Culture of Learning

### Purpose
To empower students to grow resilience and adaptability to achieve excellence in learning

### People
How do we develop the capabilities of our people to bring about transformation?

**Students**
- are supported and coached to take ownership of their learning

**Staff**
- provide an environment where students feel comfortable in taking risks and extending themselves
- provide meaningful and constructive feedback to students, and provide advice and encouragement for future planning

**Parents**
- recognise the important role they play in developing students’ engagement in learning

**Community partners**
- encourage greater engagement with the school to provide opportunities for students to develop in the workforce and wider community

**Leaders**
- the school leadership team builds the collective capacity of the staff and school community to use data to drive strategic school improvement efforts, by providing development opportunities for quality teaching

### Processes
How do we do it and how will we know?

**Students**
- Led by the Student Representative Council and school captains, students have an active role in providing feedback and ideas on school policies and procedures; co-curricular activities and actively participate in learning experiences.

**Staff**
- Develop the capacity of staff to provide a positive learning environment which encourages and inspires students to become independent and resilient learners; through quality teaching practice and wide offering of curriculum choice.

**Leaders**
- Provide Professional Learning to support staff in achieving the goal of independent student learners; encouraging student, staff, parent and community involvement.

### Products and Practices

#### Products
- 100% of Year 6 graduates from partner schools choosing Junee High School
- 100% of students at, or above, their age marker on the literacy continuum (7-10) and numeracy continuum (7-10)

#### Practices
- assessment measures, including continuum mapping, will be consistent and transparent across the school for the entire school community
- 2LS, Empower and specific learning strategies for differentiated learning will be embedded in all programs
- consistent high expectations and vocabulary of academic culture used across the school
- all staff and students are to participate in curriculum unit evaluations to ensure individual learning needs are consistently met across the school

### Improvement Measures
- 100% of Year 6 graduates from partner schools choosing Junee High School
- 100% of students at, or above, their age marker on the literacy continuum (7-10) and numeracy continuum (7-10)

### Evaluation Plan
Regular reviews of PDPs, KLA programs and assessment data. Evidence of student learning will be found through: teaching programs, continuum mapping, HSC and external assessment results, common KLA internal assessment tasks, student and staff evaluations, and attendance data.
### Strategic Direction 2: School Culture and Values

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| To create a values-rich environment which is caring and safe for students and staff, and which caters for individual differences | How do we develop the capabilities of our people to bring about transformation?  
**Students**  
• follow the school’s core values: ‘Be your Best, Be Respectful, Be Responsible’ and engage in the school’s honours system and rewards programs  
**Staff**  
• promote and celebrate the successes of students through the honours system and displays of student work  
• promote and integrate the Aboriginal culture and nurture its relationship within our school  
**Parents**  
• support and encourage students to follow the school’s core values: ‘Be your Best, Be Respectful, Be Responsible’, and engage with the staff to inculcate these values  
**Leaders**  
• develop programs to enhance student and staff wellbeing  
**Community partners**  
• Junee High School cultivates a close working relationship with our town and farming business communities | How do we do it and how will we know?  
**Students**  
• will engage with the honours system and experience rewards activities  
Students, through participation in wellbeing programs, will show improved resilience and personal responsibility  
**Staff and Leaders**  
• develop programs to support students’ wellbeing with an increase in student progression through the honours system  
• implement a ‘positive’ postcard program, positive phone calls, positive signage  
• create a ‘positive’ messages environment  
• increase promotion of school events to the community  
• encourage and facilitate students’ involvement in leadership, cultural and community events | **Products**  
• All students receive awards at honours assemblies  
• All parents are actively involved in school life  
**Practices**  
• implementation of an engaging and relevant curriculum delivered by quality teachers  
• the position of Wellbeing Coordinator is to be embedded in school organisation  
• collaborative staff and student involvement in a wide range of school activities  
• a systemic, proactive approach to student and teacher wellbeing, equity and safety  
• ongoing implementation and evaluation of streamlined transition programs for each stage of high schooling  
• an evolving range of communication avenues both within the school and the wider community to create a cohesive school community |

#### Improvement Measures

- All students receive awards at honours assemblies
- All parents are actively involved in school life

#### Evaluation Plan

Evidence of a safe and supportive community will be seen in specific, measurable data tools, ERN data, SENTRAL data and community surveys.
### Strategic Direction 3: Teacher Quality

**Purpose**  
To create a professional environment where teachers engage collaboratively to deliver 21st century learning with excellence and expertise.

**People**  
How do we develop the capabilities of our people to bring about transformation?

- **Staff**  
  - develop capacity by actively engaging in personal professional learning in line with Australian Professional Standards, Quality Teaching, the Performance Development Framework and compliance training  
  - use data to inform planning and practice in the classroom  
  - ensure literacy and numeracy underpins learning  
  - engage in opportunities to understand and develop their leadership skills and influence decision-making across the school  

- **Parents**  
  - participate in forums and meetings, engaging with teachers in an active partnership  

- **Leaders**  
  - The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

**Processes**  
How do we do it and how will we know?

- **Staff**  
  - engage in staff training for the implementation of new syllabuses  
  - cross-curricular Professional Learning Teams lead improved practice and quality teaching  
  - develop individual PDPs explicitly targeted at developing teacher capacity and improving leadership  
  - implement and monitor standardised documentation  
  - consolidate and develop strategic partnerships that enhance the quality of teaching and learning that are research based  
  - ensure literacy and numeracy underpins learning  
  - maintain high academic expectations  
  - implement formalised and systemic processes for academic learning, with the Great Teaching, Inspired Learning and the School Excellence Framework documents as the focus

**Products and Practices**

- **Products**  
  - 100% of staff have a Professional Development Plan and are engaged in the process of explicit professional learning

- **Practices**  
  - cross-curricular Professional Learning Teams engage in higher order professional dialogue to increase the professional capacity of all members of the group  
  - all staff will have a Professional Development Plan, closely aligned to the School Plan and work collaboratively with their peers and supervisors  
  - all Head Teachers are trained in Peer Coaching and use this in their supervision practices  
  - teachers and students will recognise and employ 2LS as the dominant learning strategy across the school  
  - teachers use formal and informal student assessment data to determine teaching directions, school performance levels and effectiveness of teaching strategies

**Improvement Measures**

- 100% of staff have a Professional Development Plan and are engaged in the process of explicit professional learning

**Evaluation Plan**

Evidence will be found in:

- reviews of the Professional Learning Team process by staff involved  
- regular reviews of PDPs, KLA programs, HSC monitoring folders and assessment data by school Executive