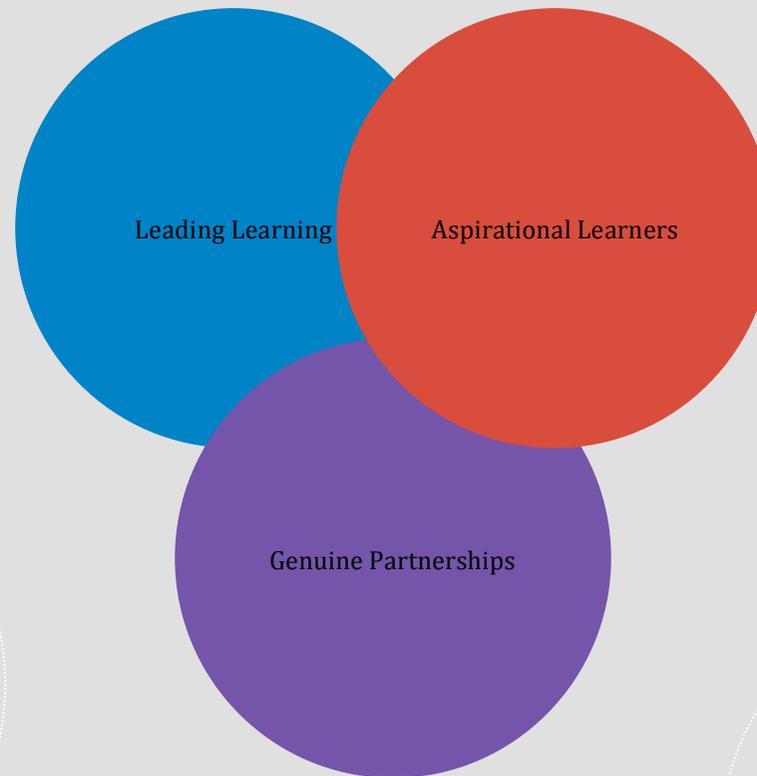


School plan 2015 – 2017

Jamison High School 8559





School vision statement

The community sees Jamison High School as an outstanding comprehensive High School. This is based on Jamison's success over a wide range of areas. It has been a light house school for Positive Behaviours for Learning for a decade and seeks to maintain its strong welfare nature through the maintenance of successful programmes but also the introduction of new ones that reflect the needs of a changing clientele.

The school aims to meet the needs of the complete range of students through an increased focus on differentiation in the classroom. This involves creating the necessary opportunity for remediation but also an increased emphasis on higher order thinking skills necessary for success in Stage 6.

The school has also adopted a flexible approach to curriculum delivery by developing relationships with other Penrith Valley schools to create a broader curriculum, by making significant timetable changes to facilitate TAFE access and adopting a positive approach to the introduction of school-based apprenticeships.

School Vision: Jamison High School aims to provide an environment that is both nurturing and academically rigorous we are striving to develop a relationship with our parents and carers that is a more genuine partnership so that values such as aspiration, commitment and resilience are reinforced between both home and school.

School context

The school has traditionally been a school that has had a stable community around it. Whilst the community in general remains supportive the nature of that community is changing. There are far more parents/carers in rental accommodation than even a decade ago which is giving us a far more mobile population creating more pressure on accurate learning difficulty diagnosis.

This is being reflected in our drawing area as well with students coming from our partner primaries with significantly more literacy difficulties than in the past requiring a different approach to literacy development particularly in Stage 4.

This is also reflected in the schools changing socio-economic background with more parents and carers from the lower socio-economic group

The school has a 7% Aboriginal population and enjoys a positive relationship with its Aboriginal community. The school has only a small English as another Language or Dialect group.

Whilst the school has an experienced teaching staff this will change progressively over the next few years with many staff retirements set to impact upon the school. The school has already had considerable executive turnover in the last few years. which has helped facilitate school change.

School planning process

The school has had a process of consultation involving community, staff and students. General areas for development were identified and refined through meetings with staff, the community and the SRC as a student representative body. The community consultation was done through the Parents and Citizens association at specifically advertised meetings. As a result of this a consultative group was developed from Year 7 parents to help monitor the success of implementation over the course of the next two plans as they have a long term commitment to the school



STRATEGIC DIRECTION 1

Teachers as learning leaders

Purpose:

To ensure that staff have the confidence, skills and understanding of their own pedagogy in order to

- 1) Improve the literacy skills of students particularly in Stage 4
- 2) Have their classroom operating at an analytical level, particularly in Stages 5 and 6, in order to increase the amount of students attaining Bands 5 and 6 in the HSC

STRATEGIC DIRECTION 2

Aspirational, engaged learners

Purpose:

To develop aspirational, responsible and purposeful learners who demonstrate resilience and independence to pursue their learning goals, accessing a diverse and relevant curriculum that maintains engagement and ensures reflection.

STRATEGIC DIRECTION 3

Building Genuine Learning Partnerships

Purpose:

To enhance student learning outcomes by building the capacity of the school community to collaboratively support student learning; developing more purposeful and genuine partnerships between all key stakeholders. "It takes a village to raise a child."

Strategic Direction 1: Teachers as Learning Leaders

Purpose

To ensure that staff have the confidence, skills and understanding of their own pedagogy in order to

- 1) Improve the literacy skills of students particularly in Stage 4
- 2) Have their classroom operating at an analytical level, particularly in Stages 5 and 6, in order to increase the amount of students attaining Bands 5 and 6 in the HSC

Improvement Measures

Positive value added for middle and upper groups from Year 9 Naplan to Year 12

To have at least 80% of students making expected growth in Reading and Writing from Year 7 to 9

People

Staff:

- Have a clear personal Professional Learning Plan aimed at developing skills in the identified areas.
- be honest in self evaluation
- be informed by data as part of their evaluation
- Seek feedback from students about the learning experiences they provide.

Head Teachers

- Lead by example in relation to pedagogy
- have clear faculty goals
- Ensure programmes and assessment tasks are consistent with achieving school goals
- Ensure faculty environment is forward thinking and focussed on a cycle of improvement.

Teacher Mentors

- Develop staff confidence in taking on collegially supportive coaching roles.

Executive

- facilitate a PDP process that is supportive and focussed
- provide PL that is consistent with developing staff capacity
- maintain a school tone that has a clear focus on learning
- _resource focus areas(TAS/Science) to facilitate environment where HOT lives

Students

- provide feedback on their learning experiences
- Engage in meaningful discussions about their own learning

Processes

Staff

Create a culture whereby staff reflect with colleagues on pedagogy

Professional learning, supported by a PDP process that focuses on:

Use of the ALARM model

Using timely and appropriate feedback

The use of writing as a learning activity

assessment tasks as a learning activity

The regular integration of higher order thinking skills, analysis and evaluation, that are linked to the ALARM process

The development of best practice video support and analysis to provide an ongoing reference point for excellence.

Developing/ Resourcing "flipped" classroom focus group

Trialling UDL model with Year 7 class

Students

Through U Matter, PBL and other school initiatives develop a culture of:

- ;
- Drafting written pieces of work
- Homework completion
- Resilience and the seeking and using of feedback

Taking responsibility for their own learning

Evaluation

Monitoring through regular checklist of staff skills

Evidence through PDP process

Products and Practices

Products

Positive value added for middle and upper groups from Year 9 Naplan to Year 12

To have at least 80% of students making expected growth in Reading and Writing from Year 7 to 9

Staff able to use targeted skills

Practices

Have classrooms where staff are:

Using ALARM to facilitate explicit teaching

Giving feedback on writing that develops structure and understanding

Integrating writing and feedback into regular classroom practice

Operating their classroom to facilitate higher order thinking

Developing assessment tasks and activities that are formative and reflect the planning and drafting cycle.

Strategic Direction 2: Aspirational, engaged learners

Purpose	People	Processes	Products and Practices
<p>To develop aspirational, responsible and purposeful learners who demonstrate resilience and independence to pursue their learning goals, accessing a diverse and relevant curriculum that maintains engagement and ensures reflection.</p>	<p>Students:</p> <p>Students understand that engagement and effort are required to reach goals and display risk taking and an active, informed approach to their learning.</p> <p>Students engage in meaningful discussions about learning and the development of learning goals, capabilities and skills to demonstrate 21st century learning fluencies across all KLAS.</p> <p>Students develop resilience as learners and young adults by developing confidence and taking responsibility for their own learning.</p>	<p>Teacher professional learning is provided to focus on the continued improvement of teacher practice to ensure classrooms become models of innovative practice and 21st learning environments including intellectual quality and deep knowledge and understanding, higher order thinking and formative assessment:</p> <p>School Mentor Program, U Matter, to foster development of student learning goals and facilitate student reflection.</p> <p>Project teams ensure consistent best practice in teaching and learning including differentiation, support, literacy and numeracy practices.</p> <p>School processes and procedures encourage a culture of teacher self evaluation, lesson observation, feedback and accountability processes.</p> <p>PBL program to develop processes and procedures encouraging a community culture of learning success celebration.</p>	<p>Products:</p> <p>Have 75% of HSC subjects at or above State average</p> <p>An Increase in reported Student levels of engagement</p> <p>To have at least 80% of students making expected growth in Reading and Writing from Year 7 to 9</p>
Improvement Measures			
<p>Have 75% of HSC subjects at or above State average</p> <p>An Increase in reported student levels of engagement</p> <p>To have at least 60% of students making expected growth in Reading and Writing from Year 7 to 9</p> <p>To have 8% of Year 9 students in top two bands of Naplan (ave)</p> <p>30% of ATSI students achieving a Band 8 in Naplan Yr 9</p>	<p>Staff:</p> <p>Staff commit to developing capacity in the area of intellectual quality. Staff engage in discussions about their own specific skill needs in order to sustain classroom environments that develops literacy and higher order thinking.</p> <p>Staff develop the collective mindset that our students can and will succeed, and provide students with the knowledge, skills and capabilities to achieve their potential.</p> <p>Parents and Community</p> <p>Be involved in the creation of a multifaceted communication strategy to build awareness amongst parents of the JHS focus on shared responsibility for learning and intellectual quality.</p>	<p>Evaluation</p> <p>Regular reporting against the milestones by the leadership group</p> <p>Feedback from Project Teams</p> <p>Distribution of N Warnings to be monitored</p> <p>Staff/Student survey</p>	<p>Practices:</p> <ul style="list-style-type: none"> • Creating time to ensure great teaching by allowing staff to engage in reflection with colleagues about the practice of teaching and learning in order to effectively engage all students. • Staff create classroom environments where the writing process is integrated with meaningful feedback, assessment is formative and higher order thinking skills are used regularly. • Students utilise feedback provided by staff against criteria to improve and achieve their learning goals. • Students demonstrate confidence as learners and reflect on their progress against their personal learning goals and school values • Respectful trust relationships are evident and recognised as important to achieving learning growth.

Strategic Direction 3: Building Genuine Learning Partnerships

Purpose

To enhance student learning outcomes by building the capacity of the school community to collaboratively support student learning; developing more purposeful and genuine partnerships between all key stakeholders. "It takes a village to raise a child."

Improvement Measures

Increased levels of confidence and satisfaction with the school regarding student learning outcomes.

Increased levels of genuine engagement by parents and community partners in supporting student outcomes as measured by surveys and increased levels of participation in school forums/activities including P&C meetings and activities, special programs, information nights and parent teacher nights.

People

Parents/Carers:

Enhanced capacity to engage in meaningful learning-related dialogue with their child and their child's teacher. Knowledge of where and how to access support to enhance mentoring skills to support their child's learning. Knowledge and skills in accessing effective communication channels with the school to act as an informed parent

Teachers and Executive:

Enhanced capacity to engage with parents and the wider community in dialogue related to student learning. Knowledge of community based resources that could support student learning. Interpersonal skills to develop community links and engage in a genuine and purposeful manner with parents.

School Staff (including SASS staff)

Knowledge of communication channels and skills to access them for the purpose of timely and meaningful communication with parents and the wider community. Interpersonal skills to enhance Jamison HS's welcoming nature across the whole school community and beyond.

Community Partners:

Knowledge of opportunities and communication channels for genuine engagement with the school. Enhanced capability to establish strong, ongoing links with the school.

Students:

Enhanced capacity and knowledge to develop their learning networks, engaging in dialogue with teachers and parents about their learning, aspiring to leadership roles across the school and building links with community partners

Processes

Develop timely and effective communication networks and systems that connect, inform and engage the whole school community and its partners in student learning.

Conduct workshops to develop skills of targeted members of the school community to build their individual and collective capacity for purposeful and effective shared engagement in student learning.

Increase integration of Action Team for Partnerships in school structures to support *sharing responsibility* for student outcomes by facilitating community links.

Conduct timely and effective surveys and discussion forums involving members across the whole school community and its partners to evaluate, with a view to ongoing improvement:

- strengths and weaknesses of current policies and systems;
- Levels of parent satisfaction with the school.
- Levels of genuine teacher engagement with parents;
- Levels and breadth of community engagement with the school.

Develop forums for genuine partnership in school decision making and policy formation.

Evaluation:

Conduct "pre and post" surveys and forums to collect data for analysis

Products and Practices

Products:

Increased levels of confidence and satisfaction with the school regarding student learning outcomes. Enhanced nature of JHS as a welcoming school. Measured by pre and post surveys.

Increased levels of genuine engagement by parents and community partners in supporting student outcomes as measured by surveys and increased levels of participation in school forums/activities including P&C meetings and activities, special programs, information nights and parent teacher nights.

Increased levels of genuine engagement by teachers with parents and community links as measured by surveys.

Enhanced student learning outcomes as measured by: external exams including NAPLAN, ESSA and HSC, as well as post-school destinations; decreasing N-Award warnings.

Practices:

Timely and effective communication systems that connect, inform and engage the whole school community and its partners.

Active and sustained engagement of members across the whole school community in decision making forums.

Effective utilisation of sustainable links with the school community and its partners, enhancing student learning opportunities.

