School plan 2015 – 2017

James Cook Boys Technology High School 8882

STRATEGIC DIRECTION 1
Collectively develop student potential in a safe, respectful and engaging learning environment

STRATEGIC DIRECTION 2
Foster trusting and sustainable community partnerships to expand student learning opportunities

STRATEGIC DIRECTION 3
Collaboratively develop teacher quality, staff capacity and leadership density
### School vision statement

James Cook Boys Technology High School is committed to successfully educating young men to be ethically guided critical thinkers who are innovative life long learners empowered to contribute responsibly as informed citizens.

Each student is challenged to achieve his personal best through authentic learning opportunities within an inclusive, caring and supportive environment.

### School context

James Cook Boys Technology High School is located approximately 16 kms from the CBD. The school has a culturally diverse student population with 80% of students from a Language Background Other Than English (LBOTE). Students from a LBOTE represent more than 38 different language backgrounds.

James Cook Boys Technology High School has a proud tradition of sporting and academic excellence. The school is located on the Princes Highway and consists of expansive grounds that include a full size rugby/soccer field, tennis courts, basketball courts and indoor squash courts.

The school has developed and maintained community and learning partnerships with local organisations. The St George Illawarra Leagues Club has developed a community partnership with the school to utilise the school's facilities and to develop a weights training gym on the school grounds. James Cook Boys Technology High School is a proud member of the Bay Side Learning Community. The BLC includes Carlton South public school, Brighton Le Sands public school, Ramsgate public school, Arncliffe public school, Rockdale public school and Moorefield Girls High School and focuses on providing all students and teachers extended learning opportunities across the community of schools.

The school effectively integrates an IM (mild intellectual disability) class that operates on an inclusive model that provides students with both individual targeted support and opportunities to integrate with their mainstream peers.

Extensive external-agency networks support the academic, social, and emotional development of all students. Student leadership is promoted within and beyond the school. The entire student population is represented in all areas of decision-making across the school through a democratically elected Student Representative Council (SRC).

### School planning process

In Term 4 2014 a Situational Analysis was conducted using an external consultant to gather evidence from student focus groups, staff interviews and parent/community surveys.

All staff and parents were provided professional learning sessions on the new school planning process and were informed of the importance of their contribution in the development and implementation process. Resources used included school planning facts sheets, FAQ, Introducing the new school planning approach, Simon Simek video.

Qualitative and quantitative data was analysed which included the 2012-2014 school plan, NAPLAN data, HSC data, suspension, attendance and data from the MY School website. Teachers examined their faculty HSC data over the last 3 years using SMART data and presented their faculty analysis to the staff during a professional learning session.

All staff collegially used the evidence from the situational analysis; educational learning and engagement data to collaboratively develop a school vision and form the strategic directions for the school plan 2015-2017.

The school leadership team analysed and discussed all evidence then collaboratively refined the school vision, strategic directions and purpose at a 2-day conference in Term 1 week 7 2015.
School strategic directions 2015 - 2017

**Purpose:**
To provide a supportive and caring school community that allows each student to develop his emotional, cognitive, social, physical and spiritual wellbeing to become empathetic and resilient life long learners.

To develop contextually relevant and inclusive programs that will enable students to become informed, confident, creative future focused learners.

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Collaboratively develop teacher quality, staff capacity and leadership density

**Purpose:**
We will proactively engage stakeholders to collaboratively operate and sustain partnerships with parents and the wider community.
To positively promote and celebrate the successes of our students through the partnerships of our learning community.
To establish a framework that enables students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

**Purpose:**
To develop a school wide culture of high expectations and high performance in teaching and learning. Explicit systems will drive and sustain ongoing school improvement in teaching practices and in developing leadership capacity. Teachers will align their practice to the Australian Professional Standards for Teachers through the process of collaboration, classroom observation, feedback and self-reflection.
Strategic Direction 1: Collectively develop student potential in a safe, respectful and engaging learning environment

**Purpose**

To provide a supportive and caring school community that allows each student to develop his emotional, cognitive, social, physical and spiritual wellbeing to become empathetic and resilient life long learners.

To develop contextually relevant and inclusive programs that will enable students to become informed, confident, creative future focused learners.

**People**

**Students:** Through consultation and collaboration students participate and assist in the development of relevant wellbeing programs as partners in learning. Students are explicitly taught expectations and behavioural attitudes and accept responsibly for their behaviour.

**Staff:** Through evidence based ongoing professional learning, consultation and collegial collaboration staff will research, develop, implement and evaluate a contextual relevant whole school approach to student wellbeing to support and improve student learning outcomes and to create a respectful learning environment.

**Parents/Caretakers:** Through school participation, genuine and trusting relationships parents/carers will develop an understanding of the partnership between home and school, student behaviour and learning success.

**Community Partners:** Through a shared morale imperative to improve student attitudes, learning, wellbeing and behaviour we will collectively develop targeted strategies and programs to enhance student learning opportunities across the broader community.

**Leaders:** Will understand, adopt and lead the transformation of attitude in raising awareness, modelling and supporting student wellbeing across the school and the broader community.

**Processes**

**Student Wellbeing – PBIS/PBL**

Through student voice and leadership programs students will be provided transparent opportunities through consultative forums to co-develop explicit systems that clearly define behavioural expectations that create respectful and positive learning environments that allow all students to achieve their personal best.

**Enquiry based Learning Projects**

Through contextually relevant and engaging curriculum students will utilise information technology and will be challenged and extended to think creatively and innovatively to solve real world problems. Students will work collaboratively on enquiry based learning projects and will continually develop ways to communicate their ideas effectively through ongoing embedded literacy programs.

**Evaluation**

- Student data collected from Sentral will be analysed and used to make informed decisions regarding future programs and initiatives to support student wellbeing.
- Student, staff, parent interviews and surveys.
- Pre and post testing, situational analysis and ongoing feedback.

**Products and Practices**

**Product**

All students will know the values, core beliefs and behaviour expectations of the school community.

100% of staff will be professionally developed in PBIS/PBL and will utilise strategies to successfully develop positive relationships with students from a PBIS perspective.

Effective processes, policies, systems and programs will be in place to support student wellbeing and provide leadership opportunities for students across the school and the community.

50% of students will have participated in inquiry based learning projects.

**Practices**

Students and staff will work respectfully in a cooperative learning environment where an inclusive framework has been developed to support the cognitive, emotional, social, physical and wellbeing of students.

Students will be engaged in high challenge learning environments that are supportive and caring and that set high learning expectations for all students to achieve their personal best in everything they do.
## Strategic Direction 2: Foster trusting and sustainable community partnerships to expand student learning opportunities

### Purpose
We will proactively engage stakeholders to collaboratively operate and sustain partnerships with parents and the wider community.
To positively promote and celebrate the successes of our students through the partnerships of our learning community.
To establish a framework that enables students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

### People

| Students: | Gain an understanding of their role in the school and broader community through inclusive partnership programs and initiatives that are implemented to extent student learning beyond the classroom |
| Staff: | Develop an understanding of the benefits of creating and maintaining positive and trusted learning relationships with the broader community. Staff will be actively involved in participating and fostering a learning community to enhance their own learning and to improve the learning of students across the community. |
| Parents/Carers: | Are co-learners and trusted partners in supporting the learning of their sons and positively share the vision and strategic directions of the school. Parents acknowledge the positive work of the school and the community collectively celebrates the learning success of all students. |
| Community Partners: | Will value the work of the students, teachers, parents and community and recognise the benefits of collectively sharing and developing expertise across a learning community |

### Processes

| Bayside Learning Community | Maintain and continue to foster trusting and positive learning relationships across the Bay Side Learning Community. Collaboratively develop authentic project based learning that allows teachers to learn from each other and to develop a successful transition program from stage 3 to stage 4. |
| Community Links and Partnerships | Foster trusting and collegial partnerships with parents, community, agencies, clubs, departments, industries and educational providers to enhance the learning needs and experiences of all students. To improve public perceptions of our school and to create a committed community that believes in supporting their local schools. |

### Products and Practices

| Product | All stage 3 students from the Bayside Learning Community will have had the opportunity to engage in productive and meaningful learning experiences in their respective high schools. |
| 50% of all classroom teachers have had the experience of working with (team teaching, observing, sharing professional dialogue/professional learning or resources) primary school or secondary teachers from another setting. |
| Authentic partnerships are formed with local business, agencies, TAFE, Universities, clubs that directly support the school and student learning opportunities. |

### Improvement Measures
All stage 3 students from the Bayside Learning Community will have had the opportunity to engage in productive and meaningful learning experiences in their respective high schools.

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## Practice

- Teachers, students and community partners work collectively through community partnerships. Community and parent views are genuinely and regularly sought and utilised to drive school planning and improvement.
- Students are provided learning, social and leadership opportunities outside of the school environment to assist in their cognitive, social, emotional and spiritual growth.
### Strategic Direction 3: Collaboratively develop teacher quality, staff capacity and leadership density

#### Purpose
To develop a school wide culture of high expectations in teaching and learning. Explicit systems will drive and sustain ongoing school improvement in teaching practices and in developing leadership capacity. Teachers will align their practice to the Australian Professional Standards for Teachers through the process of collaboration, classroom observation, feedback and self-reflection.

#### People

<table>
<thead>
<tr>
<th>Students</th>
<th>will develop an understanding of the benefit of having teachers who improve teacher quality and build their learning capacity to improve learning outcomes for all students.</th>
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<tbody>
<tr>
<td>Staff</td>
<td>Through coaching, mentoring and self-reflection and ongoing relevant professional learning staff will understand the benefit that improved teaching practices has on enhancing student-learning outcomes.</td>
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</tbody>
</table>

| Parents/Carers | Develop their understanding of how collaborative learning and improved teacher quality will positively impact on student learning outcomes |

| Community Partners | Work Collaboratively to develop an understanding and to initiate effective learning partnerships that will improve teacher quality and develop leadership capacity. |

| Leaders | Through instructional leadership they will develop strategic and effective skills to foster a school wide culture of high expectations aligning to the school’s strategic directions and vision and the department of educations strategic plan. |

#### Processes

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<thead>
<tr>
<th>Interdisciplinary Enquiry Based Learning Projects</th>
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<tbody>
<tr>
<td>Teachers will be engaged in developing a learning culture through ongoing professional learning that will be supported through a mentoring/coaching program. A professional action research program will be develop and implement through an Interdisciplinary STEM (Science, Technology, Engineering &amp; Mathematics) learning project. The projects will be aligned to evidence based constructionist theories and will be implemented with stage 4 students.</td>
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<th>Professional Learning Culture</th>
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<td>Staff will be engaged in ongoing professional learning to developing their pedagogical skills. Targeted professional learning will include implementing literacy strategies across all key-learning areas by using the literacy continuum and analysing student data to enhance student literacy levels and to improve student-learning outcomes.</td>
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<th>Evaluation</th>
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<tr>
<td>Pre and post testing, formative and summative assessment, qualitative and quantitative data.</td>
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<tr>
<td>Feedback from Quality Teaching Rounds</td>
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<tr>
<td>Critical observers through action research learning.</td>
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#### Products and Practices

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<td>All staff will have participated in coaching and mentoring and will have reflected on their practice in accordance with the Australian Professional Standards for Teachers and will have articulated their professional learning goals through their Performance and Development Plan.</td>
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75% of teachers would have had the experience of working collaboratively on interdisciplinary enquiry based learning projects.

All faculties will have embedded literacy strategies in their teaching and learning programs.

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<td>All teachers engage in classroom observation, feedback and self-reflection through coaching to develop deeper insights into the effectiveness of their teaching practices.</td>
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| Teachers will work collaboratively to analyse student data, assist in the development of engaging learning programs that incorporate effective literacy strategies. |

| Teacher professional practice is aligned to the Australian Professional Standards for Teachers and the Quality Teaching Framework. |