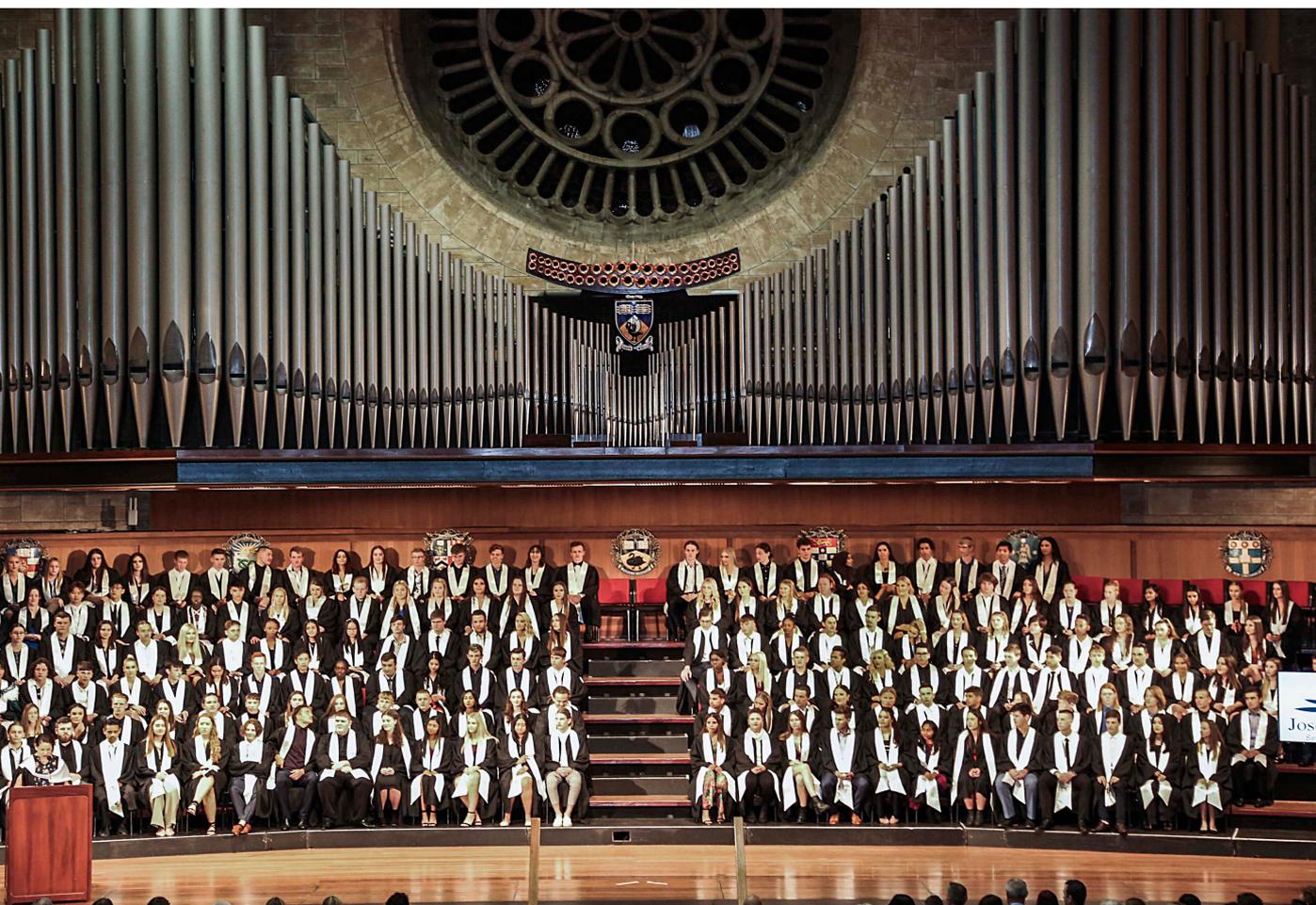


PROFESSIONAL
LEARNING
COMMUNITIES:
BUILDING
CURIOUS
LEARNERS



BUSINESS PLAN
2020-2022



BUILDING CURIOUS LEARNERS

CO-DESIGNING LEARNING EXPERIENCES

Joseph Banks Secondary College is the Northern Hub for Excellence in Science

From 2020 three outstanding learning programs will be offered to students of Joseph Banks Secondary College:

SciScope

Catering for primary aged students

CoRE

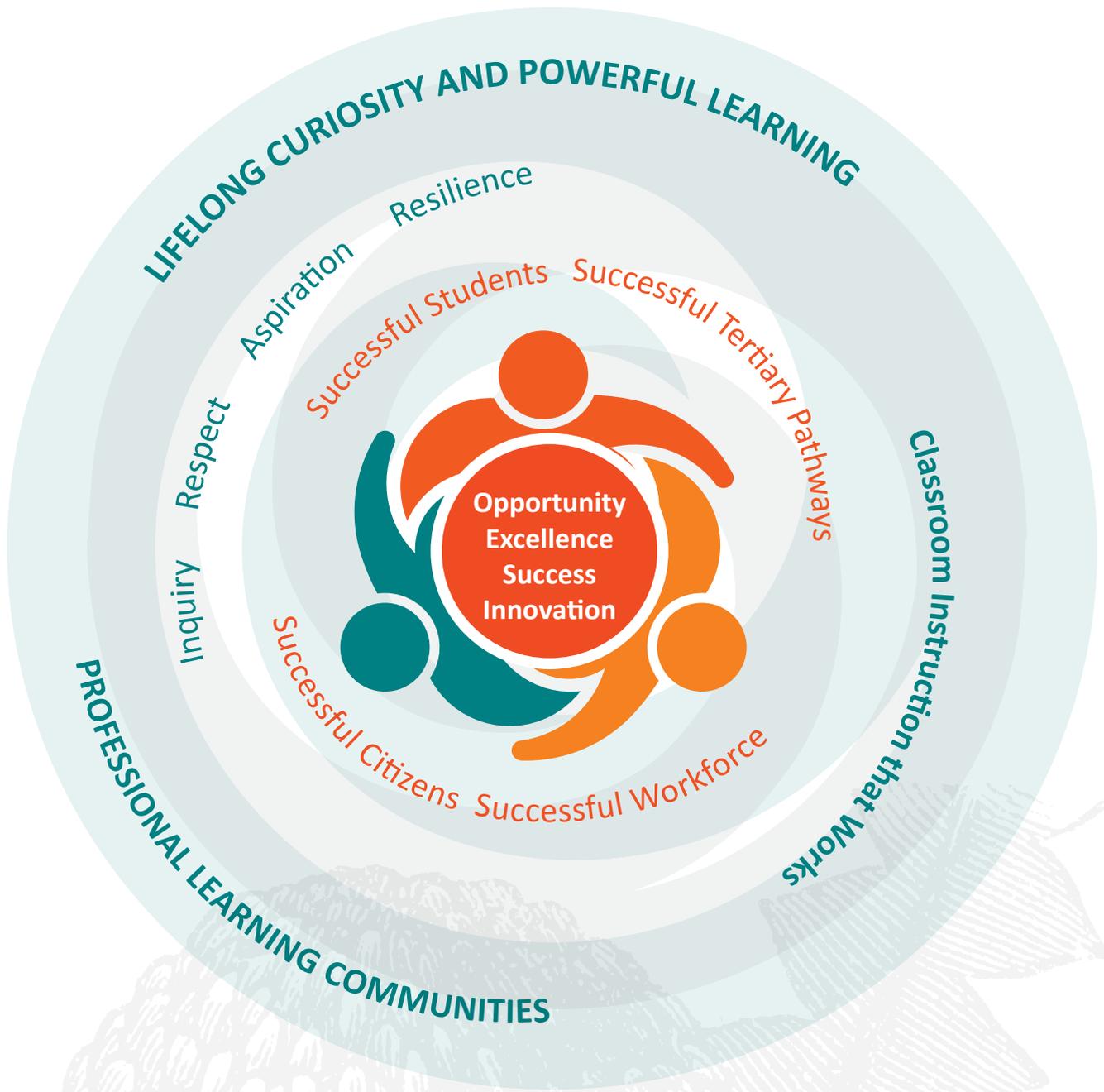
Catering for middle years students

P-Tech

Catering for senior school students

These programs are fundamental to our strategy for increasing the numbers of students choosing STEAM related pathways.





Business Plan 2020 – 2022

Joseph Banks Secondary College is committed to creating a vibrant culture of excellence, opportunity, innovation and success for our students, staff and the community. Joseph Banks Secondary College staff believe that every student can learn, and provided the right opportunities and support will learn to high levels of success. This is achieved through: the guarantee of challenging, engaging and intentional instruction that has been carefully planned to ensure curricular pathways to student success; the provision of whole child student supports; a high-performance school culture; and a high reliability and low variability approach to student learning.



Our Business Plan is driven by a personal commitment to seeing every student learning successfully, and working toward their potential. Our aim for the college is to nurture every student's talents and to provide all students with the knowledge, skills, attributes and values they will require for successful ongoing learning and life beyond school. We recognise that, for many students, education is the key to improving the circumstances of disadvantage and our staff are driven by a virtue that has at its heart a commitment to the care and development of each and every student.

We understand that the successful pursuit of the college's mission depends on a team effort, which in turn depends on strong, purposeful relationships between all members of the College community as well as with external stakeholders. Our Business Plan outlines the Colleges' priority areas, with aim to foster a cohesive culture in which the whole College collaborates around the common objective of meeting every student's learning needs and seeing all students learning successfully.

As the Principal and College Board Chair we are proud to present the Joseph Banks Secondary College Professional Learning Communities: Building Curious Learners Business Plan 2020-2022 to our community.

Eleanor Hughes

Principal

Michael Richards

College Board Chair



Success

At Joseph Banks Secondary College we encourage and celebrate achievement.

Students are engaged in powerful learning that provides continuous opportunity for success.

OUR VISION

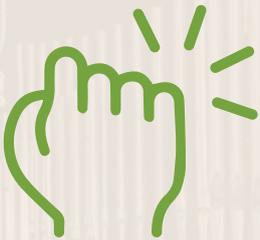
At Joseph Banks Secondary College, our vision is to create Literate, Numerate and Curious Learners.

OUR PILLARS

Joseph Banks Secondary College was founded on the following pillars upon which we have established our culture. These pillars were negotiated through community, parent and student consultation and are the building blocks for our work.

Opportunity Excellence Success Innovation

OPPORTUNITY



At Joseph Banks Secondary College we provide multiple opportunities for all students to achieve excellence. Through specialised programs and strong partnership.

Joseph Banks Secondary College caters for a wide range of ability and interest.



At Joseph Banks Secondary College we hold high standards and expectations for students, staff and the wider community. A culture of excellence is supported by individual pursuit of personal best in all aspects of achievement.

Excellence





OUR AGREED VALUES

In collaboration with staff and students, our values were developed and agreed upon in 2015.
Inquiry Respect Aspiration Resilience.



Resilience



Aspiration



Inquiry



Respect
Respect

OUR PRINCIPLES OF TEACHING AND LEARNING

Joseph Banks Secondary College's principles of teaching and learning were developed through a consultative process undertaken by the Foundation Staff and are reviewed on an ongoing basis by current staff. The principles of teaching and learning link to the Classroom Instruction that Works Framework and form the basis of preparing for student learning. At Joseph Banks Secondary College teachers believe:

- The learning environment will cater for all students' needs
- Students will be challenged through a problem-solving and an inquiry approach to learning
- Collaboration will be at the cornerstone of our teaching
- Learning opportunities will be planned with purpose, use evidence and contribute to improved outcomes for students
- Timely and specific feedback contributes significantly to student learning
- Communication with students, parents, staff and the community builds positive relationships



Every child | Every lesson | Every day

Professional Learning Communities (PLCs)

What is PLC?

PLC's are like a school within a school. This allows a large school to replicate the "small-school" feel within the "Big-school" context. The PLC allows teachers to collaborate effectively across subject by sharing strategies for specific students.

Why?

In a big school it is not possible to discuss specific students' learning needs because it is difficult to get all the teacher's who may teach that child in one room. The PLC Model allows the school to cluster teachers from a range of learning areas with students so that when a teacher discovers an effective way of helping a child learn, that learning can be shared quickly across the community.

Why?

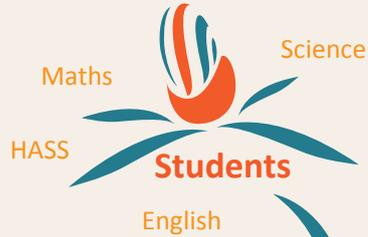
The PLC model helps teachers reduce the complexity of their world so that they focus more readily on each child's learning.

PLC's create smaller communities within the school that allow teachers and staff to concentrate their efforts on smaller numbers of students. This results in better support for each student.



Challenger

Learning Community



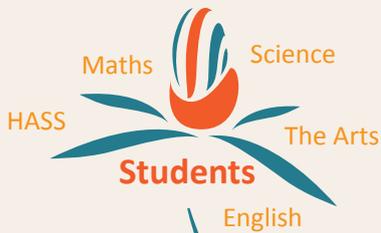
Voyager

Learning Community



Explorer

Learning Community



Endeavour

Learning Community



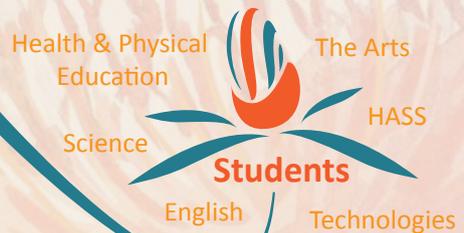
Enterprise

Year 10 Learning Community



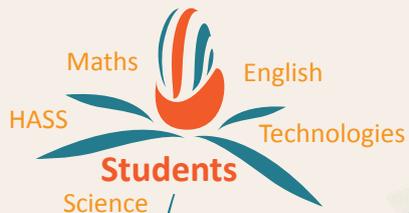
Year 12

Learning Community
(Apollo in 2020)



Year 11

Learning Community
(Orion in 2020)



Prometheus

Learning Community



Professional Learning Communities: Building Curious Learners

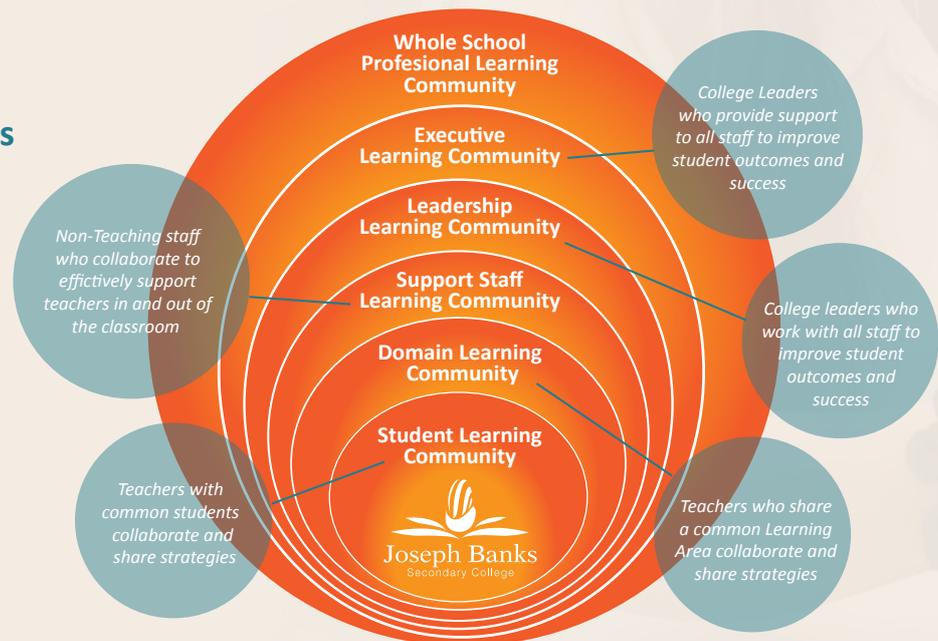
Joseph Banks Secondary College is an a-typical, innovative Learning Environment.

In 2019 the College was recognised as a Model PLC School. This recognition followed a rigorous investigation of our learning structures and achievement. Joseph Banks Secondary College is one of only nine schools in Australia to achieve this status.

The College is developed around research based practice and focuses on 3 models of Instructional practice:

- Professional Learning Communities; Dufour, Dufour and Eaker (2009)
- Classroom Instruction that Works; Dean, Hubbell, Pitler and Stone (2012)
- Curiosity and Powerful Learning; Craig and Hopkins (2015)

Professional Learning Communities



Through these models of practice, we aim to improve the chance of success for all students by providing our students with multiple opportunities to excel throughout their secondary education. Our purpose is clear: our focus is every child, every lesson, every day. Our unique structure, where students and teachers work in Learning Communities, enables us to achieve our vision and purpose. Each student belongs to a Learning Community, led by a Leading Teacher, with expert teachers and a Learning Support Mentor, who also belongs to the Community. Teachers engage in collaborative practices where they meet regularly, share expertise, and work together to improve teaching skills and the academic performance of students within their community, and ultimately, across the school. The learning environment for our students and staff is designed to create a sense of belonging and an enjoyable and innovative learning experience.

We believe all students can achieve high levels of learning

Learning Communities are established around three big ideas for teachers:

- A focus on learning rather than teaching.
- Working collaboratively on matters related to teaching.
- Using evidence to plan for student learning.

Learning Communities also focus on four Key Questions:

- What do we want students to learn?
- How do we know if students have learnt?
- What will we do if they don't know?
- What will we do if they already know it?

Learning Communities support our approach to authentic learning relationships and developing literate, numerate and curious students. As a College, we have agreed that we will prioritise:

- Student Learning
- Staff Learning
- Leadership Learning
- Community Learning
- Resources for Learning.



Like our College, our Business Plan is Unique

Our Strategy is to focus on Learning in all aspects of the College.

Priority 1: Student Learning

Our aim is to develop students who are literate, numerate and



Priority 2: Staff Learning

Our aim is to develop staff who can flourish in collaborative teams.



Priority 3: Leadership Learning

Our aim is to develop leaders who can contribute to the College, the community and the Department of Education.



Priority 4: Community Learning

Our aim is to connect purposefully with our community.



Priority 5: Resources for Learning

Our aim is to



innovatively
maximise
resources

to enhance learning for all community members.

Priority 1: Student Learning

Our aim is to develop students who are literate, numerate and curious.



Strategies

Continue to embed four key questions of a PLC in all collaborative teams within the College

Continue to embed Curiosity and Powerful Learning and Classroom Instruction that Works as framework to support our instructional model

Use achievement data to plan for improvement, increasing reading and numeracy; increasing participation in STEAM; as well as maintaining 100% attainment on completion of Year 12

Provide flexible and personalised pathways for all students

Introduce an Academic Gifted and Talented program

Continue development of a safe, inclusive and supportive learning environment for all students regardless of background, culture, sexual orientation or gender identity

Establish more opportunity for student agency and leadership, especially in regards to influencing lesson design and curriculum development

Continue development of Academies, including: Soccer; Triathlon, Creative and Performing Arts and a Space Academy

Students involved in designing learning experiences



Measurement Tools

NAPLAN

OLNA

WACE and WASSA

Year 12 destination data

Student wellbeing data

Student attendance data

Value Card and postcard distribution data

National School Survey data 2020 and 2022



Targets

Improved Year 7 and 9 NAPLAN

Increased numbers of students completing OLNA

Increased median ATAR

Increased EST achievement data

100% certificate completion rate

100% attainment rate

Increased numbers of students in STEAM pathways

Increased numbers of students with knowledge, understanding and application of adaptive coping skills and self-regulation

High numbers of students 'first in line' for jobs
Continue development of Academies, including: Soccer; Triathlon, Creative and Performing Arts and a Space Academy



Evidence

Differentiated and flexible learning programs across all Domains

Data literate and collaborative teams

High numbers of high achieving students

A wide range of curriculum choice provided through:

- Flexible timetabling
- Innovative subject selections
- Academies of Excellence
- High numbers of students in STEAM related subjects
- Gifted and Talented education
- Personalised pathways

Students leading a range of initiatives, both within the College and within the community

Student designed projects and students teaching others

Happy, kind students

Stage 3 build including a purpose built Mars simulation centre

Priority 2: Staff Learning

Our aim is to develop staff who can flourish in collaborative teams.



Strategies

Maintain and further develop Professional Learning Community focus

Continue to embed Curiosity and Powerful Learning and Classroom Instruction that Works as frameworks for effective practice and college improvement:

- High Expectations and authentic relationships
- Inquiry focussed teaching
- Consistent learning protocols
- Consistent teaching protocols
- Lesson Design

Further establish a culture of performance and development

Create and implement frameworks and strategies to support staff well being

Investigate the PERMA model:
Positive Emotion; Engagement; Relationships; Meaning; and Accomplishment



Measurement Tools

Curiosity and Powerful Learning Rubrics

National Schools Surveys 2020 and 2022

Pivot data

Instructional Rounds

Student achievement data

Operational Plans

Performance Development Conversations (PDCs)

AITSL Standards

AITSL Performance and Development Framework

PERMA measurement tool



Targets

Consistent practice between classrooms

Lesson design framework applied and evident

High levels of student achievement

Highly effective teaching staff

Highly effective support staff

Two PDCs per year

Graduate teachers achieving proficient standard



Evidence

A culture of high performance – people development; high expectations; intellectual stimulation; inspiration; positive role models; efficient communication; and a range of decision making processes

Collaborative teams sharing instructional practice and planning for improvement

Students as active learners and students seeking mastery in learning

Happy, kind staff and students who flourish

Priority 3: Leadership Learning

Our aim is to develop leaders who can contribute to the College, the community and the Department of Education.



Strategies

Embed leadership learning in our community and leadership structures

Provide opportunities for all staff to develop a pathway to leadership

Facilitate formal processes to identify and develop leaders who can provide expertise and support the direction of the College

Engage with the Future Leaders Framework, formalising and simplifying the process to suit the College context

Engage with the WA public school leadership strategy to support leadership development

Further develop opportunities for student leadership including the student council

Identify appropriate reflective frameworks to support leadership development at all levels

Provide mentors, coaches and work shadowing opportunities to potential leaders, both staff and students



Measurement Tools

AITSL Teacher Standards

AITSL Principal Standard

Pivot leadership surveys

360 Feedback tools

Immunity to Change

PDCs

Principal Performance Improvement Tool

School Improvement and Accountability Framework

National Schools Survey 2020 and 2022



Targets

Increased number of staff winning leadership positions within DoE

Increased number of Level 3 Classroom Teachers

Increased number of staff invited to present at networks, conference and other professional learning opportunities for professional associations and the Department

Increased number of 'new' staff identifying they wish to access leadership opportunities



Evidence

Culture of high performance and leadership:

- Clarity of purpose
- Leaders as role models
- Distributed leadership
- Flourishing staff and students

Priority 4: Community Learning

Our aim is to connect purposefully with our community.



Strategies

- Invite parents into the college as learning partners
- Invite our Aboriginal families and families from other cultures into the college to participate in planning and development
- Increase and extend community partnerships
- Further develop and sustain partnerships with local primary schools
- Create a culturally inclusive environment where all families are welcome
- Name parts of the College using appropriate Aboriginal names and heritage
- Invite Aboriginal elders and members of the community to College events
- Develop and implement a professional parents register for parents wishing to be involved in learning programs, guest speaker spots, and College review



Measurement Tools

- National School survey 2020 and 2022
- College developed survey data
- Social media feedback
- Aboriginal Cultural Standards Framework
- Culture Community engagement
- Follow the Dream achievement data
- Garden Club achievement



Targets

- Parents involved in planning for learning with staff and students
- Continued strong parent participation in the College P&C and other related committees
- Increased numbers of parents volunteering and assisting in after school programs
- Increased numbers of students enrolling from local primary schools
- Increased numbers of Aboriginal families, enrolled, involved and engaged in learning programs at Joseph Banks Secondary College
- Reconciliation Action Plan completed
- Staff trained in 2-way Learning



Evidence

- Satisfied parents
- A multicultural, inclusive school
- Parents in classrooms and offices
- Visible Aboriginal artworks, cultural artefacts and identity around the College
- A Reconciliation Action Plan
- Awards

Priority 5: Resources for Learning

Our aim is to innovatively maximise resources to enhance learning for all community members.



Strategies

Further develop and sustain strategic partnerships with:

- Tertiary institutions
 - ASPIRE, PLaN, Supervisor in Residence, CoRE, Direct Entry
- TAFE
 - VET, Cybersecurity
- P-TECH
 - Industry, VET/TAFE
- Primary Schools
- RTO Status
- Business Innovation Hub Centre

Further develop and grow SciScope – primary years

Develop processes to share resources across the College

Develop processes to share resources across the Wanneroo Education Network

Investigate cutting edge technologies to support future focussed planning and development:

- SEQTA - LMS
- EdVance – Timetable
- EnhanceTV

Review process for supporting associated costs SSWA sports events

Review and plan for upgrades to facilities, including shaded areas, and drink fountains

Create a portfolio role to generate income in addition to the one-line budget funding

Obtain a stage 3 building which includes a space academy



Targets

Increased number of strategic partnerships with tertiary and industry partners

Increased enrolments in SciScope, CoRe and P-Tech

Increased uptake and retention of senior school students

Increased College enrolments

Increased monies into the College budget from external sources

Wanneroo Education Network PLC

Stage 3 Build

Undercover areas for HPE



Measurement Tools

Business Plan

Workforce Plan

Budget

Schools Resourcing System

Audits

Student Destination data

Student achievement data



Evidence

Memorandums of Understanding or Agreement

Universities, TAFE and Industry partners onsite

Marketing materials

Newsletter, Academic and media publications

Awards

Professional Learning Communities: Creating a Culture

Our College Priorities offer the potential further create an instructional culture of teaching and learning at Joseph Banks Secondary College. To develop this culture requires the integration of three distinct, but complementary, domains: vision and values, professional learning structures, and the priorities.

Each component of our planning links to improving the chances of success for all students.

STRATEGIC PLAN

The State Government's Our Priorities paper guides our work. In particular the goals and targets set out in Bright Futures are embedded in this plan.

Department of Education Strategic Plan: outlines the Department's direction and goal and defines the strategic outcomes expected from the Education System and from our College.

Joseph Banks Secondary College Business Plan: a three-year plan which defines the strategic direction of the College, its priorities and key focus areas for our College.

OPERATIONAL PLAN

The College's Operational Plans: one-year plans that outline areas of strategic focus for the College. These are developed in collaboration with the Leadership Team and Domain Leaders, and in consultation with staff. They are aligned with the College's Business Plan.

Domain Plans: Improvement Plans developed by the Domain Areas. These outline specific plans and strategies to target areas of improvement, within their own areas of responsibility and in alignment with the College's Strategic Plan.

Learning Community Plans. These outline specific goals and strategies to target areas of improvement, within their own areas of responsibility and in alignment with the College's Strategic Plan.

PERFORMANCE REVIEW

Joseph Banks Secondary College Delivery and Performance Agreement document signed by the Director General, Principal and College Chair outlines the expectations for improving performance.

The Joseph Banks Secondary College Annual School Report provides the community with an outline of our performance and a sense of our progress with regard to student achievement.

The Public School Review process validates the College's evaluation of its performance according to the Delivery and Performance Agreement and the Business Plan.





Glossary

Abbreviation	Description
ACARA	Australian Curriculum and Reporting Authority
AITSL	Australian Institute for Teaching and School Leadership
ATAR	Australian Tertiary Admission Rank
CMS	Classroom Management Strategies
DoE	Department of Education
GATE	Gifted and Talented Education
IS	Instructional Strategies
NAPLAN	National Assessment Program – Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
P&C	Parents and Citizens Association
PLC	Professional Learning Community
SCSA	School Curriculum and Standards Authority
SEQTA	SEQTA Software is a web-based fully integrated learning management system
VET	Vocational Education Training
MOU	Memorandum of Understanding
P-Tech	Partners in Technology
PIVOT	PIVOT is a survey sent to staff and students alike to assess student perceptions of the teaching.
WACE	Western Australian Certificate of Education
STEAM	Science, Technology, Engineering, Arts, Maths.
PERMA	Positive emotion, Engagement, Relationships, Meaning and Accomplishment.
PDC	Professional Development Conversation
CoRE	Centre of Resources Excellence
LMS	Learning Management System
WASSA	Western Australian Statement of Student Achievement



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