

Professional Learning Communities:

BUILDING CURIOUS LEARNERS



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BUILDING
CURIOUS
LEARNERS

Joseph Banks Secondary College is the Northern Hub for Excellence in Science, Space and STEM Education

Our STEM strategy includes four outstanding programs offered to our local primary school students, our secondary school students, and all students across the state. Our STEM approach is daring and valiant, and will be inspirational as it develops further and our strong reputation for excellence in STEM education grows.

SCIScope

This outstanding program for local primary aged students has grown through a reputation for excellence, inclusion, and for developing young scientists.

Centre of Resource Excellence (CoRE)

Middle School students experience project-based learning with a strong focus on the resources industries. This innovative learning program strives to develop students' passion for learning through industry level projects, including field trips.

Pathways in Technology (P-Tech)

Senior School students can take a pathway into the Cyber Security Industry. This industry backed program is one of a kind. Joseph Banks Secondary College has specialist classrooms to support red team blue team scenarios, as well as a strong partnership with North Metropolitan TAFE to offer a Certificate qualification onsite.

Western Australian Space Science Education Centre (WASSEC)

Our purpose-built Mars landscape with a Mission Control will provide learning experiences for students from all over the state from 2024.





OUR PURPOSE



OUR PURPOSE

Joseph Banks Secondary College is an innovative, future thinking public school, committed to creating a vibrant culture of excellence, opportunity and success for our students, staff and the community.

Our previous two Business Plan cycles have seen the College develop into an award winning and nationally recognised school of excellence.

Joseph Banks Secondary College staff believe that every student can learn, and provided with 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. We are committed to the Quality Teaching Strategy and our work is aligned to the Teach for Impact document.

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 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 the 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.

Eleanor Hughes Principal

Cecily Rawlinson College Board Chair

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.

EXCELLENCE

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.

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.

INNOVATION

At Joseph Banks Secondary College, through inquiry and project based learning, we are innovative and forward thinking co-learning designers in creating unique opportunities that can contribute to real life application.

SUCCESS

At Joseph Banks Secondary College we encourage and celebrate achievement. Students are engaged in powerful learning that provides continuous opportunity for success.

OUR VALUES

In collaboration with staff and especially students, our values were developed and agreed upon in 2015. These values underpin our policies and procedures, and how we work with each other. From 2024 our values will be reshaped to have a stronger place in our Positive Behaviour Approach, supported by the WA Positive Behaviour in Schools (WAPBS) program.

A

ASPIRATION

We want students to strive to do their personal best!

I

INQUIRY

We want students to ask questions, be involved and take responsibility for their learning!

R

RESPECT

We want students to respect themselves, others and their environment!

R

RESILIENCE

We want students to see mistakes as an opportunity to learn. When they are knocked down we want them to get back up again!



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.

Our Principles of Teaching and Learning align with the Quality Teaching Strategy and Teach for Impact.



Every child | Every lesson | Every day

OUR MODEL

Professional Learning Communities (PLC)

What is a PLC?

PLCs 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 subjects by sharing strategies for specific students.

In a big school it is not possible to discuss specific students’ learning needs because it is difficult to get all the teachers 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.

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

Joseph Banks Secondary College is an accredited Professional Learning Community. We routinely receive feedback from staff about the level of support provided that is strong and welcomed. Students receive high levels of support too. The PLC model ensures this.



OUR LEARNING COMMUNITIES

Middle School:

In Middle School there are four communities. The names of the communities stay the same. Staff follow students from Years 7 to 9.

- > Voyager
- > Explorer
- > Challenger
- > Endeavour

Senior School:

In Senior School, Year 10 always has the same name - Enterprise to signify the importance of the year in terms of transition to Senior School. In Year 11, students choose the name of their community and this then becomes the name of the graduating class the following year.

Professional Learning Communities: Building Curious Learners

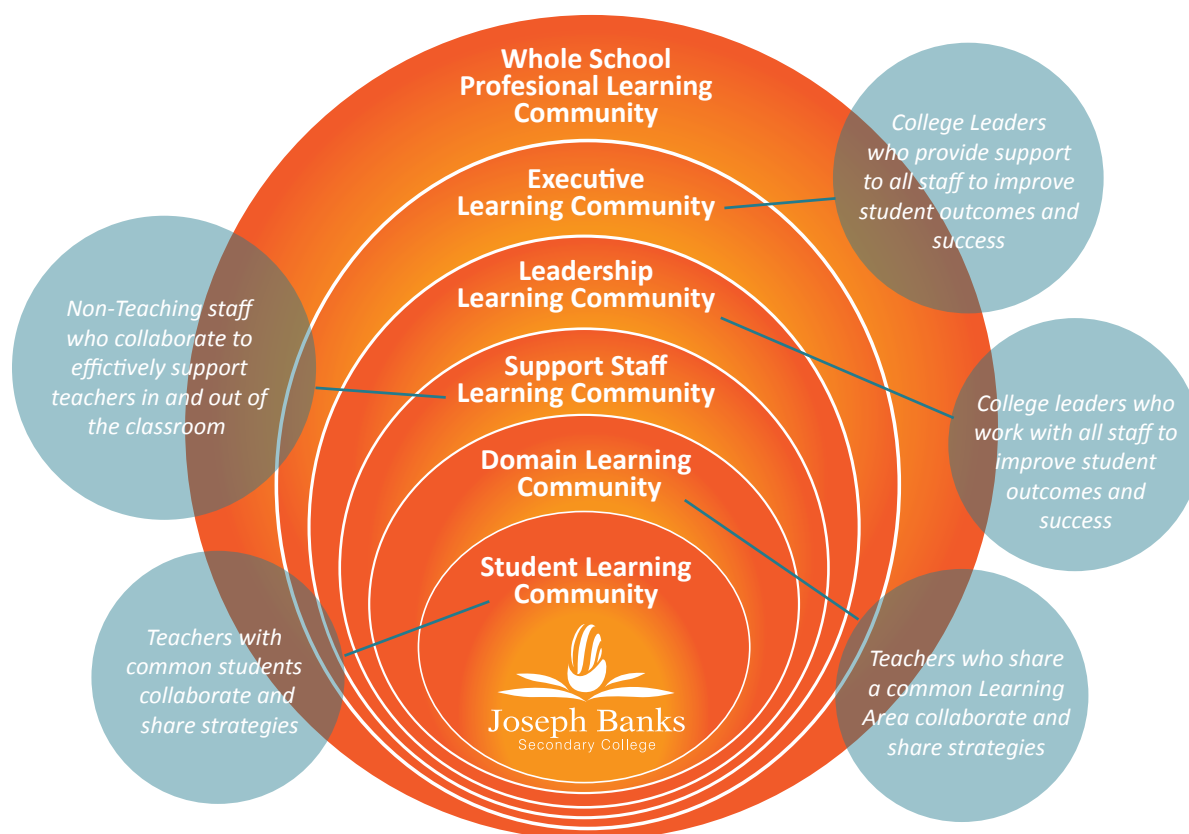
Joseph Banks Secondary College is an a-typical, innovative Learning Environment.

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 three 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 six 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?
- How will we increase our instructional competence?
- How will we coordinate our efforts?

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 as our focus areas:

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



OUR FOCUS AREAS

This is our third future focussed Business Plan cycle since opening in 2015. The College has been acknowledged for continued growth and success in achieving excellent educational outcomes for the students in our care. Continued growth is assured through the milestones and targets set in our previous Business Plans, both were ambitious and bold. Our continued focus is on student learning, ensuring the highest standards of teaching, and setting an environment for learning that is empowering. This Business Plan aims to consolidate many of the focus areas identified in the previous Business Plan, a key change in this version is the emphasis on student, staff and leadership retention.







1 Student Learning, Achievement and Progress

Our aim is to develop empowered students who are literate, numerate and curious, and attend every day ready to learn.

STRATEGIES	MILESTONES/MEASUREMENTS
<p>Ensure our students have the necessary skills to be ready to engage in their learning:</p> <ul style="list-style-type: none"> • Study skills • Soft skills • Social and emotional skills 	<p>A scope and sequence document is developed to outline development of these skills from Years 7 to 12.</p>
<p>Use achievement data to plan for improvement, increasing NAPLAN achievement; ensuring teacher judgements are accurate, increasing participation in STEM; increasing ATAR participation; as well as maintaining 100% attainment on completion of Year 12.</p>	<p>NAPLAN data is comparative or better than like schools.</p> <p>Teacher judgement data is in the expected range in all areas.</p> <p>OLNA achievement is 100% by the end of Year 12. WACE attainment is 100%.</p> <p>85% or more Senior School students in two or more STEM subjects.</p>
<p>Further develop our Academy programs to establish Academies of Excellence, and seek Approved Specialist Program status.</p>	<p>Approved Specialist Program status is realised for all Academies of Excellence, and enrolments in these programs is sustainable and maintainable.</p>
<p>Ensure continued development of a safe, inclusive and supportive learning environment for all students regardless of background, culture, sexual orientation or gender identity.</p>	<p>Our Wellbeing Warrior Team supports high levels of positive wellbeing for students across the College. Student led committees lead initiatives across the college including:</p> <ul style="list-style-type: none"> • The Skittles Committee • The Green Team • 1-Culture • Kaartijn Koolangah supports our Aboriginal students.
<p>Establish more opportunity for student agency and leadership, especially in regards to influencing lesson design and curriculum development.</p>	<p>Focus groups are established to review school programs, policies and procedures. For example, Contact classes need review: and some students have requested a review of our uniform.</p>
<p>Review and Improve student engagement to increase retention to Year 12.</p>	<p>Cohorts remain stable from Year 7 to 12.</p>



STRATEGIES	MILESTONES/MEASUREMENTS
Implement effective differentiation and academic support including Extension. This will include review of the ASPIRE curriculum to ensure these students are being extended and challenged.	<p>A coordinator oversees the ASPIRE program including ensuring academic challenge in all subjects, as well as monitoring student achievement.</p> <p>Differentiation is visible in all classes.</p>
Maintain and improve intervention programs both for academic support and engagement.	<p>The Learning Hub is well established for students with Autism.</p> <p>Insain Visionworks is embedded to support disengaged students from Years 9 to 12.</p> <p>Social and Emotional Literacy (BIGs) is embedded. Multilit is offered as part of personalised support for Middle School students requiring additional support.</p>
Continue to develop and implement the WA Positive Behaviour Schools approach	<p>PBS is fully implemented across the College and an increase in positive behaviours is noticeable.</p>
Provide flexible and personalised pathways for all students. Importantly, a focus will need to be on diversifying courses available to increase engagement and retention.	<p>Joseph Banks Secondary College offers a broader range of senior secondary courses.</p> <p>Retention is monitored from Year 7 and all destination data is known for students leaving the College to other schools, TAFE and employment.</p>
Utilise our Career Practitioner to assist in diversifying pathways and opportunities for students.	<p>Our Career Practitioner continues to build on the individual pathway focus already established in the College.</p>
NAPLAN support mimics OLNA, WACE and ATAR support - Year 7, 8 and 9 NAPLAN support is provided.	<p>Students identified as needing additional support are offered personalised support, including one on one interviews to set goals with the Principal and Middle School Associate Principal.</p>



2 Staff Learning

Our aim is to develop staff who can flourish in collaborative teams and are passionate about teaching and learning at Joseph Banks Secondary College.

STRATEGIES	MILESTONES/MEASUREMENTS
Consolidate and embed the culture of Professional Learning Communities in the College.	The College Opportunities for Professional Learning Program articulates the complexity and diversity of professional learning offered to all staff.
<p>Continue to embed Curiosity and Powerful Learning and Classroom Instruction that Works as frameworks for effective practice and college improvement, as well as aligning these to Teach for Impact.</p> <ul style="list-style-type: none"> • High expectations and authentic relationships • Inquiry focussed teaching • Consistent learning protocols • Consistent teaching protocols • Lesson Design 	<p>Instructional Rounds take place at least once per term and these provide a litmus test of evidence of teaching and learning, and the impact of this on the day.</p> <p>Experts are trained as trainers to offer professional learning in Classroom Instruction that Works and Curiosity and Powerful Learning.</p> <p>Instructional Coaches support staff with high quality teaching.</p>
<p>Further establish a culture of performance and development, with a focus on Performance Development Conversations (PDCs).</p> <p>Review processes and procedures for PDCs.</p>	PDCs are conducted twice per year as stated in the EBA.
Create and implement frameworks and strategies to support staff wellbeing.	<p>The Staff Wellbeing Committee has established The Work of Wellbeing Framework, supported by Amy Green.</p> <p>Staff champion wellbeing and all staff support each other in this quest.</p>
<p>Develop a whole school Professional Learning approach to:</p> <ul style="list-style-type: none"> • Positive Behaviour Schools Classroom Management Strategies • Cooperative Learning • Literacy and Numeracy 	<p>Expert leaders and/or coaches lead professional learning in all these areas.</p> <p>Positive relationships with students are visible in all areas of the College.</p>
Undertake a deliberate and intentional approach to creating a culturally responsive school, including curriculum perspectives and Aboriginal ways of knowing, being and doing being embedded in policies and procedures.	Aboriginal Perspectives are taught across the curriculum. All staff have a sound understanding of the Aboriginal Cultural Framework and the principles of this are visible throughout the College.



STRATEGIES	MILESTONES/MEASUREMENTS
Build an “on country” professional learning program for all staff.	Each year teams of staff engage in “on country” experiences.
Highlight the College point of difference when recruiting staff - planned interstate and national conference attendance, both for educational purposes and to develop industry networks.	New staff choose Joseph Banks Secondary College as a destination school. All staff have opportunities to attend a wide variety of professional learning.
Conduct exit interviews with leaving staff and ensure that feedback is collated and reviewed for ongoing improvement.	Data from exit surveys informs our induction and “stay interviews” processes.
Support Domain and whole school approaches to curriculum, learning and assessment.	Maintain the Leading Teacher Curriculum role to support ongoing development of learning areas through our Domain Structure. Investigate Level 3 HoLA structure.
Ensure the ongoing development of our TechXperts to support staff development in digital capabilities.	Joseph Banks Secondary College continues to be recognised as a leading Digital Technologies school with whole school focus on developing staff and student skills.
Develop a train the trainer model for Classroom Instruction that Works, Curiosity and Powerful Learning and Teach for Impact -resourcing will need to be allocated to enable this.	By the end of 2025 the College has recognised instructional coaches embedded in the school structures. At least two staff are trained in CiTW and CPL, and we have more than one Tfl coach in each learning area.
Facilitate the development of Instructional Coaches to assist in our approach to quality teaching.	Through the quality teaching strategy the College will use system resources to develop Instructional Coaches. Beyond the QTS, the College will fund ongoing development of coaches to support best teaching practice.
Enhance Performance Development conversations to include “Stay” interviews - what do you need to stay at Joseph Banks Secondary College?	Working with current staff the College Executive team will develop a “stay” interview process.
Develop a strategic approach to meet individual staff needs for Professional Learning. An annual staff survey may provide areas to focus on.	The College Opportunities for Professional Learning (OfPL) program will be multilayered and more complex to cater more for individual staff needs.
Access to opportunities to complete Pivot Surveys, and to reflect on data and practices.	Pivot data continually shows improvement for the Curriculum LT.



3 Leadership Learning

Our aim is to develop and retain quality leaders for Joseph Banks Secondary College.

STRATEGIES	MILESTONES/MEASUREMENTS
Embed leadership learning in our community and leadership structures.	Notwithstanding a teacher shortage, the College will continue to build leadership structures, including relevant professional development to support our leaders.
Provide opportunities for all staff to develop a pathway to leadership.	Joseph Banks Secondary College will provide a career focussed leadership map for all staff to follow as a guide.
Facilitate formal processes to identify and develop aspirant leaders who can provide expertise and support the direction of the College.	The formal process may be a expression of interest process that is conducted twice per year. This may include a professional learning program and the allocation of a mentor.
Consolidate and maintain the Future Leaders Framework, formalising and simplifying the process to suit the College context.	Potential leaders identified through the Future Leaders Framework process become the leaders leading the process to create a long-term and viable program.
Engage with the School Culture Survey and apply for the Leading Cultures of Teaching Excellence program.	The College undertakes the School Culture survey which in turn influences the school improvement focus, as well as enabling the College to participate in the LCoTE professional development.
Further develop opportunities for student leadership including the student council.	Student voice influences school improvement within the College, as well as contributing to a culture of student engagement and positive wellbeing.



STRATEGIES	MILESTONES/MEASUREMENTS
Delineate in the OfPL Plan specific Professional Learning pathways for teacher leaders, aspirant and emerging leaders, as well as experienced Leaders.	The College Opportunities for Professional Learning (OfPL) program will be multilayered and more complex to cater more for individual staff needs.
Provide mentors, coaches and work shadowing opportunities to potential leaders, both staff and students	Resourcing is allocated to a mentor and coaching program.
Continue to be a lead school in Digital Technologies, including informing the Digital Capabilities Framework.	Joseph Banks Secondary College continues to be recognised as a leading Digital Technologies school with whole school focus on developing staff and student skills.
Build a coaching culture using Growth Coaching as a model, ensuring accredited coaches on staff to provide support for teaching, learning and assessment, as well as ongoing staff development.	Resourcing is allocated to a mentor and coaching program.



4 Community Learning

Our aim is to connect purposefully with our diverse community through effective family engagement.

STRATEGIES	MILESTONES/MEASUREMENTS
Invite parents into the College as learning partners.	Focus groups and Steering Committees are in place to support programs such as the Learning Hub.
Invite our Aboriginal families and families from other cultures into the College to participate in planning and development.	Our local Aboriginal families and local Aboriginal Community are welcomed into the College to inform future planning.
Increase and extend community partnerships.	Partnerships with local sporting associations, businesses and industries enhance the opportunities available to staff and students.
Further develop and sustain partnerships with local primary schools.	Joseph Banks Secondary College with our local primary schools has a comprehensive plan to improve our student progress and achievement.
Create a culturally inclusive environment where all families are welcome.	Our Cultural programs for families extends to all nationalities represented in our College community. Our Evening of Stories is truly representative of the whole community.
Name parts of the College using appropriate Aboriginal names and heritage.	Beginning with the WASSEC, over time more locations around the College will have an Aboriginal name, decided in consultation with our Aboriginal community.
Invite Aboriginal Elders and members of the community to College events.	Aboriginal Elders are visible at all events.
Develop and implement a parents register for parents wishing to be involved in learning programs, guest speaker spots, and College review.	Parents regularly attend the College to assist with a range of activities.
Create more opportunities for families to engage in Academies: <ul style="list-style-type: none"> • Coaching, Umpiring, Camps • Fuelled Program Volunteers • Social and cultural events • Supporting The Arts 	Parents regularly attend the College to assist with a range of activities.



5 Resources for Learning

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

STRATEGIES	MILESTONES/MEASUREMENTS
<p>Further develop and sustain strategic partnerships with:</p> <ul style="list-style-type: none"> • Tertiary institutions <ul style="list-style-type: none"> - ASPIRE, CoRE, Direct Entry • TAFE <ul style="list-style-type: none"> - VET, Cybersecurity • P-TECH <ul style="list-style-type: none"> - Industry, VET/TAFE Local Primary Schools, the Wanneroo Education Network and Statewide Services • The Western Australian Space Ecosystem 	<p>Joseph Banks Secondary College is well supported by its partnerships with external agencies and has a reputation for excellence in working with others.</p>
<p>Further develop and grow SCIScope – primary years.</p>	<p>Resourcing is allocated to SCIScope to further develop the program. Students engaged in SCIScope attend Joseph Banks Secondary College for their high school years.</p>
<p>Investigate cutting edge technologies to support future focussed planning and development:</p> <ul style="list-style-type: none"> • Learning Management • Timetable 	<p>The College uses technologies to support teaching and learning and is well resourced to do so.</p>
<p>Review and plan for upgrades to facilities, including shaded areas, and drink fountains.</p>	<p>The College grounds and facilities are well maintained. The grounds provide shaded, safe areas for students.</p>
<p>Operationalise the Western Australian Space Science Education Centre including:</p> <ul style="list-style-type: none"> • Staffing profile • Business Model Implementing a Deductible Gift Register • Providing outreach for the state 	<p>WASSEC is part of the Western Australian Space Ecosystem, providing rich and unique learning experiences to our own students as well as for students across the state.</p>



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