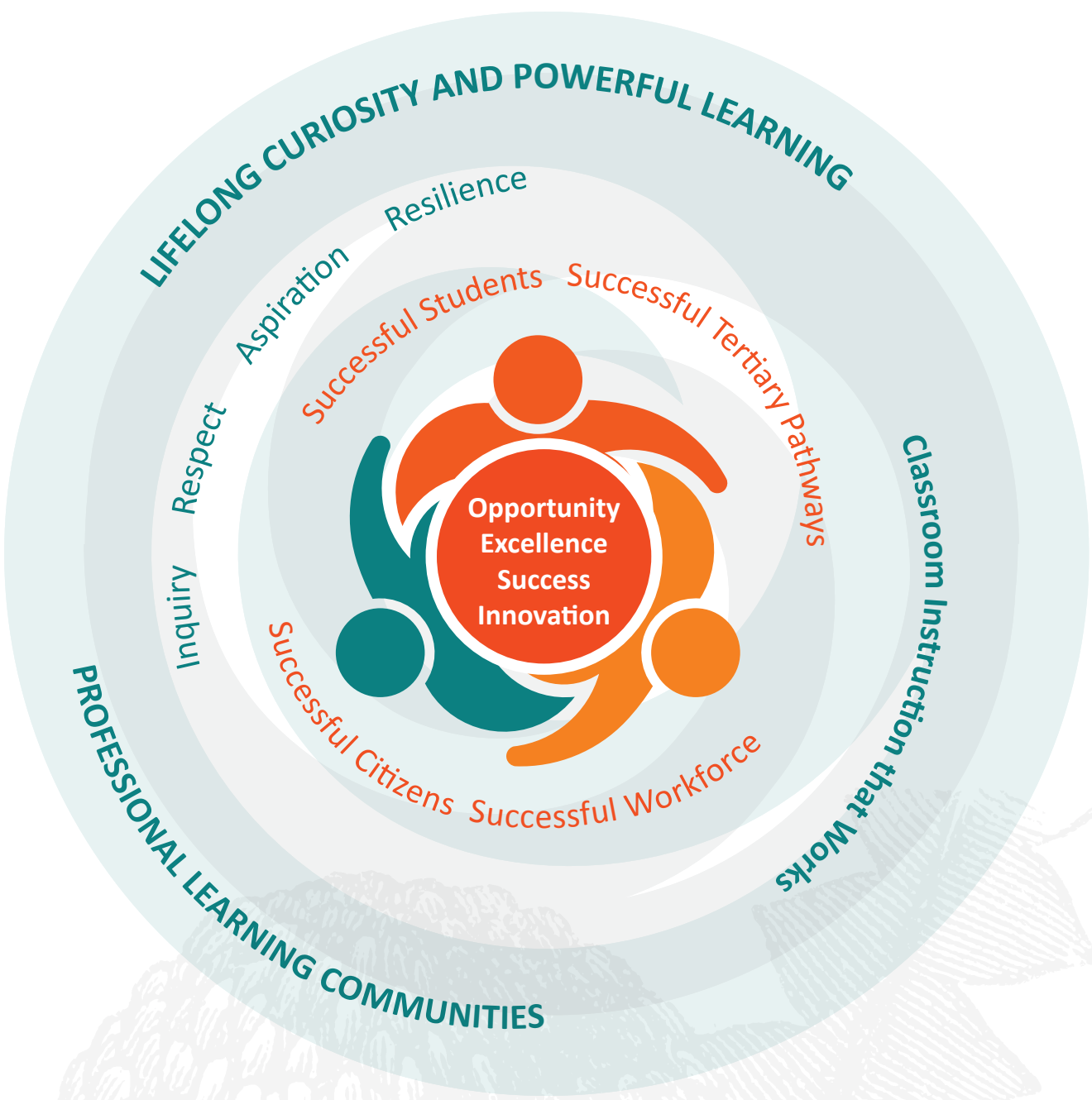




Professional Learning Communities:
Building Curious Learners

Business Plan
2015 - 2018

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Business Plan 2015 - 2018

The newly established Joseph Banks Secondary College opened its doors to its first cohort of Year 7 and Year 8 students on 2 February 2015. We welcomed about 230 Year 7 and 200 Year 8 students to a world class education facility that would provide access to incredible learning opportunities. You may be aware that the school was named after the botanist Joseph Banks and our focus on science ensures we stay connected to our name.

In our first year of operation we have developed the Joseph Banks Secondary College Professional Learning Communities: Building Curious Learners Business Plan 2015 – 2018. This Business Plan is the culmination of consultation with the college community, students and Foundation Staff over the past two years. We thank everyone involved for their input through sharing their ideas, providing feedback, design of the plan and content development. It is your valued contributions and collaborative efforts that have resulted in a unique Business Plan that encapsulates the aspirational context of our college.

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.

The 2015 – 2018 Business Plan outlines the College's performance priority areas, aspirational targets and accountability processes that will enable our foundation and future years' success, as measured against our Delivery and Performance Agreement with the Western Australian Department of Education.

As the Foundation Principal and College Chair we are proud to present the Joseph Banks Secondary College Professional Learning Communities: Building Curious Learners Business Plan 2015 – 2018 to our community.

Eleanor Hughes
Foundation Principal

Suzanne Budalich
College Chair



Professional Learning Communities: Building Curious Learners

Joseph Banks Secondary College is a new and vibrant learning community and, as an integral part of Banksia Grove and surrounding communities, we are committed to our students and to their learning. Our staff is passionate about student learning and aims to create a culture of curiosity. We aim to improve the chance of success for all students by providing our students with multiple opportunities to excel throughout their secondary education. We will provide access to quality learning, both within the curriculum and co-curricular. For example, it is our aim to establish Academies of Excellence in Soccer, Triathlon, Creative and Performing Arts, Rugby, Science and Mathematics, and Athletics. It is also our aim to create an Information Technology rich environment where students have access to the latest technologies that add value to their learning.

Students and staff are expected to achieve personal excellence in all they do. It is expected that all students will receive individual attention, and support will be provided for all students that celebrates diversity and acknowledges their background. Parents expect an assurance every child will be successful.

Our purpose is clear: our focus is every child, every lesson, every day. Our unique structure, where students and teachers work in Professional Learning Communities, enables us to achieve our vision and purpose. Each student belongs to a Professional Learning Community, led by a Leading Teacher, with expert teachers and a Learning Support Mentor, who also belong to the Community. The group of 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.

The Professional Learning Communities foster a nurturing and supportive environment and ensures that all individuals in the community will have every opportunity extended to them to achieve their full potential, irrespective of their individual learning needs.

These Professional 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.

Professional 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?

Working together in this way supports our belief that every student can and will learn. We are about reducing variability and increasing student engagement and achievement.

Joseph Banks Secondary College has a focus on Curiosity and Powerful Learning. This instructional system is aimed at stirring curiosity within students about their world. It is a catalyst for developing a school culture that fosters a spirit of inquiry. We want all our students to acquire curiosity and the skills that come with being curious, thus preparing them for success in a global society.

Joseph Banks Secondary College offers a broad curriculum based on the Australian Curriculum. As a new and cutting edge college we have an information technology rich teaching and learning environment. The college facilities are state of the art and designed to provide the best learning environments for students and staff. New and innovative designs and resources allow for dynamic interaction and guarantees that we are able to offer students a wide curriculum, along with a range of specialist and academy programs.

Using Professional Learning Communities supports our approach to nurturing curiosity in our students and relies on our priorities. Therefore we will prioritise:

1. High Expectations & Authentic Relationships
2. Inquiry Focused Teaching
3. Consistent Learning Protocols
4. Consistent Teaching Protocols.



Like our College our Business Plan is Unique

This document contains an outline of our strategic intent, an introduction to our Mission, Vision and Values, our four main priorities and the key outcomes we hope to achieve over the life of the Business Plan.

OUR STRATEGIC INTENT

To achieve our mission and vision the Foundation Staff will establish a culture of excellence, opportunity, innovation and success through quality leadership, teaching and learning. Our work will be supported by the following bodies of research and practice:

- Professional Learning Communities. A professional learning community establishes an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous work-related learning for educators¹.
- Classroom Instruction that Works. This is a body of work that outlines an evidenced-based model of learning and also highlights well-researched learning strategies that have a strong impact on student achievement. To succeed academically, high quality instruction must be the norm. This requires teachers to develop a common language for instruction. Teachers are also required to effectively use a common and agreed set of instructional strategies that have a high likelihood of increasing student achievement².
- Curiosity and Powerful Learning. Powerful learning proposes strategies that ask educators to deepen our understanding of what great schools look like, and what great teaching entails. Embedded in this is a belief that when inquiry is a defining characteristic of a school's culture the level of student achievement and curiosity will increase³.

OUR MISSION

We believe that all individuals in our community should have every opportunity extended to them to assist them in reaching their full potential. The focus of our work will be on serving every child, every lesson, every day.

1 Dufour, Dufour and Eaker (2009)

2 Dean, Hubbell, Pitler and Stone (2012)

3 Craig and Hopkins (2015)

OUR VISION

The vision for Joseph Banks Secondary College is to create a vibrant culture of excellence, opportunity, innovation and success for students, staff and the community. The focus of our work will be on learning through quality teaching and provision of the widest range of opportunities for individual achievement and learning success. Our goal is for all students to be literate, numerate and curious, through the provision of a broad based 21st Century curriculum. By providing a quality learning environment and a supportive nurturing culture, our aim is to develop inquiring, knowledgeable and caring young people who are active participants in their community. We want our students to be well prepared for tertiary pathways and life beyond school.

At Joseph Banks Secondary College our collaborative professional learning environment is a key ingredient in creating and maintaining quality education and supporting student learning to ensure that both students and teachers develop to the best of their potential. The school will be integrated with and connected to the community and students will be engaged in helping each other as well as providing service to the community.

OUR PILLARS

Joseph Banks Secondary College is founded on the following pillars upon which we will build our culture and which were negotiated through community, parent and student meetings in 2014. The Pillars are the building blocks for our work.

OPPORTUNITY

At Joseph Banks Secondary College we will provide multiple opportunities for all students to achieve excellence. Through specialised programs and strong partnership. Joseph Banks Secondary College will cater for a wide range of ability and interest.

EXCELLENCE

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

SUCCESS

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

INNOVATION

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

OUR AGREED VALUES

Joseph Banks Secondary College's values were established in consultation with Foundation Staff and Students. As a learning community we value: Inquiry, Respect, Aspiration and Resilience. These values form the basis of our Code of Conduct.

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. These 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 Priorities

**High
Expectations
and Authentic
Relationships**

**Inquiry
Focused
Teaching**

**Consistent
Learning
Protocols**

**Consistent
Teaching
Protocols**

Foundations of our Business Plan

Our Business Plan has been informed through a range of evidence based processes that provide the background professional information and data from the following sources:

- The development of our Mission, Vision and Values
- Focus 2015
- Excellence and Equity: Strategic Plan for WA Schools
- Joseph Banks Secondary College Delivery and Performance Agreement
- AITSL Australian Professional Standards for Teachers
- AITSL Australian Professional Standard for Principals
- AISTL Performance and Development Framework
- ACARA Australian Curriculum and Reporting Authority
- SCSA School Curriculum and Standards Authority
- Western Australian Curriculum and Assessment Outline
- Professional Learning Communities at Work, Dufour and Dufour, and Eaker (2009)
- Classroom Instruction that Works, Dean, Hubbell, Pitler and Stone (2012)
- Curiosity and Powerful Learning, Craig and Hopkins (2015)
- Leadership Review using the Teaching and Learning School Improvement Framework
- Staff Review
- Student Feedback
- Steering Committee 2014 Input
- College Board Consultation
- Data from Instructional Rounds Professional Learning
- Classroom Observations (Triads).



Professional Learning Communities: Making it Happen

1. PRIORITY ONE: HIGH EXPECTATIONS AND AUTHENTIC RELATIONSHIPS

We believe high expectations and authentic relationships increase our students' confidence and curiosity, energizing their commitment to learning. When we prioritise them, we believe the whole school's ethos and culture prosper.

1.1 STUDENT ENGAGEMENT

We will focus on:

- Learning rather than teaching
- Inquiry learning
- Using technology to enhance learning
- Creating new knowledge with students
- Academic achievement
- Co-curricular achievement
- Cultural engagement
- Attendance, behaviour and well-being with a continual focus on improvement.

By 2018 we will have:

- Embedded a culture of curiosity
- Improved success for all students
- Achieved a 95% overall attendance rate
- A House system embedded in the culture of the college
- Developed Senior School Programs and Pathways including a Science Specialist focus
- Student and community survey data on teaching and learning that reflects positive satisfaction ratings.
- High rates of participation in our co-curricular and specialist programs:
 - o Soccer
 - o Rugby
 - o Triathlon
 - o Aspire
 - o Maths Challenge

- o Creative and Performing Arts
- o Science
- o Netball
- o Robotics and Coding

1.2 HIGH EXPECTATIONS

We will focus on:

- Creating a climate of responsibility and accountability
- Creating an environment for learning, including:
 - o Setting Objectives and Providing Feedback
 - o Reinforcing Effort and Providing Recognition and
 - o Cooperative learning
- Setting achievable yet aspirational targets for student achievement.

By 2018 we will have:

- Established a personal best ethos across the college
- Improved NAPLAN achievement for each year group entering the college
- Achieved a high proportion of student success in OLNA testing
- Created a diverse range of post school pathways to cater for student diversity
- Prepared students for senior school courses including ATAR and VET courses.

1.3 QUALITY TEACHING AND LEADERSHIP

We will focus on:

- Establishing Professional Learning Communities
- Establishing Domains as Curriculum Focussed Professional Learning Communities
- Creating Learning Support Mentor roles to support students and teachers
- Aligning Professional Learning Communities and Domains with College values and priorities
- Creating an environment of learning and innovation
- Engaging with the principles around Classroom Instruction that Works
- Developing rich programs that align with Curiosity and Powerful Learning
- Assessment for Learning.

By 2018 we will have:

- Established a strong focus on professional learning
- Conducted Instructional Rounds at least once per term since 2015
- Established Classroom Observation processes that enhance teaching
- Established a reputation for innovative and best practice
- Developed a 21st Century guaranteed and viable curriculum that is accessible for all students (This means that students in any class in a particular year group will have access to the same learning opportunities)
- Established SEQTA as the school information system with open communication to students and parents.

1.4 RELATIONSHIPS

We will focus on:

- Developing strong relationships with students, parents and staff
- Developing strong relationships with our local intake schools
- Developing effective communication methods with staff, students and parents
- Developing strong relationships with Universities, TAFEs, Business and Industry.

By 2018 we will have:

- Established processes to ensure that all students have access to a staff member who knows them well, including their goals and aspirations
- Created transition programs for students in our local intake schools where those students can access facilities and teachers at Joseph Banks Secondary College
- Established a vibrant and active Student Council
- Established a dynamic and well-populated P&C
- Developed partnerships with each of the Universities, TAFEs, Businesses and Industry that support our programs
- Established a strong partnership program that supports our Specialist Science program.

2. PRIORITY TWO: INQUIRY FOCUSED TEACHING

We believe inquiry focused instruction is the foundation for high quality teaching. An emphasis on inquiry leads to improved achievement and enhanced curiosity.

We will focus on:

- Designing programs based on National and/or State Curriculum Standard that may be interdisciplinary
- Emphasising 21st century learning and thinking
- Designing learning experiences that elicit inquiry, skill acquisition and knowledge building
- Designing lessons that are centered around learners and the learning environment
- Designing learning that is student driven and requires students to make choices, pose questions, design and manage their work

- Engaging students in authentic work, posing problems that exist in the real world, are relevant to the learner and require creative solutions
- Using technology to enhance learning, and create new knowledge.

2018 we will have:

- Implemented an Inquiry approach to both teaching and learning
- Established Integrated Studies as a valuable and assessed component of the curriculum
- Created real world learning opportunities for students that contribute to new knowledge or research.



3. PRIORITY THREE: CONSISTENT LEARNING PROTOCOLS

We believe that when learning strategies and their purposes are clear and accessible to all our students, they are better positioned to become powerful learners.

3.1 GUARANTEED AND VIABLE CURRICULUM:

Is providing all students in any class, in a particular year group, with access to the same learning opportunities.

We will focus on:

- Developing a school learning policy through discussion with staff, students, parents and the college board
- Identifying the key learning skills (essential learning) we believe students should acquire each year until they have completed their secondary education
- Identifying the key learning skills we believe students should acquire in readiness for post school life
- Identifying required interventions and taking action when students may not be learning for any particular reason
- Reducing variability in classes and increasing student engagement and achievement.

By 2018 we will have:

- Published a guaranteed and viable curriculum for each Domain
- Identified all students requiring intervention, either for support or challenge
- Make use of data from Harvard's Making Caring Common Project to reflect on College development
- 100% of staff using the Student Engagement Support Pyramid to support students
- Established a reputation for best practice in providing universal access to innovative and engaging curriculum at Joseph Banks Secondary College.

3.2 CREATING THE ENVIRONMENT FOR LEARNING

We will focus on:

- Refining our knowledge, understanding and skill in using learning intentions (objectives), recognising effort, and implementing cooperative learning
- Developing a consistent approach to using Learning Intentions and Success Criteria in classroom
- Using models of work and displaying examples of a high standard
- Providing timely and specific feedback to students about their learning
- Regularly providing opportunities for students to self-assess and reflect on their progress towards achieving mastery in learning.

By 2018 we will have:

- Visible learning intentions and success criteria in all classrooms
- Students who can set personal learning goals based on the learning intentions and success criteria set by the teacher
- Low variability in achievement of learning outcomes between classes
- A culture of personal best where students aim for high achievement.

4. PRIORITY FOUR: CONSISTENT TEACHING PROTOCOLS

We believe that using teaching patterns consistently (adopting consistent teaching protocols) increases our students' capacity to learn and work smarter. It also builds capacity among teachers.

We will focus on:

- Harnessing learning intentions, narrative and pace
- Making Learning Intentions and Learning Outcomes explicit
- Setting learning tasks that are purposeful, clearly defined, differentiated and challenging
- Framing higher order questions
- Connecting Feedback to data
- Collaboratively planning around data
- Implementing cooperative groups
- Developing a common language around teaching and learning
- Participating in classroom observation (Triads)

- Participating in Instructional Rounds to observe whole school priorities and reflect on practice
- Engaging in Professional Learning relevant to whole school priorities.

By 2018 we will have:

- Established protocols for observing, analysing, discussing and understanding teaching and to improve student learning
- An Agreed purpose and approach to student learning
- All teachers belonging to a professional learning community
- Satisfied staff and students
- Developed a reputation of teaching excellence for Joseph Banks Secondary College



Professional Learning Communities: Creating a Culture

Our College Priorities offer the potential to create a new and exciting instructional culture of teaching and learning at Joseph Banks Secondary College. Creating a new culture of teaching and learning in our College 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

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 Plan: a one year plan that outlines the areas of strategic focus for the College. It is developed in collaboration with the Leadership Team and Domain Leaders, and in consultation with staff. It is 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 is produced annually and provides the community with an outline of our performance and a sense of our achievements and progress with regard to student achievement.

The Department of Education Services Review is undertaken at the completion of three years as an Independent Public School. The review will measure the College's performance against the Delivery and Performance Agreement as well as 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
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
ZPD	Zone of Proximal Development (Stage of Learning)

