



Junior Secondary Philosophy

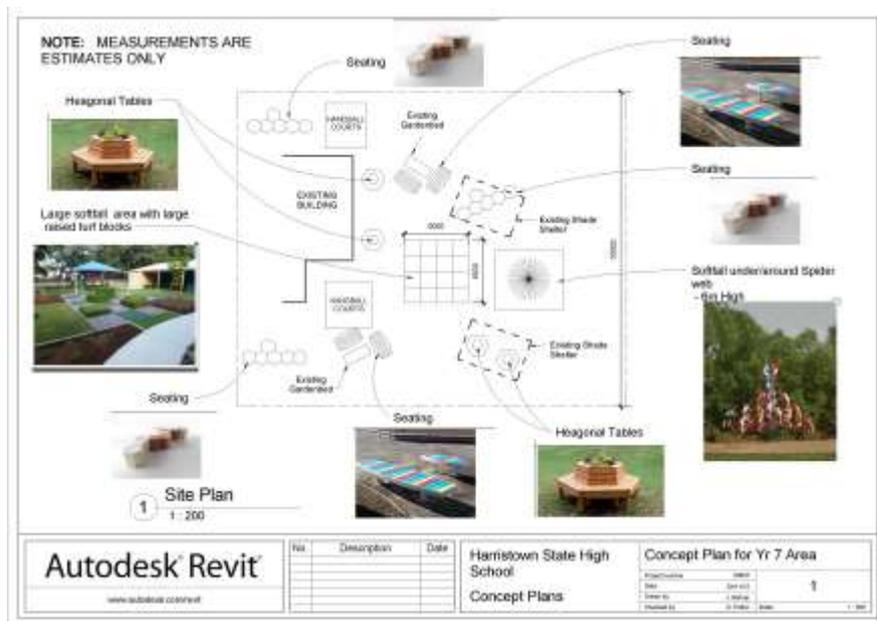
Harristown State High School is united in its **pursuit of excellence** in the Junior Secondary years. Junior Secondary recognises the early phase of adolescence as a distinct stage of development, by understanding year 7-9 students' developmental and learning needs. Students will be **engaged** in age-appropriate and content-appropriate teaching and learning practices, providing future work and study **opportunities** for students in the context of a rapidly changing external environment.

Distinct Identity

Junior Secondary students at Harristown State High School **engage, achieve and excel** through a strong sense of belonging and group identity within the wider school.

- Students will belong to and mostly learn in the Junior Secondary Precinct. This area contains
 - a new modern building containing 2 General Learning Areas;
 - 12 refurbished classrooms equipped with interactive data projectors. Classrooms contain a diverse range of contemporary furniture that can be easily adapted to suit the learning and teaching needs;
 - a refurbished flexible learning area, with student benches, teaching demonstration benches and appliances to enable the practical teaching of Home Economics, Science and Art;
 - an inviting space where students can eat, play and gather in friendship groups. Space to include funky new seating for students, rubber soft fall areas and a net climbing playground structure;
- Break time activities to be regularly offered to this group of students.
- a diary that encompasses aspects directly linked to Junior Secondary;
- students will be supervised in and around the precinct by staff members with links to Junior Secondary.
- students in Junior Secondary will be in year level form classes.
- success will be celebrated and recognised at the Junior Secondary level as well as whole school when appropriate.
- Junior Secondary students are encouraged to **participate** in the diverse range of extra-curricular and co-curricular activities available.





Quality Teaching

Teaching and Learning is a key priority in Harristown's Explicit Improvement Agenda. Excellence in teaching is the single most powerful influence on student achievement, and teachers working with students in the Junior Secondary years will support young teens through these crucial early high school years. The Junior Secondary Teaching team will:

- employ collaborative practices in developing and implementing quality teaching programs;
- belong to a common staffroom, with a focus on collaborating ideas and forming relationships amongst those teaching at a Junior Secondary level;
- engage students using ICT resources and tools that complement learning and assessment experiences;
- implement the Australian Curriculum, and provide a structure that ensures coverage of curriculum areas, a 'rounded' curriculum, access to electives and an engaging curriculum programme for students;
- draw on their knowledge of the needs and issues that face early adolescence;
- ensure that students transitioning to high school participate in learning experiences, demonstrate academic and behavioural expectations and enjoy success that matches and extends beyond their primary schooling;
- use the shared language and pedagogical framework of Dimensions of Learning to underpin all teaching and learning;
- develop explicitly structured lessons that cater for early adolescence;
- connect with the wide variety of programmes aligned to the differentiated needs of its students that Harristown SHS provides;
 - ❖ Accelerated Academic Academy
 - ❖ Accelerated Industrial Skills Academy
 - ❖ Sporting Academies
 - ❖ English as an Additional Language or Dialect (EAL/D)
 - ❖ Indigenous Cultural Support
 - ❖ Learning Support
 - ❖ Special Education Programme



Student Wellbeing

Student wellbeing can be defined as a sustainable state characterised by predominantly positive feelings and attitudes, positive relationships at school, resilience, self-optimisation and a high level of satisfaction with learning experiences.

As a place of learning, Harristown SHS values Participation, Relationships, Integrity, Diligence and Enthusiasm. The embedding of these values has resulted in students interacting through respectful and caring relationships. At Harristown SHS there is an observable commitment to supporting the emotional health and wellbeing of all its students.

If the transition from primary to lower secondary is a time when some students become less engaged, then the systems and support networks in place at Harristown have the critical goal of assisting students to feel connected, and ultimately be a “Hawk”.

Student Wellbeing at Harristown SHS is nurtured through

- a Healthy Hawks programme delivered to all students
- a Differentiation/Support team. A committee of key staff in the school that meet weekly to respond to and act on referrals made concerning any learning or emotional health and wellbeing aspect of students;
- a comprehensive support team
- acting on reports of bullying. Stymie, an anonymous online bullying notification system, can be accessed by bystanders who are encouraged to make reports concerning the welfare of students;
- a needs-based Orientation and Inter-year Programme
- a best practice ACER emotional health and wellbeing test for students, conducted in the first month following enrolment;
- a daily form group, to allow a supportive relationship to form with their form teacher
- minimising movement of year 7 cohort to classrooms
- Year Coordinators and Student Managers
- catering for a rich diversity of cultures
- a wide range of extracurricular programmes and activities



Parent and Community Involvement

High levels of parent and community involvement are identified as one of the key characteristics of an effective school.

Evidence shows Harristown SHS parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their child's learning. Genuine dialogue occurs both within and across the school and its community around the school's future direction and priorities.

The following avenues are available for parents

- Parents and Citizens Association
- Hawk Aboriginal and Torres Strait Islander Parent Advisory Table
- EAL/D information afternoons
- Southern Vale Cluster of feeder primary schools

Leadership

A smooth transition from upper primary to lower secondary caters for those students who have demonstrated leadership and mentoring qualities. Harristown SHS recognises the importance of adolescents to have opportunities to take on leadership roles, explore new challenges, build self-esteem through success and mentor others.

Dedicated and enthusiastic teachers with experience in teaching young adolescents will lead Junior Secondary at Harristown SHS, supported by the principal and administration team.

Leadership at the Junior Secondary level can involve students being a

- member of the Student Representative Council
- member of Interact
- student ambassador
- Hawk-I student, leading through service as part of the Library and Web promotions team.

Local Decision Making

It is common practice at Harristown SHS for Junior Secondary students to participate in an induction programme, learning our history and the "Harristown Way". This commences a lifelong sense of belonging to the school and acknowledgement of the saying, "Once a Hawk always a Hawk". The personal and civic qualities of a Hawk have evolved through the school developing policies and practices in response to the particular needs and aspirations of its school and wider community.

- the Southern Vale cluster comprises Harristown's feeder primary schools. Many of the needs, expectations and aspirations of our students are voiced through this forum.
- the school website is a plethora of information, as well as serving as a feedback channel for input regarding any aspect of school operations, including junior secondary.
- A direct email address for matters pertaining to Junior Secondary – juniorsecondary@harristownshs.eq.edu

