

School plan 2018-2020

Chifley College Dunheved Campus 8488



School background 2018–2020

School vision statement

Chifley College Dunheved Campus' authentic and outward focussed approach to learning, community connections and school leadership drives a strong commitment to high standards for all. A strong focus on foundational skills in literacy and numeracy and holistic engagement in the life of the school empowers students to connect, succeed and thrive. Personalised learning pathways to, through and beyond school increase community confidence in public education and in Chifley College Dunheved Campus as the local school of choice.

School context

Chifley College Dunheved Campus is a dynamic, collaborative and caring middle-school, where together, students, staff, parents and community partners *Learn, Discover and Inspire*. The school is an individual campus that exists as part of a federation of five schools known as Chifley College and is situated on Darug land. In celebration of our Aboriginal heritage, the community acknowledges the traditional custodians and continues to respect the wisdom of Elders past and present.

The school's current enrolment of 322 students includes a Support Unit with an enrolment of 26 students with mild or moderate intellectual disabilities. 27% of students identify as Aboriginal and Torres Strait Islander, and a further 31% of students are from backgrounds where English is an additional language or dialect, predominantly Pacific Islander.

The school receives significant funding to support student learning outcomes through the Resource Allocation Model (RAM), including: equity loadings for Aboriginal background, English language proficiency, low level adjustment for disability and socio-economic background.

The school staff comprise 36 teaching staff and an administrative and support staff of 16. Staff composition includes the funding of 3 additional head teachers and 4 additional School Learning Support Officers (SLSOs) to support the delivery of key initiatives. Support to students, parents and community is enhanced through the employment of an Aboriginal Education Officer, Community Liaison Officer, School Chaplain and the on-site Clontarf Academy.

Strong partnerships are evident within the active Parents and Citizens' Association (P&C), the local Aboriginal Education Consultative Group (AECG), local Aboriginal Elders, partner primary schools, universities, local businesses, industry and community organisations.

School planning process

The school engaged in a consultative evaluation and planning process inclusive of key stakeholders– staff, students, parents and community.

The school leadership team committed to critical and timely self-assessment throughout the 2015–2017 planning cycle, including: scheduled implementation and progress monitoring of improvement measures; systematic analysis of data and evidence; regular reflection on the impact of planned activities; participation in the External Validation process in 2016; annual *point-in-time* judgement using the *School Excellence Framework Self-assessment Survey* (SEF S–aS). The SEF S–aS is shared annually with the school's P&C.

Significant progress was made in the 2015–2017 school plan in: consistent implementation of a whole-school approach to student wellbeing; effective planning and data collection to support students' successful transitions; collaborative practice through *opt-in* peer observations and mentoring support; and staff commitment to professional learning which targets the school priorities in literacy and numeracy teaching methods.

Extensive school and community consultation informed the reset of the school vision statement and determined the 2018–2020 strategic directions. This process included: meetings with the local AECG president and Aboriginal Elders; workshops with student leaders and the school's P&C; a school planning information and feedback station at the school's meet and greet evening; and ongoing consultation with Principals, School Leadership. The *School Planning– a reflection resource* was utilised to frame professional conversations and promote the development of the new school plan as a dynamic, *living* document. The 2018–2020 School Plan represents a shared vision of the school's priorities for improvement. This vision reflects strong community voice in its goal to be 'local school of choice.'

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Authentic and Significant Learning

Purpose:

To develop student capacity to be active, reflective and aspirational learners, with a strong foundation in literacy and numeracy so they can be successful individuals who are confident in their ability to learn, adapt and be responsible citizens. By fostering creativity, critical thinking, collaboration, cooperation and communication, students are equipped to thrive in a rapidly changing and interconnected world. Students are actively engaged through *Futures learning* pedagogy and share their knowledge within school and through community partnerships.

STRATEGIC DIRECTION 2

Authentic Connections and Pathways

Purpose:

To build student capacity through the development of personalised learning and student plans which enable students to connect, succeed, thrive and learn. Effective evidence-based and data-driven wellbeing programs ensure every student is known, valued and cared for at Chifley College Dunheved Campus. Authentic connections and transition programs allow all students to develop lifelong learning skills to successfully transition to school, through school and beyond school.

STRATEGIC DIRECTION 3

Authentic Instructional Leadership

Purpose:

To develop and model effective and broad based instructional leadership, resulting in whole school improvement. The school leadership team develops skills and leadership attributes to support a culture of high expectations and community engagement. Ongoing collaborative review of teaching programs and practices, and an increased focus on NESA and Department requirements, forms a sound basis for student learning and progress. Professional learning networks are established to support and develop a coaching culture and a strong pipeline of leaders.

Strategic Direction 1: Authentic and Significant Learning

Purpose

To develop student capacity to be active, reflective and aspirational learners, with a strong foundation in literacy and numeracy so they can be successful individuals who are confident in their ability to learn, adapt and be responsible citizens. By fostering creativity, critical thinking, collaboration, cooperation and communication, students are equipped to thrive in a rapidly changing and interconnected world. Students are actively engaged through *Futures learning* pedagogy and share their knowledge within school and through community partnerships.

Improvement Measures

Increase the number of students, including Aboriginal and EAL/D students, demonstrating above expected growth across the domains of reading, writing and numeracy in NAPLAN.

Teaching and learning programs across KLAs reflect *Futures learning* pedagogy, utilising Project Based Learning, a range of technologies and flexible learning spaces.

A school developed Quality Assessment and Feedback Framework is evident through all teaching and learning programs with explicitly mapped formative and summative assessments to improve student performance.

People

Students

Develop 21st century learning skills through innovative and collaborative pedagogy. Literacy and numeracy skills are improved through explicit and meaningful learning experiences.

Staff

Through professional development, teaching staff develop capabilities in explicit and differentiated teaching, learning and assessment practices. This will include *Futures learning* pedagogy, guided through best practice.

Leaders

Develop the capacity of staff to deliver high quality literacy and numeracy programs and guide the development of school wide systems, structures and spaces.

Parents/Carers

Work in partnership with the school to support learning at home. Parents are informed and involved in planning to support learning, and *shared* expected outcomes. Parents (and students) understand task criteria, articulate current levels of attainment and strategies to guide future growth.

Community Partners

Collaborate to provide real world learning opportunities and experiences for students through mutually beneficial programs.

Processes

Literacy and numeracy: Establish and implement whole-school systems to deliver explicit literacy and numeracy strategies, programs and pedagogies. Universal strategies are delivered at a whole school level, with further interventions provided to address identified targeted and intensive student need.

Futures learning: Draw on research and local examples to develop future focused pedagogy and learning spaces. Project Based Learning is incorporated across KLA programs, and targeted students engage in rich tasks with an authentic audience. *Futures learning* pedagogy underpins all programming.

Assessment and feedback: Build on existing and established assessment and reporting practices to design and implement a Quality Assessment and Feedback Framework, which includes processes for staff, students and parents.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- PAT–R, PAT–M and NAPLAN data
- Student work samples
- T&L programs with Super Six, Seven Steps, the school's Numeracy Framework and Futures pedagogy explicitly embedded
- Number and quality of Project Based Learning activities
- The Quality Feedback and Assessment Framework– student work samples, feedback samples

Practices and Products

Practices

All staff are confident in using whole-school strategies (Super Six, Seven Steps, Numeracy Skills Framework) supported by autonomous literacy and numeracy leaders, a culture of team teaching and collaborative planning. There is greater student engagement in whole-school strategies and targeted interventions. Greater understanding of individual student need leads to increased differentiation, and remediation strategies.

A system is established for the delivery of Project Based Learning programs to targeted students Stage 3, 4 & 5, in partnership with primary schools. Staff and students use innovative learning styles, technologies and spaces to maximise student success.

Products

Futures learning skills are embedded in teaching and learning programs and evidenced in student work. Students regularly use critical and creative thinking, collaboration, cooperative and communication skills in the classroom. Future focused learning spaces are developed and consistently used across KLAs.

A Quality Assessment and Feedback Framework guides consistent, best practice, and improves the overall standard and efficacy of assessment. Formative and summative assessment tasks are designed and differentiated in an accessible way for students and parents. Feedback includes strategies to improve learning. Students have regular opportunities to self and peer-assess work against success criteria.

Strategic Direction 2: Authentic Connections and Pathways

Purpose

To build student capacity through the development of personalised learning and student plans which enable students to connect, succeed, thrive and learn. Effective evidence-based and data-driven wellbeing programs ensure every student is known, valued and cared for at Chifley College Dunheved Campus. Authentic connections and transition programs allow all students to develop lifelong learning skills to successfully transition to school, through school and beyond school.

Improvement Measures

Increase student engagement in learning, regular attendance and positive behaviour for continued success through and beyond school.

All teaching staff consistently implement Positive Behaviour for Learning classroom essential practices to increase instructional and engaged time.

Increase local student enrolment to secure 50% of all local enrolments.

People

Students

Build skills to actively participate in goal setting and collaborate on the development of their learning plans. They develop improved knowledge and confidence to make informed educational and vocational choices.

Staff

Develop knowledge and understanding of individual student learning needs and goals. There is an expectation that student plans will impact teaching and learning strategies.

Leaders

Teaching & Learning, Wellbeing, and Community & Transition leaders adopt a coordinated approach and work in partnership to increase quality teaching and learning in every classroom, and enhance connections/pathways for every student.

Parents/Carers

Supported to build skills to engage as partners in learning through ongoing participation in their child's learning pathways, parent programs and school events.

Community Partners

Develop an understanding of student and school needs to deliver a range of services in the school's Hub.

Processes

Learning culture: Implement a team-led, streamlined approach to personalised learning for every student which authentically engages the student, staff and significant others.

Wellbeing: Grow the school's wellbeing framework to consistently deliver effective, research-based behaviour and instructional practices in every classroom. Utilise data to drive wellbeing programs to create an enabling school environment.

Transition points: Draw on community connections and expertise to embed a dynamic whole-school and community approach to support and transition students. Key concepts of the *Connected Community Strategy* are utilised to create a connected Learning, Wellbeing and Community Hub.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Enrolment, attendance and suspension data
- Quality personalised learning online template/system
- Number of staff, students & significant others engaged in student plans and school events
- Number of staff participating in peer observations
- Number of service providers and students accessing the Hub
- TTFM student and parent surveys

Practices and Products

Practices

All staff regularly access and review student plans. They utilise these plans to engage students, drive relevant teaching and learning, and deliver program adjustments. Parents and/or significant others engage in the process, enabling them to actively support their child/ren.

All teachers consistently implement effective, research-based classroom practices (PBL classroom systems). Behavioural and instructional elements are embedded in every classroom, supported by negotiated peer observations and refresher training.

Products

A quality online and interactive system for the delivery of personalised learning for every student guides goal setting, tracking and future directions, and engages all staff and significant others as partners in learning.

Streamlined universal, targeted and intensive enhancements and interventions are delivered to students based on assessment of data and mapped to student plans. Clear data decision rules are established to streamline and drive student support structures, and the scope and sequence of wellbeing programs.

An *on-site* connected Learning, Wellbeing & Community Hub supports access to a range of community services and school support personnel. Strong collaboration between parents, students and community informs and supports learning continuity at key transitional points.

Strategic Direction 3: Authentic Instructional Leadership

Purpose

To develop and model effective and broad based instructional leadership, resulting in whole school improvement. The school leadership team develops skills and leadership attributes to support a culture of high expectations and community engagement. Ongoing collaborative review of teaching programs and practices, and an increased focus on NESA and Department requirements, forms a sound basis for student learning and progress. Professional learning networks are established to support and develop a coaching culture and a strong pipeline of leaders.

Improvement Measures

Increase the number of staff undertaking and/or maintaining accreditation at Highly Accomplished or Lead teacher professional standards.

Increase the number of school-based registered professional learning courses developed each year to improve the quality and impact of teaching and learning in the classroom.

Increase the number of faculties and school-wide teams engaging in the school's cyclical review process for continuous improvement.

People

Students
Understand that the school regularly solicits and addresses feedback on school performance from students to improve.

Staff
Build capacity to maintain mandatory teacher accreditation and seek accreditation at higher levels to increase the high standards of the teaching profession.

Leaders
Principal, deputy principals and head teachers develop high-level instructional leadership capacity focussed on classroom teaching and learning and the delivery of whole-school literacy and numeracy strategies and interventions.

Parents/Carers
Supported to provide feedback, engage in professional learning and the school's evaluation processes, as partners in learning.

Community Partners
Recognise that the school regularly solicits and addresses feedback on school performance from the broader school community.

Processes

Instructional leadership: Develop and implement a whole-school leadership strategy that facilitates distributed instructional leadership capacity and empowers staff to demonstrate pedagogical and organisational best practice.

Improvement of practice: Draw on the Australian Professional Standards, staff Performance and Development Plans (PDPs) and accreditation processes to develop and implement a high quality professional learning system that facilitates whole school improvement.

Continuous improvement: Develop and implement principles of an evaluative culture, which is focused on continuous improvement of teaching and learning in compliance with NESA and Departmental policies and practices, to drive ongoing school-wide improvement in teaching practice and student results.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- TTFM student and parent surveys
- Number of staff undertaking accreditation at higher levels
- Number of school based registered professional learning
- Evidence of NESA compliance
- Number of staff/faculties engaged in the cyclical review process
- Number of Milestones 'on track' and quality of evidence

Practices and Products

Practices
All staff actively involved in whole school priorities/teams and develop milestones to address the strategic directions and meet improvement measures. Team based practice builds instructional leadership and a strong pipeline of leaders.

Administrative practices effectively support the school's strategic directions to maximise the effective teaching and learning activity of the school.

Staff access a school-based accreditation support network to critically analyse their practice against the Standard Descriptors. The network builds understanding of assessment rubrics and supports the development of quality evidence sets, annotations and lead initiatives.

Products

Quality system in place for ongoing progress monitoring of improvement measures including clear timelines, strategies and evidence sources. This directs school activity towards effective, evidence-based implementation..

Quality school based registered professional learning is designed and delivered to target identified school priorities, student needs and teacher professional goals.

Team-led cyclical review processes are aligned to NESA compliance regulations. The review process embeds explicit systems that facilitate professional dialogue, collaboration, negotiated classroom observation, feedback and modelling of effective practice.