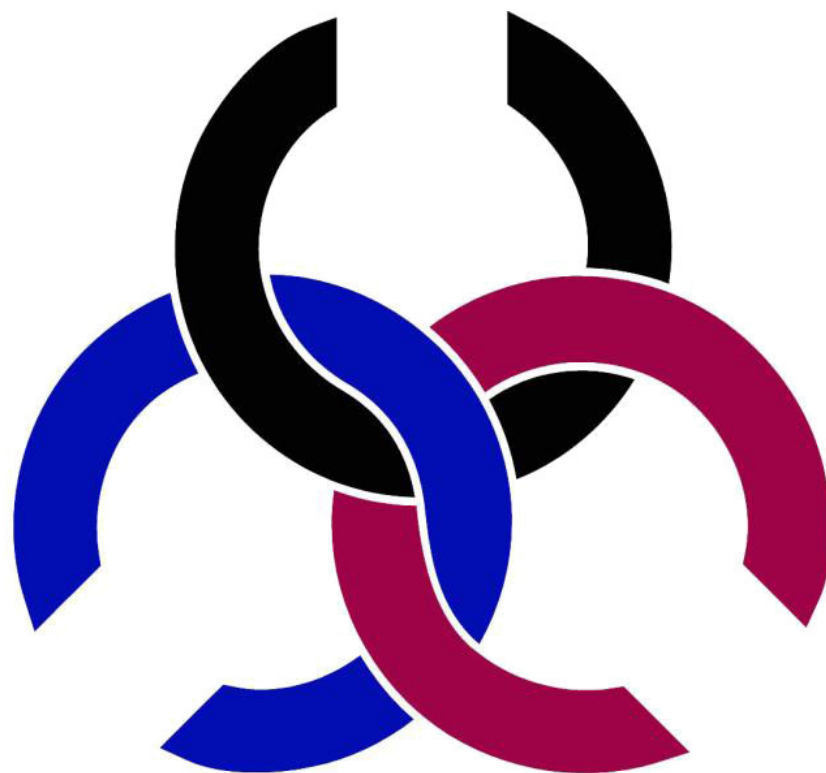


School plan 2018-2020

Callaghan College Jesmond Campus 8880



CALLAGHAN

COLLEGE
JESMOND SENIOR CAMPUS

School background 2018–2020

School vision statement

'Empowering young men and women to succeed'

In working with students between the ages of 15 – 19 years, the Jesmond Campus of Callaghan College provides access to credentials and transitions students to become productive and contributing members of our broader community, post school. The campus response to the expectations of the dynamic community environment aligns the campus directly with the Callaghan Collegiate vision of "Building a World Class 21st Century Learning Community".

School context

Callaghan College Jesmond Senior Campus (enrolment 700 students, 12 % Aboriginal, 11 % NESB) is a comprehensive coeducational campus for students in Year 11 and 12. The campus has a strong focus on academic success, curriculum innovation, student well-being and vocational education delivery. Jesmond Campus offers the broadest curriculum of all government schools in Newcastle and the Hunter and has strong links with the University of Newcastle, TAFE, local industry and the community. Jesmond Senior Campus is the largest government provider of School Based Apprenticeships and Traineeships (SBAT) in NSW.

School planning process

Campus Planning Process

In Term 4 2017 the campus requested the EXSEL group undertake an evaluation of the campus learning culture. Aspects of the 'Learning Culture' that were reviewed included:

Leadership of learning

Campus vision, mission, values and beliefs and relevant policies

Teaching assessment and feedback practices, Teacher professional learning, Campus reflective practices, Learning expectations and student aspirations, Supplementary learning support initiatives,

Student– teacher relationships, Student and staff wellbeing, equity and inclusion, Student learning practices, Student achievement, Student behaviour, attendance and engagement, Student Voice, Parent and community involvement, Physical environment

As part of the evaluation data was collected across a range of information sets gathered from internal and external sources including HSC performance, post school destination, attendance reports, retention rates, school community surveys and student and staff focus groups. The conclusions and recommendations from this evaluation were used to inform the campus 2018–2020 School Plan developed in consultation with key stakeholders, students, parents, carers, staff and community partners including representatives of the AECG.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Delivering Excellence in
Learning

Purpose:

To deliver an aspirational learning culture within a framework of strategic and planned approaches to processes that support the wellbeing of all so that they connect, succeed, thrive and learn.



**STRATEGIC
DIRECTION 2**
Delivering Excellence in
Teaching

Purpose:

Teachers employ evidence-based effective teaching strategies and use the Australian Professional Standards for Teachers and Performance and Development plans to improve student learning.



**STRATEGIC
DIRECTION 3**
Delivering Excellence in
Leading

Purpose:

School leadership supports an inclusive culture of high expectations and community engagement. Systems underpin ongoing school improvement.

Strategic Direction 1: Delivering Excellence in Learning

Purpose	People	Processes	Practices and Products
To deliver an aspirational learning culture within a framework of strategic and planned approaches to processes that support the wellbeing of all so that they connect, succeed, thrive and learn.	Staff Teachers demonstrate expertise in Visible Learning, ALARM and academic writing. Teachers provide online, written and verbal feedback to improve student learning.	Mentoring Students participate in learning conferences to develop the skill set for academic rigor and are supported through staff and peer conferencing. Professional Learning Teachers engage in regular professional learning to develop competency in evidence-based learning, data analysis and have high expectations embedded. Whole School Wellbeing A whole school, integrated approach, to student wellbeing, is implemented so that students may connect, succeed, thrive and learn.	Practices Staff continually communicate high expectations with students, parents and other teachers in everything they do. Teachers and students actively seek feedback to inform learning. 100% of students participate in one on one student conference to establish goals and plans. All staff use data to inform teaching practice and provide timely and meaningful feedback to students. Students access appropriate technology platforms Canvas and Edrolo to support continuous improvement
Improvement Measures	Students Students work independently and collaboratively to produce quality work. Students expect all teachers to deliver quality lessons enabling them to reach their potential	Evaluation Plan <ul style="list-style-type: none"> • Teacher feedback • Observations • SEF analysis • Tell Them From Me survey • Student feedback • Writing data analysis • HSC data • Attendance data • Destination Surveys • Early Reporting 	Products Students achieve their aspirational post school goals. HSC trend data shows longitudinal improvement. Students complete reflection on feedback after the return of each task to plan for next steps. Differentiated programs Learning conferences Reduction in N Award Warning notifications. Formative assessment is embedded across all teaching and learning programs.
Increase the percentage of students in Bands 5 and 6 from 22.9% (2017) to equal Similar School Group 30.57% (2017) Increase in student attendance from 88.29% (2017) to 90% (2020). Increase in Aboriginal student attendance from 81.60% (2017) to 84% (2020) Increase in retention from Year 11 to Year 12. from 66% (2017) to 72% (2020)	Parents/Carers Parents participate in parent surveys and attend information events. Leaders Leaders establish and improve processes which build the capacity of teachers to create a quality learning environment that engages all learners.		

Strategic Direction 2: Delivering Excellence in Teaching

Purpose	People	Processes	Practices and Products
Teachers employ evidence-based effective teaching strategies and use the Australian Professional Standards for Teachers and Performance and Development plans to improve student learning.	Staff Teachers use data to inform practice.	Collaborative Practice Develop Action Plans , including professional learning linked to the Australian Professional Standards for Teachers, including evidence collected to measure impact through the PDP process.	Practices All teachers contribute to the Action Teams. <ul style="list-style-type: none"> • High Performance • Culture Team • Literacy Team • Data Analysis Team • Accreditation, Maintenance and Induction Team • Aboriginal Education Team • Visible Learning Team • Health and Safety Team • Future Focus Learning Team
Improvement Measures All teaching staff can evidence their expertise and their impact on Professional Action Teams.	Students Students actively set goals based on data.	Aboriginal Education All staff undertake professional learning to increase knowledge about how to support the identity and diversity of Aboriginal students and how they learn.	All teachers regularly analyse data to inform practice.
All teachers are proficient in data analysis to develop and differentiate programs and pedagogical practices.	Leaders Leaders provide continued support in the guidance and use of data.	Evaluation Plan <ul style="list-style-type: none"> • PDP analysis and feedback • Action Team evidence • Teacher, student and parent feedback. • Data analysis • Program analysis 	New staff participate in an induction program
Improved performance of students on a variety of internal and external performance scales—RoSA, HSC, Critical Thinking,	Community Partners Each campus of Callaghan College has embedded principles of high expectations.		Products 100% of teaching staff contribute to a Professional Action Learning Team to drive school improvement.
	Parents/Carers Parents and carers understand the time, commitment and strategies required to be successful in the HSC.		Data based practice drives outstanding teaching and learning.
			All teachers accredited at Proficient or beyond..

Strategic Direction 3: Delivering Excellence in Leading

Purpose	People	Processes	Practices and Products
School leadership supports an inclusive culture of high expectations and community engagement. Systems underpin ongoing school improvement.	Students Students actively provide feedback to improve school practices and processes and actively recognise and participate in partnerships across the College and with external agencies.	Learning Partnerships Establish, develop and lead effective learning partnerships across the College, with local partner primary schools, AECG, external agencies, including business, corporate and tertiary educational providers.	Practices Faculty reviews are cyclic and used to develop the monitoring and supervision requirements of DoE/ NESA.
Improvement Measures All policies, processes and programs reflect the requirements of DoE and NESA and all school leaders demonstrate the impact of authentic leadership roles.	Staff Teachers consistently use formative and summative assessment processes and practices to support and lead student learning.	Communication and Engagement Establish a marketing and media team to highlight the exemplary learning, engagement and post school opportunities available and utilise resources to enhance best practice.	Teachers implement relevant policies and practices to meet requirements of DoE and NESA.
Increase student engagement in Quality instruction, Positive Teacher Student Relations, Positive Learning Climate and Expectations for Success.	Parents/Carers Parents communicate with the school to develop a collaborative working partnership and to provide feedback to improve student performance.	Practices and Processes Review and embed policies and processes that ensure DoE and NESA requirements are met.	The campus maintains regular and quality communication and engagement with parents, families, local business and media organisations to effectively promote school culture and reputation.
Increase the % of parents and caregivers interacting with the teaching and learning content areas on the school portal and technology platforms.	Leaders Leaders collaborate at teacher, executive and principal levels to develop and lead College level policies and systems.	Evaluation Plan <ul style="list-style-type: none"> • Community feedback • Policy and processes • NESA checklist • Work sample analysis • SCOUT data • Sentral portal usage • Website • Social Media platforms • PDP analysis • Surveys 	Products Improvement in HSC results and post school pathways to further education training or work.
	Community Partners Actively support students through teaching programs, work experience, work placement, internships and post school options.		All policies, practices and processes required of DoE and NESA are fully implemented.
			Technology and social media are utilised to inform and actively engage parents and carers in student learning and indicate our school has a positive profile in the broader community.