

Strategic Improvement Plan 2021-2024

Chifley College Dunheved Campus 8488



School vision and context

School vision statement

We envisage all people of all cultures working together. Our aim is to place the school at the heart of the community.

We maintain high expectations, use evidence-based research and data to underpin growth and attainment of every student. Our school is committed to an integrated whole school approach to growing an inclusive learning culture to support the wellbeing and aspirations of every student.

We welcome collaboration and learning with others. Every student is engaged and challenged to continue to learn, with productive partnerships and pathway programs which support students at key transition points. The school is an exemplar in leveraging community strengths, delivering benefit to both the school and the community.

Chifley College Dunheved Campus is highly valued across the local and educational communities as a leader for its impact on learning progress and its active support of other schools.

School context

Chifley College Dunheved Campus is located on Darug country, with Wianamaata Creek to the north and surrounded by the rich Cumberland Plain Woodland. The school is an individual campus that exists as part of a federation of five schools known as Chifley College. In celebration of the Aboriginal heritage connected to the Lands, the community acknowledges the Traditional Custodians of these Lands and will continue to respect the wisdom of Elders past, present and emerging.

The school's current enrolment of 445 students includes a four class support unit. These classes cater for students with a range of disabilities including mild to moderate disabilities and autism. 27% of students identify as Aboriginal and Torres Strait Islander and a further 30% of students are from backgrounds where English is an Additional Language or Dialect, predominantly Pacific Islander. The school has had a steady enrolment increase over the past five years of 26%.

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's staffing entitlement in 2021 comprises 43 teaching and 12 non-teaching staff. Staff composition includes the funding of 3 additional head teachers, a Business Manager (BM) 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 (AEO), Community Liaison Officer (CLO), School Chaplain and the on-site Clontarf Academy.

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

A comprehensive situational analysis was conducted in 2020, leading to the development of the vision and goals articulated in the 2021-2024 Strategic Improvement Plan. This analysis, research and planning was conducted in genuine consultation with students, staff, local Aboriginal Elders and the P&C association, drawing input from the broader community through social media platforms. The school participated in a School Development Review (SDR) in early 2021, with the review team noting high level consultation and active engagement of community in the school planning process.

Strategic Direction 1- Student growth and attainment, is a priority area for the school, with high-level projects to support a whole-school approach to the explicit teaching of reading and numeracy. Strategic Direction 2 focuses on high impact strategies to support student attendance and develop trauma-responsive practice. Strategic Direction 3 provides the professional learning and instructional leadership for improved student performance.

Strategic Direction 1: Student growth and attainment

Purpose

A culture of high expectations underpins growth and attainment of every student.

To empower teachers to deliver effective, evidence-based explicit instruction in literacy and numeracy for every student. To collaboratively use and analyse data to inform planning, learning goals for students, identify interventions and modify teaching practice.

Improvement measures

Target year: 2022

NAPLAN-Top 2 Bands- Reading and Numeracy

Increase the proportion of students achieving in the top 2 NAPLAN bands to be at the school's lower bound system-negotiated target in reading of 8.9%

Increase the proportion of students achieving in the top 2 NAPLAN bands to be at the school's lower bound system-negotiated target in numeracy of 9.9%

Target year: 2022

Aboriginal Student Achievement

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands to be at the school's lower bound system-negotiated target in reading of 26%

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands to be at the school's lower bound system-negotiated target in numeracy of 18.3%

Target year: 2023

NAPLAN- Expected Growth- Reading and Numeracy

Increase the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading of 58.6%

Increase the percentage of students achieving expected

Initiatives

Explicit instruction in reading and numeracy

Strengthen the whole school approach to reading and numeracy instruction through improving teacher capacity to deliver effective evidence-based teaching methods; optimising learning progress for all students, across the full range of abilities.

This will be achieved through:

- Professional learning informed by *What Works Best, Evidence for Learning- Improving literacy in secondary schools*, the *Growing Mathematically Framework* and the *High Potential and Gifted Education policy* to develop strong foundations in literacy and numeracy for all students.
- Identified staff driving evidence-based, strategic improvement and whole school adoption of the *Literacy and Numeracy Learning Progressions*.
- High impact *Response to Intervention* systems of support that increase in intensity to match identified individual learning needs.
- Evolution of the school's learning and wellbeing hub to include an after-school tuition program, focusing on key skills in literacy and numeracy to support learning aspirations, deliver increased differentiated support and provide equity of opportunity for all.

Use of data to inform practice

Develop a whole school system to consistently build and prioritise the use of data to inform practice, including developing sound data literacy skills in all staff.

This will be achieved through:

- Utilising *What Works Best in Practice* and the *High Potential and Gifted Education* (HPGE) evaluation and planning tool to inform strategies to build explicit data-driven practice consistently across the whole school.
- Establishing a cycle of professional learning to effectively collect and use quality, valid and reliable

Success criteria for this strategic direction

In line with the descriptors in the *School Excellence Framework*, the following statements of excellence form the success criteria for *Strategic Direction 1- Student growth and attainment*.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Teaching: Effective Classroom Practice- Explicit teaching- Excelling)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (Teaching: Professional Standards - Literacy and numeracy focus- Excelling)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (Learning: Student Performance Measures- Internal and external measures against syllabus standards- Excelling)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (Teaching: Data Skills and Use- Data analysis- Excelling)

Evaluation plan for this strategic direction

The evaluation plan for *Strategic Direction 1- Student growth and attainment* considers the success of the

Strategic Direction 1: Student growth and attainment

Improvement measures

growth to be above the school's lower bound system-negotiated target in numeracy of 63.9%

Target year: 2024

A range of evidence supports validation at excelling in data analysis.

Initiatives

data and encourage collaborative data use to inform planning, identify interventions and modify teaching practice.

- Embedding the collection of progressive internal data to monitor and track student learning goals and progress, provide clear internal evidence of student growth, inform teaching decisions and modify teaching practice.

Evaluation plan for this strategic direction

school's systems and processes for explicit instruction in literacy and numeracy and use of data to inform practice.

The following quality, valid and reliable data will be collected and analysed by relevant teachers, leaders and teams:

- National Assessment Program- Literacy and Numeracy (NAPLAN)
- HSC National Minimum Standards (NMS)
- Best Start- Reading and Numeracy
- Check-in Assessment- Reading and Numeracy
- Literacy and Numeracy Progressions
- PLAN2 tracking
- PAT(Progressive Achievement) testing suite
- Sentral Continuum Tracker and Markbook
- Tell Them From Me (TTFM) data
- Staff and student perception surveys
- Faculty annual review
- Student work samples and targeted group data
- Professional learning evaluations

At least twice per term, the team will gather, annotate, analyse and upload evidence and identified data into SPaRO to inform our future activities and directions.

Strategic Direction 2: Learning culture and community strengthening

Purpose

Our aim is to place the school at the heart of the community.

To grow an inclusive learning culture to support the diverse needs and aspirations of every student. To position the school as a safe space where everyone belongs; a place where strength in community and shared responsibility for student wellbeing and learning outcomes are valued.

Improvement measures

Target year: 2022

Attendance

Increase the percentage of students attending equal to or greater than 90% of the time to be at or above the system-negotiated lower bound target of 50.10%

Target year: 2024

Attendance

Increase the proportion of Aboriginal students attending greater than 90% of the time to be at or above the State average attendance rates for Aboriginal students.

Target year: 2022

Wellbeing

Increase TTFM wellbeing data (advocacy, belonging, expectations) to be at or above the lower bound system-negotiated target of 74.1%

Target year: 2024

A range of evidence supports the school's strategic use of resources to improve student outcomes and community engagement at excelling in the themes of facilities and community use of school facilities.

Initiatives

Improving attendance

Strengthen partnerships with teachers, parents and community to work together to support whole-school, systematic attendance and engagement processes, with a strong focus on attendance at or above 90% as the established learning benchmark.

This will be achieved through:

- Developing a responsive and student focussed school-wide attendance action plan, which includes: a whole school morning mentoring program, a focus on strong daily attendance and fractional truancy, as well as targeted support for equity groups (SDR3).
- Strengthening the school's Learning and Support systems and processes to assist teachers and parents to actively support students' engagement, inclusion (SDR6), attendance and high expectations.
- Creating and using data decision rules to inform planning, personalised attendance approaches and engage relevant support personnel for targeted and intensive support.

Enhancing wellbeing

Implement a school-wide continuum of care which demonstrates understanding of wellbeing needs that are contemporary and forward-focused, leading to students contributing to their own ongoing wellbeing, the wellbeing of their peers and the collective wellbeing of their communities.

This will be achieved through:

- Engaging all staff in high impact professional learning to build confidence and capability in social and emotional skills, explicit teaching of behaviour expectations and to support students with complex needs through trauma-informed practice. (SDR1&4)
- Whole school implementation of Positive Behaviour for Learning (PBL) core principles, integrating the new Student Behaviour Strategy.

Success criteria for this strategic direction

In line with the descriptors in the *School Excellence Framework*, the following statements of excellence form the success criteria for *Strategic Direction 2- Learning culture and community strengthening*.

Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes. (Learning: Learning Culture- Attendance- Excelling)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (Learning: Wellbeing- Behaviour- Excelling)

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help fulfil their potential. (Learning: Wellbeing- Caring for students- Excelling).

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (Leading: Educational Leadership - Community engagement- Excelling).

The school collaborates with the local community where appropriate on decisions about-and access to- school assets and resources, delivering benefit to both the school and the community. (Leading: School Resources - Community use of facilities- Excelling)

Evaluation plan for this strategic direction

The evaluation plan for *Strategic Direction 2- Learning culture and community strengthening* considers the success of the school's systems and processes for increasing attendance, enhancing student wellbeing and strengthening community connections.

Strategic Direction 2: Learning culture and community strengthening

Initiatives

- Establishing a *Partnering Together Hub*- an inclusive, proactive and prevention-focused approach- to provide intensive, integrated support in collaboration with a community based external provider.
- Utilising the *Why Student Voice Matters* research and the student voice principles of *Design Thinking* to identify meaningful opportunities for student participation and leadership, to benefit students, the school and broader community.

Strengthening community

Increase shared community responsibility in valuing, supporting and participating in the high expectations and learning culture of the school and College.

This will be achieved through:

- Engaging the significant voices in the community to develop a consultation strategy and plan for the ways in which the community would deliver benefit to the school and find value in accessing the school's assets and resources.
- Utilising the Community Grants Hub platform, school and community based funding to design and implement a shared facilities initiative, which includes facilities enhancements and maintenance to serve the broader and growing community.
- In partnership with the College and local primary school settings, review, enhance and scale-up supports to students at key transition points (SDR2).

Evaluation plan for this strategic direction

The following data quality, valid and reliable data will be collected and analysed by relevant teachers, leaders and teams.

- SCOUT data
- Student attendance, enrolment and suspension
- SENTRAL - wellbeing and attendance
- PBL data
- TTFM data
- Individual Education Plans (IEPs)
- Personalised Learning Pathways (PLPs)
- Risk Management Plans;Behaviour Support Plans
- Student Health Care plans
- NCCD data and plans
- LaST Referrals
- Parent feedback and surveys
- Social media data

At least twice per term, the team will gather, annotate, analyse and upload evidence and identified data into SPaRO to inform our future activities and directions.

Strategic Direction 3: Collaboration and reflective practice

Purpose

We welcome collaboration and learning with others.

To develop a whole school culture of meaningful collaboration and reflective practice. To strengthen staff capacity and high impact teaching practice, where every student, every teacher, every leader is inspired to improve every year.

Improvement measures

Target year: 2024

A range of evidence demonstrates the school's explicit systems to support quality teaching practice at excelling for collaborative practice and feedback.

Target year: 2024

A range of evidence supports the school's formal coaching and mentoring structure at excelling, with demonstrated development and improvement of all teachers.

Target year: 2024

Increase TTFM teacher survey results (leadership, collaboration and learning culture) annually to be at or above the NSW Government norm.

Initiatives

Collaborative practice, coaching and mentoring

Develop a collaborative practice model, which incorporates instructional rounds and instructional coaching, to enhance reflective practice across the school.

This will be achieved through:

- Utilising the *What Works Best* research and internal/external school data to develop a systematic and planned approach, which focuses on evidence based practices in high performing schools (SDR5).
- Implementing a whole school instructional rounds model which uses data from multiple platforms to support high level impact teaching strategies, aligned to initiatives across Strategic Directions 1 and 2 and incorporating Teacher Learning Sprints.
- Designing an instructional coaching model for implementation of a whole school system, which provides school based and inter-school relationships for targeted coaching and mentoring. This includes coaching to support beginning teachers and experienced teachers to attain higher levels of accreditation.

Enhancing staff wellbeing

Develop and implement a whole-school planned approach to staff wellbeing, including staff capacity building to monitor, access and utilise support strategies and services.

This will be achieved through:

- Creating a staff wellbeing team and BeYou action plan which explicitly supports the wellbeing of every staff member.
- Collecting, analysing and using data, including the *TTFM Focus on Learning teacher survey*, *People Matter school-level report* and Truwell reports to monitor and refine a whole school approach to staff wellbeing and measure the impact of staff wellbeing

Success criteria for this strategic direction

In line with the descriptors in the *School Excellence Framework*, the following statements of excellence form the success criteria for *Strategic Direction 3- Collaboration and reflective practice*.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (Teaching: Learning and Development- Collaborative practice and feedback- Excelling)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. (Teaching: Learning and Development- Coaching and Mentoring- Excelling)

The school has implemented evidence based strategies and a planned whole school approach to staff wellbeing resulting in measurable improvements in staff wellbeing. (Learning: Wellbeing- A Planned Approach to Wellbeing- Excelling).

The school is organised so that all staff have regular opportunities to meet with an identified colleague who can provide advice, support and assistance to help the staff member fulfil their potential. (Caring for staff- Excelling)

Evaluation plan for this strategic direction

The evaluation plan for *Strategic Direction 3-Collaboration and reflective practice* considers the success of the school's systems and processes for collaborative practice, coaching and mentoring and enhancing staff wellbeing.

The following data quality, valid and reliable data will be collected and analysed by relevant teachers, leaders and teams:

- Cyclical evaluation: faculty and lesson observations;

Strategic Direction 3: Collaboration and reflective practice

Initiatives

- initiatives.
- Increasing access to targeted professional learning opportunities, evidence based strategies and resources for all staff to support their own and others' wellbeing.
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Evaluation plan for this strategic direction

- student, parent and teacher interviews
- Performance Development Plans (PDPs); class observations and observations of practice
 - Numbers of staff opting into instructional coaching
 - PL evaluations and comments about collaborative practice
 - Improved teacher practice and student results for teachers who have opted in
 - TTFM teacher survey
 - People Matter school-level report
 - Truwell reports

At least twice per term, the team will gather, annotate, analyse and upload evidence and identified data into SPaRO to inform our future activities and directions.