

# Strategic Improvement Plan 2021-2024

## Callaghan College Waratah Campus 8508



**CALLAGHAN  
COLLEGE**

**Waratah Campus**

# School vision and context

## School vision statement

Callaghan College: Collaborating to empower learners.

***A vibrant learning culture where confident and creative students thrive.***

## School context

### College context

Callaghan College is a multi-campus college in the urban regional location of Newcastle NSW, on the lands of the Awabakal people. Wallsend Campus (Years 7-10), Waratah Campus (Years 7-10) and Jesmond Senior Campus (Years 11-12) are united as we collaborate to empower all learners from our diverse community. Collectively, we provide the most extensive curriculum in the Hunter including a breadth of opportunities, academic, vocational and extra-curricular. Callaghan is recognised nationally for its integration of technology to support future focused learning. We create lifelong learning through leading a strong and vibrant partnership with the Callaghan Education Pathways (including 15 partner primary schools), deep connection with Muloobinbah LAECG, a partnership with our Callaghan College P&C, an academic partnership with the University of Newcastle and industry partnerships with arrange of innovative enterprises.

### Campus Context

Callaghan College Waratah Campus is one of the 7-10 campuses that makes up Callaghan College. Callaghan College. Waratah is a comprehensive secondary school with a Support Unit which has seven classes, located in Newcastle. The student population of 846 has been steadily increasing over the last three years. Our school community is culturally and linguistically diverse. 25% of students have a non-English speaking background, with most requiring some level of EAL/D (English an additional language or dialect) support. 19% of all students identify as having an Aboriginal background. Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence.

The school's staffing entitlement in 2020 was 95 teaching staff and 21 non-teaching staff. The school also employs a Business Manager and Head Teacher Student Engagement, Head Teacher Learning and Support and Head Teacher EALD from school funds. Our executive staff has had substantial change in the last few years with four new Head Teachers joining our executive team in 2021. 20% of our staff are in their early career as teachers. There is a 5% turnover of staff each year.

The school enjoys the support of its diverse community. We have also fostered strong partnerships with The University of Newcastle, cultural institutions, businesses and community groups. Students represent the school across at State level in Chess and Debating and a wide range of sporting activities, with both state and regional representation.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The school will introduce and refine the Disposition Wheel in order to improve student engagement in Stage 4 and 5. This staff learning will be used to further develop the effective classroom practices that research shows will lead to enhanced learning outcomes

# School vision and context

## School vision statement

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for students. There will also be a focus on preparing our Stage 5 students for the Higher School Certificate including staff professional learning around Stage 6 requirements. There will be significant time allocated in the school plan to developing the skills of the leadership team.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure that all students across the full range of abilities aspire to know and improve their own learning progression in literacy and numeracy. Student learning and growth is personalised and monitored to maximise individual future learning pathways.

## Improvement measures

### Target year: 2022

#### NAPLAN Top 2 Bands

Increase the number of students in the top 2 bands of reading to **20.2%**

Increase the number of students in the top 2 bands of Numeracy to **23.2%**

### Target year: 2022

#### Aboriginal Student Achievement

Increase the number of students in the top 3 bands of reading to **20.2%**

Increase the number of students in the top 3 bands of Numeracy to **23.2%**

### Target year: 2023

#### Expected Growth

Increase the number of students achieving expected growth scores in reading to **67%**

Increase the number of students achieving expected growth scores in numeracy

to **72%**.

## Initiatives

### Explicit and effective teaching practices of literacy and numeracy

- Delivery of high-quality professional learning for effective literacy and numeracy strategies
- Implement individual monitoring of literacy and numeracy growth for EALD students supported with effective teaching strategies
- Implement individual monitoring of literacy and numeracy growth for Aboriginal students supported with effective teaching strategies

### Well monitored student learning progressions to ensure successful future pathways

- Delivery of high-quality PL for effective implementation of the literacy and numeracy progressions (PLAN 2)
- Implement students conference groups for learning, engagement and goal setting against the progressions
- Implement monitoring of Aboriginal student education pathways
- Implement monitoring of EALD student education pathways
- Intensive withdrawal tutorial program for students who require literacy and numeracy support

## Success criteria for this strategic direction

### LEARNING - STUDENT PERFORMANCE MEASURES

NAPLAN - Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Student Growth - The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Internal and external measures against syllabus standards - 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 - CURRICULUM

Differentiation - Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

### LEARNING - WELLBEING

Caring for students - 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 students fulfil their potential.

### TEACHING - EFFECTIVE CLASSROOM PRACTICE

Explicit teaching - 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,

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

### TEACHING - DATA SKILLS AND USE

Data use in Teaching - Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness

## Evaluation plan for this strategic direction

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Evaluation Plan:

**Question:** Did increasing teacher knowledge of effective literacy and numeracy strategies have an impact on NAPLAN results for all students?

**Data:**

**Analysis:**

**Implications:**

## Strategic Direction 2: Student Agency

### Purpose

To ensure that all students understand how they learn to create confident and creative learners empowered by choice and self direction.

### Improvement measures

#### Target year: 2022

##### Attendance

Increase the proportion of students attending 90% of the time to 65%

#### Target year: 2022

##### Wellbeing

Increase the proportion of students reporting Expectations for Success, Advocacy and Sense of belonging at School to 68.4%

#### Target year: 2024

Decrease the proportion of students attending less than 85% of the time from 27.8% to 25.8%

### Initiatives

#### Transformative Learning

- Deliver high quality PL for all staff around the dispositions of learning
- Implement the disposition wheel through executive leadership
- Share evidence of the wheel in classroom practice.
- Create assessment tasks within pilot faculties that integrate dispositions from the wheel.
- Evolve structures of communication between parents, teachers and students about learning, including responsive reporting.
- Deliver high quality PL for all staff on "coherence makers" for each C (logical steps that make each C actionable in classroom practice).
- Build the capacity of Head Teachers to integrate 4C into classroom practice and assessment.
- Co-construct opportunities for sustained action research for aspiring staff to lead learning for others.
- Design high quality PL ensuring 4C Pedagogy and learning dispositions are embedded into the instruction/delivery of all school based PL.
- Showcase a shared journey of agency and how they have emerged as a confident, innovative and creative designer of learning in their own classroom at staff development days. (Showcase is a high stakes and high quality creative expression)
- Form a learning analytics team to investigate ways to make the use of data an accessible and valued tool to inform teaching.

### Success criteria for this strategic direction

#### LEARNING DOMAIN-Learning Culture

##### High Expectations

The whole school Community demonstrates aspirational expectations of learning progress and achievement for all student, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students are motivated to deliver their best and continually improve.

##### Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

#### LEARNING DOMAIN - Wellbeing

##### Individual Learning Needs

There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

#### LEARNING DOMAIN - Assessment

##### Student engagement

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessment informs further teaching.

#### Teaching Domain- Effective Classroom Practice

##### Lesson Planning

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data,

## Strategic Direction 2: Student Agency

### Success criteria for this strategic direction

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curriculum requirements, and student feedback, and provides continuous improvement for all students across the full range of abilities.

#### Feedback

Teachers routinely review learning with each students both in class and on work submitted, ensuring all students have a clear understanding of how o improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until students and teachers are confident mastery is demonstrated.

#### Teaching Domain-Professional Standards

##### Improvement of Practice

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

#### Teaching Domain-Learning and Development

##### Expertise and Innovation

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies.. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

### Evaluation plan for this strategic direction

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**Question:** Did the use of the disposition wheel improve student agency and 21st learning skills?

## Strategic Direction 2: Student Agency

### Evaluation plan for this strategic direction

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#### Data:

- Student surveys
- Staff surveys
- student work
- classroom observations
- attendance data
- TTFM engagement data

#### Analysis:

#### Implications:



## Strategic Direction 3: Collective Efficacy

### Purpose

To build capacity in all stakeholders through collaborative practice and high quality Professional Learning which is shared and visible.

### Improvement measures

**Target year: 2024**

**TTFM surveys - create baseline and growth data sets**

Increase intellectual engagement composite by 1% - (48%)

Interested and motivated increase by 1% (30%)

Effective learning time increase by 0.4% (71%)

**Target year: 2024**

**NAPLAN Growth Year 5-7 (CEP project)**

Waiting on data to become available

### Initiatives

#### Collaborative and Shared Practice

- Embed consistent teaching practice between Stage 3 and 4 in reading, numeracy, writing, wellbeing and HPS across 18 schools as a result of the CEP Transitions of Learning Project
- Strengthen the capacity of instructional leaders across the school through a culture of shared expertise and instructional rounds
- Embed a culture of high expectations in every classroom

#### Quality Teaching and Learning

- Establish a strong culture of well sequenced and designed PL program
- Consistent use of innovative and transformational teaching and learning programs supported by a programming template that reflects a responsive and adaptive learning culture.
- Co-construct integrated and concept based KLA programming for Middle School classrooms
- Implement assessment for, as and of learning as a custom of practice in every classroom across the school

### Success criteria for this strategic direction

#### Success criteria

*Success in this strategic direction will mean that we are excelling in:*

#### LEARNING DOMAIN - Curriculum

Teaching and learning programs are dynamic, showing evidence of revisions based on teaching practices

#### LEARNING DOMAIN - Learning Culture

High Expectations - the whole school community demonstrates aspiration expectations of learning progress and achievement for all students and is committed to the pursuit of excellence

#### LEARNING DOMAIN - Assessment

Summative Assessment- data is reviewed and teaching practice adjusted to reflect trends

Formative Assessment- assessment is flexible and responsive as an integral part of daily classroom instruction

Whole school monitoring of student learning- School processes support consistent evidenced based judgement and moderation of assessment

#### TEACHING DOMAIN - Learning and Development

Collaborative Practice- explicit systems that facilitate professional dialogue, collaboration, observations, modelling of effective practice

Coaching and Mentoring- continuous improvement of all teachers by expert teachers

#### LEADING DOMAIN - Educational Leadership

Instructional Leadership- distribute and sustain a culture of effective evidence based teaching and ongoing improvement.

## Strategic Direction 3: Collective Efficacy

### Evaluation plan for this strategic direction

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**Question:** Did a focus on collaborative quality professional learning build staff confidence to drive a positive shift to towards high expectations classroom and assessment practices?

**Data:**

- Student surveys
- Staff surveys
- Parent surveys- assessment
- Instructional Observations and reflections
- Participation data- 2IC Head Teacher initiative, instructional leader cluster, accreditation Lead, HAT, PL HSC, Application for merit selection,
- Canvas data
- Student work samples
- Assessment data

**Analysis:**

**Implications:**