

Strategic Improvement Plan 2021-2025

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

CollegeContext

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

School context

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

Reading growth

Achieve by year: 2023

Expected Growth

Increase of 4% of students achieving expected growth as measured by Check-in assessment data tracked in PLAN 2.

Numeracy growth

Achieve by year: 2023

Expected Growth

Increase of 4% of students achieving expected growth as measured by Check-in assessment data tracked in PLAN 2.

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 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

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

LEARNING - CURRICULUM

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

LEARNING - WELLBEING

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

TEACHING -EFFECTIVE CLASSROOM PRACTICE

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

TEACHING - DATA SKILLS AND USE

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

TEACHING - PROFESSIONAL STANDARDS

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Question: Have the explicit teaching of literacy and numeracy and well-monitored student learning progressions had an impact on student growth and attainment?

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

Wellbeing

Achieve by year: 2023

Wellbeing

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

Attendance (>90%)

Achieve by year: 2023

Attendance

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

Attendance (<80%)

Achieve by year: 2023

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

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

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

LEARNING DOMAIN - Wellbeing

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

LEARNING - CURRICULUM

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Teaching Domain- Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Teaching Domain-Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

Teaching Domain-Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Strategic Direction 2: Student Agency

Evaluation plan for this strategic direction

Question: Has the implementation of 4C pedagogy transformed student agency and 21st learning skills?

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

TTFM surveys

Achieve by year: 2025

TTFM surveys - create baseline and growth data sets

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

Interested and motivated increase by 1% (31%)

Effective learning time increase by 0.4% (71%)

Achieve by year: 2025

NAPLAN Growth Year 5-7 (CEP project)

Waiting on data to become available

Initiatives

Collaborative and Shared Practice

- Strengthen the capacity of instructional leaders across the school through a culture of shared expertise
- Embed a culture of high expectations in every classroom

Quality Teaching and Learning

- 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 - Wellbeing

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

LEARNING DOMAIN - Assessment

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

LEARNING - CURRICULUM

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

TEACHING DOMAIN - Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

TEACHING DOMAIN - Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

LEADING DOMAIN - Educational Leadership

Instructional Leadership- distribute and sustain a culture

Strategic Direction 3: Collective Efficacy

Success criteria for this strategic direction

of effective evidence based teaching and ongoing improvement.

Evaluation plan for this strategic direction

Question: Has a focus on collaborative and inquiry-based practice, built staff confidence in order to drive a positive shift towards high expectations in classroom culture and assessment practices?