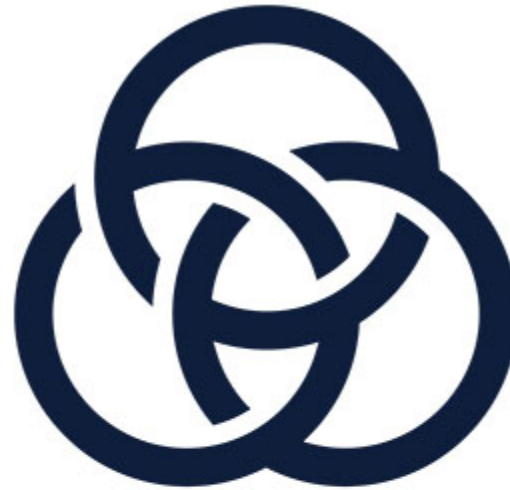


# Strategic Improvement Plan 2021-2025

## Callaghan College Jesmond Senior Campus 8880



**CALLAGHAN  
COLLEGE**

**Jesmond Senior 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), a parent partnership with our Callaghan College P&C, a rich partnership with Muloobinbah AECG, an academic partnership with the University of Newcastle and industry partnerships with a range of innovative enterprises.

### Campus context

The campus response to the expectations of the dynamic community environment is designed to Build a World-Class Learning Community. In working with students between the ages of 15 - 19 years, the Jesmond Senior Campus Callaghan College provides access to credentials and transitions students to become productive and contributing members of our broader community, post-school.

Callaghan College Jesmond Senior Campus (enrolment 704 students, 12 % Aboriginal, 11 % NESB) is a comprehensive coeducational campus for students in Year 11 and 12. The campus caters to all learners with a particular focus on academic success, curriculum innovation, student well-being and vocational education delivery and support classes for students with disabilities.

Jesmond Senior Campus offers the broadest curriculum of all government schools in Newcastle and the Hunter with multiple pathways to the HSC and post-school opportunities. The diversity of students from a multiplicity of cultural backgrounds creates the opportunity for future-focused learning and authentic experiences. Our campus actively collaborates to ensure the educational success of all Aboriginal students. Jesmond Senior Campus is the largest government provider of School-Based Apprenticeships and Traineeships (SBAT) in NSW.

Jesmond Senior Campus is committed to delivering a high-impact strategic plan based on the key findings from the 2020 situational analysis. These include: the collective responsibility for using data-informed practice to ensure individual student learning growth; activating the learning of students and staff; and continuing our journey of a high expectations and aspirational learning culture.

# Strategic Direction 1: Student growth and attainment

## Purpose

To develop a collective responsibility for individual student learning growth.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in **top two bands** to 27%

### HSC achievement - top 3 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in **top three bands** to 58.9%

### Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending > 90% of the time to 66%

### Aboriginal student HSC attainment

Achieve by year: 2023

Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of 76%

### HSC Bottom 2 Bands

Achieve by year: 2025

Decrease of the percentage of HSC course results in bottom two bands Target 10%

### NESA Standards

Achieve by year: 2025

100% of faculties successfully meet NESA standards as evidenced by SICM trial.

## Initiatives

### LEARNING GROWTH Individual

Monitor Individual student learning progression and implement teaching practices that are responsive to the needs of the students.

- Embed **Data Skills and Use** through **collaborative analysis and effective use of data**
- **Targeted monitoring** of individual student **growth** by **specialist teams** and **mentors**
- Raise a high expectations **culture of study and support in The Hive**
- Embed campus **attendance strategy**

### TEACHING FOR GROWTH Assessment

Integrated assessment as a component of the teaching and learning cycle to inform practice and drive growth.

- Develop a collaborative **summative assessment design** process supported by **exemplars** and **consistency of teacher judgement**
- **Activate practice and programs** with formative assessment and feedback practices responsive to student progress
- **Implement explicit teaching**, including thinking skills
- Design and implementation of **KLA SICM trial** for all faculties

## Success criteria for this strategic direction

### LEARNING

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

> **Wellbeing > Caring for Students** The school is organised so 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.

> **Assessment > Summative Assessment** The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at the individual, group and whole-school levels.

> **Assessment > Whole School Monitoring of Student Learning** The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

> **Assessment > Formative Assessment** Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

> **Curriculum > Teaching and Learning Programs** Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

### TEACHING

> **Effective Classroom Practice > Feedback** Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs teaching. Student errors

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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and misunderstandings are explicitly addressed until teachers and students are confident mastery is demonstrated.

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

> **Effective Classroom Practice > Data Literacy** All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

> **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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### Question/s

Is every student making learning progress?

### Data

- SCOUT
- HSC Minimum Standards
- HSC results
- Attendance

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- RAP
- HSC results
- Internal summative assessment data
- Formative assessment data
- Mentoring feedback
- Teaching programs
- Assessment tasks
- Student work samples
- SICM trial results
- Program modifications
- Faculty meeting minutes

### Analysis

### Implications

# Strategic Direction 2: AGENCY

## Purpose

To cultivate a vibrant campus culture where students and staff are empowered as confident and creative learners.

## Improvement measures

Achieve by year: 2025

Increase of staff with recent **HSC marking experience** to 25% with all faculties represented.

Achieve by year: 2025

Implementation of the High Impact Professional Learning framework with 100% of **teachers consistently utilising** a range of strategies to deepen .

## Wellbeing

Achieve by year: 2023

**Wellbeing**, as indicated by TTFM, increases to 67%

## Initiatives

### LEARNER AGENCY

Learner agency through active, high impact learning.

- Embed **Active Learning** pedagogy, including the 4Cs in all courses
- **Integrate Learning Reflection** as a key step in the learning cycle

### TEACHER AND LEADER AGENCY

Teacher and leader agency through professional growth culture.

- Build capability and consistent delivery of **High Impact HSC strategies** (whole-campus/College/CEP)
- Develop and deliver a rigorous, relevant and research-based **Professional Learning Suite** supported by coaching/mentoring
- Cultivate leadership capacity by guiding **aspiring leaders** (School Leadership Identification Framework SLI 2022)

## Success criteria for this strategic direction

### TEACHING

**> 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.

**> Professional Standards > Improvement of Practice** The school has a high-performing teaching staff as measured against the APSTs, 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 monitor the impact of programs and approaches used by all teachers and improves practice as required.

**> Learning & Development > Collaborative Practice & Feedback** 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.

**> Learning and Development > Coaching & Mentoring** 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 as Highly Accomplished or Lead.

### LEADING

**> Educational Leadership > Instructional Leadership** The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

## Success criteria for this strategic direction

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### > Educational Leadership > High Expectations Culture

The leadership team establishes a professional learning community that is focused on continuous improvement of teaching and learning.

## Evaluation plan for this strategic direction

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### Question/s

Are students exiting Jesmond Senior Campus with confidence and creativity?

Are teachers improving their practice?

### Data

HSC results

Exit data

Exit surveys

Portfolio completion

Teaching and Learning program revisions

Assessment modifications

Classroom observations

MyPL data incl evaluations

# Strategic Direction 3: COLLECTIVE EFFICACY

## Purpose

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To build a learning culture of high expectations and high aspiration.

## Improvement measures

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Achieve by year: 2025

Students Planning to **Finish Yr 12** equal to or above state mean, according to Tell Them From Me.

Achieve by year: 2025

Students planning to **go to University** equal to or above state mean, according to Tell Them From Me.

Achieve by year: 2025

Increased % of students (in zone) **transitioning from Year 10 to Year 11 to 95%**

Achieve by year: 2025

Increase the % of students exiting into **successful pathways** (incl University entry, TAFE, Apprent/Trainee & FT Employment) to 90%

Achieve by year: 2025

Every student leaves Jesmond Senior Campus with a **portfolio of learning** which recognises their capabilities and achievements.

## Initiatives

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### LEARNING PARTNERSHIPS

- Develop strategic Campus **Communications Strategy**
- Deliver key areas of **DoE and AECG Partnership Agreement 2020-2030** and '**Shared Histories, Empowered Futures**' **CEPAET** vision statement

### LEARNING PATHWAYS

- **Transitions for learning** between 'partner' schools
- Monitor and **review curriculum provision**
- Develop and deliver a learning community **Aspirations Blueprint**
- Develop a **Learning Portfolio** (incl presentation/interview with parents and community) as a Callaghan College exit credential

## Success criteria for this strategic direction

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### LEARNING

> **Learning Culture > High Expectations** The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

> **Learning Culture > Transitions & Continuity of Learning** The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

> **Curriculum > Curriculum Provision** The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.

> **Reporting > Student Reports** Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

### LEADING

> **Educational Leadership > Community Engagement**

The school is recognised as excellent and responsive by its community because it uses best practices to embed a culture of high expectations and effectively caters to the range of equity issues in the school.

## Evaluation plan for this strategic direction

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# Strategic Direction 3: COLLECTIVE EFFICACY

## Evaluation plan for this strategic direction

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Evaluation plan

Question/s

Have we built a culture of aspiration?

Data

- HSC Results
- Exit data - Uni entry, TAFE & employment stats.
- TTFM > Aspiration to complete Yr 12
- TTFM > Aspiration to attend University
- Student exit survey
- Parent feedback
- Partnership engagement
- Enrolments 10-11

Analysis

Implications