

# Strategic Improvement Plan 2021-2024

## Chifley College Shalvey Campus



# School vision and context

## School vision statement

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Chifley College Shalvey Campus provides a high quality education that will equip all students with the knowledge and skills to fully participate in society as successful, productive and engaged citizens.

There is a school-wide learning culture of high expectations, high challenge and high support in which every student is known, valued and cared for as a unique individual.

Continuous school improvement is driven by a focus on data informed practice, collaborative self-reflection and planning to achieve the best for every student, every teacher and every leader.

## School context

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Chifley College Shalvey Campus is a comprehensive 7-10 campus of the Chifley Collegiate, situated in Mount Druitt in Western Sydney. The school is regarded as an inclusive, stable and caring school with Safe and Respectful Learning as our core values.

Our curriculum is geared to promote academic success and positive life outcomes for every student. The campus has excellent facilities, including an agriculture farm, sound recording studio, dance and drama studio and Science Technology Engineering Mathematics room. Information and Communication Technologies is integrated across the curriculum.

Current enrolment of the school population is 406. Our students include 30% identifying as Aboriginal and Torres Strait Islander and 21% having English as an Additional Language or Dialect, the majority from Pacific Nations.

The campus has a Support Unit which caters for 50 students, with two Autism Spectrum Disorder and two Mild Intellectual Disability classes.

Our staff are highly skilled and enthusiastic, working closely with parents and community partners to provide quality teaching and learning for every student.

In consultation with the school community, including the Aboriginal Education Consultative Group and informed by our Situational Analysis, the school identified the following top priority areas for improvement - explicit teaching, high expectations and classroom management.

The Strategic Directions for the School Improvement Plan are:

1. Student growth and attainment
2. Well-being and engagement
3. Collaborative practice

# Strategic Direction 1: Student growth and attainment

## Purpose

Enhance students' success through a culture of high expectations, learning and growth. This will be achieved through; research-informed professional learning, explicit teaching and effective classroom practice.

## Improvement measures

### Target year: 2022

Achievement in uplift of 5.5% or above from the baseline, in the percentage of students achieving in the top 2 bands in NAPLAN Reading.

### Target year: 2022

Achievement in uplift of 6.5% or above from the baseline, in the percentage of students achieving in the top 2 bands in NAPLAN Numeracy.

### Target year: 2023

Achievement in uplift of 7.5% or above from the baseline, in the percentage of students achieving expected growth in NAPLAN Reading.

### Target year: 2023

Achievement in uplift of 5.5% or above from the baseline, in the percentage of students achieving expected growth in NAPLAN Numeracy.

### Target year: 2022

Achievement in uplift of 8.1 % or above from the baseline, in the percentage of Aboriginal Students achieving in the top 3 bands in NAPLAN Reading.

### Target year: 2022

Achievement in uplift of 8.2 % or above from the baseline, in the percentage of Aboriginal Students achieving in the top 3 bands in NAPLAN Numeracy.

## Initiatives

### Student growth through explicit teaching

To achieve uplift in student growth the school will:

- Develop a whole school approach in evidence-based teaching to optimise student learning. Explicit teaching builds on previous understanding of related concepts and skills. **What Works Best - Explicit teaching**
- Strengthen expertise and commitment to the teaching of Reading and Numeracy with explicit instruction and school-wide focus on reading and teaching of vocabulary. Utilise the School Improvement resources hub <https://resources.education.nsw.gov.au/?source=rea>
- Implement a school-wide approach to lesson preparation and assessment that includes Do Now lesson starters. Lessons have clearly identified learning intentions and success criteria communicated to students. Teachers clearly explain the significance of student learning, including connections to prior knowledge and expectations for the quality of their work.
- Utilise trauma-informed practices to design lessons and teaching sequence, for example school wide implementation of the BSEM lesson plan structure which aligns with the 60 minute evidence based lesson length.

### Building a high expectations culture

The school will build a culture of high expectations by:

- Implementing strategies that both challenge and support student learning, such as curriculum differentiation. **What Works Best - High expectations**
- Providing staff with systematic professional learning in data analysis to inform lesson differentiation and adjustments. Teachers have access to tools, skills and training to help them interpret and use data effectively. **What Works Best - Use of data to inform practice**

## Success criteria for this strategic direction

- Teachers employ evidence-based explicit teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. **SEF - Explicit Teaching, What works Best - Explicit teaching**
- All teachers understand and explicitly teach literacy and numeracy with success that can be measured by improved student progress and achievement data. **SEF - Literacy and Numeracy focus**
- Teaching and learning programs show; evidence of revisions based on feedback on teaching practices, Literacy and Numeracy strategies, DO NOW, Learning Intentions and Success Criteria. **SEF - Teaching and learning programs**
- Teaching and learning programs reflect evidence of data analysis with adjustments to address individual student needs. All students are supported and challenged and all adjustments lead to improved learning. **SEF- Differentiation.**

## Evaluation plan for this strategic direction

### Question.

To what degree did students meet the designated targets, for both Aboriginal and non Aboriginal students?

What evidence is there to support this?

### Data.

Monitoring progress through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. **SEF - Data analysis.**

Success is measured by the triangulation of data such as student growth, progress towards system targets and other achievement data including:

- SCOUT value-added data

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Establishing data walls to assist teachers' reflection of student growth and planning to improve teaching and learning. Teachers identify areas in which students' learning needs may require additional attention and development informed by research **Dr. Lyn Sharratt, University of Ontario -Putting faces to the data**  
<https://thelearningexchange.ca/projects/system->

## Evaluation plan for this strategic direction

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- NAPLAN
- Progressive Achievement Tests
- Students' results mapped against progressions and Data Walls
- Literacy and numeracy
- PLAN2
- Student plans, monitoring achievement toward goals
- Student focus groups
- Smarter Maths
- Evidence from teaching and learning programs, scope and sequences, student work samples and feedback.

### Analysis

- The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Direction.
- Regular review and triangulation of data sources including; quantitative and qualitative, internal and external data to corroborate conclusions.

This analysis will guide the school's future directions.

### Implications

After analysing the data a determination will be made as to planning the future directions and determining 'Where to Next?'

# Strategic Direction 2: Wellbeing and engagement

## Purpose

A strategic and planned approach to enhance wellbeing with systems and processes that empower students, teachers and the community and promotes connectedness and engagement in learning.

## Improvement measures

### Target year: 2022

Achievement in uplift of 4% or above, from the baseline, in the percentage of students attending 90% of the time or higher.

### Target year: 2022

Achievement in uplift of 7.6% or above, from the baseline, in the percentage of students identifying positive relationships and sense in belonging at school on the Tell Them From Me survey.

### Target year: 2024

Achievement in uplift of 5% from baseline of 21.9% of Aboriginal students attending 90% of the time or higher.

### Target year: 2024

Reduce fractional truancy by 10%.

## Initiatives

### Improving attendance

- Establish an Attendance Coordinator to work with executive to develop and monitor whole school attendance systems and procedures and respond to attendance issues, in particular responding to fractional truancy. Attendance Matters
- Establish a positive attendance recognition program to encourage improved student attendance. Evidence-based changes result in measurable improvements in well-being and engagement to support learning. **SEF - A planned approach to Wellbeing**

### Positive Behaviour for Learning

- Establish and teach classroom rules and routines to communicate classroom expectations and provide structure and guidance for teachers and students. Ensure classrooms and other learning environments are well-managed within a consistent, school-wide approach to ensure safety for staff and students and promote engagement in learning. **What works best - Classroom management**
- Implement program to teach students skills in self-regulation, self-discipline and achievement to enhance belonging, motivation and commitment to learning.  
[https://www.cese.nsw.gov.au/images/stories/PDF/Best-practices-one-pager\\_final.pdf](https://www.cese.nsw.gov.au/images/stories/PDF/Best-practices-one-pager_final.pdf)
- Provide staff professional learning to develop evidenced-based strategies that are strength based, preventative and informed by research into trauma responsive practices. **(SDR Recommendation 1)**  
<https://www.cese.nsw.gov.au/publications-filter/trauma-informed-practice-in-schools>
- Regularly utilise PBL data to inform the strategic direction and implementation of interventions to support student wellbeing and behaviour.

### Aboriginal Education

- Implement the Aboriginal Education Strategy to help

## Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that support regular school attendance and ensure student absences do not impact negatively on learning outcomes. **SEF - Attendance**
- The school, Home School Liaison Officers and teacher mentors monitor attendance and engagement. Strong collaboration exists between the school, Aboriginal School Liaison Officer, Aboriginal Education Officer, parents, carers and agencies to support families and increase attendance of Aboriginal students. Rewards for students who meet individual attendance targets and goals.
- A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. **SEF -Classroom management**
- 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. **SEF - Behaviour.**
- Student behavioural data trends and strategies are analysed and communicated. Data confirms a link between effective classroom management and student performance. **What works best - Classroom management**

## Evaluation plan for this strategic direction

### Questions.

- To what degree do students report increased level of school engagement?
- To what degree has increased school attendance been accomplished?
- Has an uplift in the attendance of Aboriginal students been achieved?

### Data

## Strategic Direction 2: Wellbeing and engagement

### Initiatives

- families build understanding of learning programs and expected learning outcomes
- Increase the focus on wellbeing and a sense of belonging to help students to develop positive connections at school. (*Walking Together, Working Together* - AECG / DoE partnership, 2020-2030)
- Increase staff knowledge and understanding through whole school professional learning and ensure Aboriginal perspectives are embedded in learning programs and explicitly taught.
- Work collaboratively with the Chifley Colleges and primary partners to develop a Reconciliation Action Plan.  
<https://www.reconciliation.org.au/reconciliation->
- Improve personalised learning by connecting students to their learning through mentoring and goal setting.
- Ensure all Aboriginal students have a Personalised Learning Pathway, developed with the student, mentor and parents.  
<https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/aec/media/documents/PersonalisedLearnin>

### Trauma Informed Practice and Berry Street Education Model

- Implement the Missouri Model for Trauma-Informed Schools and track implementation success using the trauma informed school indicators
- 2021 Principal and HT Learning Support attend advanced BSEM leadership pilot course with a view of leading implementation through the 21-24 planning cycle
- Design and implement trauma informed systems and structures through 2021-24 so that by 2024 all staff respond in a way that reflects the science of trauma and trauma-informed responses are embedded within CCSC (Stage 4 indicator) **(SDR Recommendation 1)**
- Design and implement a strategic wellbeing scope and sequence in conjunction with the school PBL and DoE behaviour strategy in conjunction with "Safeguarding Kids Together team." (SDR Recommendation 5)

### Evaluation plan for this strategic direction

- SCOUT
- Personalised Learning Pathways
- Student surveys and interviews.
- Sentral attendance, referrals, lateness and truancy data.
- Tell Them From Me data
- Student focus groups.
- Evaluation plan survey data, students and staff
- Participation in clubs

### Evaluation

- Regular review of data sources provide clarity around whether we are on track for achieving the intended improvement measures.
- Professional discussion by the executive team and whole staff around school evidence against the School Excellence Framework elements and themes.
- Regular review and triangulation of data sources includes; quantitative and qualitative, internal and external data to corroborate conclusions.

### Implications

- After analysing the data a determination will be made as to planning the future directions and determining 'Where to Next?

# Strategic Direction 3: Collaborative practice

## Purpose

To create a learning culture that supports effective professional collaboration that explicitly aims to improve teacher practices and student outcomes.

## Improvement measures

### Target year: 2024

100% of staff, from baseline 17%, have participated in Quality Teaching Rounds or Instructional Rounds.

### Target year: 2024

100% staff contribute to colleagues learning through sharing of aspects of practice at faculty / staff / executive meetings or through coach mentor arrangements during the course of the academic year.

## Initiatives

### Observation and feedback on practice

- Establish systems for teachers to engage in peer observations and feedback through Professional Learning Communities such as Quality Teaching Rounds. Embed explicit systems to facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific and timely feedback between teachers. **SEF - Collaborative practice and feedback**
- Provide high quality professional learning to support teachers' consistent, evidence-based judgement and moderation of assessments. **SEF - Whole school monitoring of student learning**

### Collaborative partnerships

To drive school improvement and enhance professional practice the school will:

- Develop workable systems for collaborative partnerships with students, staff, families, communities and other organisations to support and develop students to be successful and achieve their goals.
- Embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- Support teaching staff develop confidence to demonstrate and share their expertise within their school and with other schools. In particular, develop processes around Stage 5-6 transition and opportunities for College staff rotation across campuses. **(SDR Recommendation 2&3)**

## Success criteria for this strategic direction

- All teachers use their expert content knowledge in the deployment and sharing of effective evidence-based teaching strategies.
- Professional Learning Communities support the development of a shared language and understanding of pedagogy within and across schools. These shared understandings support continuity of practice and assist students and teachers throughout transition stages. <https://qtacademy.edu.au/>
- The school works collaboratively with students, parents and external agencies to explore strategies that enhance community and family engagement and promote positive partnerships.
- 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. **SEF - Coaching and mentoring** Effective collaboration is key to sharing successful and innovative evidence informed practices across the teaching profession. **What works best - Collaboration**

## Evaluation plan for this strategic direction

### Question

#### To what extent are the following evident?

- Teacher participation in collaborative lesson planning, program development and peer observation.
- Percentage of teaching and learning programs and lesson plans incorporate elements from the Quality Teaching Model.
- Teacher surveys indicate shared understanding and positive impact from participating in collaborative practices.
- Have all staff participated in collaborative program development?

## Initiatives

Undertake collaborative data analysis and collection of work samples. School leaders promote meaningful teacher collaboration by, providing teachers with regular time to collaborate with their colleagues, modelling what effective collaboration looks like, creating a safe environment where teachers feel comfortable discussing differences of opinion, and giving each other honest and constructive feedback. **What works best - Collaboration**

## Evaluation plan for this strategic direction

- Have staff contributed to the professional learning of other staff members?

### Data

- Parent participation in meetings and events
- Staff meeting minutes
- Faculty meeting minutes.
- Focus groups.
- Learning and Support Team minutes.
- Professional learning records.
- Coach / Mentor arrangements
- Partnerships with external agencies (Police, Health, Universities, Business links, Community forums)
- Quality Teaching Rounds planning and organisational records
- Tell Them From Me - Teacher Survey (Learning Culture)
- Tell Them From Me - Student Survey (Quality Instruction)
- Student focus groups (feedback practices)

### Evaluation

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Percentage of lesson plans and programs that have been collaboratively developed
- Evidence of collaborative development of learning programs, assessments, analysis and marking of student work samples reflect increased consistency of teacher judgement.
- Professional development schedule indicate time allocated to collaborative lesson planning, peer observation and feedback.
- Teacher feedback - surveys and focus groups identify the impact of collaborative lesson planning and benefits of using common language to discuss pedagogy.



## Evaluation plan for this strategic direction

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### Implications

After analysing the data a determination will be made as to planning the future directions and determining 'Where to next?'