CHIFLEY COLLEGE SHALVEY CAMPUS (8496)

SCHOOL PLAN

2018 - 2020

School background 2018–2020

School vision statement

Chifley College Shalvey Campus is a school which aims to empower each person by providing a personal and meaningful pathway to create productive citizens of society. We strive to offer a safe and supportive environment with a range of learning opportunities to provide positive engagement and strong partnerships in our community. School improvement is driven by a process of enquiry and self–reflection.

School context

Chifley College Shalvey Campus is a 7–10 comprehensive campus of the Chifley Collegiate, situated in Mount Druitt. There are 324 students attending Shalvey Campus with 21% of the school population with a background of English as a Second Language (ESL) – majority Pacific Nations, and 26% of students who identify as Aboriginal and Torres Strait Islander. (ATSI). CCSC has a support unit catering for 43 students, with one Autism Spectrum Disorder (ASD) class and two Mild Intellectual (IM) Disability classes. The teaching staff consists of a balanced mix of highly experienced, mid–career and early career staff from a range of cultural backgrounds. The campus is regarded as a stable and caring school recognised recently for its innovative leadership in the development of general capabilities across the school linked with the new Australian curriculum.

The school is situated in an area comprising of public and private housing. The school Family Occupation and Education Index (FOEI) for 2017 was 185 and this places the school as one of the highest in terms of educational need. Thus the school faces significant educational challenges associated with adequately addressing the intersections of disadvantage experienced by the community. This has led to the incorporation of innovative programs for Teaching and Learning through the development of skills in Teamwork, Cooperation, Self Management and Sense of Responsibility to provide a holistic approach to education and improved life outcomes for our students.

School planning process

This school plan has been developed through consultation with all stakeholders over a 12 month period.

The process of consultation included group meetings where data was presented to determine the school's self evaluation through the School Excellence Framework. Future needs were determined and small groups developed ideas of how this was to be achieved.

The formation of the Strategic Plan Management Group determined the three strategic directions, the purpose of each strategic direction and the 5Ps planning process.

Staff were selected to lead one project in each of the three directions and, during the planning process continue to set milestones and resourcing needs. Further consultation will be sought with students and parents to refine the plan in 2018 for 2019.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning

STRATEGIC DIRECTION 2

Teaching

STRATEGIC DIRECTION 3

Leadership

Purpose:

To create purposeful learners who are capable of determining an individual pathway leading to a future that fulfills their potential.

Purpose:

To create an engaging learning environment underpinned by high expectations of teachers and students. Teaching practices will involve collaboration, reflection and flexibly respond to the diverse needs of our students.

Purpose:

To develop a culture that includes teaching staff, students and community who recognise the value of school transformation. Enhance the skills of leaders within the school so that a depth of leadership is evident and ongoing. The leadership team is committed to instructional leadership as a guiding principle to ensure accountability as a function of transformational improvement.

Strategic Direction 1: Learning

Purpose

To create purposeful learners who are capable of determining an individual pathway leading to a future that fulfills their potential.

Improvement Measures

Improved school culture as measured by attendance, student satisfaction and learning engagement, suspension and negative behaviour data.

People

Leaders

Provide professional learning in leading a project and leadership for school improvement.

Staff

Create a team structure that supports collaborative practices to evaluate implemented strategies.

Consulted throughout the development of a school reporting cycle that enables objective feedback on targeted Personal and Social Capabliities.

Students

Provision of opportunities for students to self reflect on their performance against the Personal and Social Capabilities continuums.

Parents/Carers

Parents are offered opportunities to engage in student goal setting pathway planning.

Processes

LEARNING CULTURE – Personal & Social Capabilities, Wellbeing, Creating A Safer Shalvey (CASS)

The school will target the development of an effective environment for learning through the leadership and activities of the Wellbeing, CASS and Personal and Social Capabilities teams.

DIFFERENTIATION – Year 7 Team, Transitions

The Year 7 team implements a comprehensive series of transition events to develop strong relationships with their families to better support learning in Stage 4.

CURRICULUM Provision – Aboriginal Education, Young Entrepreneurs, Tomorrow's Innovators (YETI), Core Skills, Project Based Learning

Curriculum teams design and implement innovative curriculum responses to address the needs of specific groups.

Evaluation Plan

- Participation rates
- Personal & social classroom observations – videos & photographs
- Internal student performance data
- Suspension rates
- TTFM
- Internal surveys

Practices and Products

Practices

LEARNING CULTURE: A planned sequence of events is implemented for Wellbeing, Personal and Social Capabilities YETI and Project based learning. Class profiles inform teaching & learning cycle. Reporting cycle developed.

DIFFERENTIATION: Teachers employ the PLUS 3 strategy and engage in a cycle of feedback with students. Students determine own goals and evaluate own growth.

CURRICULUM: Broad learning experiences are programmed and reported on through YETI and Project Based Learning.

Products

LEARNING CULTURE – Personal & Social Capabilities, Wellbeing, CASS: The wellbeing plan has a strong focus on creating an effective environment for learning. There is a school policy that includes explicit communication of expectations of behaviour across school settings and in reports.

Differentiation – Transitions, Year 7 Team: There is a system of differentiated curriculum delivery across the school, within classrooms and for specific groups of students to address identified needs.

CURRICULUM PROVISION – Aboriginal Education, YETI, Core Skills, Project Based Learning: The school has an annual plan for student transitions inclusive of collection and analysis of information to ensure successful transitions with specific teaching strategies employed.

Strategic Direction 2: Teaching

Purpose

To create an engaging learning environment underpinned by high expectations of teachers and students. Teaching practices will involve collaboration, reflection and flexibly respond to the diverse needs of our students.

Improvement Measures

Plus Three Targets

Mean NAPLAN scores 2018–20

Year 7 writing: 457, 478, 500

Year 9 writing: 504, 543, 583

Year 7 numeracy: 490, 510, 530

Year 9 numeracy: 550, 570, 590

to ensure a year's worth of growth for a year's worth of teaching.

Improved student engagement as measured by drivers of student learning profiles in Tell Them From Me (TTFM).

People

Staff

Staff engage in a planned range of professional learning activities to support their expertise in teaching literacy, numeracy and differentiation.

The identification of personal development needs is an essential element of Performance and Development Plans (PDP).

Leaders

Executive ensure collaboration and feedback cycle is delivered at faculty level.

Students

Students engage in a cycle of teaching and learning and recognise it as a necessary part of the cycle for their own improvement in literacy and numeracy. Students set their own goals for improvement using 'Plus 3' strategy.

Parents/Carers

Parents are provided with opportunities to learn about how to support student improvement and engagement through a planned cycle of information sessions throughout the year called coffee and cake mornings.

Processes

LITERACY & NUMERACY

Staff actively engage in professional learning and implement practices in classes supported by expert teachers.

COLLABORATIVE PRACTICE & FEEDBACK

A cyclical culture of interaction and dialogue of collaboration and feedback is embedded across all areas of the school.

ACCREDITATION

School and teacher professional learning plans facilitate teacher accreditation at higher levels.

Evaluation Plan

- Classroom observation
- Lesson plans and timetables
- Photographs and videos of learning environments
- Professional learning evaluations
- Staff meetings – minutes, agendas
- Student performance data
- Internal assessment instruments
- TTFM

Practices and Products

Practices

LITERACY & NUMERACY: Teachers maintain a **pretest–post test** procedure that informs the teaching and learning cycle. **PLUS 3 strategy** used to develop conversations about student growth between students and teacher and parents.

COLLABORATIVE PRACTICE & FEEDBACK: Proformas developed to guide a cyclical structure of discussion points, collaboration and feedback and time to facilitate classroom visitation to focus on effective practice.

ACCREDITATION: A cycle of meetings provides understanding of professional standards and application of PDPs for continued improvement. Provision of professional learning made available for teachers at higher levels.

Products

LITERACY & NUMERACY: The school has a planned program of professional learning that builds teachers' knowledge and understanding of effective strategies in teaching literacy and numeracy skills.

COLLABORATIVE PRACTICE and FEEDBACK: A cycle of continual review encompasses collaboration and feedback to revise teaching and learning programs and meets the needs of learners, both teachers and students.

ACCREDITATION: Performance & Development Plans explicitly reference professional standards. Executive identify areas for development and continual improvement.

Strategic Direction 3: Leadership

Purpose

To develop a culture that includes teaching staff, students and community who recognise the value of school transformation. Enhance the skills of leaders within the school so that a depth of leadership is evident and ongoing. The leadership team is committed to instructional leadership as a guiding principle to ensure accountability as a function of transformational improvement.

Improvement Measures

Changes in ratio between unique visits and number of hits on all social media platforms as indicated by TTFM data.

Increase of an average of 1.0 in 2018 and 0.5 in 2019 and 2020 in the Teacher reported student learning drivers of:

Leadership, Teaching strategies, collaboration, learning culture, technology, data informs practice and parent involvement.

People

Leaders

Leaders engage with the Australian Professional Standards for teachers to understand the levels and plot their progress along a continuum with associated evidence.

Leaders identify opportunities to engage with the Six Effective Practices.

Instructional leadership is evident through faculty minutes.

Staff

Provide more opportunities for easy access to school events and achievements advertised through social media.

School publications and social media postings provide a day to day view into classrooms and school life.

Parents/Carers

Parents and carers attend school events.

Families and carers actively participate in feedback directly and through social media to inform school planning.

Community Partners

Community partners provide data and feedback to inform school planning.

Processes

EDUCATIONAL LEADERSHIP

Embed a cycle of collaboration and feedback based on milestones and evidence.

COMMUNITY CONNECTIONS

Engagement of a media specialist to mange social media and ongoing publication of school events and achievements to the community.

Evaluation Plan

- Evidence of workplace planning and leadership development
- TTFM
- Parent Teacher nights and other information sessions & Parents and Citizens meetings
- Staff professional development
- School newsletters
- Social media platform data
- Internal school community surveys

Practices and Products

Practices

EDUCATIONAL LEADERSHIP

Develop and implement an ongoing cycle of professional leadership to develop leadership attributes.

Leadership team embeds processes and timeline to direct effective implementation of school plan.

Program of professional learning for leaders managing areas of school plan, devising milestones, analysing data and creation of evidence.

COMMUNITY CONNECTIONS

School regularly solicits and addresses feedback from school and broader community.

Timetable professional learning so as to ensure effective and timely analysis of school community satisfaction measures and communication of such to community.

Products

EDUCATIONAL LEADERSHIP

Development of Executive so that they are able to engage in data driven decision making.

School leaders are a team that focus on a continuous improvement cycle of teaching and learning.

COMMUNITY CONNECTIONS

Build systems of communication that support public awareness of school and student achievement.