

Clayfield College

School Improvement Plan 2018 - 2019



The vision and mission of Clayfield College reflect the school's deep commitment to an improvement agenda. Using the National School Improvement Tool, devised by the Australian Council for Educational Research (ACER), the following plan was developed to drive this agenda. Based on a synthesis of international research, the National School Improvement Tool identifies the most effective practices of successful schools. These practices are organised into nine domains, with a set of performance levels - low, medium, high, outstanding – for each. Descriptors allow schools to evaluate their current context, establish focus areas and design strategies for improvement. The College plan is refined annually according to the school's growth and priorities.

2018 - 2019 Focus

The College has chosen to focus its improvement agenda for the 2018/2019 period on four domains. This improvement plan reflects the connections between the domains selected, as evidenced in the overlapping strategies and actions articulated.

Analysis and Discussion of Data (Domain 2)

A wide range of data is collected and analysed to improve student outcomes. This data includes attendance records, academic results and well-being measures. The analysis considers overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

A Culture That Promotes Learning (Domain 3)

The school is driven by a deep belief that every student is capable of successful learning given the right context. Its culture is based on positive relationships between staff, students and parents. The culture of mutual trust and support is instrumental in the promotion of student learning and well-being. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.

An Expert Teaching Team (Domain 5)

The school values its teachers and is committed to providing opportunities for professional learning that results in improved practice. There is a shared responsibility for student learning and success.

Effective Pedagogical Practices (Domain 8)

Highly effective teaching is recognised as fundamental to improved student learning. Evidence-based pedagogy is employed so that every student is engaged, challenged and making progress.

Domain 2: Analysis and Discussion of Data

Intentions	Strategies	Actions	Measures
<p>Clayfield College uses data to improve learning outcomes through a process of reflection, evaluation, goal setting and direct instruction.</p>	<ul style="list-style-type: none"> Develop and implement a comprehensive data plan 	<ul style="list-style-type: none"> Data committee reformed in Term 2 (2018) Template for Data Plan submitted to committee at first meeting Data committee meets 3 times in Term 2 to complete plan 	<ul style="list-style-type: none"> Data Plan completed by July 2018 and reviewed annually
	<ul style="list-style-type: none"> Provide professional development opportunities to enhance teachers' understanding of data and their ability to collect, analyse and use it 	<ul style="list-style-type: none"> Provide session in Term 3 introducing Data Plan Emphasise the range of data necessary to maximise learning (social/emotional/ academic) Run internal data-use session in October (verification day) Support key staff in attending external PD related to data analysis 	<ul style="list-style-type: none"> PD register Paper summarising for staff
	<ul style="list-style-type: none"> Ensure teachers have access to comprehensive data on students 	<ul style="list-style-type: none"> All data to be housed on Teacher Kiosk Develop personalised EXCEL spreadsheets of students in Years 7 and 8 to track academic improvement/ areas of challenge Maintain spreadsheets longitudinally 	<ul style="list-style-type: none"> Data on TK Spreadsheets
	<ul style="list-style-type: none"> Monitor use of data to improve teaching and learning 	<ul style="list-style-type: none"> Make data the focus of a segment of the Professional Learning Plan Classroom visits by HODs and Deans and DP Trial introduction of a data wall in Semester 2 	<ul style="list-style-type: none"> Record of PLPs Record of classroom visits Data Wall
	<ul style="list-style-type: none"> Provide students with an understanding of data and the capacity to use it to refine their learning 	<ul style="list-style-type: none"> Introduce student sessions on data, reflection and goal setting initially in PC and PD and then as part of Creative Learning Mandate the setting of learning goals as part of PC Teachers to address the specific ways students can use data in their subjects to assist their learning 	<ul style="list-style-type: none"> Curriculum documents HOH conversations (personalised interviews held three times a year)

Domain 3: A Culture That Promotes Learning

Intentions	Strategies	Actions	Measures
<p>Clayfield College is committed to building a community which emphasises belonging and respectful, caring relationships.</p>	<ul style="list-style-type: none"> • Prioritise student well-being 	<ul style="list-style-type: none"> • PD curriculum addressing specific needs • Use of external providers in specialised areas 	<ul style="list-style-type: none"> • Curriculum PD • Records of providers
	<ul style="list-style-type: none"> • Prioritise staff well-being 	<ul style="list-style-type: none"> • Active Staff Social Club • Introduce annual staff survey to identify areas which need to be addressed 	<ul style="list-style-type: none"> • Events held • Survey outcomes
	<ul style="list-style-type: none"> • Make the College values visible in practice 	<ul style="list-style-type: none"> • Draw staff and student attention to evidence of values lived • Consistent dialogue around values 	<ul style="list-style-type: none"> • Newsletter • Values lived awards • Assemblies
	<ul style="list-style-type: none"> • Ensure that student care is the responsibility of all staff 	<ul style="list-style-type: none"> • Clearly communicated expectations of staff • Pedagogical framework foregrounds the importance of well-being 	<ul style="list-style-type: none"> • Framework • Records of staff PD • Agendas of staff meetings
<p>Clayfield College enables the growth of every individual, prioritising curiosity, creativity, resilience and independence in learning.</p>	<ul style="list-style-type: none"> • Create partnerships between parents, teachers and students 	<ul style="list-style-type: none"> • Hold two Parent Teacher interview evenings a year • Parent Information evenings held • Newsletter articles addressing the role of parents and partnerships in effective learning 	<ul style="list-style-type: none"> • Newsletter entries • Parent Teacher interviews • Parent information evenings
	<ul style="list-style-type: none"> • Communicate an understanding of the beliefs and behaviours associated with high-quality learning 	<ul style="list-style-type: none"> • Parent Information evenings held • Newsletter articles addressing the topic of effective learning • Teacher Learning Sessions • Student sessions on effective learning – Creative Learning • Teachers embed references to effective learning in classes • Creation of framework articulating excellent learning environment 	<ul style="list-style-type: none"> • Newsletter entries • Parent Teacher interviews • Curriculum documents • Framework publication
	<ul style="list-style-type: none"> • Embed formative assessment practices across the College so that students are actively engaged in the dynamic process of learning 	<ul style="list-style-type: none"> • Clearly communicated expectations of staff regarding formative assessment • Pedagogical framework foregrounds the importance of feedback • HODs address formative assessment and feedback in meetings 	<ul style="list-style-type: none"> • Framework • Department meeting agendas • Lesson visits
	<ul style="list-style-type: none"> • Provide students with the capacity to use data to refine their learning 	<ul style="list-style-type: none"> • Introduce student sessions on data, reflection and goal setting initially in PD and then as part of Creative Learning 	<ul style="list-style-type: none"> • Curriculum documents • HOH conversations (personalised interviews)

Domain 5: An Expert Teaching Team

Intentions	Strategies	Actions	Measures
Clayfield College is a professional learning community.	<ul style="list-style-type: none"> Embed high expectations of learning for all staff including the leadership team 	<ul style="list-style-type: none"> PLPs based on evidence of best practice Targeted internal PD School leaders model a commitment to learning through regular communications to teachers Distribute readings at TLT Build a reference library for teachers Develop research directory 	<ul style="list-style-type: none"> PLP documentation Professional learning records Reference library Schedule of professional communication Research directory
	<ul style="list-style-type: none"> Ensure that staff are well prepared for the changes to the senior assessment and tertiary entrance system 	<ul style="list-style-type: none"> Teachers attend the QCAA syllabus workshops Teachers complete the online accreditation courses Internal learning sessions focused on the pedagogical focus needed to ensure students are ready for the change in curriculum and assessment practices Maintain a professional dialogue around the impact of the changes 	<ul style="list-style-type: none"> PD records QCAA records Records of learning sessions Meeting agendas
	<ul style="list-style-type: none"> Promote a culture of collaboration and reflection 	<ul style="list-style-type: none"> Reciprocal coaching element in the PLP Teachers to keep reflective journals HODs focus on teacher learning Internally run PD focused on collaboration and reflection External PD 	<ul style="list-style-type: none"> Documentation of individual PLPs in central location Staff Day sessions March 29 & October 22 Reflective journals PD records
	<ul style="list-style-type: none"> Assist staff to develop a deep understanding of learning 	<ul style="list-style-type: none"> Internal and external PD Creation of pedagogical framework to focus practice 	<ul style="list-style-type: none"> Framework document PD records
Clayfield College maintains a high quality of teaching and learning in all disciplines and year levels.	<ul style="list-style-type: none"> Attract, retain and develop highly-effective teachers 	<ul style="list-style-type: none"> Follow a rigorous recruitment process Embed an evidence-based professional learning program 	<ul style="list-style-type: none"> Records of recruitment process Records of PLP including referenced justification
	<ul style="list-style-type: none"> Ensure that professional learning is reflected in practice 	<ul style="list-style-type: none"> Instigate a seminar series based on teacher professional learning experiences Reciprocal coaching program HODs systematically oversee classroom practice 	<ul style="list-style-type: none"> Schedule of seminars PLPs Records of HODs
	<ul style="list-style-type: none"> Embed formative assessment practices across the College 	<ul style="list-style-type: none"> Clearly communicated expectations Framework has focus on feedback HODs address use of formative assessment in meetings 	<ul style="list-style-type: none"> Framework documentation Department meeting agendas Lesson visits
	<ul style="list-style-type: none"> Monitor teaching and learning throughout the College 	<ul style="list-style-type: none"> Reflective conversations between HODs and teachers at the end of each semester DP visits to classrooms Professional review process 	<ul style="list-style-type: none"> Professional review documentation Lesson visits

Domain 8: Effective Pedagogical Practices

Intentions	Strategies	Actions	Measures
<p>Teachers at Clayfield College employ best-practice pedagogy reflecting their commitment to their own ongoing learning.</p>	<ul style="list-style-type: none"> Remain informed of evidence based pedagogical practice 	<ul style="list-style-type: none"> Leadership team model a commitment to learning through regular communications to teachers regarding significant educational research Distribute readings at TLT to be used in departments Build a reference library for teachers Develop research directory Internal professional learning sessions provided Targeted external professional learning available Introduce Clayfield College Teacher Learning Series 	<ul style="list-style-type: none"> Records of communications PD spreadsheet Staff Day agendas Growth of teacher reference library Best practice employed Two TLS sessions held in 2018 Publish Clayfield College Professional Learning Journal at end of 2018
	<ul style="list-style-type: none"> Promote a culture of collaboration and reflection focused on enhancing pedagogy 	<ul style="list-style-type: none"> Inclusion of a reciprocal coaching element in the PLP Teachers to keep reflective journals HODs include focus on teacher learning in meetings Provide opportunities for internally-run PD focused on collaborative and reflective practice All staff have access to targeted external PD 	<ul style="list-style-type: none"> Documentation of individual PLPs in central location Staff Day sessions March 29 & October 22 Individual reflective journals
	<ul style="list-style-type: none"> Create a pedagogical framework specific to the College 	<ul style="list-style-type: none"> Committee to research, synthesise and draft framework Framework document submitted to SM/Principal 	<ul style="list-style-type: none"> Framework documents Pastoral Care program PD records
	<ul style="list-style-type: none"> Remain focused on a holistic approach to teaching and learning 	<ul style="list-style-type: none"> Framework to reflect holistic approach HODs to target in meetings PD (internal and external) to target Key pedagogical priorities 	<ul style="list-style-type: none"> Draft document July 2018 Final document Nov 2018 Framework launch Jan 2019
	<ul style="list-style-type: none"> Provide professional learning opportunities to assist implementation of the Clayfield Framework 	<ul style="list-style-type: none"> Launch Framework in January 2019 Run internal professional learning sessions based on the framework Unpack framework in department meetings 	<ul style="list-style-type: none"> Framework launch Jan 2019 Records of internal professional learning sessions
	<ul style="list-style-type: none"> Monitor teaching and learning to ensure best-practice is common practice 	<ul style="list-style-type: none"> Inclusion of reciprocal coaching program in PLPs Reflective conversations between HODs and teachers at the end of each semester Encourage culture of open classrooms HODs visit classrooms at least once each term 	<ul style="list-style-type: none"> PLP documentation Evidence of identified practice implemented across the College Classroom visits