

School plan 2018-2020

Callaghan College Wallsend Campus 8259



School background 2018–2020

School vision statement

Callaghan College is a large multi-campus school in the northwest corridor of Newcastle. Our logo – the three Cs represents the three campuses and three areas of learning – the College, TAFE and University. It also encompasses the image of unity and partnership.

The College mission is to build a world-class Future Focused Learning Community.

Our vision Achieved through an explicit and systematic focus on excellence in education through innovative teaching and learning, diverse learning pathways, and quality learning partnerships. This is a shared vision and reflects College unity and partnership. The College values of respect, responsibility, relationships, and excellence represent a shared commitment to all students in our care.

At Callaghan College Wallsend Campus we have a global vision to provide all students with the skills and understanding of lifelong learning, through differentiated and diverse opportunities and pathways. Wallsend Campus endeavours for all students to achieve excellence in a future learning environment.

School context

Callaghan College consists of three secondary campuses: Wallsend Junior Campus, Waratah Technology Junior Campus, both catering for students in Years 7–10 and Jesmond Senior Campus for students in Years 11 and 12. Callaghan College Wallsend Campus, with a student population of 1074 is a specialist school focusing on Future Learning practices that address the specific needs of students in Years 7 to 10. Features of the curriculum include special learning programs and an emphasis on the use of technology in learning. The Campus draws students primarily from 5 partner schools.

The links between the partner primary schools and the campus are extensive, involving effective Stage 3 and Stage 4 teacher interaction and cross-site teaching and as such providing continuity of education for students. Extracurricular activities include band, choir, debating, public speaking and a comprehensive sports program. Literacy and Numeracy programs have been strengthened after participating in the Bump it Up program. The My School website indicates significant improvement from Year 7 through to Year 9 compared to similar schools. The school is a Stronger Smarter Hub School, which is committed to changing expectations in Indigenous Education.

Student participation in sport is outstanding at Callaghan College Wallsend Campus with students representing in a diverse range of sports. Students represent in local, regional, state and national levels in many of these sports. Wallsend Campus has an outstanding weekly sports program for Years 8–10 where students can access a variety of activities both on and offsite. Year 7 participate in an integrated sporting program through their regular school timetable. Student participation in the performing arts is increasing with the school offering a diverse range of opportunities in areas such as Beginner Band, School Concert Band, Stage Band, Ukulele Group, Starstruck, Puppeteering, dance programs, art programs, Digital Media Festivals and Drama programs.

There are strong links between home and school, with the Campus having a large digital footprint for information

School planning process

This plan was developed through a program of:

- Consultation with the Principals from Callaghan Jesmond and Waratah Technology Campuses and the College Principal
- Consultation with the Executive team from Callaghan College Wallsend Campus
- Consultation and workshop activities with the College Council consisting of student, staff, P&C, University and TAFE representatives.
- Tell Them from Me Surveys for students, staff and parents
- Staff consultation through whole workshops, faculty, executive and small group activities.

The planning process was presented in draft form at each of the 5P signposts.

1. Student data collation through whole school surveys and validated with input from focus groups.
2. School community surveys through Tell Them From Me and parent feedback from social media.
3. Staff feedback through the planning process from faculty meetings.
4. Feedback from JAECG and Student Leadership team
5. Consultation with the Business Manager regarding funding and the School RAM.
6. School Executive Planning Day

The school planning executive team consisted of:

- Callaghan College Colleague Principals
- Callaghan College Wallsend Campus Senior Executive
- Callaghan College Wallsend Campus Executive
- AECG representatives

School background 2018–2020

School vision statement

School context

access 24/7 via the school's website, Facebook page, Twitter, Instagram and the Canvas LMS. There are also parent forums, information nights, and parent/teacher nights organised on a regular basis.

School planning process

The School Plan evaluation will occur through the following:

- AECG consultation
- Tell Them From Me data/student voice
- Cross KLA staff groups
- School Leadership team

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Delivering excellence in teaching.

Purpose:

As part of Callaghan College, we collaborate to empower learners through skills; student focused learning and diverse learning pathways.

To ensure excellence in teaching we will provide positive learning environments, tailored to cater for diversity and innovative teaching practices. Teachers will engage in explicit, targeted and meaningful professional learning in areas of pedagogy, wellbeing and technology Our students will be empowered to grow future focused skills and transformational leadership.

STRATEGIC DIRECTION 2

Delivering excellence in learning.

Purpose:

As part of Callaghan College, we use differentiated teaching practices to deliver innovative learning opportunities to develop independent, critical and creative, articulate students.

Our teachers develop and enhance relationships with students to ensure they are ethical, active and informed citizens. Engaging and personalised curriculum and assessment will foster creativity, innovation and resourcefulness.

STRATEGIC DIRECTION 3

Delivering excellence in leading.

Purpose:

As part of Callaghan College, we develop the leaders of today to build a better future through a world-class, future-focused learning community.

Our school community will be implementing strategic and operational leadership in students and staff by developing sustainable management systems and processes that build the capacity for innovative teaching, authentic learning, and curriculum leading to transformational change.

Strategic Direction 1: Delivering excellence in teaching.

Purpose

As part of Callaghan College, we collaborate to empower learners through skills; student focused learning and diverse learning pathways.

To ensure excellence in teaching we will provide positive learning environments, tailored to cater for diversity and innovative teaching practices. Teachers will engage in explicit, targeted and meaningful professional learning in areas of pedagogy, wellbeing and technology. Our students will be empowered to grow future focused skills and transformational leadership.

Improvement Measures

- By the end of the planning cycle, students will demonstrate significant growth in writing skills across all KLAs through their utilisation of the TEEEC and ALARM Frameworks.
- By the end of the planning cycle, CCWC will achieve an 8% increase of students achieving in the top bands in literacy and numeracy.
- By the end of the planning cycle, an increased percentage of students will engage in The GATs Enrichment Program and The University of Newcastle's High Achievers Program.

People

Students

Students will be empowered to build their own capacity for self assessment, through engagement in collaborative partnerships, enhancing their progression through the general capabilities framework.

Staff

Staff will deliver innovative programs that support high expectations for student learning. Differentiation ensures all students are empowered to succeed.

Parents/Carers

A collaborative partnership with parents will promote a culture of shared responsibility in the educational formation of our young people.

Community Partners

Learning alliances will provide opportunity for development of real world connections to enhance and facilitate critical and creative learning networks.

Leaders

Leaders will identify and implement a coordinated approach to building leadership capacity across all school stakeholders.

Processes

Whole School Writing Program

1. Implement a whole school approach to improving literacy.
2. 7–10 Writing Program—Establishment of Campus Writing Co-ordinator to work with KLAs to embed writing scaffolds.
3. Provide opportunity through innovative curriculum design and assessment of students to develop future focused skills and competencies.

Bump it Up

Staff will improve the identification, differentiation and adjustment provisions for students requiring explicit support using tools such as literacy and numeracy progressions, SMART Data, SENTRAL INSIGHTS and PAT – R and PAT – N Testing.

GATS Enrichment Program

Enrichment students will have the opportunity to participate in self directed programs supported by mentors or the University of Newcastle's High Achievers Program.

Evaluation Plan

All teachers to analyse a variety of data against established benchmarks. Teachers to effectively respond to data in the development of quality teaching and learning practices.

Practices and Products

Practices

Differentiated teaching and learning for all students.

Strategies to enhance boys' and Aboriginal education such as 8 Ways of Learning.

Student learning goals are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data including attendance, wellbeing referrals, suspension rates, Canvas usage, BIU data, literacy and numeracy progressions and self assessment.

Increased development and confidence in the application of future focused learning skills.

Bump it up students IEP's reviewed by students and staff every semester

Products

Bump it up student groups formed

Individual Education Plans (IEP) Personal Learning Plans (PLP) completed in consultation with all stakeholders

Differentiation and adjustment occurring in all classrooms .

Aboriginal and Torres Strait Islander perspective embedded.

Integrated technologies and cross curriculum assessment tasks through CANVAS.

Strategic Direction 1: Delivering excellence in teaching.

Practices and Products

Project based learning and design thinking opportunities embedded in CANVAS across Key Learning Area's (KLA).

Evaluation is planned, targeted and communicated to stakeholders.

Strategic Direction 2: Delivering excellence in learning.

Purpose

As part of Callaghan College, we use differentiated teaching practices to deliver innovative learning opportunities to develop independent, critical and creative, articulate students.

Our teachers develop and enhance relationships with students to ensure they are ethical, active and informed citizens. Engaging and personalised curriculum and assessment will foster creativity, innovation and resourcefulness.

Improvement Measures

By the end of the school planning cycle, CCWC will increase the proportion of students demonstrating active engagement with their learning as evidenced by relevant data.

By the end of the school planning cycle, CCWC will increase the percentage of Aboriginal students demonstrating expected growth in literacy and numeracy by 15% .

People

Students

Students engage in a broad curriculum, gaining a deep knowledge and understanding through a diverse range of future learning skills and strategies. They build skills to self-assess utilising a whole-school writing rubric and literacy and numeracy progressions with a focus on resilience, capabilities and competency.

Staff

Staff continue to engage in the preparation of differentiated teaching and learning programs and assessment tasks and document accommodations, adjustments and pedagogies that encompass deep thinking, innovation and creativity.

Parents/Carers

Parents and community partners.

Develop an understanding of and value the theories and models of learning that underpin the school's educational philosophies. They demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the school's culture.

Leaders

Leaders

The school executive adopts a coordinated approach to literacy and numeracy and there is an expectation of improvement in literacy and numeracy standards across the school.

Processes

Project based learning

PBL– Continuation of PBL processes to develop whole school implementation. Leaders will provide opportunity for development of an integrated approach to cross curriculum content, including Information Communication Technology (ICT), Aboriginal and Indigenous and Civics and Citizenship.

Whole School Wellbeing

- Develop an integrated approach to whole school wellbeing providing optimum conditions for learning.
- Use of data to inform classroom practice. Staff trained in use of Sentral Insights.

Aboriginal Education

Leaders will deliver professional development on 8 Ways of Learning, embedding Aboriginal pedagogies and cultural identities and participating in connecting to country into learning programs both KLA based and whole school. Leaders will continue to establish, build and strengthen relationships with Aboriginal people, the AECG and local community members. Leaders will ensure that Aboriginal students are supported through key transition points and provided with leadership opportunities.

Evaluation Plan

Learning will be evaluated through student progress analysis, achievement data and a range of contextual data from sources such

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress using online learning systems.

The school has implemented evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Students are aware of and responsible for their personal learning goals and academic growth, engage with local, national and global communities and use creativity and critical thinking to become involved and active learners.

Products

All teaching and learning programs are data-based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Reporting to parents has been enhanced in

Strategic Direction 2: Delivering excellence in learning.

Processes

as TTFM, Naplan data, Sentral insights, social media and Canvas learning mastery data. Teachers will be able to respond to trends in achievement. Teachers will continually consult students IEPs and PLPs to ensure adjustments are utilised. Enhanced learning alliances with other schools and organisations to affect transformational change within the delivery of the current and new curriculums will be achieved.

Practices and Products

response to feedback received.

Most students achieve at expected or higher than expected growth on internal school progress and achievement data.

Students have effective partnerships and make strong collaborations with community partners, motivating them to deliver their best to continually improve.

Strategic Direction 3: Delivering excellence in leading.

Purpose

As part of Callaghan College, we develop the leaders of today to build a better future through a world-class, future-focused learning community.

Our school community will be implementing strategic and operational leadership in students and staff by developing sustainable management systems and processes that build the capacity for innovative teaching, authentic learning, and curriculum leading to transformational change.

Improvement Measures

Over the planning cycle, all staff have completed an annual PDP and linked the Teaching Standards to all professional development.

By the completion of the planning cycle all staff at CCWC will have completed 80% of accreditation process.

By the completion of the planning cycle, all executive members and aspiring leaders will have the capacity to fulfil the role of Deputy Principal.

People

Students

Through a holistic approach to learning, students will build the capacity to be confident, self regulated learners with a focus on resilience and high expectations.

Staff

Staff are actively engaged with professional development opportunities to enhance skills to deliver all aspects of teaching, learning and the utilisation of management systems.

Parents/Carers

Develop the parent community as an educational partner through transparent systems online and community connections

Community Partners

Engage the community through a diverse range of program links, transparent practices and business connections.

Leaders

Build capacity and foster relationships to envision and support future leaders and accreditation processes.

Processes

Quality Teaching Rounds

Students engage with future focused learning skills and strategies that are evidence based and provide feedback for continuous improvement. This is evidenced in the QTR program which will focus on substantive and procedural requirements of differentiation, engaging through different mediums and hands on learning.

Accreditation

Teachers draw on research based professional learning and demonstrate practice through lesson observations

Targeted Professional Development aligned to individual PDPs (School and College Strategic Directions).

Distributive Leadership (2IC) Program

School executive adopts a coordinated approach that enhances professional development as a bi-product to distributive leadership.

Leaders will also draw on analytics from social media, TTFM, the AECG and other focus groups.

Evaluation Plan

To monitor and evaluate administrative practices, community satisfaction and evidence based teaching through the professional development plan process that delivers relevant and quality teaching and learning.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning through reflective practice by tracking student progress on the learning progressions.

All teachers utilise feedback to improve their teaching, learning and management systems and practice.

The development of a needs based whole school professional development plan.

Products

All teachers identify areas for development, through the teacher observation process, which are evident in programs and PDP's.

Teachers attain the required proficiency through the accreditation process and the continuation of professional development to support departmental compliance.

CCWC is recognised for the impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools, evidenced by business relationships such as the ITD partnership, Sentral, Canvas, University of Newcastle etc.