

# School plan 2018-2020

**Callaghan College Waratah Technology Campus 8508**



**CALLAGHAN**  

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**COLLEGE**

# School background 2018–2020

## School vision statement

### WARATAH TECHNOLOGY CAMPUS

Waratah Technology Campus will be a dynamic and collaborative learning community where respectful and responsible students are empowered to achieve excellence and independence in their learning. The school will provide high expectations, quality teaching and diverse opportunities in a safe, caring and positive environment.

### CALLAGHAN COLLEGE

Callaghan College consists of three secondary campuses: Wallsend Junior Campus and Waratah Junior Campus catering for students in Years 7–10 and Jesmond Senior Campus for students in Years 11 and 12. Additionally, our 15 partner primary schools join their secondary campuses as part of the Callaghan Education Pathways, a collaborative learning which provides access to high quality education from Kindergarten to Year 12 and beyond.

**Our mission** is to 'Build a World Class 21st Century Learning Community'.

**Our vision** is that this will be achieved by an explicit and systematic focus on Excellence in Education through: Innovative teaching and learning; diverse learning pathways; and quality community partnerships.

The College values of respect, responsibility, relationships and excellence represent a shared commitment to all students in our care.

## School context

Waratah Technology Campus is a school of excellence, innovation, opportunity and care providing quality learning for students in Years 7–10. The campus is part of Callaghan College, a leader in the provision of outstanding educational and training opportunities. Waratah Campus is a proud member of the Callaghan Education Pathways, a learning community uniting the college campuses and partner primary schools to provide specialised learning environments and a continuum of learning for students K–12.

Our school takes pride in five main aspects:

1. **A POSITIVE, SAFE & CARING ENVIRONMENT:** a proud and welcoming school that promotes excellence, respect and responsibility, and celebrates individual and school achievements.
2. **HIGH EXPECTATIONS FOR EXCELLENCE IN LEARNING:** including a strong professional learning program for staff which ensures high quality teaching within a culture of high expectations, leading to tangible academic success.
3. **INNOVATIVE EDUCATIONAL PROGRAMS:** including iLearn/MyLearn lessons, portfolio presentations, student leadership programs and team teaching environment.
4. **INDIVIDUALISED, DIVERSE LEARNING OPPORTUNITIES:** including a wide curriculum, gifted/talented programs, accelerated classes and extra-curricular opportunities.
5. **CALLAGHAN COLLEGE – A COLLABORATIVE LEARNING COMMUNITY:** which involves the advantages that come with the teamwork and sharing of 18 schools in the learning community.

## School planning process

The school's participation in various equity programs over many years has helped to develop a culture and a capacity for rigorous evaluation, planning, implementation and monitoring of school improvement.

Evaluation has involved:

- Three teams of executive staff reflecting on their specific priority area of the current school plan.
- Staff consultation meetings about the School Excellence Framework including arigorous self-evaluation.
- Analysis of empirical data including attendance, NAPLAN, student behaviour, enrolments, assessment tasks.
- Surveys (currently seven years of longitudinal data) of staff, students and parents regarding the quality of teaching, learning, leadership, school life andpartnerships.
- TellThem From Me survey data.
- Focus groups of students, staff and parents to elaborate on issues such as those raised in surveys.
- Aboriginal Education Team data about student progress.

Planning has involved:

- School Planning Team meetings to analyse evaluation data and to collaborate on Strategic Directions.
- College Management Group meetings to share campus ideas and to collaborate on Strategic Directions across Callaghan College.
- Consultation with the P & C Parent Forum group.
- Consultation with the school Aboriginal Education Team and AECG representatives.

# School background 2018–2020

## School vision statement

## School context

Students come from diverse backgrounds including 16% Aboriginal, 5% EAL/D and 11% LBOTE. ICSEA and FOIE indices guide funding that will allow for long term programs to develop. Student performance data has been improving in most areas over the last few years. Most indicators show that students are performing at or above state trends in NAPLAN growth. School image in the community has recently shown marked improvement, resulting in increased enrolments from 2012.

## School planning process

- Consultation with student leadership groups.
- Development of three school teams of staff to use information to draft the 5P and milestones for a particular Strategic Direction.
- Consolidation of the plan by the School Planning Team.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Delivering Excellence in  
Learning

**Purpose:**

To engage and empower our students to be independent, successful citizens and leaders through individualised pathways that promote collaboration and communication with all stakeholders.



**STRATEGIC  
DIRECTION 2**  
Delivering Excellence in  
Teaching

**Purpose:**

To enhance a high level of professionalism and commitment of all teachers to work collaboratively with the school community to deliver excellence in teaching, using and sharing evidence based practice to strengthen student learning.



**STRATEGIC  
DIRECTION 3**  
Delivering Excellence in  
Leading

**Purpose:**

To ensure that all levels of leadership serve the overarching strategic vision of the school community, and to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success.

# Strategic Direction 1: Delivering Excellence in Learning

## Purpose

To engage and empower our students to be independent, successful citizens and leaders through individualised pathways that promote collaboration and communication with all stakeholders.

## Improvement Measures

Year 9 Expected Growth in NAPLAN of 80% or higher in reading, writing and numeracy including Aboriginal students.

95% of regularly attending Year 10 students submit assessments on time.

Improve the percentage of students with 85% or above attendance from 75% to 90%.

Improve the % of students in the TTFM survey from 55% to 70% in the area of "Intellectual Engagement".

## People

### Staff

Employ explicit teaching and learning strategies that encourage and promote academic excellence and build value added performance in every student.

### Students

Build the growth mindset of students to develop the passion and willingness to continue to strive for excellence, intrinsically and in internal and external performance measures.

### Parents/Carers

Build points of contact that are consistently advertised and promote knowledge and strategies to support student development in their cognitive, emotional, social, physical and spiritual needs

### Staff

Continue to develop staff knowledge and involvement in the systems and processes that support student's needs. Ensure that teams of staff and stakeholders have ownership over the frameworks.

### Students

Promote engaging wellbeing and learning experiences and opportunities for students in order for them to understand the future and their possibilities within it.

### Parents/Carers

## Processes

### Collective responsibility to build academic rigour in students.

Review assessment procedures to improve student engagement & on-time submission.

Consistent, differentiated teaching programs with key indicators to support the NCCD, NESA and ACARA accountabilities.

Review High Achievers program and extension tasks within all KLA areas.

Continued data analysis using external and internal testings to inform consistent, whole school literacy and numeracy approaches.

### Comprehensive and inclusive approach to addressing cognitive, emotional, social, physical and spiritual wellbeing.

Attendance is improved through systems improvements and high expectations.

Continued(PBL) philosophy everywhere.

Strategic, proactive and collaborative learning and support team processes and wellbeing programs.

Use of alternate programs to support highly individualised learning.

Innovative learning opportunities embedded to develop self-directed learners with essential skills for Future Learning.

Further development of learning platforms encouraging engagement in online learning across home and school environments.

## Practices and Products

### Practices

Staff, students and parents are willing participants in creative, rigorous and dynamic learning opportunities that support continuity of learning for all students throughout their education.

Learning experiences are informed by sound, holistic information about each student's wellbeing and learning needs, while assessment is used in a flexible, responsive manner to support individual growth.

Optimistic, global and respectful attitudes are evident among students and staff, promoting student wellbeing to ensure optimum conditions for student learning across the whole school.

### Products

Programs and curriculum structures will strengthen the concept of self-directed learning and be supported by experts and real life collaborations that will better prepare students for the future.

All students have a comprehensive and accessible Learning and Support Plan that tracks individual growth and is supported by a proactive Learning and Support process.

Learning, wellbeing and transition programs will be strengthened and targeted to enable students to develop as successful global citizens.

All Aboriginal students have an up-to-date Personalised Learning Plan.

# Strategic Direction 1: Delivering Excellence in Learning

**People**

Ensure that parents are partners in their child's emotional and social growth beyond the primary years.

**Processes**

Continue to analyse TTFM data to inform whole school approach.

**Evaluation Plan**

- NAPLAN data analysis
- Attendance data analysis
- Assessment task data analysis
- Tell Them From Me survey
- Annual internal school survey
- SEF self-assessment

# Strategic Direction 2: Delivering Excellence in Teaching

## Purpose

To enhance a high level of professionalism and commitment of all teachers to work collaboratively with the school community to deliver excellence in teaching, using and sharing evidence based practice to strengthen student learning.

## Improvement Measures

TTFM Student survey shows results above NSW norms in all 12 'Drivers of Student Outcomes'.

TTFM Staff Survey shows results that are above NSW norms in all eight 'Drivers of Student Learning'.

90% of staff indicate in annual survey that school-based professional learning is relevant.

## People

### Staff

Future Learning Co-ordinators and school leadership teams collaborate with college and external experts to review emerging, evidence-based practice and guide future learning and development.

PLT facilitators identified and trained to deliver effective Professional Learning.

Mentor teachers identified and supported in actioning all phases of the "Great Start Strong Teachers".

LASTs/Technology team work together to ensure student data is accessible by all teachers for effective analysis.

Teachers attending external Professional Learning know, what, why and how to share learning and resources using technology to assist.

Future Learning coordinators continue to build capacity of Canvas champions within all faculties and liaise with parents to increase Canvas access and use

Expert teachers model and share best practice of ICT integration to enhance

## Processes

Cross KLA professional learning teams engage in targeted, evidence based professional learning delivered by internal and external experts.

Instructional Rounds allow teachers to open classrooms, discuss the effectiveness of different strategies, and support the broad aim of working together to improve teaching quality.

Effective GTIL implementation with quality and differentiated mentoring and support through accreditation and induction programs.

Explicit and differentiated teaching techniques and effective classroom management approaches are used school wide to improve student learning.

Student data is used to analyse learning, and to inform teaching impact.

Technology is integrated effectively to enhance access to resources and quality learning strategies, including the engagement of parents/carers.

"Future Learning" curriculum innovation is developed through effective meetings, professional learning and collaboration.

## Evaluation Plan

- Tell Them From Me survey
- Annual internal school survey
- Professional learning evaluations
- SEF self-assessment

## Practices and Products

### Practices

All teachers understand and implement the most effective, explicit and evidence-based teaching methods.

Student performance data is regularly used to identify student learning progress and reflect on teaching effectiveness.

The school evaluates professional learning activities to identify and systemically promote the most effective strategies.

Teachers engage in professional collaboration that explicitly aims to improve teacher practice and student outcomes.

### Products

Explicit systems for teacher collaboration and feedback to sustain quality teaching practice (Cross KLA Professional Learning Teams, Observation, Instructional Rounds, student feedback).

Targeted professional learnings are recorded in Canvas are accessible by all teachers, and include Aboriginal education competencies.

Future Learning innovation is institutionalised and builds self-directed learning, problem based learning, passionate student choice and reflection.

# Strategic Direction 2: Delivering Excellence in Teaching

<b>People</b>
efficiency, organisation and pedagogy.  Teachers on Literacy and Numeracy teams guide colleagues in implementing and embedding best practice.
<b>Leaders</b>
Leadership team established to guide and evaluate, refine and scale success of Future Learning innovation.  Leadership team established to guide and evaluate, refine and scale success of Future Learning innovation.  Future Learning coordinators continue to build capacity of Canvas champions within all faculties and liaise with parents to increase Canvas access and use.



# Strategic Direction 3: Delivering Excellence in Leading

## Purpose

To ensure that all levels of leadership serve the overarching strategic vision of the school community, and to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and

## Improvement Measures

Increased participation in staff leadership as indicated in roles and responsibilities document.

Increase the percentage of Year 6 students who indicate Waratah Campus as their first preference from a 3 year average of 80% to 90%.

TTFM Teacher survey indicates the 'Leadership' area improves from 7.4 to 8.0.

Faculty Review staff survey shows every faculty has improved results in all seven areas.

## People

### Students

Positively representing at community events.

Maintaining leadership roles through SRC and groups.

### Staff

School leaders and teachers have willingness for leadership development.

Leadership capacity built for all staff to adopt a leadership role within at least one aspect of school culture.

All staff have a deep understanding of the need for high expectations, collaboration and positive school image.

### Parents/Carers

Supporting parent ability to support student learning.

### Leaders

Support best-practice, collaborative faculty development.

Build capacity to support staff wellbeing.

## Processes

### Organisational Effectiveness:

Refinement and de-privatisation of effective school wide systems and processes.

Staff know and understand clearly outlined processes and responsibilities regarding staff wellbeing

### Developing Leadership Capacity:

Building leadership capacity of all teachers through thorough faculty review and development processes.

Providing professional learning in various aspects of leadership itself for staff capacity building and succession planning.

Action planning for continual improvement.

Strategic support programs for Highly Accomplished and Lead accreditation.

**Enhancing Community Partnerships:** All staff continue to lead effective community engagement strategies and contribute to the learning community to improve learning outcomes for all current and incoming students.

Refine and strengthen transition processes to ensure smooth transition from primary to junior campus and then to senior campus.

All staff engage in maintaining the positive image of a successful learning environment provided by Waratah Technology Campus within the community.

## Evaluation Plan

- Year 6 enrolment intention analysis

## Practices and Products

### Practices

Professional Learning Team program includes an annual focus on leadership.

Staff meetings include a pedagogy sharing session by faculties on a rotational basis.

Structured time is facilitated for implementation of professional learning for all staff.

Continual data collection of parents attending school events.

Staff lead a culture of continuous development in their practice using school wide supports.

### Products

Consistent faculty organisation systems evidenced in annual Faculty Reviews.

Annual Faculty Development Plans are developed, implemented and evaluated.

Clear and efficient communication channels supported by feedback data.

Years 4–7 transition program strengthened.

'Teachnology' team identified as leaders in teaching with technology who build capacity of teachers.

Range of formalised programs to support leadership capacity: Faculty Development, Higher Levels of Accreditation, Staff Wellbeing, Leadership Pathways, leadership in internal school initiatives and

# Strategic Direction 3: Delivering Excellence in Leading

## People

Experienced leaders in key roles including mentors and supervisors strengthen role in formalised coaching to support staff.

## Processes

- Tell Them From Me survey
- Annual internal school survey
- Faculty Review data
- Role statement analysis
- Professional learning program evaluation
- SEF self-assessment

## Practices and Products

programs, including Aboriginal education.

Clear role statements with identified leadership roles in place for every staff member.