

Strategic Improvement Plan 2021-2024

Callaghan College Wallsend Campus 8259



**CALLAGHAN
COLLEGE**

Wallsend Campus

School vision and context

School vision statement

Collaborating to Empower Learners

A vibrant learning culture where confident and creative students thrive.

School context

College context

Callaghan College is a multi-campus college in the urban regional location of Newcastle NSW, on the lands of the Awabakal people. Wallsend Campus (Years 7-10), Waratah Campus (Years 7-10) and Jesmond Senior Campus (Years 11-12) are united as we collaborate to empower all learners from our diverse community. Collectively, we provide the most extensive curriculum in the Hunter including a breadth of opportunities, academic, vocational and extra-curricular. Callaghan is recognised nationally for its integration of technology to support future focused learning. We create lifelong learning through leading a strong and vibrant partnership with the Callaghan Education Pathways (including 15 partner primary schools), an academic partnership with the University of Newcastle and industry partnerships with arrange of innovative enterprises.

Campus context

Drawing primarily from five partner primary schools, Callaghan College Wallsend Campus is a large 7-10 school with a student population of 1107. Our campuses' FOEI (family occupation and education index) value is 117 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 55% of our students are in the higher 2 Quarters of the FEOI and there is a significant enrolment of Aboriginal Students (15%). The school also has a growing EALD student population.

The campus has a very committed school community, executive, teaching and administrative staff. The school is a leader in the use of technology for learning, management and administration and has been recognised at both state and national level. The senior executive staff and teachers are highly committed to excellence in learning pedagogy to ensure students move successfully into their future career and educational pathways.

We have active partnerships with our local primary schools, our Waratah and Jesmond Campuses, the University of Newcastle and the Muloobinbah LAECG. Our campus actively collaborates to ensure the educational success of all Aboriginal students. We have a highly successful student leadership program including our Student Representative Council and Junior AECG. The campus also provides education for 7 support classes as part of the rich tapestry that makes up Callaghan College Wallsend Campus.

We have used our situational analysis and system negotiated target areas to improve reading, numeracy, attendance and wellbeing. The school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan in consultation with the AECG.

The Campus is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. The involvement of the whole school community in this process be will essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

To promote ongoing improvement through evidence based practices and a collective responsibility for student learning.

Improvement measures

Target year: 2022

16.8% of students achieve in the top two bands in Numeracy

Target year: 2022

19.9% of students achieve in the top two bands in reading

Target year: 2022

39% of Aboriginal students achieve in Top 3 Bands Numeracy

Target year: 2022

39.7% of Aboriginal students achieve in Top 3 Bands Reading

Target year: 2023

65.6% of Students Achieving Expected Growth Numeracy

Target year: 2023

64.1% of students Achieving Expected Growth Reading

Initiatives

Evidence Based Practice

- Embed in practice **collaborative analysis** and **effective use of data** Reading and Numeracy
- Develop, implement and embed whole Campus/College/CEP **Reading and Numeracy pedagogy** including whole school Literacy and Numeracy Learning Progressions and PLAN2.
- **Differentiate** practice to drive improvement for all students. Including **refined target support** for students who may be at risk.
- **Use a range of data** to plan, modify and design programs and assessment practices. Catering for student progress, strengths and gaps in learning.

Quality Teaching

- Develop a collaborative **summative assessment design** process supported by **exemplars** and consistency of teacher judgement.
- Activate practice and programs with **formative assessment and feedback practices** responsive to student progress.
- **Implement explicit teaching**, including thinking skills.

Success criteria for this strategic direction

Aspiring for excellence in:

LEARNING

>Curriculum>Differentiation Teaching and learning programs across the school show evidence that they are adjusted to address individuals student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

>Assessment>Formative assessment Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. Feedback from students on their learning derived from assessments informs further teaching.

>Assessment>Summative assessment The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

>Assessment>Whole school monitoring of student learning The school uses systematic and reliable assessment information and achievement data to evaluate student learning over time. Teachers respond to trends and implement changes in teaching that lead to measurable improvement.

>Student performance measures>Student growth The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

>Student performance measures>Internal & external measures against syllabus standards School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Success criteria for this strategic direction

TEACHING

>Effective classroom practice>Explicit teaching A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

>Effective classroom practice>Feedback Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

>Data skills & use>Data use in teaching Teachers clearly understand, develop and apply a full range of assessment strategies. Assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

Question

What has been the impact of using consistent evidence based practices on student performance?

Has quality teaching impacted on student growth?

Is there consistent practice across the school?

To what extent of student improvement has been achieved?

Data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

NAPLAN, Internal student performance measures (literacy, numeracy progressions), Teaching programs,

Formative assessment, Summative tasks, Check in data, Student feedback

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

Where do we go from here?

Future directions and next steps.

Strategic Direction 2: Active, Aspirational Learners

Purpose

To strengthen student and staff success in a dynamic environment whereby they are challenged to be curious and critical learners.

Improvement measures

Target year: 2022

62.7% of students attending 90%> of the time

Target year: 2024

Decrease the number of students attending below 85% of the time to 20%

Target year: 2024

Aboriginal student Attendance-portion of students attending 90%> of the time. Equal to whole school attendance improvement

Target year: 2024

100% of KLAs meet NESAs requirements

Initiatives

Learner Empowerment (curious, creative & confident)

- Review **curriculum provision**, focusing on student need, and respond accordingly. For example; Curious Creations, CAPA stage 4, VET Stage 5
- Embed **Active Learning pedagogy** in all courses and high-functioning spaces to accommodate learning and innovation of teaching practice.
- Articulate, teach and **embed learning capabilities and dispositions** so students can demonstrate and articulate their progress towards skills and behaviours.
- Explicitly teach and **embed learning reflections** as a regular step in the learning cycle.

Professional Empowerment (curious, creative & confident)

- Construct a PL suite that supports a rigorous professional learning program that is informed by the SIP, PDP's and is framed by the **High Impact Professional Learning Framework**, current educational research and allows for individual/faculty growth and instructional leadership.
- Seek professional learning opportunities to collaborate and **gain expertise in evidence-based teaching practices** Aspiring leaders, Literacy, Numeracy, HPGE and Aboriginal Education.
- Design mentoring program which draws on **collective expertise** through regular collegial discussion and peer review of programs.

Success criteria for this strategic direction

Aspiring for excellence in:

LEARNING

>**Learning culture**>**Attendance** Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

>**Curriculum**> **Curriculum provisions** The school's curriculum provision supports high expectations for student learning.

Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

TEACHING

> **Learning & Development** >**Collaborative Practice & feedback** The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

>**Learning & development**>**Coaching and mentoring** Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

LEADING

> **Educational leadership**>**Instructional leadership** The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

>**Educational leadership**> **High expectations culture** The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question

To what extent have changes been made to the curriculum?

Has improving the way we teach (embedding plans, learning intentions, success criteria's) improved attendance rates?

Has mentoring impacted beginning teachers, early career teachers, aspiring and current leaders?

To what extent are teachers implementing new learning to inform planning and programming?

Data

Attendance data, TTFM data, Findings from faculty reviews, School curriculum structure, Student feedback-re learning spaces,

teaching programs, PL suite and Canvas, PL-Internal staff feedback, Faculty Improvement Plans

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

Where do we go from here?

Future directions and next steps.

Strategic Direction 3: Connected Culture

Purpose

To establish collective responsibility for student learning, success and wellbeing by creating a sense of belonging and effective partnerships.

Improvement measures

Target year: 2022

71.1% of students achieving positive outcomes - Wellbeing (advocacy at school, expectations for success & sense of belonging)

Target year: 2024

Two way communication with parents (parents are informed)- 5.6 (6.6). 2 points above state norm

Target year: 2024

School supports learning-6.8 (7.3). 2 points above state norm

Initiatives

Collective Efficacy

- Develop and embed a **whole learning community blueprint** to build future pathways (academic, vocational, leadership).
- Establish and **strengthen existing partnerships** within and beyond the school community (forums, student voice, local businesses, community service).
- Develop systems to **regularly inform** parents and carers of their child's learning expectations, individual learning goals, progress and success (PLPS, IEPs, Canvas).
- Establish **leadership opportunities** for the development of **student advocacy and belonging**
- **Transitions for learning** between 'partner' schools where stages or faculties can connect i.e. 7-12 Learning Continuum, Transition 10-11.
- Deliver key focus areas of **DoE and AECG Partnership Agreement** 2020-2030 incl embedding local Awabakal Language.

Success criteria for this strategic direction

Aspiring for excellence in:

LEARNING

>**Learning culture**>**High expectations** The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

>**Learning culture**>**Transitions and continuity of learning** The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

>**Wellbeing**>**a planned approach to wellbeing** The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

>**Wellbeing**>**Individual learning needs** There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

>**Reporting**>**Parent engagement** Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

LEADING

>**Educational leadership**>**Community engagement** The school is recognised as excellent and responsive by its community.

>**Management practices & processes**>**Community satisfaction** The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Evaluation plan

Question

Has the embedding of a common language for learning and positive reinforcement contributed to behaviour decreased Sentral negative incidents?

What impact has the student leadership team had on the school?

To what extent have our students become valued members of the community and our parents valued members of our school?

How are our parents informed of student learning?

What key areas of the DoE and AECG partnership have we addressed?

Has staff knowledge increased as a result transitions for learning?

What further actions needs to occur to improve our TTFM data?

Data

Sentral positive and negative incidents, Student led projects, Number of students involved in academic, vocational, leadership community programs, Parent teacher nights, Parents accessing Canvas for student learning., Staff PL for learning transitions, Embedding of DoE and AECG Partnership Agreement

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

Where do we go from here?

Future directions and next steps.