School plan 2015 – 2017

BUILDING A COMMUNITY
- Transition - Primary and Senior
- Parents in and out

LEARNING FOR LIFE
- Personal learning Plans
- Student Portfolios

PROFESSIONAL PRACTICE
- Accreditation
- Performance & Development
- Publication
- School to Work

- Programming Assessment
- Literacy
- Numeracy
- 21st Century

- Beacon
- Volunteering
- Home Reading
- Environment Challenge
## School background 2015 - 2017

### 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 386 students attending Shalvey Campus with 21% of the school population are ESL (majority Pacific Nations) and 26% of students are ATSI. CCSC has a support unit catering for 43 students catering for ASD (Autism Spectrum Disorder class) and with two Mild Intellectual 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 FOEI (family occupation and education index) for 2014 is 190 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 an 18 month period. The process of consultation included large group meetings where data was presented and all ideas were listed. Parents were surveyed to gather their views as were students. Small groups of interested parties then refined all suggestions into workable areas. Using this input, the development of a formalised plan began at a conference where the school vision was developed.

Several school, parent and student meetings then developed what needed to happen in order for the vision to be achieved.

The formation of the Strategic Plan Management Group determined the three direction, the purpose of each and the 5P planning.

Staff selected one of the three directions to work on and planning continued to set milestones and resourcing needs. Further consultation was sought with students and parents to refine the plan and work began to put it into effect for 2015 with thoughts about 2016 and 2017 being considered as the next stage.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

1. **STRATEGIC DIRECTION 1**
   Learning for Life

   Schooling occurs across situations that enable personal, social and academic learning.

   To develop Teaching and Learning that is innovative, adaptive and focussed on enabling all students to reach their potential and maximise their opportunities.

   To develop curriculum that is focused on literacy and numeracy with differentiation, engaging and inclusive of 21st Century skills. Futures focus

   To broaden the classroom experience by providing opportunities for learning outside traditional classroom boundaries.

2. **STRATEGIC DIRECTION 2**
   Professional Practice

   To build a culture of ongoing shared innovation and improvement through professional learning for staff.

   To develop leadership capacity of staff and students to ensure quality learning experiences that prepares them for the future.

3. **STRATEGIC DIRECTION 3**
   Building a Community

   Schooling is a function of a strong community

   To form a community based on connections that foster the development of inclusive practices that can sustain strong partnerships.

   Partnerships will provide opportunities for students to contribute to community in ways that develop their own personal capacity.

   Student will develop their sense of Civics and Citizenship, an appreciation of Difference and Diversity and Enterprising behaviours.

   Students will be able to plan for their future through an understanding of meaningful post-school pathways.
### Strategic direction 1: Learning for Life

#### PURPOSE

Teaching and Learning is innovative, adaptive and focussed on enabling all students to reach their potential and maximise their opportunities. Curriculum is differentiated and includes opportunities for learning outside traditional classroom boundaries.

#### PEOPLE

**Students:** Understand what the continuums are and where they sit on each of them and what they can do to move along each.

**Staff:** Understand the continuums so that they are able to engage in conversations with students to empower them to develop plans and set goals.

**Parents:** Know about plans, encourage students and celebrate success.

**Community Partners:** Establish and maintain partnerships with outside organisations to build strong links between school learning and life learning.

**Leaders:**

Team leaders – roles and responsibilities, Head Teacher Teaching & Learning – leads Professional Learning that connects pedagogy to the continuums.

Executive: Develop a plan for the training of Executive and their role in supporting and leading the implementation of processes through such things as TLSI modules, Lesson Observation training & teacher feedback.

#### PROCESSES

- Continuum Backward Mapping & Data Walls – Literacy, Numeracy, General Capabilities – EL
- Develop Programs for Stage 5
- Year 7 teams Project Based learning
- Portfolios - digital and class based ML
- SOLE EL
- Publication EL

#### IMPROVEMENT MEASURE/S

General Capabilities, Literacy, Numeracy continuums
Naplan
Online testing Literacy, Numeracy
Increase in Tell Them From Me drivers of .5%

#### PRODUCTS AND PRACTICES

**Products:**

**STAFF**
- Empowering Learning - Differentiated curriculum to incorporate General Capabilities, Literacy, Numeracy (Programs in new format)
- Mapping Learning - student portfolios
- Understanding Learning - Project based learning, Learning Spaces

**STUDENTS**
- Individual Learning Plans incorporating student goals (L, N, GC) ACTION in Building a Community
- Portfolios

**Practices:**
- The primary driver of class programing is by teachers plotting literacy, numeracy and GC levels on data walls to set targets for students
- Teaching Teams ACTION in Professional Practice
- Teaching 21st C learning skills - Prioritise skills for life rather than ‘content’ in Stage 4 programs
- Create Project based learning with cross curriculum content
- Create and implement an alternative curriculum structure for students in Stage 5 – Work Ready, Transition Education
Strategic direction 2: Professional Practice

PURPOSE

To build a culture of ongoing shared innovation and improvement through professional learning for staff.

To develop leadership capacity of staff and students to ensure quality learning experiences that prepares them for the future.

PEOPLE

Students: Increased student engagement through innovative practice and a variety of community links

Staff: Know and understand
- BOSTES levels of accreditation
- Lit/Num/GC data walls – and these to be discussed with students

Parents: Have access to published assessment tasks & schedules

Community partners: Support the relevance of the curriculum in the real world through Beacon Business Blackboards

Leaders: TLSI – teacher feedback – what is it and how is it done effectively

PROCESSSES

- Review of Faculty programs and faculty plans PT
- Observations and feedback from peers and Executive TT
- Teacher Professional Development Plans GT
- Teacher TPL of National Teaching Standards and Institute of Teachers
- TPL Rock and Water GT
- Documentation and Evaluation of Teams – What they are? How they Work? Where do we use them? How do we program for them? TT

PRODUCTS AND PRACTICES

Products:

TEACHERS

Teaching Together:
- Teaching Teams operate for specific purposes with defined roles and expectations
- TPL – cross curriculum

Planning Together:
- Universal programing model across all KLA’s.
- TPL for Team Leaders

Growing Together:
- Teacher accreditation at BOSTES
- Teacher Professional learning plans and faculty plans
- Understanding of differentiated T& L

Practices:

TEACHERS

Develop a shared model for classroom observations

Embed capabilities into each subject program and create learning activities that ensure progression on continuums

TPL mapped against standards

STUDENTS

Use of scaffold to implement literacy numeracy and general capability skills

IMPROVEMENT MEASURE/S

General Capabilities, Literacy, Numeracy continuums

All staff have individualised Professional Development Plans

Active Accreditation planning/buy in

Increase in Tell Them From Me drivers of .5%
Strategic direction 3: Building a Community

**PURPOSE**

To form a community based on connections that foster the development of inclusive practices that can sustain strong partnerships.

Partnerships will provide opportunities for students to contribute to community in ways that develop their own personal capacity.

Students will develop their sense of Civics and Citizenship, an appreciation of Difference and Diversity and Enterprising behaviours.

Students will be able to plan for their future through an understanding of meaningful post-school pathways.

**IMPROVEMENT MEASURE/S**

Number of Formal partnerships defined by MOU’s
* 100 % of Student stage 6 subject selections are informed by Personalised Education Plan
* Stage five exit survey data to provide benchmark for improvement targets
* Ability reflected on Life Planning and pathways (GC continuum)
* Teamwork, Collaboration, Resilience GC continuums
* Photographic evidence of change in classroom environments

**PEOPLE**

**Students:**
- SRC increase their ownership of school identity
- School to work program sees students working in the community
- Rock and Water/Anti-bullying programs develop cooperation and shared sense of cooperation

**Staff:**
- Transition coordinator training
- General Capabilities Continuums provide a platform for teachers to share understanding of levels of working together
- Work with business to link learning to real world or work

**Parents:** Increased engagement in school life through:
- Inclusion on school evaluation committee
- Parent feedback through surveys
- Information and discussion school Facebook page

**Community partners:**
- Beacon partners - Lend Lease
- Macquarie Mentoring
- Rugby in the Park
- Job Quest

**Leaders:**

Develop a leadership culture within the school where teachers share best practice and support each other in the development of real life learning.

**PROCESSES**

- Volunteering opportunities developed CC
- Teacher training – Rock and Water WC
- PLAN & Home Reading LC
- Planning my future - Work Ready/Education/work Experience, Pre apprenticeship program WC
- School to work PEP’s - The Real Game WC
- BEACON & Business links WC
- Environmental challenge CC

**PRODUCTS AND PRACTICES**

**Products:**
- **A Literate Community:**
  - Literacy Partnership with parents – reading contract, book buy in
  - ILP’s negotiated with parents/students

- **A Working Community**
  - Entrepreneurial behaviour
  - Student portfolios that include community service, leadership, work experience and citizenship

- **A Caring Community**
  - Program of student’s volunteering created by a commitment to citizenship and community
  - Student leadership development

**Practices:**

- Employment of Transition Advisor and related programs evident
- Community Connections Team broker volunteering opportunities/partnerships
- Maintenance of a General Capabilities data wall
- Development of partnerships with Non-government and industry organisations
- Regular meetings with business and community partners to evaluate programs.
  - Work together to create saturated learning environments

**Evaluation plan:**

Survey students at the end of stage 5 (2014) to determine knowledge of pathways

Collation of data from PEP’s end term two 2015

Marshall's steps – class teachers regularly evaluate classes.

Regular updating of the GC continuum data wall