School plan 2015 – 2017

Chifley College Mt Druitt Campus

STUDENT SUCCESS

PERFORMANCE & DEVELOPMENT

SCHOOL CULTURE & VALUES
### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>At CCMDC students are engaged in a personalised and responsive learning environment in which achievement and citizenship are valued, celebrated and driven by quality teaching focused on student outcomes and success.</td>
<td>Chifley College Mount Druitt Campus is a Year 7-10 Campus in a collegiate. The College provides a wide array of academic and vocational courses, extra curricula activities, enrichment programs and innovative student and teacher programs. At Mount Druitt Campus, we are committed to developing an environment that will provide students with the skills and opportunities to develop their talents, secure their basic skills and promote self-disciplined, lifelong learners. We value academic, creative and sporting excellence while ensuring that student leadership and student welfare underpins all structures and programs. Mount Druitt Campus has achieved DEC awards in Literacy and Numeracy programs, Mentoring Partnerships and Teacher Excellence. The environment, learning programs and welfare structures accommodate the needs and developmental requirements of students in Years 7 to 10.</td>
<td>In 2014 the entire school community were invited to participate in developing the school’s vision. This process involved the creation of an Edmodo group in order to share ideas, several whole school staff sessions including teaching and non-teaching personnel, executive planning sessions, student voice groups and parent forums. -Students – Focus groups, SRC forum, Aboriginal student Yarn Ups -Parents - Interviews, forums and Aboriginal Parent Yarn Ups -School staff – Vision conference, staff meetings -Community - Facebook &amp; Edmodo groups This process included a review of the strengths, opportunities and areas for development across the school. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the schools. These are: * Student success * Performance &amp; development * Culture &amp; values The school has used a wide range of tools and data to evaluate the 2012-14 school plan and to determine the school’s future strategic directions. These include curriculum evaluations, as well as analysis of student learning outcomes data and data gathered from student forums. Our Naplan data shows that students enrol in Year 7 with achievement levels significantly below the national minimum standard. This plan was developed by staff, parents and students. The implementation of the school plan will be monitored by the senior executive, executive team and area leaders at mid-term and end of term intervals.</td>
</tr>
</tbody>
</table>
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1  
Student Success  
Increased student capacity to achieve success

Purpose:  
Empowering students to maximise their knowledge, understanding and skills for productive participation in school and society as resilient and resourceful lifelong learners.

STRATEGIC DIRECTION 2  
Performance & Development  
Increased teacher capacity to drive student success

Purpose:  
Building a strong and supportive culture of collaboration among staff, focused on enhanced student learning outcomes, effective classroom practice, performance development and leadership.

STRATEGIC DIRECTION 3  
Culture & Values  
Increased personal & social wellbeing

Purpose:  
Turning the tide of low expectations through targeted programs to create a positive learning environment that focuses on the wellbeing of the whole student in order to become stronger and smarter.
**Strategic Direction 1: Student Success**

**Increased student capacity to achieve success**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| Empowering students to maximise their knowledge, understanding and skills for productive participation in school and society as resilient and resourceful lifelong learners. | **Leaders:** Learning Support Team Co-ordinator and HT Welfare will partner in leading the school community in maximising student skills.  
**Teachers:** Develop and implement supplementary adjustments and facilitate substantial and extensive adjustments in their teaching and learning programs, as well as addressing essential skills in literacy, numeracy and ICT. All lessons are differentiated, a minimum of three activities. Data is used effectively to inform improved teaching practice, provide feedback to students and parents and share tracking collaboratively.  
**Non-teaching Staff:** Support students through the facilitation of effective partnerships with staff, parents and community partners.  
**Industry experts:** Support staff in the audit of programs and feedback.  
**Students:** Students set learning goals and track progress toward their goals. Leadership team, SRC, engaged in Personalised Learning plans (Individual & subject specific), taking managed risks to reach their full academic and social potential. | **Curriculum audit:** Whole school audit of unit overviews, programs, assessment and registration conducted by cross-curricular teams to facilitate documentation of BOSTES compliance. Evaluation process provides a platform for feedback to faculty HT for future planning.  
**Faculty curriculum supervision:** Supervision and monitoring of programs, assessment & reporting, and lesson differentiation in fulfilling BOSTES and school documentation requirements. Embedding of ICT, Literacy and Numeracy initiatives. Supervision and monitoring of student data to inform teaching and learning programs in meeting the needs of all students.  
**Intensive learning support and enrichment programs for targeted students:**  
- Targeted student cohorts, classes and individualised assistance to support the needs of Aboriginal, EAL/D and students requiring substantial and extensive adjustments.  
- Targeted enrichment support including Up, HIQUP, LEAPS, Pathways to dreaming - Examine results of NAPLAN, | **Product:** Evidence of a range of supplementary differentiation and facilitation of substantial and extensive adjustments in programs and assessments in whole school audit.  
**Product:** Teaching and learning programs embed essential literacy, numeracy and ICT capabilities.  
**Practice:** All students attempt to complete and achieve in both school based and external assessment.  
**Practice:** Students are self-aware and focussed on achieving authentic & realistic personalised learning goals underpinned by supportive programs.  
**Product:** Students participating in targeted and intensive equity, personal learning and enrichment programs demonstrate improvement on measures of academic and social progress.  
**Practice:** LST network of stakeholders built within the school and local community to meet the needs of students with specific difficulties and disabilities.  
**Practice:** IEP interviews and reviews with students and all stakeholders to establish goals & support network, action plans. |

**Improvement Measures**

100% of KLAS have teaching and learning programs that effectively deliver the Australian curriculum and adhere to the standards set by the Disability Standards Act.

10% increase in students achieving either a ROSA or alternative exit credential.

100% of families are provided multiple opportunities to discuss student’s social and academic progress and have the opportunity to develop individual learning goals and plans.

100% of students attempt to complete and achieve in both internal and external assessment.

Reduction in number of students receiving an N Determination of assessments in Stage 5.
Increased percentage of students achieve value added scores in multiple aspects of Year 9 Naplan.

Increased percentage of students access and engage in enrichment programs.

**Parents:** Engaged in PLP process. Understand the expectations of learning in each subject. Access communication tools; web page, Facebook, electronic signage, reading reports, participate in forums and 1:1 interviews.

**Community Partners:** Collaborative partnerships will be reinforced with interagency supports, Wesley Mission, Reconnect, Youth Connections, WSTEC in smoothing transitions for students at key points in the education continuum, including Senior Campus and Primary schools. Enrichment programs across the college and in partnership with UWS, Macquarie and Sydney businesses.

**TORCH and Class/Faculty Data target specific skills for improvement.**

**Resilience rewards initiative:** Promotion of academic risk taking to facilitate students engaging school based and external assessment, engagement and participation in learning programs.

**Evaluation Plan:**
- CESE - Tell Them From Me
- Student and Parent Surveys
- Pre and post test data analysis
- Sentral Wellbeing and Attendance data analysis

**Product:** School wide acknowledgement, categorisation and understanding of student point of need and increased interagency connection to better provide personalised learning for students.

**Practice:** Student and school data is shared in a collaborative environment to improve student learning and to evaluate and validate teaching and school improvement strategies.

**Product:** Uniform electronic folders for unit overviews, assessment tasks, programs, registrations & work samples. School audit identifies strengths and weaknesses in curriculum documentation and student work to inform and improve future practise.
# Strategic Direction 2: Performance & Development

**Increased staff capacity to drive student success & wellbeing**

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building a strong and supportive culture of collaboration among staff, focused on enhanced student learning outcomes, effective classroom practice, performance development and leadership.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvement Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100% increase of staff involved in reflection, goal setting, feedback &amp; review of knowledge and practice within and beyond their school.</strong></td>
</tr>
<tr>
<td><strong>100% of staff actively engaged in professional development and support the school’s educational priorities.</strong></td>
</tr>
<tr>
<td><strong>100% of students are active in trying to achieve a high degree of success as measured by the TTFM student survey.</strong></td>
</tr>
<tr>
<td><strong>2016 - 100% of staff actively engaged in professional development and accreditation processes and support the school’s educational priorities.</strong></td>
</tr>
<tr>
<td><strong>Tell them from Me Teacher survey results to indicate increased scores across all eight drivers of student learning and four dimensions of classroom and school practices.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff:</strong> Engage in the identification of their own learning and development needs and the learning needs of their students linked to the Australian Professional standards and the schools strategic directions. All teaching and paraprofessional staff will engage in sustained professional learning designed to promote student success and wellbeing.</td>
</tr>
<tr>
<td><strong>SASS staff:</strong> Engage in the identification of their own learning and development needs. SASS engage in programs to identify their learning needs necessary for them to facilitate the transition to LMBR tools.</td>
</tr>
<tr>
<td><strong>Performance development leadership team:</strong> Lead the collaborative design of targeted whole school PL, create and implement processes and procedures for individual, faculty and team PL, manage PL budget, plan for accreditation and induction, evaluate, reflect and refine the PD framework.</td>
</tr>
<tr>
<td><strong>Whole school collaborative professional learning:</strong> Teachers will participate in targeted professional learning and shared reflection practices aligned to the school strategic directions.</td>
</tr>
<tr>
<td><strong>Executive &amp; aspiring leaders:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance &amp; development leadership team:</strong> Informed by faculty performance and development priorities the team will create, facilitate, monitor and evaluate targeted performance &amp; development in line with the school plan. Will establish school processes and procedures to ensure high quality PD at school and access to external PL opportunities.</td>
</tr>
<tr>
<td><strong>CCMDC Performance and Development Framework</strong></td>
</tr>
<tr>
<td>- Design and implement the school’s Performance and Development framework.</td>
</tr>
<tr>
<td>- Establish whole school PL priorities and schedule</td>
</tr>
<tr>
<td>- Design and implement professional learning plan (PLP) processes and procedures</td>
</tr>
<tr>
<td>- Mentoring for aspiring leaders</td>
</tr>
<tr>
<td>- Accreditation &amp; maintenance</td>
</tr>
<tr>
<td><strong>Targeted programs:</strong> Build the capacity of teachers seeking accreditation and probationary teachers, early career teachers, the induction of new staff, teacher leaders aspiring to higher levels of accomplishment, accreditation and promotions and supporting teachers experiencing difficulty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product:</strong> Schools Performance and Development Framework is designed, supported by the learning design anatomy, and includes individual, faculty, whole school, committee and mandatory professional learning</td>
</tr>
<tr>
<td><strong>Product:</strong> Individual Personalised Learning Plans linked to professional learning needs, whole school priorities and team action inquiry.</td>
</tr>
<tr>
<td><strong>Practice:</strong> Staff reflect and review their professional knowledge and practice in cross-curricular collaborative WPL teams. They demonstrate confidence in goal setting, have a clear understanding of effective teaching and are focussed on student outcomes.</td>
</tr>
<tr>
<td><strong>Product:</strong> Collaborative culture of sharing professional knowledge and practice.</td>
</tr>
<tr>
<td><strong>Practice:</strong> All staff develop and reflect on their professional capability to motivate and develop students' essential skills in literacy, numeracy, ICT and capacity to learn, supported by the Classroom Practice continuum and GTIL initiative, and evaluated by student TTFM survey.</td>
</tr>
<tr>
<td><strong>Product:</strong> External survey of student satisfaction evidences increased</td>
</tr>
</tbody>
</table>
Through performance & development leaders will develop individual capacity to lead and inspire.

**CCMDC committees:**
Targeting increased student success & wellbeing:
- Curriculum/ Classroom practice
- Student Wellbeing
- Aboriginal Education
- SASS learning
- Executive
- Aspiring leaders
- Literacy
- Numeracy
- Learning Support Team
- Technology

**School:** Participate in TTFM surveys of students, teachers and parents.

**Students:** Engage students in a framework that enables progressive feedback on the quality of teaching and learning experiences in the pursuit of enhanced teaching and learning practices.

**Parents:** Engage parents in a framework that enables progressive feedback on the quality of teaching and learning experiences in the pursuit of enhanced teaching and learning practices.

**Partners:** Maintain engagement with Industry experts, College KLA networks, High Performance Unit, AITSL.

**Faculty professional supervision:** Supervision, observation and feedback on classroom practice, curriculum programming, assessment, tracking and registration. Reflection and feedback provided to inform teaching and learning.

**Committee PL and conferencing:**
Provides targeted professional learning, action planning and evaluation.

**Whole School Professional learning (WPL):** Build the capacity of the whole school staff, designed and implemented by the Performance and development leadership team (PDLT) in the pursuit of student success and wellbeing targets.

**Product:**
- Evidence of effective executive supervision, observation and useful feedback, monitoring, professional learning in all faculties to improve teaching practice.

**Practice:**
- Guided by the School Excellence Framework the executive team develop management / actions plans in support of the schools' strategic directions.

**Product:**
- A succession program which is supported through an aspiring leaders and mentor program that encourages staff to expand their skills and leadership potential through clearly defined roles and expectations.

**Product:**
- SASS role statements / procedural booklets collaboratively designed, implemented and monitored.
Strategic Direction 3: Culture and Values
Increased personal and social wellbeing

**Purpose**

Student engagement in school life is reflective, resilient and future focused. We aim to develop a culture and curriculum that focuses on the positive and develops respect, self-discipline, and self-esteem, supported and nurtured by quality student welfare practices and strong partnerships.

**People**

**Students:** Students care for self, and contribute to the wellbeing of others and the wider community.

**Staff:** All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.

**Parents/Carers:** Understand behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes and are positive about the educational provision.

**Community Partners:** Develop collaborative and productive partnerships to improve educational opportunities and outcomes for students.

**Leaders:** The school leadership team communicates clearly about school priorities and practices.

**Processes**

**Student wellbeing & engagement:**
- To establish a restorative team and model of intervention that is tailored to meet the specific needs of identified students at risk. Development of programs encourages students to recognise and respect cultural identity and diversity.
  - DP interviews
  - Youth Workers
  - Year Adviser Tracking
  - Yr 7 Buddy Program
  - PBL
  - Teaching & Learning IEP process

- Transition programs - engaging feeder schools in student introductions and data sharing with PS.

- Student voice and engagement programs - Ensure equal opportunity for all students to engage in all leadership and enrichment programs.

- Development of a range of extra-curricular programs.
  - Elite Sporting Program
  - Performance Program
  - Student Leadership
  - Social Justice Team
  - Volunteering

- Establish systematic faculty

**Products and Practices**

- Increased attendance rates – data analysis using Sentral Web Attend and PXP.

- Decreased student suspension rates – data analysis using Sentral Wellbeing.

- Well-developed, programs and processes that identify, address and monitor student wellbeing.

- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

- Students accept responsibility for their own behaviours and learning, creating a positive teaching and learning environment.

**Practice:**

- Attendance rates are regularly monitored and action is taken promptly to address issues with individual students by all staff.

- The school provides a range of restorative, extra-curricular and cultural programs that support student development.

**Practice:** Senior Executive situational analysis of wellbeing referrals to inform...
<table>
<thead>
<tr>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data analysis and comparison to previous data.</td>
</tr>
<tr>
<td>• Reporting against school milestones</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies and procedures targeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• student attendance</td>
</tr>
<tr>
<td>• uniform</td>
</tr>
</tbody>
</table>

| New return from suspension procedures, planning and monitoring |