

School Plan 2015 – 2017



CHIFLEY COLLEGE SENIOR CAMPUS



School vision statement

Chifley College Senior Campus inspires adults to discover personal excellence, diversity, community responsibility and lifelong learning

School context

The Senior Campus caters for students in Stage 6 and is one of 5 campuses in Chifley College in the Mt Druitt – St Mary's area. It has approximately 530 students including around 10% of ATSI background and 51 in the Support Unit. The School draws its students from the Junior Campuses and 20 or more other schools. The school is part of the PSP program and it is committed to providing high quality education to meet the needs of its diverse and positive community. The Senior Campus maintains a philosophical and educational foundation aimed at innovation in curriculum and practice. All planning underpins capacity building initiatives in quality teaching, literacy, student engagement & retention and transition, technology and shared educational leadership.

School planning process

Here at Chifley College Senior Campus we have consulted with a variety of key stakeholders within our school community. The key stakeholders included staff, parents, students as well as the local Aboriginal Education Consultative Group. This consultative process was conducted to ensure our school community have the opportunity to be an integral part in the development of our school vision.

The consultative process included a variety of meetings with the key stakeholders where their ideas and contributions were added to the findings developed at the School Conference. All staff had the opportunity to collaborate their ideas towards the school vision.

The next step in the process was for the Strategic Plan Management Group to bring all the ideas, thoughts and contributions together to complete the 5P planning stage.

Further consultation was sought with the key stakeholders to refine the school vision and the final Strategic Plan was put into effect for 2015 – 2017.



STRATEGIC DIRECTION 1

Student
Learning

Purpose:

To nurture engaged, life-long learners whose abilities, passions, wellbeing and results are optimized by professional teaching practices and individualised learning opportunities.

STRATEGIC DIRECTION 2

Staff & Leader
Learning

Purpose:

To build a culture where access to high educational standards are consistently the goal; where teaching professionals and support staff are masters of their craft, engaging in adaptive and reflective practice to maximise learning outcomes for students.






















STRATEGIC DIRECTION 3

School
Learning










Purpose:

To develop a positive collaboration between staff, students, parents and the community in order to build a capacity for educational ownership and participation through maintaining and strengthening respectful and reciprocal relationships.

Strategic Direction 1: Student Learning

Purpose	People	Processes	Products and Practices
<p>To nurture engaged, life-long learners whose abilities, passions, wellbeing and results are optimized by professional teaching practices and individualised learning opportunities.</p>	<p>Students: Increased student engagement and learning through developing relationships with mentors. </p> <p>Students develop ownership and responsibility of their coursework and assessments. </p> <p>Staff: Developing modern, professional teaching practices and creating and maintaining positive relationships with students during their senior schooling. </p>	<ul style="list-style-type: none"> Students are given the resources and opportunity to develop a yearly planner incorporating school activities and assessments.  Amendments are made to the HSC Exam policy stating that all students are to remain for the entire HSC exam. All staff collaborates to finalise assessment planner for clear communication across the school.  	<p>Product:</p> <ul style="list-style-type: none"> Engage learners in all KLA's resulting in increased positive results across whole school including indigenous and support students.         A school wide assessment plan is established
<p>Improvement Measures</p>	<p>Parents/Carers: Engagement and participation of parents/carers in students' learning through positive feedback from the school. </p>	<ul style="list-style-type: none"> Teachers are given the opportunity to 'Team Teach' within and across KLA's.  	<ul style="list-style-type: none"> Improve practices relating to organisation and quality of assessments and coursework with both students and staff. 
<ul style="list-style-type: none"> ❖ Significant increase in engagement and positive results across the entire school. ❖ Improve relationships between students, teachers and the community. 	<p>Community Partners: Establish and maintain strong partnerships with post school organisations and the local Aboriginal community. These networks are to help mentor students and help with connectedness and engagement of all students with the community. </p>	<ul style="list-style-type: none"> Larger focus on Chifley Day, teacher v student activities, leadership camp and other external activities.  Faculties establish relationships with post school organisations that are relevant to their KLA's.  <p>Evaluation Plan</p> <p>Internal: Twice a term reporting against milestones by the Student Learning group; feedback from project teams; focus group sessions and a staff survey.</p> <p>External Validation: Engage an academic to review the effectiveness of implementation.</p>	<ul style="list-style-type: none"> Increase the link between school and post school opportunities to improve students' post school success.  Improve student – teacher communication by every student having a teacher mentor  Increase teacher student relationship outside of the classroom-learning environment. <p>Practice</p> <ul style="list-style-type: none"> Developing a well-established, clearly communicated and accountable teacher mentoring program. Implementation of regular student - teacher activities to develop positive student – teacher relationships

Strategic Direction 2: Staff and Leader learning

Purpose	People	Processes	Products and Practices
<p>To build a culture where access to high educational standards are consistently the goal; where teaching professionals and support staff are masters of their craft, engaging in adaptive and reflective practice to maximise learning outcomes for students.</p>	<p>Students: Increased student engagement and learning through innovative practice and a variety of curricular and extra-curricular programs.</p>  <p>Engage student leaders in the development of student leadership capabilities which integrate skills and learning experiences.</p> <p>Staff: There is varied and differentiated professional learning embedded as part of the school culture that underpins innovative teaching and best practice.</p>	<ul style="list-style-type: none"> Teachers have opportunities to learn through observing the practices of others.  All staff participates in training and professional development in for the implementation of the National Teaching Standards. All staff participates in training and professional development for Aboriginal Education 	<p>Product:</p> <ul style="list-style-type: none"> Procedures for accessing professional learning are transparent and communicated.  Staff maintain up to date requirements for Aboriginal Education  Strengthened induction programs for beginning teachers Increased access to Stage 6 education for 7-10 teachers and improved transition for students 
<p>Improvement Measures</p>			
<ul style="list-style-type: none"> ❖ Create platforms for reflection and reporting of professional development ❖ All staff have individualised professional learning plans with reference to Australian Teaching Standards. 	<p>All staff and support staff participate in professional learning that upskill and empower them to meet the specific learning needs of students by using a range of strategies and learning techniques.</p>  <p>Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.</p> <p>Leaders: There is a leadership culture within the college that is sustainable and provides opportunities for all teachers to participate and transition to new capacities in order to develop their leadership capabilities.</p>	<ul style="list-style-type: none"> Assessment/evaluation of professional development will be rigorous. Teaching strategies and processes used to improve teaching programs will be clearly demonstrated.  Establish teacher mentoring programs and clearly defined support structures for beginning teachers to Stage 6 Education.  Transition week/s (Mini-Semester), to facilitate opportunities for team teaching, accessing stage 6 education and improved transition for students.  <p>Evaluation Plan</p> <p>Twice a term reporting against milestones by the Staff and Leader Learning group. Feedback from professional learning teams</p>	<p>Practice:</p> <ul style="list-style-type: none"> School based observation forms with specific reference to the teaching standards are embedded in all staff professional learning plans. Professional Development experiences are reflected on and reported back to staff through professional dialogue and the collaborative forums. All staff have individualised professional learning plans with reference to teaching standards. Professional learning teams are established for career development and achieving the outcomes of the National Teaching Standards.

Strategic Direction 3: School Learning


Purpose


To develop a positive collaboration between staff, students, parents and the community in order to build a capacity for educational ownership and participation through maintaining and strengthening respectful and reciprocal relationships.


Improvement Measures


- ❖ Significant increase of community member involvement and participation in whole-school events.
- ❖ Improve marketing and advertisement strategies of the school to heighten reputation and image in the community.


People

Students: Utilise marketing tools and increase ownership of school identity. Familiarise themselves with new communication tools and increased shared dialogue. 

Staff: Develop skills and confidence in contacting parents/carers regarding positive achievements and outcomes of students. This will include letters, phone calls, emails and awards. Staff have an understanding of, and adopt this process as their daily teaching practice. 


Parents/Carers: Engage actively in major school events by increasing participation and attendance through improved knowledge, awareness and confidence to support whole-school learning. 


Community Partners: Establish stronger partnerships with the school and increase their sense of purpose and understanding of our appreciation. 



Foster positive attitudes towards the school community as a result of increased advertisement and marketing of holistic achievements. 


Leaders: Develop mediums for improved communication between teachers and parents. They will promote active use to engage and target school stakeholders.


Processes

- Researching, creating and implementing school based APP, Facebook page and electronic signage. Establish connections with community newspaper for regular publishing. Development of media team within school. 

- Contact marketing manager/design team to create new format of paperwork and communication tools. 

- Collaborating with Aboriginal and Torres Strait Island Peoples and extending invitations to deliver formal Welcome to Country for major events and maintain regular involvement in decision making and voluntary education opportunities. 



- Create and host appreciation breakfast/dinner inviting Work place companies. Build on UWS and TAFE relationships for PE3 opportunities and mentoring. 


- Creation and implementation of parent workshops/informal meetings. 

- Teacher training to create positive letters home and record positive phone calls via Sentral.




Evaluation Plan:
Twice a term reporting against milestones by the School Learning group, feedback from initiatives and programs and data compilation and analysis.


Products and Practices

Product:

- New marketing strategies implemented for improved communication and advertising to all stakeholders. 


- Create a standardised brand for Chifley College Senior Campus evident across all modes of promotion and communication.


- Aboriginal Elders and community members are present at school events through strengthened connectedness with local Aboriginal Elders and community members and significant sites. 



- Stronger partnerships and involvement of external agencies who facilitate school work placement. 

- Increased number of parents and community members attending major school events.

Practice:

- Increasing contact with parents/carers regarding positive behaviours and achievements of students. 

- Parents and carers are proactive in seeking information regarding school activities. 

- Staff, students, parents and the community reflect, report and evaluate on school processes and performances. 