**School background 2015 - 2017**

---

### School vision statement

The **school’s vision** is captured in the following Belief Statements which have been developed in consultation with students, staff, parents and the wider community.

1. High expectations for the achievement of school and personal excellence.
2. Best practice teaching and learning that incorporates explicit literacy and numeracy, and access to technology.
3. A curriculum that cultivates respect, responsibility for citizenship and inspires reconciliation.
4. Quality teaching with professional learning as a right and responsibility.
5. Community-wide partnerships that value and pursue active roles in student learning pathways.
6. Strong and collaborative leadership by students, staff and the community.
7. A collaborative team that operates within a unified purpose.
8. Quality relationships between students, teachers, parents and the wider community.
9. A safe and fulfilling learning environment that promotes engagement.
10. A wellbeing framework that supports learning and encourages empathy.
11. A positive behaviour framework that provides a continuum of support for students, staff, parents and community.
12. The celebration of academic, cultural, sporting and community achievement.

---

### School context

**Chifley College Dunheved Campus** is a progressive, collaborative and compassionate middle-school, where together, students, staff, collegial partners, parents and the community **Learn, Discover and Inspire**.

The school is an individual campus that exists as part of a federation of five schools known as Chifley College and is situated on Darug land. In celebration of our Aboriginal heritage, the community acknowledges the traditional custodians of the Land, and continues to respect the wisdom and leadership of elders both past and present.

The school’s current enrolment of 280 students, includes a Support Unit with an enrolment of 45 students. With a Family Occupation and Education Index (FOEI) of 187, the school receives additional funding to support student learning outcomes through the RAM, including: equity loadings for Aboriginal Background, English Language Proficiency, Low Adjustment for Disability and Socio-economic Background.

Teaching programs are aimed at growing young people as responsible and productive learners, citizens and leaders. The school promotes personalised learning and a holistic approach to the development of students in the social and affective domains, as key drivers for academic development.

The school’s highly accomplished and experienced teachers are committed to ongoing rigorous professional training and development each year. Teachers act as learning advocates, providing support in all aspects of learning as students navigate their way through secondary schooling.

Learning takes place in a modern, quality environment, which includes: air-conditioned classrooms, interactive whiteboard technology, multi-media conferencing facilities, a modern technology based library, expansive grounds and extensive sporting facilities.

Strong partnerships exist with local businesses, employment agencies and UWS. Through these partnerships, the school offers a variety of programs that give students access to university mentoring programs, employment and TAFE courses.

---

### School planning process

**Consultation process:**

1. **New School Plan, 2015-2017 Staff Conference**
   - Melbourne Declaration
   - Public Schools NSW Reform Agenda
   - Building the Foundation- High Performance Unit resources
2. Ongoing consultation with College Management Group and College Deputy Principal.
3. Whole staff PL meetings to consult on strategic directions for 2015-2017, vision and purpose statements, 5 P planning pages and milestones for 2015.
4. Ongoing consultation with school’s P & C, including members of P & C attending the staff conference and whole staff consultation meetings. Regular agenda item at P & C meetings held twice per term.
5. Ongoing consultation with the school’s Aboriginal Education Team, including AECG representatives, school’s AEO and Community Elders.
6. Communication with broader school community through the school’s newsletter, including publication of the Public Schools NSW Preparing Your Community document.
7. Student Focus Groups (Stage 4 and Stage 5) established for initial consultation in 2014. Students reviewed and provided feedback on updated belief statements and contributed ideas for development of 5 Ps for each strategic direction.
8. **Draft School Plan** consultation in Term 1 2015 to ratify via school’s executive, whole staff PL meeting, P&C meeting and Aboriginal Education Team meeting.

---

Chifley College Dunheved Campus 8488
Page 2
Learn to Learn (Student Learning) encompasses the school’s vision for learning in providing students with the opportunity to achieve personal excellence and function as global citizens. By providing challenging and personalised learning experiences and a stimulating learning environment, students will increase their engagement in learning and believe that “anything is possible”. Rigorous school-based assessment practices ensure quality assessment information about student learning is available for all students and can be validated against explicit learning and assessment frameworks. The clear articulation of learning experiences and the learning environment will broaden opportunities for parents to actively engage and participate in their child/ren’s learning.

Learn to Live (School Learning) relates specifically to the unique context of our school and the importance of empowering students to build connections and become active and informed citizens. By providing a balanced, holistic curriculum, the school builds student capacity through a process of self-realisation, self-direction and self-enhancement. The school’s links to both the people and expertise within the wider community, provide students with further opportunity to broaden and develop their aspirations. The development of a positive school culture that embraces the wisdom of parents and broader community, creates a provision for shared learning and common belief.

Learn To Lead (Staff and Leader Learning) enhances teacher quality and capacity, and hence, is key to the school’s pursuit of excellence. A culture where teachers actively pursue quality professional learning and leadership opportunities, drives best practice teaching and the achievement of school improvement measures. High quality leadership and professional practice that is research based, and incorporates national and international best practice, challenges the status quo and prompts change. Strong leadership is evidenced in collaborative teams that steer the school’s strategic directions and embrace contributions from parents and the wider community.
**Strategic Direction 1: Learn to Learn**

**Purpose**

*Learn to Learn (Student Learning)* encompasses the school’s vision for learning in providing students with the opportunity to achieve personal excellence and function as global citizens. By providing challenging and personalised learning experiences and a stimulating learning environment, students will increase their engagement in learning and believe that “anything is possible”. Rigorous school-based assessment practices ensure quality assessment information about student learning is available for all students and can be validated against explicit learning and assessment frameworks. The clear articulation of learning experiences and the learning environment will broaden opportunities for parents to actively engage and participate in their child/ren’s learning.

**Improvement Measures**

- The school has developed an integrated approach to quality teaching, curriculum planning and delivery, and assessment which promotes learning excellence and responsiveness in meeting the learning needs of all students.
- Students collectively performing at significantly higher levels on external and internal school performance measures.
- School-wide approach to assessment and reporting demonstrates improved monitoring, planning and reporting on student learning for all students in all areas of the curriculum.

**People**

- Employ Acting HTs (T & L) to enhance teacher quality: quality teaching, curriculum planning and delivery of literacy and numeracy school-wide strategies.
- Employ Acting HT Technology to provide access for all students (and teachers) to new and developing technologies. Key priorities include specific milestones to: support teachers to program ICT, support quality teaching and highly successful learning outcomes.
- Employ Consultant Partners to enhance and sustain school-wide literacy and numeracy platforms post National Partnerships Funding. This includes a compliance check on ALL new curriculum and extensive analysis of student data.
- Allocate in-class tutors to directly support student learning in literacy and numeracy; targeting support through the In Class Tuition Program.
- Ongoing consultation with Elders, AECG and school’s Aboriginal Education Team to incorporate the Eight Ways of Aboriginal Pedagogy in curriculum delivery across all KLAS to enhance cultural significance for ALL students.
- Increase parent involvement by broadening opportunities for participation in learning through the Central Student Portal, PLAN data reports, and personalised learning planning.

**Processes**

- Implement the New Australian Curriculum as per BOSTES timeline. Review programs and resources, embedding general capabilities, cross-curriculum priorities and learning across the curriculum areas.
- Enhance and develop existing/new quality adjustments for student learning across each Nationally Consistent Collection of Data (NCCD) category: supplementary, substantial & extensive.
- Extend school’s PLAN data trial and enhance data wall concept (Putting Faces on the Data model) to increase access to quality literacy and numeracy data, to: 1. Enable differentiation of learning to better meet student needs. 2. Provide a common language and understanding for cross-faculty conversations about student learning. 3. Support highly transient students by having literacy and numeracy data available. 4. Provide timely information during the transition to high school. 5. Increase parent involvement in and understanding of learning.
- Enhance and evaluate delivery of consistent, rigorous assessment and reporting processes; all tasks are implemented, evidence based and designed to improve learning outcomes. Tasks can be validated against explicit learning and assessment frameworks.

**Evaluation Plan:**

- **Internal**: school executive report against milestones twice per term.
- **External**: Centralised testing, e.g. NAPLAN, ESSA, enrolment data, ROSA grades, compliance check.

**Products and Practices**

- Review, enhance and evaluate the school’s Teaching and Learning Policy. This includes continued implementation of the NSW Quality Teaching Framework and embedding of the Great Teaching, Inspired Learning (GTIL) actions.
- Establish a Stage 4 Enrichment Class to cater for high achievers/self-regulated learners, promoting a achievement of goals in Melbourne Declaration, group of students who exceed state average in external testing, and profile of school as a positive place of learning.
- Establish Stage 4 Gender classes to target delivery of Girls/Boys strategies.
- Fund Stage 4 Targeted Literacy and Numeracy and Stage 5 WorkLinks classes to provide ongoing “substantial” adjustments via modified programs and adapted curriculum delivery and assessment.
- Develop systems and practices for the NCCD with clear and explicit examples of learning adjustments, knowledge of Disability Standards of Education Act 2005, and responsibilities of teachers under the Act. This includes consultation and parental involvement in the process. Data for each student with supporting documentation is recorded and verified.
- Broaden the scope of the Stage 4 Aboriginal Studies program to meet ROSA/BOS requirements.
- Develop additional quality learning environments (incl. learning hubs/pods, bush Tucker gardens and Aboriginal learning circles).
Strategic Direction 2: Learn to Live

**Purpose**

*Learn to Live (School Learning)* relates specifically to the unique context of our school and the importance of empowering students to build connections and become active and informed citizens. By providing a balanced, holistic curriculum, the school builds student capacity through a process of self-realisation, self-direction and self-enhancement. The school’s links to both the people and expertise within the wider community, provide students with further opportunity to broaden and develop their aspirations.

The development of a positive school culture that embraces the wisdom of parents and broader community, creates a provision for shared learning and common belief.

**Improvement Measures**

- There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of students.
- Personalised learning pathways are collaboratively developed for all students ensuring achievement of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students for whom English is a second language) at least the equivalent to the outcomes achieved by all students.
- There is a demonstrable strong sense of pride in the school amongst the local community.

**People**

- Employ Acting HT Welfare to consolidate positive welfare initiatives that support the cognitive, emotional, social, physical and spiritual wellbeing of students.
- Develop a system for PLPs (CLIPPs & IEPs) that is consistent school wide and focuses on student learning and classroom teaching strategies, as well as the development of student capacity.
- Enhance transition process through sharing NAPLAN and other student data and intensive profiling of all students intending to enrol. Early identification of learning disabilities, behaviour disorder, talented students, student leaders.
- Enhance Positive Behaviour for Learning (PBL) as the school wide framework for providing a continuum of social and learning support for all students. Incorporate the school’s pastoral care programs to build positive relationships and foster respect and responsibility, as key drivers of success.
- Maintain and enhance the Chifley Learning Centre (CLC) to provide a hub for student support services designed to meet the needs of students in a wide range of areas – literacy/numeracy, social, behaviour, emotional, and post school planning.

**Processes**

- Review and enhance key classroom systems strategy, PBL Classroom Systems, and provide professional learning to improve consistency of implementation.
- Develop a system for PLPs (CLIPPs, IEPs) that is consistent school wide and focuses on student learning and classroom teaching strategies, as well as the development of student capacity.
- Enhance transition process through sharing NAPLAN and other student data and intensive profiling of all students intending to enrol. Early identification of learning disabilities, behaviour disorder, talented students, student leaders.
- Evaluate transition through sharing NAPLAN and other student data and intensive profiling of all students intending to enrol. Early identification of learning disabilities, behaviour disorder, talented students, student leaders.
- Enhance Positive Behaviour for Learning (PBL) as the school wide framework for providing a continuum of social and learning support for all students. Incorporate the school’s pastoral care programs to build positive relationships and foster respect and responsibility, as key drivers of success.
- Review and enhance key classroom systems strategy, PBL Classroom Systems, and provide professional learning to improve consistency of implementation.

**Products and Practices**

- Review and enhance the school’s Welfare Policy to encompass new directions in PBL, anti-bullying, conflict resolution, and peer mediation strategies, as well as the school-wide attendance action plan.
- Develop a broad based student leadership model for all students based on personal, peer and public leadership.
- Maintain and enhance the Chifley Learning Centre (CLC) to provide a hub for student support services designed to meet the needs of students in a wide range of areas – literacy/numeracy, social, behaviour, emotional, and post school planning.
- Develop a system for PLPs (CLIPPs & IEPs) to be developed for ALL students and include transition planning, work samples, details of links with outside agencies and programs.
- Provide targeted and intensive support programs to increase engagement and attainment for all Stage 4/5 Aboriginal students, which align to the OCHRE guidelines.
- Maintain a quality physical school environment, including increased shelter and seating for students, improved landscaped areas and the maintenance of an attractive, clean and graffiti-free classrooms, playgrounds and buildings.
- Promote success stories and celebrate cultural events as a basis for developing the school ethos, culture and story.

**Evaluation Plan**

*Internal*: school executive report against milestones twice per term.

*External*: Attendance, suspension & enrolment data, Post-school tracking.
### Strategic Direction 3: Learn to Lead

#### Purpose

**Learn To Lead (Staff and Leader Learning)** enhances teacher quality and capacity, and hence, is key to the school’s pursuit of excellence. A culture where teachers actively pursue quality professional learning and leadership opportunities, drives best practice teaching and the achievement of school improvement measures. High quality leadership and professional practice that is research-based, and incorporates national and international best practice, challenges the status quo and prompts change. Strong leadership is evidenced in collaborative teams that steer the school’s strategic directions and embrace contributions from parents and the wider community.

#### Improvement Measures

- The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.
- Professional learning is aligned with the school plan, and has a demonstrated positive impact on the quality of teaching and student learning.
- All staff demonstrate personal responsibility for maintaining and developing their professional standards.

#### People

- School executive provide strong instructional and relational leadership in pedagogy, underpinned by an expert knowledge of DEC and BOSTES policies and procedures by achieving accreditation in targeted methodologies.
- Staff are allocated time in PL meetings (via PL team Lotus Planning Tool) to support the development and sharing of exemplary practice and new ideas that challenge the status quo and prompt change.
- Teachers and executive staff are supported to undertake mandatory teacher accreditation to increase the high standards of teaching in NSW and lift the status of the profession. The Australian Professional Standards for Teachers will guide professional practice and learning for ALL teachers across the school.
- Employ Acting HTs (T & L) to deliver a co-ordinated PL program to assist teachers to improve literacy and numeracy strategies, and pedagogy school-wide.
- Employ Acting HT Technology to provide access for all staff to PL and curriculum support to embed ICT in all TLAs.
- Develop capacity of staff by engaging experts (incl. consultant partners, expert staff and community Elders) to provide a mix of individual, faculty and whole-school mentoring and PL.
- Invite and encourage parents and community members to be part of school planning teams and PL events.

#### Processes

- Support the development of broad-based leadership throughout the school through professional learning plans and practices as evidenced in TARS/EARS, accreditation process.
- Provide ongoing professional learning experiences designed to lead staff development in:
  1. the process of translating school literacy and numeracy targets into teaching programs
  2. consolidating ILNNP actions to refine and consolidate whole-school approach to numeracy.
  3. data analysis, evaluation and administration, including SMART, PLAN, NCCD & SENTRAL
  4. teaching and learning expertise: QTF, GTIL, SOAR (Targeted Literacy/Numeracy Program), Australian Curriculum, PBL & ICT
  5. compliance/mandatory training
- Further develop staff expertise, knowledge and understanding of Aboriginal Education through: implementation of the Aboriginal and Torres Strait Islander Education Action Plan and OCHRE plan with support and involvement of the Elders and community; and, Cultural Immersion (Connecting to Country) PL for new staff.

#### Evaluation Plan

**Internal**: school executive report against milestones twice per term.
**External**: Compliance check, number of teachers accredited (various levels).

#### Products and Practices

- Delivery of the school plan includes broad-based leadership development, explicit statement of expectations and roles, and quality operational practices and procedures.
- PL structure includes whole-school conference/s and executive conferences designed to lead the strategic direction and development of the school, and inform planning and evaluation.
- Design and develop faculty plans and evaluation templates aligned to the new school planning model so as to streamline implementation of the school plan (incl. Public Schools NSW Reform Agenda) and reflect the stated core values and beliefs of the school.
- Support all staff to develop professional learning plans that embrace creative thinking and innovation, national and international research, with priority to evidence-based teaching strategies.
- Establish a project team to support all staff (incl. temporary teachers) to acquire/maintain proficient level, and the increasing number of staff seeking accreditation at highly accomplished and lead levels. Teachers produce exemplary accreditation reports, demonstrating that their practice continues to meet the Australian Professional Standards for Teachers.