

School Strategic Plan 2018-2022

Collingwood English Language School (8748)



COLLINGWOOD ENGLISH LANGUAGE SCHOOL

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School vision	Collingwood English Language School provides innovative, high quality, contemporary and relevant teaching and learning programs to our students as their first educational experience in Australia preparing them for successful transition into mainstream and other pathways.
School values	<p>Our core purpose is underpinned by the following values</p> <p>Respect: For ourselves, each other and our environment</p> <p>Kindness: To others through compassion and celebrating success</p> <p>Learning: Being ready to learn, do my best, be actively engaged, share ideas, seek support and welcome feedback.</p>
Context challenges	<p>Whole-school processes for collaborative planning and assessment were barriers for improved outcomes in the current context due to expansion of the program in Hume. As a consequence the urgency is in whole school expectations with accountability for staff, a stronger emphasis on student voice and agency and building quality resources to create a stimulating learning environment for students. part of the work will be Whole-school pedagogical model, a consistent documented eal curriculum and assessment , specific focus on the language needs of EAL students, in particular cultural understanding of language use, linguistic structures and features, maintaining and negotiating communication and understanding text types and responding, to be strengthened in all classroom planning and practice. CELS needs to develop and advocate for a system to enter data and track student progress common for the school. Moderation across campuses to collaborate and gain a common understanding of evidence that would constitute progress along the EAL Continuum must become part of regular practice. Clear expectations and privileged time for collaborative planning and using data for improved assessment practices is a priority. CELS continues to place programs for students with disrupted schooling as a priority. Many of the newly arrived students entering the CELS have disruptions to their schooling and have experienced trauma prior to their arrival in Australia. A significant number of students are asylum seekers. It is important to have a goal that focusses on enhancing student and family health and wellbeing to ensure students are ready for learning.</p>
Intent, rationale and focus	<p>As stated in the vision, if CELS provides innovative, high quality eal teaching and learning programs students will become resilient, curious and feel confident about making a successful transition into mainstream and other pathways.</p> <p>This is important because our students a re refugees and migrants beginning their new lives in Australia. CELS is the first experience of education in Australia for them and their families. It must be high quality to give them improved academic and life chances.</p> <p>The priorities will be in Teacher practice, engagement and wellbeing work and Curriculum and Assessment. Agreed whole school standards, processes and expectations will support this work. A focus on building leadership capabilities are also a priority to ensure</p>

the work is high quality.

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Goal 1	Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.
Target 1.1	By 2022 ensure 85% percent of students achieve two sub-stages measured against the EAL Continuum for reading, writing and speaking and listening during their time at CELS.
Target 1.2	<p>By 2022 improve the percentage of positive responses to the following factors on the School Staff Survey – School Climate module from the 2018 benchmark:</p> <ul style="list-style-type: none">• Academic emphasis from 72% to 78%• Teacher collaboration from 66% to 72%• Guaranteed and viable curriculum from 60% to 72%• Collective focus on student learning 71% to 78%.
Target 1.3	<p>By the end of 2019 develop school-based assessments for primary and secondary groups (A, B and S levels) to show growth from intake to transition from CELS in reading. Establish benchmarks in 2019 and by 2022 show improvement in growth for the following cohorts:</p> <ul style="list-style-type: none">• Age equivalent (A, B and S levels)• Interrupted schooling (A, B and S levels)• No previous schooling (A, B and S levels). (to be finalised)
Key Improvement Strategy 1.a	Develop and embed a vision and values to underpin a learning improvement culture. (VVC)

Vision, values and culture	
Key Improvement Strategy 1.b Building leadership teams	Build and implement a cohesive leadership framework that supports and ensures accountability for whole school improvement. (BLT)
Key Improvement Strategy 1.c Building practice excellence	Collaboratively design and implement a research-informed pedagogical model to guide consistent practice. (BPE, and CPA)
Key Improvement Strategy 1.d Building practice excellence	Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities. (BPE)
Goal 2	Build student engagement and empower each student as a confident learner.
Target 2.1	<p>By 2022 improve the percentage of positive responses to the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> ● High expectations for success <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 74% (average of 2017-18) to 85% ○ Years 10-12 from 88% (average of 2017-18) to 95% ● Student voice and agency <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 68% (average of 2017-18) to 80% ○ Years 10-12 from 79% (average of 2017-18) to 90% ● Stimulated learning <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 91% (average of 2017-18) to 95% ○ Years 10-12 from 92% (average of 2017-18) to 95%

Target 2.2	By 2022 reduce the average days absent per student from 12.7 days (2017) to 11 days.
Key Improvement Strategy 2.a Curriculum planning and assessment	Implement a rich and authentic curriculum that engages and motivates students. (CPA)
Key Improvement Strategy 2.b Empowering students and building school pride	Embed student voice and agency in their learning. (ESBSP)
Goal 3	Support and enhance student and family health and wellbeing to improve student learning outcomes.
Target 3.1	<p>By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> ● Teacher concern <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 66% (average of 2017-18) to 80% ○ Years 10-12 from 78% (average of 2017-18) to 85% ● Advocate at school <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 80% (average of 2017-18) to 90% ○ Years 10-12 from 80% (average of 2017-18) to 90% ● Managing bullying <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 84% (average of 2017-18) to 90% ○ Years 10-12 from 73% (average of 2017-18) to 95% ● Resilience <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 75% (average of 2017-18) to 85%

	<ul style="list-style-type: none"> ○ Years 10-12 from 79% (average of 2017-18) to 90%
Target 3.2	<p>By 2022 improve the percentage of positive responses to the following factors on the Parent Opinion Survey from the 2018 benchmark:</p> <ul style="list-style-type: none"> ● General satisfaction from 87% to 93% ● School support from 89% to 93% ● Parent participation and involvement from 77% to 82%
Key Improvement Strategy 3.a Health and wellbeing	Document and implement a whole-school approach to health, wellbeing and community inclusion. (HW and SEPI)
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Embed a co-ordinated approach to prepare and support students for successful transition to education or training in Australian society. (SEPI)