

# School Strategic Plan 2022-2026

Collingwood English Language School (8748)



## COLLINGWOOD ENGLISH LANGUAGE SCHOOL

Submitted for review by Catherine McMahon (School Principal) on 15 May, 2023 at 02:45 PM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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<b>School vision</b>	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.
<b>School values</b>	<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>
<b>Context challenges</b>	<p>The following key directions for the next SSP are indicated to address current challenges:</p> <ul style="list-style-type: none"> <li>• further development of the the whole school curriculum</li> <li>• Develop a whole school assessment approach</li> <li>• Continued development and embedding of practice of the PLC/PLT</li> <li>• whole school data collection and analysis of student achievement data at substages of Pathways A,B and C</li> <li>• a school wide positive behaviour approach</li> <li>• developing the school leadership to drive school improvement.</li> </ul> <p>The curriculum could be modified to balance content and language and literacy demands of the program. Teachers needed further professional learning to interpret and deliver the curriculum and assessment.</p> <p>Future foci would include:</p> <ul style="list-style-type: none"> <li>• a deeper understanding of the whole school model for wellbeing</li> <li>• professional learning on trauma informed practice to support the model and consistency</li> <li>• development of mental health tools and supports</li> <li>• consistency around internal and external referrals for Wellbeing supports</li> <li>• build teacher confidence around behaviours of concern</li> <li>• a focus on sport, PE, electives programs, music and community building activities to support wellbeing</li> <li>• continue to build relationships with external agencies across the areas the school supports.</li> </ul> <p>Improvements that could be made to assessment including:</p>

- further development of the assessment stage of the Collingwood ELS curriculum design model including development of rubrics linked to the desired results for units
- more opportunities for moderation at each Pathways level
- cross-campus common assessments taking into account the different student cohorts
- self-assessments and peer assessments further embedded as part of formative assessment practices
- a way for teachers to track assessments and levels at cohort level
- consistency of assessments and purposeful assessment tools and techniques
- formative assessments particularly for primary students.

Staff continue to still need a clearer understanding of PLTs. Leadership could become more closely involved making decisions about the overarching focus for inquiries across the school. Some staff had mixed views of the value of the PLTs.

CELS has had difficulty in tracking growth as DE does not support data collection against EAL sub-stages (e.g. A1.1, A1.2, A1.3) which is a finer grained assessment in comparison to mainstream schools working with EAL students. A program has had to be built over time at the local level. The school uses a commercial learning management system (LMS) to build elements for reporting into substages more suited to the new arrivals program. Our Information and communication technology (ICT) technician extracts data from the LMS to create a program that captures relevant data using a variety of filters including by term, campus and year level. This program is in the trial stages. The program will enable teachers to analyse student growth, reflect on the data and make school improvement decisions based on this data. This program can also be built on to include other filters. The program is still in trial, and the school will continue to work on developing more accurate filters in the next SSP period to support teachers to improve student learning outcomes.

Other challenge areas include school wide positive behaviours , work around student voice and agency and adapting further educational models such as the Berry Street model to suit New Arrivals students.

The wellbeing team felt that the approach to behaviour management was inconsistent, dependent on the experience of the teacher. The team described that they measured wellbeing and behaviour through the time the students were in the school, using wellbeing hits and capabilities and measured incidence of Tier 2 and 3 behaviours.

Interviews with staff indicated that stages of behaviour had been implemented but were not used consistently. Individual BSPs were developed for some students.

Staff interviewed felt that the wellbeing within the school was not a whole school approach. Focus areas for the next SSP include:

- continued professional learning around a trauma informed model that helped students stay healthy
- build teacher confidence around BSPs
- wellbeing focus through sport, PE, look for positive foci for mental health, electives programs, music, community building activities
- continue relationships with external agencies—come into school, connect with recreational groups, with a focus on more consistency with these positive programs.
- communicating and comparing data results with other language schools

	<ul style="list-style-type: none"> <li>• continuing to take advantage of future department initiatives when appropriate will support alignment with mainstream and enable the school to take advantage of resources being made available by DE</li> </ul>
<b>Intent, rationale and focus</b>	<p>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 are refugees and migrants beginning 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 the work is high quality.</p> <p>There are a number of key improvement focuses around learning and wellbeing, building on the previous strategic plan work around curriculum design, school wide assessment practices, modifying the Berry Street educational model for the New Arrivals context and continuing the work on student voice and agency.</p>

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<b>Goal 1</b>	To maximise learning growth in language and literacy for every student to be prepared for their chosen pathway.
<b>Target 1.1</b>	Individual student growth each term will be at one substage of EAL curriculum for 80 per cent of students, averaged for each year in Listening and Speaking, Reading and Viewing, and Writing. No benchmark data was available.
<b>Target 1.2</b>	By 2026, improve the percentage positive response on the School Staff Survey (SSS) for the following elements: <ul style="list-style-type: none"><li>• Teaching and learning evaluation from 61% in 2022 to 67%</li><li>• Teaching and learning planning from 58% in 2022 to 65%</li><li>• Teaching and learning implementation from 66% in 2022 to 70%</li><li>• Teaching and learning practice from 58% in 2022 to 65%</li><li>• Guaranteed and viable curriculum from 57% in 2022 to 65%</li></ul>
<b>Target 1.3</b>	By 2026, improve the percentage positive response on the Attitudes to School Survey (AToSS) for the following elements: <ul style="list-style-type: none"><li>• Stimulated learning from 89% in 2022 to 90%</li><li>• High expectations for success from 90% in 2022 to 92%</li></ul>

<b>Target 1.4</b>	<p>By 2026, improve the percentage positive response on the Parent Opinion Survey (POS) for the following variables:</p> <ul style="list-style-type: none"> <li>• General school satisfaction from 89% in 2022 to 90%</li> <li>• Stimulated learning environment from 91% in 2022 to 93%</li> </ul>
<p><b>Key Improvement Strategy 1.a</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop, implement and evaluate a whole school curriculum that reflects a shared understanding of the school's approach to language and literacy learning.</p>
<p><b>Key Improvement Strategy 1.b</b>  Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Further develop, document and apply a whole school assessment approach that informs teacher planning, practice and targets student point of need.</p>
<p><b>Key Improvement Strategy 1.c</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop and embed practice of the PLC/PLT as the vehicle for teacher collaboration and evidence-based teacher practice that maximises student outcomes.</p>
<p><b>Goal 2</b></p>	<p>To improve student wellbeing and engagement through a strengths-based approach.</p>
<p><b>Target 2.1</b></p>	<p>By 2026, improve the percentage positive response on the School Staff Survey (SSS) for the following elements:</p> <ul style="list-style-type: none"> <li>• Collective responsibility from 75% 2022 to 80%</li> </ul>

	<ul style="list-style-type: none"> <li>• Trust in students and parents from 69% in 2022 to 80%</li> </ul>
<b>Target 2.2</b>	<p>By 2026, improve the percentage positive response on the Attitudes to School Survey (AToSS) for the following elements:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 79% in 2022 to 83%</li> <li>• Teacher concern from 81% in 2022 to 85%</li> <li>• Perception of LGBTQ from 27% in 2021 to 40%</li> <li>• Student voice and agency from 81% in 2022 to 85%</li> <li>• Managing bullying from 83% in 2022 to 87%</li> </ul>
<b>Target 2.3</b>	<p>By 2026, improve the percentage positive response on the Parent Opinion Survey (POS) for the following elements:</p> <ul style="list-style-type: none"> <li>• Confidence and resilience from 94% in 2022 to 96%</li> <li>• Parent participation and involvement from 83% in 2022 to 87%</li> <li>• Student agency and voice from 89% in 2022 to 93%</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Embed a positive culture across the broader school community.
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to</p>	Maximise each student's personal and social capabilities.

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and implement a school wide approach to responding to student behaviours.