

**Chatham High School: a Centre for Excellence**

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Chatham High School: a Centre for Excellence

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**Introduction**

Chatham High School is a partner school in the Commonwealth funded *Smarter Schools National Partnerships in both Low SES and Improving Teacher Quality (2010-2012).* In 2010, the School’s Management and National Partnership Plans were combined into a single document. In Term 4 of 2010, Chatham High School was announced as a Centre for Excellence for a two year period, commencing in 2011. Centres for Excellence are a mandatory facilitation reform under the *Smarter Schools National Partnerships on Improving Teacher Quality.*

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| ***Quality Teaching*** leading to improved student achievement in ***Literacy and Numeracy*** particularly in ***Low SES Communities*** |

Together with the North Manning Learning Community, the University of Newcastle and the NSW Institute of Teachers, Chatham High School will form the hub at the centre of a cluster of ‘spoke’ schools with three focus areas for improving student outcomes:

Middle schooling initiatives and strategies to improve Literacy and Numeracy in Stage 4 and enhance Stage 3 to 4 transition in partnership with the North Manning Learning Community (COS) feeder primary schools, with a view to establishing a CHACE (Chatham Curriculum Extension) class

As a Centre for Excellence, Chatham High School will demonstrate, develop and share high quality teaching, leading to improved outcomes for students through three interrelated approaches:

* ***know your students***
* ***enhance your practice and the practice of all teachers***
* ***form effective partnerships***

As a Centre for Excellence (C4E), Chatham High School will be resourced with a Highly Accomplished Teacher (HAT) and Paraprofessional to support the achievement of the purpose of a Centre for Excellence. The HAT supervised by Deputy Principal Equity Partnerships, subject to the Professional Learning Team (PLT).

*The authors of this plan acknowledge the content of and work evident in the Macarthur GHS C4E Plan; this has been communicated to Nadene Kennedy, HAT.*

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|  **C4E Purpose #1:** Promote and demonstrate quality teaching through classroom and school-wide practice in improving student learning outcomes  |
| ***Know your students*** | * Extend and develop the capacity of teachers to use data to inform
	+ student learning programs
	+ monitoring, measuring and reporting of student progress
* Extend and develop the use of data by the school to set goals and school improvement priorities, including setting and implementing professional learning, cluster and University partnership priorities
* Establish and maintain a quality learning environment for all students
* Use effective feedback measures to inform students of their performance and map out ‘where next?’ for their learning
* Extend and develop the capacity of teachers to integrate technology into their teaching and learning programs.
* Extend and develop a quality transition program for students entering Year 7.
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| **C4E Purpose #3:** Provide ongoing professional development aligned to teaching standards**C4E Purpose #2:** Provide quality supervision, mentoring and support to early career teachers**C4E Purpose #4:** Assist more experienced teachers to achieve voluntary accreditation at Professional Accomplishment and/or Professional Leadership**C4E Purpose #5:** Demonstrate and develop strengthened linkages between initial teacher education programs and transition to teaching and teacher induction |
| ***Enhance your practice and the practice of all teachers*** | * Establish **North Manning Learning Community** **Certificate for Professional Learning** (COS, cluster schools) to record successful participation in school based and regional professional learning opportunities that enhance teaching and learning programs and practice
* Focus on **sharing and embedding** what teachers do that is successful, sustainable and has the greatest impact on student learning outcomes
* Use targeted strategies available through current **professional learning** programs to improve teaching practice
* Focus on mantra of teaching for improved Literacy and Numeracy outcomes for all students
* Establish an early career teacher network and provide ongoing support underpinned by NSWIT standards and Quality Teaching framework.
* Establish a Collegial Leadership Network and provide ongoing support in gaining voluntary accreditation at Professional Accomplishment or Professional Leadership.
* Establish a pre-service teacher support program underpinned by NSWIT standards.
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| **C4E Purpose #6:** Work with other schools in the Centre for Excellence cluster to strengthen the quality of teaching to improve student learning outcomes**C4E Purpose #7:** Form part of the statewide cross-sectoral team focused on teacher quality initiatives in NSW |
| ***Form effective partnerships*** | * Develop Chatham High School **C4E Working Party** that measures improvement in results and monitors for success
* Extend and develop North Manning Learning Community as a **professional learning cluster**, lead by a Cluster C4E Steering Committee
* Develop University partnership with Newcastle University to support **middle school** quality teaching initiatives
* Develop University partnership with University of New England to support quality teaching initiatives for preservice, new and experienced teachers.
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**Goal** Improve student outcomes focusing on Stage 4 Literacy and Numeracy

**Approach** ***Know your students***

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| **Indicator** | **When** | **Action** | **Who** | **Resources** | **Implementation Strategies** |
| 85% of CHS staff complete survey | Term 1 2011 | Staff participate in audit for capacity to implement literacy strategies | HATPLTDP EP  | School self-evaluation surveys (EMSAD), Survey Monkey toolNational Partnerships Agreements website for School Self–Evaluations | HAT to administer analytical framework to support school improvement in literacy and numeracy (EMSAD) including NPA School Self-Evaluation Teacher Survey with teaching staff, utilising Survey Monkey HAT to share survey with cluster schools with a view to implementation across cluster |
| Students complete survey, random sample from stage 4, minimum 50% of students in Years 7&8 | Term 1 2011 | Stage 4 students participate survey re literacy & numeracy | HATPLTDP EP  | National Partnerships Agreements website for School Self–Evaluations | HAT to administer NPA School Self-Evaluation Student Survey during Roll Call, utilising Survey Monkey |
| PL Plan approved by Senior Executive and published; *North Manning Learning Community* *Certificate For Professional Learning* launched | Term 1 2011 | PLT to devise and publish PL Plan for *North Manning Learning Community* *Certificate for Professional Learning* based on C4E, NP, PSP and SMP outcomes and purposes, and utilising National Teaching Standards (NSWIT) | HATPLTDP EP | NPA School Self–Evaluation tools | HAT to analyse data from Survey Monkey and use it to inform PL Plan DP EP and HAT to facilitate CHS PL Plan to support the Chatham High School /NP Management Plan targets, in conjunction with PSP Literacy / Numeracy Team/NP staff, STL and PLT |
| 85% of CHS staff complete refresher training of Data Analysis Survey Assessment tool (EMSAD) and complete DASA as core module of *North Manning Learning Community* *Certificate for Professional Learning* | Term 1 2011 | PLT refresh and extend staff on how to use DASA | HATPLTDP EP ParaP | EMSAD PPT: Introduction, access and how to use DASA | HAT to facilitate PL on DASA for all staff at staff meeting (PL session), with PLTHAT & ParaP to share analytical framework (surveys, smart data analysis tools) etc with cluster/spoke schools |
| 100% Staff complete Smart2 training, teaching programs updated with adjustments and accommodations as appropriate | Term 1 2011 | Staff analyse and interrogate available data for their own class groups and targeted students | HATParaPDP EP PSP Lit Team | SMART2 Website resources; STL analysis of 2009 NAPLAN results | HAT, PSP Lit Team with ParaP facilitate PL for Exec and staff for improved access to, and use of, SMART data and Results Analysis Package; promote and model the use of data to inform teaching programs and practiceHTs to monitor program adjustments |

**Goal** Improve student outcomes focusing on Stage 4 Literacy and Numeracy

**Approach** ***Enhance your practice and the practice of all teachers***

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| **Indicator** | **When** | **Action** | **Who** | **Resources** | **Implementation Strategies** |
| 100% of CHS staff participate in PL activities that form core Literacy and Numeracy modules of the *North Manning Learning Community* *Certificate for Professional Learning* Literacy and Numeracy strategies embedded in teaching and learning programs; assessment tasks have been reviewed, revised and reported on through TARS processes | Term 22011and ongoing | Enhance teacher awareness and knowledge of literacy strategies from SMART package that address identified literacy and numeracy needs Build capacity in staff to identify and assess and improve the effectiveness of embedded literacy and numeracy strategies in programs and assessment tasks, (eg lower order thinking tools replaced by higher order thinking tools)  | HATPLT DP EP KLA HTs | SMART  | Staff to assess and modify teaching strategies from SMART packages for embedding in their own programs.HAT with PLT to develop approach for explicit literacy to be incorporated into all Stage 4 assessment tasksHTs to devise and drive PL with faculty groups and individual staff in faculty meeting time to ensure teaching programs and assessment tasks have literacy and numeracy strategies embedded in Stage 4 |
| 100% of CHS executive participate in PL focusing on effective supervision and DET Mentoring Guidelines | 2011and ongoing | Professional Learning for staff supervising pre-service teachers to increase understanding of Professional Competence | HATSupervising staffPre service staff |  | HAT to provide PL for supervising teachers in regards to Professional Competence (NSWIT), QTF and effective feedback to pre-service students via regular staff meetings. |
| 100% of CHS executive participate in PL to increase awareness and understanding of the NSW IT Standards | Term 1 2011and ongoing | Increase staff understanding of NSWIT Teaching Standards, levels and accreditation requirements | HATStaff | NSWIT Teaching Standards  | HAT leads PL at executive meeting to develop awareness of NSWIT Teaching Standards, levels and accreditation requirementsHAT and PLT to devise and deliver/facilitate whole staff PL understanding of NSWIT Teaching Standards, levels and accreditation requirements |
| 5% of staff from CHS and C4E cluster schools voluntarily gain accreditation at Professional Accomplishment and Professional Leadership with the NSWIT and as elective module of the *North Manning Learning Community* *Certificate for Professional Learning* | Term 22011and ongoing | Invite and encourage staff from CHS and C4E cluster schools to participate in PL leading to gaining voluntary accreditation at Professional Accomplishment and Professional LeadershipEstablish regional network group for teachers seeking accreditation |  HATStaff | NSWIT Teaching Standards | HAT to plan and convene meetings with C4E cluster staff interested in gaining accreditation at Professional Accomplishment and Professional Leadership HAT guides staff in gathering evidence to support attainment of Professional Accomplishment and Professional Leadership.HAT leads Chatham HS C4E cluster to participate in regional support network to encourage regular updates to evidence collection. |
| Faculty and whole school PL projects designed, developed jointly with R Pirozzo  | Term 2 2011 and ongoing | Create and implement Middle Schooling projects and initiatives that support Stage 3-4 transition to improve student outcomes in literacy and numeracy and which provide staff with evidence to support the attainment of NSWIT accreditation. Utilise PL strategies * Action Learning
* Action Research
* Team Teaching
* Coaching
* Mentoring
* Peer observation

Focus on specific KLA based projects that engage students EgSport programs (PDHPE)Claymation (Vis Arts)Solar Challenge(Science/Technology))Aboriginal cultural activities – music, dance, language, art (LOTE, CAPA)Farm days (Science, Agriculture)etc | HATParaDP Stage 4PLTStaffCluster schools | Quality Teaching FrameworkPirozzoTPL PlanningNSW Professional Teaching StandardsNSWIT Teaching Standards | Develop whole school Literacy and Numeracy projects that build on the core modules for the *North Manning Learning Community* *Certificate for Professional Learning.*Develop whole school & cluster professional learning activities in * Quality Teaching
* NSWIT standards
* Literacy
* Numeracy
* Using data to inform teaching & learning
* Middle Years strategies
* Integration of ICT in teaching & learning
* Curriculum differentiation

as modules for the *North Manning Learning Community* *Certificate for Professional Learning*Develop exemplars of Literacy & Numeracy planning resources as models for staff to work with on modifying their own strategies and programs.Staff present PL activities at faculty, whole-school & cluster levels, share KLA based teaching strategies with other KLAs and Cluster schools in developing middle schooling approaches. |

**Goal** Improve student outcomes focusing on Stage 4 Literacy and Numeracy

**Approach** ***Form effective partnerships***

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| **Indicator** | **When** | **Action** | **Who** | **Resources** | **Implementation Strategies** |
| Quality Teaching strategies are shared across cluster schools through sharing of knowledge, strategies and resources | T12011 and ongoing | Build Professional Learning Community with cluster schoolsEstablish Collegiate of New Scheme Teachers across cluster | HATDP EPShared New SchemeTeachersC4E Cluster Steering CommitteeNewc Univ staff | NSWIT standards | Convene Cluster C4E Steering Committee from NMLC schools to discuss and endorse C4E PlanHAT to convene regular meetings with New Scheme Teachers, with opportunities to participate in and present at regular accreditation meetings/workshopsHAT to convene joint planning group with cluster schoolsHAT to establish program of joint PL days and events with NMLC reps for all staff of Learning Community. HAT to convene regular meetings including cluster schools to implement, monitor and assess effectiveness of planned strategiesHAT coordinate shared SDD with learning community schools based on creating a more effective learning continuum for all NMLC students |

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| **Indicator** | **When** | **Action** | **Who** | **Resources** | **Implementation Strategies** |
| Online learning objects for staff developed and extended85% Staff trained in Moodle85% Students trained in Moodle Online literacy and numeracy tasks/ strategies and lessons available for stages 3-4 and regularly accessed to inform programs | 2011and ongoing | Develop online learning objects for cluster schools hosted on MoodleStaff create, share and access online literacy and numeracy tasks/ strategies and lessons for stages 3-4 | HATParaPCluster staffMoodle Manager |   | Paraprofessional and Moodle Manager to oversee the implementation of Moodle development ,the placing of learning objects in Moodle and Moodle as a Quality Teaching tool.HAT and Paraprofessional to expand Moodle as the repository for web based PL for staff and learning activities for students.HAT to coordinate executive up-skilling in use of Moodle as a leading and managing toolStaff from cluster schools share literacy tasks, strategies and lessons |
| All jointly developed programs will be underpinned by NSW IT standards and QT framework | 2011and ongoing | Ensure all pre-service programs are underpinned by the NSWIT standards and the QTFFamiliarise pre-service teachers with Professional Competence | Newc Uni staffHATStaffPreservice teachers | Quality Teaching and Pirozzo to support the NSW Professional Teaching StandardsNSWIT Teaching StandardsRemote video technology | HAT to meet and liaise with University Personnel and to give input into course development to increase pre-service teacher understanding of QTF and NSWIT standards.HAT and interested staff implement and share demonstration video lessons at university to describe what QT looks like in the classroom.  |
| Increased number of pre-service teachers as a result of targeted support programs for pre-service teachersPre-service teachers indicate increased capability in Quality Teaching.  | 2011and ongoing | Supervision and mentoring of initial education students using NSW IT standards and QT framework Modeling best Quality Teaching practice for pre-service teachers by staff in Learning Community Cluster | HATUniversity of New EnglandStaff | Quality Teaching and Pirozzo to support the NSW Professional Teaching StandardsUniversity of Newcastle resources to be determined | HAT to coordinate pre‐service teacher practicum visits by liaising with University of Newcastle etcHAT to provide an orientation and induction to the school as well as close monitoring in terms of QTF and the NSWIT Standards in both the classroom and school environmentRole of University to be negotiated by DP equity and HAT |