



**Coodanup Community College
School of Opportunity**

**Outstanding Teaching - Guaranteed Learning
Independent Public School Business Plan 2012 – 2015**

Coodanup Community College is an innovative professional learning community determined to become an inspirational school of choice. We understand that to ensure students in our community have success as outlined in the Department of Education's Excellence and Equity Strategic Plan for WA Public Schools; we must strive for ongoing school improvement. We will achieve this by learning together to develop shared professional knowledge of what has the greatest impact on student learning, by making informed evidence based decisions around classroom pedagogy and learning interventions, and by developing strong, purposeful partnerships for the benefit of the school and the community we serve.

Context

Coodanup Community College is situated within an area of disadvantage in Mandurah, south of Perth and caters for around 500 students within a secondary setting. A significant number of the school's students present with barriers that impact on their learning. The school has close to a 20% Aboriginal student population.

We pride ourselves on strong pastoral care and tailored educational programs that target the specific needs and aspirations of every student. Opportunities exist for students to engage in courses that lead to further education, training and employment. The commitment to provide purposeful learning experiences to all of our students has created extensive choice in vocational courses and in flexible program delivery.

Coodanup Community College has the support of its community and works in partnership with many community groups for the benefit of our students. A wrap around service approach supports many students gain the capacity to achieve in school and life. We work collaboratively with our local primary schools and the other secondary schools within Mandurah as we aim to provide the best public school education for our community.

School Vision

Our school is a proud and dynamic learning community

School Mission

To ensure outstanding teaching and support for the achievement of every student

School Values

Learning ♦ Relationships ♦ Respect ♦ Achievement

Staff Commitments

- We have a positive attitude for improvement and will work collaboratively as a school community.
- We will engage in Professional Learning and build shared knowledge within our learning community.



- We will partner with parents and community to improve student achievement and strengthen positive relationships.
- We will celebrate achievement within the Learning Community.
- We will provide relevant and diverse programs that allow for individual achievement.
- We will provide learning opportunities, which inspire thinking and use technology to produce 21st Century learners.
- We will use Personalised Learning Plans, Formative Assessment and regular Reporting to monitor student progress to improve student achievement.

Strategic Plan for WA Public Schools

- Success for all students
- Distinctive schools
- High quality teaching and leadership
- A capable and responsive organisation

School Priorities

- Quality Teaching and Learning
- Learning Intervention
- Innovative Curriculum Delivery
- Aboriginal Education
- Community Perception and Partnerships
- Creativity, Curiosity and Inquiry Learning

Key Improvement Strategies

Key Improvement Strategy 1

Teachers will work collaboratively as a Professional Learning Community to provide a Guaranteed Curriculum and embed John Munro's "High Reliability Literacy Teaching Processes" (HRLTP) and Dylan Wiliam's Formative Assessment Strategies.

- Teachers are organized into collaborative teams by program or learning area. Members of teams work interdependently to achieve common goals for which they are mutually accountable.
- Teachers use their collaborative time to engage in collective inquiry regarding issues directly related to student learning.
- Teachers work in collaborative teams to build shared knowledge regarding Australian Curriculum standards, Western Australian Curriculum and Assessment Outline, the content and format of the high-stakes assessments of NAPLAN and WAMSE, to clarify the essential knowledge and skills all students must acquire to advance.
- Each team has identified SMART goals that are aligned with school priorities. The SMART goals focus on student learning and require evidence of improved student learning in order to be accomplished.
- Collaborative teams clarify the specific proficiency standards students must achieve on each skill and the criteria they will use in assessing each student's proficiency. They practice applying the criteria to ensure consistent, reliable assessment of student learning. They help students understand the criteria and students use the criteria to monitor their own learning.



- John Munro's "High Reliability Literacy Teaching Processes" (HRLTP) and Dylan Wiliam's Formative Assessment Strategies are evident in every day teaching practice.
- There is careful monitoring of each student's learning on an ongoing basis. This frequent monitoring of student learning includes common assessments created by the collaborative team of teachers responsible for the same group of students.
- Teams regard ongoing analysis of results as a critical element in the teaching and learning process. They gather evidence of student learning from a variety of sources including through peer observation to inform and improve their individual and collective practice as part of a process of continuous improvement.
- There is a systematic process where school leaders model, evaluate and provide feedback to teachers around explicit teaching strategies. Further develop a school wide self-reflective culture including formal mentoring and coaching processes.
- There is coordinated response when students experience difficulty in learning. Students receive additional time and support for learning in a way that is timely, directive (rather than invitational), and systematic.
- There is opportunity for enriching and extending the learning for students who are proficient.
- Each teacher receives frequent feedback through the analysis of *The Common Assessment Monitoring Tool* regarding the success of his or her students in achieving a standard using agreed-upon assessments in comparison to the other students attempting to achieve the same standard.

Key Improvement Strategy 2

Integration of a *Pyramid of Intervention* through a whole school approach to supporting student learning and well-being. Interventions will become more individually tailored to student need. A *Wrap around Service* model of Intervention for students with significant and multi-faceted needs.

- There is a three-tiered approach to academic and behavioural intervention based on the severity of the problem; each subsequent tier targets fewer students requiring more intense intervention in terms of time and support through the student support program.
- There is consistency in the referral process for students requiring more specialised intervention with clear documented management plans.
- There is a systemic approach to behaviour through the development of *School Wide Positive Behaviour Support*.
- The response to intervention for helping all students being successful is the responsibility of the entire staff.
- There is universal screening of transitioning students in literacy, numeracy and behaviour to explicitly base intervention decisions on highly specific data.
- Evidence based practices are used to select interventions, programs and support services.
- Student progress is monitored in a timely manner to measure the effectiveness of prevention/intervention strategies.
- There is effective communication and periodic meetings with all stakeholders.

Key Improvement Strategy 3

Curriculum delivery will be responsive and innovative to reflect the Individualised Learning Plans of all students. Flexibility in Resourcing and school operational procedures will support targeted program development.



- Workforce planning will target staff with the skills and knowledge to work in complex teaching environments.
- We will build on the effective transitional process in place to ensure there is a positive transition of the two cohorts in 2015. A Transition Team will co-ordinate the planning and resources necessary to meet the needs of the Year 7 students.
- There will be clearly documented whole-school plan for curriculum delivery. The plan will be aligned to the Australian and Western Australian curriculum documents and make explicit what (and when) teachers should teach and students should learn.
- Ensure that teachers have ready access to the data and implement professional development aimed at building their data literacy skills. Investigate the use and application of standardised testing to build a rich data profile for each student and use these profiles to ensure that the learning needs of all students are met.
- All students will engage in Career Development Programs and will have an Individual Pathway Plan that will guide their access to specific learning opportunities.
- There is a shared understanding of differentiation and ensure that it is a feature of every teacher's classroom practice, characterized by the regular use of data to determine the strengths and weaknesses of individual students and the catering for these different student needs using multiple means of representation, engagement and expression. Ensure that teachers consistently document these adjustments into their planning.
- There are high expectations across the school, whereby students receive timely and effective instructional feedback, front-ended assessment, exemplars and course planners to give clarity around what students are expected to learn and be able to do.
- Literacy Intervention programs will be accessible for all students that are below National Minimum Standard in NAPLAN Reading.
- Students will set goals for their own learning and engage in negotiation of the delivery of their curriculum, their access to appropriate courses and engage in the monitoring of their own progress for improvement.
- There will be a breadth of programs that reflect the needs and aspirations of the students and the community.
- Independent Public School flexibilities will be used to appropriately staff and resource learning programs to better meet the needs of the students.
- Ongoing partnerships with community services groups will enhance the school's capacity to resource and deliver targeted programs.

Key Improvement Strategy 4

Strong leadership of our extensive programs targeting our Aboriginal Student Community will be governed through the Aboriginal Education Committee. The aim of the AEC is to improve communication, share decision-making and provide accountability in monitoring the use of resources to lead improvements in student outcomes.

- There is a fundamental belief that all students are capable of learning and that Aboriginal students can achieve as well as any other student.
- There is Acknowledgement and development of a positive sense of Aboriginal student identity.
- There are visible symbols of Noongar Culture around the school as an important way of affirming our acknowledgement and respect of the traditional owners of this land.
- There is Aboriginal perspectives and knowledge in the curriculum through programs that focus on ancient, traditional and contemporary aspects of Aboriginal cultures and societies and is delivered by the local community.



- Leadership from our Aboriginal parents and the community support will influence the school community.
- Changes within the school that impact on our Aboriginal community will firstly be communicated fully with community members to bring insights into what is actually happening in the community and provide opportunities for two-way learning.
- There are high expectations in every classroom; all staff, students and parents have a shared understanding of these expectations.
- There are respectful, meaningful, positive and equal relationships within the school and the community in the pursuit of improved quality outcomes for our Aboriginal students.
- There is flexibility in curriculum delivery to support cultural factors which have conflicting demands.
- School performance data is monitored when addressing challenges and allocating resources that impact on improving outcomes for our Aboriginal students.
- Indigenous Education Workers work as co-educators and are supported to professionally develop their educational skills and knowledge.

Key Improvement Strategy 5

Actively create opportunities to celebrate success and develop community relationships, which benefit the school community and its perception within the broader community.

- Influential, knowledgeable and well networked community members ensure an effective school board that monitors the progress of the school, participate in reviewing the performance of the school and create interest within and across the community about the school.
- There is a collective understanding within the school community of our unique strengths and our school identity.
- The school is promoted positively by the school staff and the opportunity to showcase the school at appropriate events is encouraged.
- The school image and brand is reflective of the school's culture as a professional learning community and school of opportunity. School publications and social media promote the school brand.
- There is an annual calendar of events which involves invitation to families and community members to showcase positive aspects of the school and student achievement.
- A positive relationship is established with the local media to provide positive promotion of the school's events and achievements.
- The school has close working relationships with the other public secondary schools in Mandurah. There is network between teachers and there is a shared responsibility for the image and reputation of all schools in the Mandurah area.
- There is an open door policy and regular positive feedback with parents and caregivers. Opportunity is provided to give feedback on our performance and policy.
- Communication with prospective parents through our partnership with the local primary schools is targeted to the parents of students from year 5 upwards.
- The school gets involved in local community events and provides a resource for the community for the mutual benefit of the school.
- Maintenance and Replacement Plans are appropriately funded to ensure the school environment and equipment is clean and well presented.

Key Improvement Strategy 6



Develop an awareness of the importance of understanding the need to "catch up" to today's students by re-evaluating current practice and by providing strategies and opportunities to develop creativity, curiosity and inquiry learning to create independent 21st Century learners.

- Teachers will be guided and supported to develop a shared understanding that there are two types of thinking; critical thinking and creative thinking and that they are strongly linked.
- Teachers will develop an understanding of the organizing elements for critical and creative thinking.
- Using this understanding teachers will explicitly teach and embed critical and creative thinking throughout their learning areas and will encourage students to engage in higher order thinking.
- Teachers ensure the benefits of both types of thinking are realized in the school and all classrooms.
- Teachers will simultaneously encourage critical and creative thinking through activities that integrate reason, logic, imagination and innovation.
- Students will be able to select from a range of strategies and employ them selectively and spontaneously in an increasing range of learning contexts.
- Teachers will in their day to day teaching, plan for and guide students through challenging learning tasks that foster and encourage curiosity, creativity, inquiry and innovation. Students will have a readiness to try new ways of doing things and consider alternatives.
- Teachers will reflect on their pedagogy with a focus on critically analyzing their abilities at developing curious, creative learners. Teachers will receive feedback from classroom observations, learning walks and classroom video recording which will enable teachers to critically examine and improve their practice. Precise and methodical data collection will be used to inform teachers about how much inquiry is being expressed in the classroom.
- Students will develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.
- Students will be able to respond to the challenges of the 21st century more effectively as they will be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to be use critical and creative thinking purposefully
- There will be whole school strategies that embed *art literacy* throughout the curriculum and these will encourage and foster creativity, curiosity and innovation in the students.
- Teachers will deliberately cultivate classrooms where creativity and curiosity thrive. These environments will support personal interest, involvement, enjoyment and engagement with challenging tasks. Students will have a greater investment in the outcome of the set tasks.
- CCC will strengthen ARTS partnerships in order to provide many and varied opportunities for our students, parents and staff.
- Teacher capacity building within the Arts will be essential to increasing student and teacher engagement in the Arts. Targeted staff professional development, utilizing and developing partnerships and increasing arts participation opportunities will enable students to have high quality arts learning experiences that are challenging, enjoyable and support learners' interests.



Triangulation of Achievement Targets

The following percentage of students will be above National Minimum Standard:

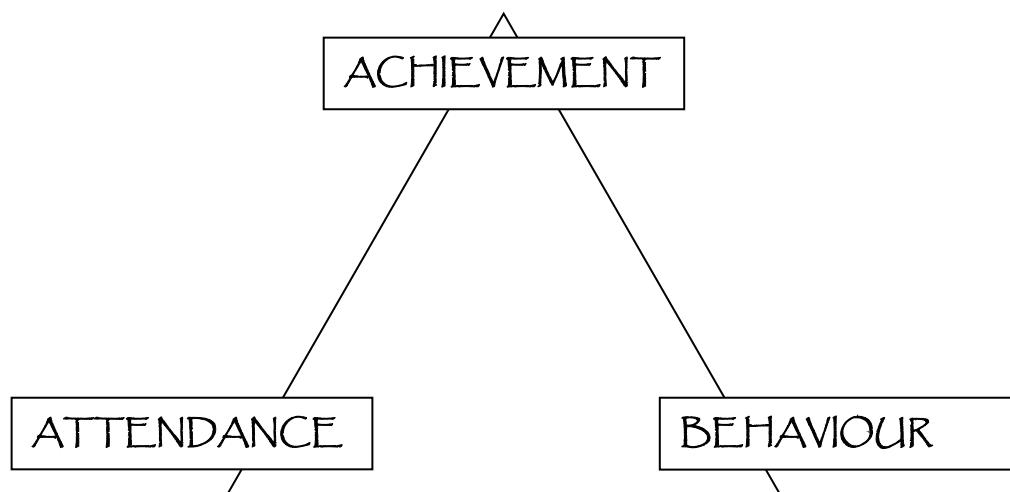
Reading: 50% Writing: 30% Numeracy: 50%

The following percentage of our Aboriginal students will be at or above National Minimum Standard:

Reading: 90% Writing: 85% Numeracy: 60%

85% of all students will gain Certificate II attainment

95% of students eligible for WACE will be successful



Overall student attendance will be over 85%

Over 50% of students will be attending school regularly (over 90% of the time)

The gap between Aboriginal Students and Non Aboriginal students will be less than 5%

Less than 10% of students will be suspended within the given year bringing the result into above expected range for our school context.

50% of students will demonstrate Often or Consistently for each of the attributes for Attitude, Behaviour and Effort on the end of year *Reporting to Parents*.

Reference: The direction of the school and its improvement agenda has been influenced by the following:

John Hattie- Visible Learning
John Munro- High Reliability Literacy Teaching Processes
Robert Marzano- The Art and Science of Teaching
Chris Sarra – Stronger Smarter Learning Institute
Ken Robinson – Out of our Minds- How to be Creative
Robert and Michelle Root-Bernstein- The Art and Craft of Science

Richard Du Four -Learning by Doing
Dylan Wiliam- Formative Assessment Strategies
Lee Crockett- 21st Century Fluencies
Ruby Payne – A Framework for Understanding Poverty
Ronald Beghetto and James Kaufman- Fundamentals of Creativity