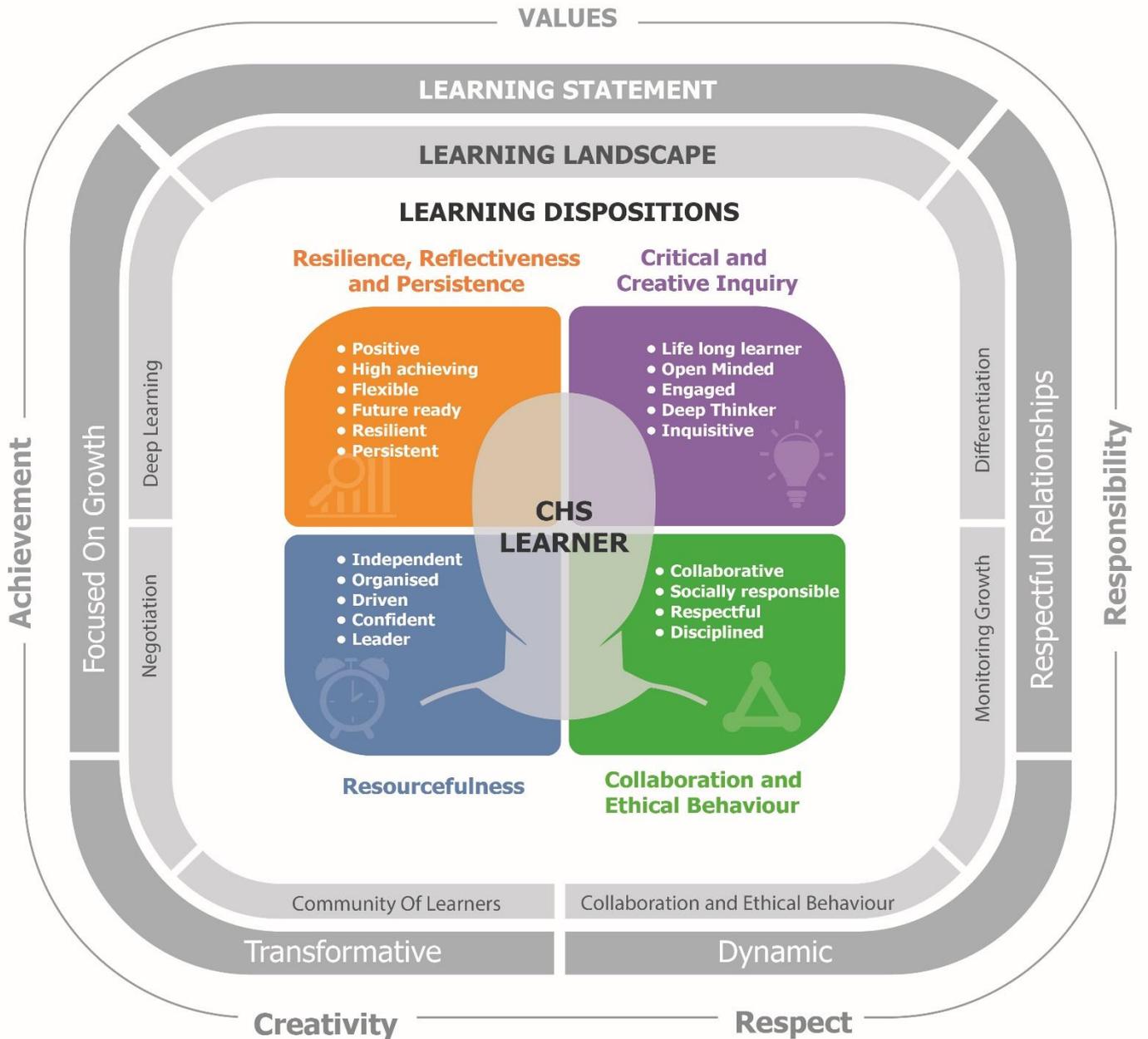


CAMBERWELL HIGH SCHOOL

VISION FOR LEARNING



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Overview

This booklet provides an overview of Camberwell High School's Vision for Learning and the key documents that articulate that vision. Two documents articulate the school's vision for learning; these are the [Learning Statement](#) and the [Learning Landscape](#). The purpose of the Learning Statement is to articulate the school's vision for learning. The Leadership Team developed a draft Learning Statement in 2010 from a synthesis of school documentation and educational research available at that time. The statement was further refined in consultation with the school community. The statement has been updated in 2014 and 2018 to ensure alignment with the respective Strategic Plans. The Learning Landscape was developed in 2011 and describes the practices for teachers and students that would be visible throughout the school when the Vision as detailed in Learning Statement, is enacted. The Learning Landscape was reviewed and updated in 2018 to ensure alignment with the following:

1. Strategic Plan
2. CHS Learner graphic
3. CHS Learning Dispositions
4. DET Principles for Excellence in Teaching and Learning and
5. High Impact Teaching Strategies.

Both documents were endorsed by the School Council in May 2018. The CHS Learner Graphic (refer front page of this document) was developed in 2017 in consultation with the community to articulate the attributes that our community values in a Camberwell High School Graduate.

The central focus of the School is improving learning outcomes for all students. To achieve this the school has focused on developing agreed approaches to teaching and learning, ensuring that the expertise of teachers is shared so that all students benefit. Teachers collaborate in planning, assessment, and co teaching.

The School's educative purpose is to develop graduates who are independent learners with the attributes articulated in the CHS Learner diagram, who challenge themselves and who are global citizens ready to make a positive impact on the world around them. The school community works together to challenge all to exceed expectations for achievement in all areas of endeavour while demonstrating the school's motto '*Disco Consulere Aliis*' Learning to be considerate of others.

The Camberwell High School community values are:

Achievement - All are encouraged to achieve their personal best, through persistence and the development of the capacity to learn independently.

Creativity - Opportunities are provided to explore and demonstrate creativity and flexibility in thinking, teaching and learning.

Respect - Through honesty, empathy, consideration of others and the celebration of diversity we build respectful relationships.

Responsibility - Personal accountability is promoted for learning and conduct, encouraging all to make a positive contribution to the local and global community and the environment.

Independent Learners

Building independent learners who take responsibility for their learning and have a voice in what and how they learn is one of the Strategic Plan goals. The school has a multi-faceted approach to building independent learners.

The Learning to Learn Program commences at the beginning of Year 7 and is reinforced throughout Year 7 and continues in Year 8. In the Learning to Learn program students learn about their learning preferences and develop an understanding of the Learning Dispositions needed for independent learning. In mid-Year 7 students commence an eighteen-month inquiry into an Unanswerable Question.

In Year 9, the Connections curriculum builds on the understanding developed in Years 7 and 8. In Connections students undertake an inquiry each term. Each inquiry is designed to further develop the Learning Dispositions and students' capacity to manage their learning.

All students in Years 7-12 participate in student led conferences, which require students to present to parents and their Learning Mentor on their learning successes and challenges. In Years 7-10 students use their Learning portfolios to document their learning progress and their goals and reflections.

Student Leadership opportunities are provided at all levels and build students' capacity to be independent learners.

Learning Mentor

All students have a Learning Mentor whom they meet weekly. A central feature of these sessions are learning portfolios maintained by students to enable them to reflect on their learning and monitor their growth, assisted by Learning Mentors. Learning Portfolios enable students to conference with their Learning Mentor; reflecting upon and monitoring growth. Students in the Senior School are in House based groupings and are supported by a House Leader. Learning Mentors and Leaders are intended to remain consistent for the 3 years in the Senior School.

In the Junior School, the Learning Mentors teach their mentor group for one or two subjects. At each Year Level two Student Learning Leaders support students' developmental needs.

Student Voice

The school values its students and seeks to empower them to be actively involved in their learning and their school. Students' learning needs inform all decision making in the school. Student feedback is incorporated in all learning programs. Student leaders meet weekly with the Principal and represent students on the School Council. Students are actively involved in a range of school committees that inform the development of the school.

Student success in all aspects of their schooling is celebrated regularly.

Learning Design

In the previous Strategic Plan, the focus was on developing an agreed approach to teaching and learning and in collaboratively developing the school curriculum and documenting the curriculum in Learning Maps and Learning Sequences. The Learning Maps provide an overview of the school curriculum including learning intentions (big ideas, enduring understandings, essential questions, skills knowledge and understanding) and learning evidence (at, above and well above the expected standard). These are published on School Resources on Compass. Teachers develop Learning

Sequences at each level collaboratively. The Learning Sequences document how each unit will be taught and provides details of the activities that will be undertaken. The Learning Sequence Design Tool User Guides assist teachers in the development of the Learning Sequence and ensures that all Learning Sequences incorporate multiple entry and exit points to learning, Common Assessment Tasks (CATs) or School Assessed Coursework (SACs) and Instructional Rubrics. The Learning Sequences incorporate pre-assessment and formative assessment strategies that enable teachers and students to monitor learning growth. Commencing in 2018 teachers will be incorporating a focus on literacy in all learning sequences.

Moderation is included as an essential component in evaluating the CATs and Learning Sequences. Student results are analysed at a class and cohort level each term to identify areas for improvement.

Learning across the six year levels in all subjects is documented in scope and sequence documents that are aligned with the Victorian Curriculum. These are located on the Learning Resources OneNote.

The school operates a continuous assessment and reporting process in which all assessment outcomes are published via Compass throughout the semester. CATs and rubrics are uploaded at set times and School Assessed Coursework results (VCE) are published within two weeks of the completion of the task. Learning Dispositions reports are completed in Week 5/6 each term. Semester reports are published twice a year, providing an overview of student achievement for the semester.

In the new Strategic Plan, the focus is on the development of a whole school pedagogy incorporating literacy strategies. Teachers will be actively engaged in understanding and measuring their impact and developing effective practices informed by student learning growth data.

Learning Environments

The school recognises the importance of the learning environment in achieving its learning vision. Enterprise Centre is a learning environment designed to support differentiated and independent learning. The school's learning environments will be further developed in the period of this Strategic Plan, including the development of contemporary internal learning spaces and the external landscape. Home bases and learning spaces have been developed for Year 7 and Year 8 students in D building and a Year 11 home base and senior learning environment on the top floor of C Building.

Strategic Plan 2018-2021

The 2017 self-evaluation and peer review process recognised academic results ‘significantly in advance of state standards for VCE and across all domains in the national assessments in literacy and numeracy. The school demonstrated that it was either excelling or embedding all elements of the Victorian Government’s Framework for School Improvement Continua of Practice.

In the new Strategic Plan, the focus is on the development of a whole school pedagogy, with teachers actively engaged in understanding and measuring their impact and developing effective practices informed by student learning growth data. Partnering between parents, students and teachers is essential to ensuring understanding and successful implementation of the collective narrative.

The focus of the school will be on:

- Building excellence in teacher practice using collaborative approaches including coaching, observation and feedback.
- Developing and embedding a whole school approach to literacy and writing.
- Ensuring students develop the capacity to be independent learners with a focus on the attributes of the CHS Learner, including through monitoring and taking responsibility for their own growth.
- Communicating and building ownership of the CHS Vision for Learning
- Building a whole school culture based on respectful relationships and intercultural understanding.

The School’s intention is to maximize learning growth and achievement of students in all areas of their development in order to become active, engaged community members. Using the CHS educational vision for learning the school will create a collective narrative that will build shared ownership by the whole school community (parents, students and staff).

FISO Improvement Initiative 1: Building Practice Excellence

Effective schools are learning communities. At the core is a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student learning. Research highlights that the quality of teaching is a key determinant of variation in student achievement.

FISO Improvement Initiative 2: Curriculum Planning and Assessment

Students and their needs are at the center of curriculum planning and delivery. Curriculum implementation requires a shared set of values and a clear sense of purpose. It provides a framework that articulates how student learning will be organized, taught and assessed. The documented whole school curriculum demonstrates how the school will implement the mandated curriculum and other learning experiences that will be offered. It enables all students to become confident individuals, successful learners and responsible citizens. Curriculum planning and assessment recognizes that schools are working with a curriculum that is designed as a continuum of learning and students can be anywhere along this continuum.

FISO Improvement Initiative 3: Building Communities and Global Citizenship

Schools that partner with families and community based organizations create a network of support for student wellbeing and engagement. Genuine school/family partnerships are based on trust and mutual respect and support the school’s vision and values. They have the greatest impact when they are focused on student learning and wellbeing and underpinned by student agency. Global citizenship means an awareness of our interconnectedness with people and environments around the globe and their contribution to a global society and economy. When students develop a sense of global citizenship, they learn to respect key universal values such as peace, sustainability and upholding the rights and dignity of all people.



CAMBERWELL HIGH SCHOOL LEARNING STATEMENT FOR A LEARNING COMMUNITY

Educative Purpose: "Camberwell High School's Educative Purpose is to develop graduates who are independent, global citizens, who challenge themselves and are ready to make a positive impact on the world around them."



Transformative

- ensure **personal significance** for the learner is achieved through building confidence and resilience
- **empower** learners by supporting self-discovery and growth
- enable **deep learning** through rich tasks where the learner demonstrates deep understanding
- **challenge** learners by providing a learning environment in which all learners achieve success
- **extend** all learners through high expectations for all, with multiple ways of experiencing and demonstrating new learning
- stimulate **curiosity** through inquiry and questions



Focused on growth

- generate a **passion** for ongoing and continuous learning
- use **evidence and data** to plan learning
- activate **prior knowledge** of learners
- stimulate **curiosity** through inquiry and questions
- use **feedback** to reflect on and plan for new learning
- build **responsibility** through ownership and independence of learning
- **collaborate** to enrich learning through challenge and feedback
- develop learners who are **agents** of their own learning



Dynamic

- design learning that is **flexible and responsive** to the diverse needs of all learners
- promote **active learners** who are directly involved in constructing their learning
- foster **creativity** through discovery and open ended learning which promotes innovative thinking
- **inspire** learners through purposeful, meaningful and powerful learning experiences



Respectful and built on positive relationships

- understand and celebrate **diversity**
- promote and ensure **equity** for all learners
- value **the individual as significant** and important
- value and respond to the **voice** of all learners
- promote **tolerance and understanding** within our learning community and demonstrate ethical behaviour
- develop **active and engaged global citizens** who demonstrate empathy and intercultural understanding

The community of learners shares a commitment to common and agreed practice.

Learning Landscape

|  Collaboration | | |
|--|--|---|
| <p>Collaboration is learning together to collectively and individually share responsibility for achieving common goals.</p> | <p>As teachers we:</p> <ul style="list-style-type: none"> ● Guide students through a process to establish protocols ● Develop students' capacity to collaborate through explicitly using skills and processes that emphasise inclusivity, responsibility and accountability ● Articulate the need to establish common goals ● Structure learning activities which allow for collaboration and negotiation ● Optimise dynamic learning spaces to promote collaboration ● Develop collaborative practices where partnerships for learning in and beyond the classroom are formed | <p>As students we:</p> <ul style="list-style-type: none"> ● Understand and establish protocols for working collaboratively ● Use tools and processes to enhance collaboration and help to achieve individual and shared goals ● Are inclusive, display ethical behaviour and social responsibility and value each other's contributions in group tasks ● Negotiate with others to set common goals ● Actively engage in, take responsibility for and monitor collaborative learning, providing feedback to peers ● Choose appropriate learning groups and spaces to improve collaboration ● Learn together, sharing expertise, to deepen our understanding |
|  Community of Learners | | |
| <p>Community of Learners includes staff, students and families. The community endorses the school's vision for learning and values of achievement, respect, creativity and responsibility.</p> | <p>As teachers we:</p> <ul style="list-style-type: none"> ● Develop and model productive and respectful relationships ● Provide opportunities for independent learning ● Create, with the students, a supportive learning environment ● Recognise the cultural backgrounds of students and explore intercultural connections ● Enable students to uphold roles, responsibilities for learning ● Celebrate learning achievements and growth with the community | <p>As students we:</p> <ul style="list-style-type: none"> ● Respect and support all members of the CHS community ● Seek opportunities for independent learning ● Contribute to an inclusive and accepting learning environment ● Be active and responsible members of the CHS community ● Seek opportunities to exercise and model leadership ● Value and celebrate diversity ● Share learning achievements and growth with the community |
|  Deep Learning | | |
| <p>Deep Learning occurs when the learner focuses on the 'how' and 'why' as well as the 'what'. This new understanding excites, engages and inspires the learner as they grow intellectually and emotionally.</p> | <p>As teachers we:</p> <ul style="list-style-type: none"> ● Provide scaffolds for critical thinking, inquiry and problem solving ● Encourage curiosity ● Design learning experiences for creativity and generation of ideas ● Promote learning opportunities that are personally significant to students ● Create opportunities for reflection using the Learning Dispositions ● Encourage students to use feedback as a way of moving forward and see mistakes as opportunities to learn ● Model lifelong learning | <p>As students we:</p> <ul style="list-style-type: none"> ● Think critically, inquire and problem solve ● Are curious ● Transfer skills to different contexts ● Demonstrate what we have learned to others ● Make personal connections to learning ● Reflect on learning using the Learning Dispositions ● Persist when learning is challenging ● Seek and act on feedback to grow in our learning ● Try different approaches to learning and adapt to different circumstances |

|  Differentiation | | |
|---|---|---|
| <p>Differentiation is deliberate planning for inclusive learning that allows each student to demonstrate growth. It is informed by a teacher's knowledge of their students' varying abilities, learning styles, interests and readiness for learning.</p> | <p>As teachers we:</p> <ul style="list-style-type: none"> ● Know our students (background, prior learning and aspirations) and have high expectations for all ● Use student data to design learning experiences that enable students to progress at their own level and pace ● Scaffold essential skills ● Incorporate flexible groupings ● Negotiate learning activities and outcomes ● Design for different learning products/outcomes ● Facilitate students developing their own learning goals | <p>As students we:</p> <ul style="list-style-type: none"> ● Develop challenging learning goals based on feedback ● Understand that everyone learns differently ● Respect the learning needs of others ● Support one another to learn ● Value growth as well as achievement ● Explore new ways of learning ● Respect others' learning needs, understanding that everyone learns differently |
|  Monitoring Growth | | |
| <p>Monitoring growth is the process through which teachers and students use a range of strategies and tools to monitor progress, develop learning goals and provide feedback for learning improvement.</p> | <p>As teachers we:</p> <ul style="list-style-type: none"> ● Use a range of data to better understand learners ● Design learning to connect prior knowledge to new knowledge ● Monitor learning growth, provide feedback and implement strategies to improve student learning ● Support students to reflect on their learning and celebrate growth | <p>As students we:</p> <ul style="list-style-type: none"> ● Use learning data to understand learning progress ● Monitor progress towards achieving learning goals ● Use feedback including rubrics to progress learning ● Support one another to learn ● Value growth as well as achievement ● Seek alternative strategies for learning and monitoring learning growth |
|  Student Agency | | |
| <p>Student agency is a process to develop shared agreement and understanding between teachers and learners about what is learned, how it will be learned and how learning outcomes will be demonstrated. Student agency enables students to take ownership of their learning.</p> | <p>As teachers we:</p> <ul style="list-style-type: none"> ● Develop and follow protocols and expectations for negotiation with students ● Explicitly teach students to seek information, clarify instructions and expectations and consider their own learning needs ● Develop activities for students to have a shared understanding of intended learning outcomes ● Are flexible and open-minded ● Develop opportunities for students to co-design learning a ● Activate student voice ● Promote a growth mindset through the use of the Learning Dispositions | <p>As students we:</p> <ul style="list-style-type: none"> ● Develop and follow protocols and expectations for negotiation with teachers ● Practice seeking information and clarifying instructions and expectations ● Know ourselves as learners and use this to articulate our learning needs ● Contribute to Learning Design and our school community ● Are flexible and open-minded |

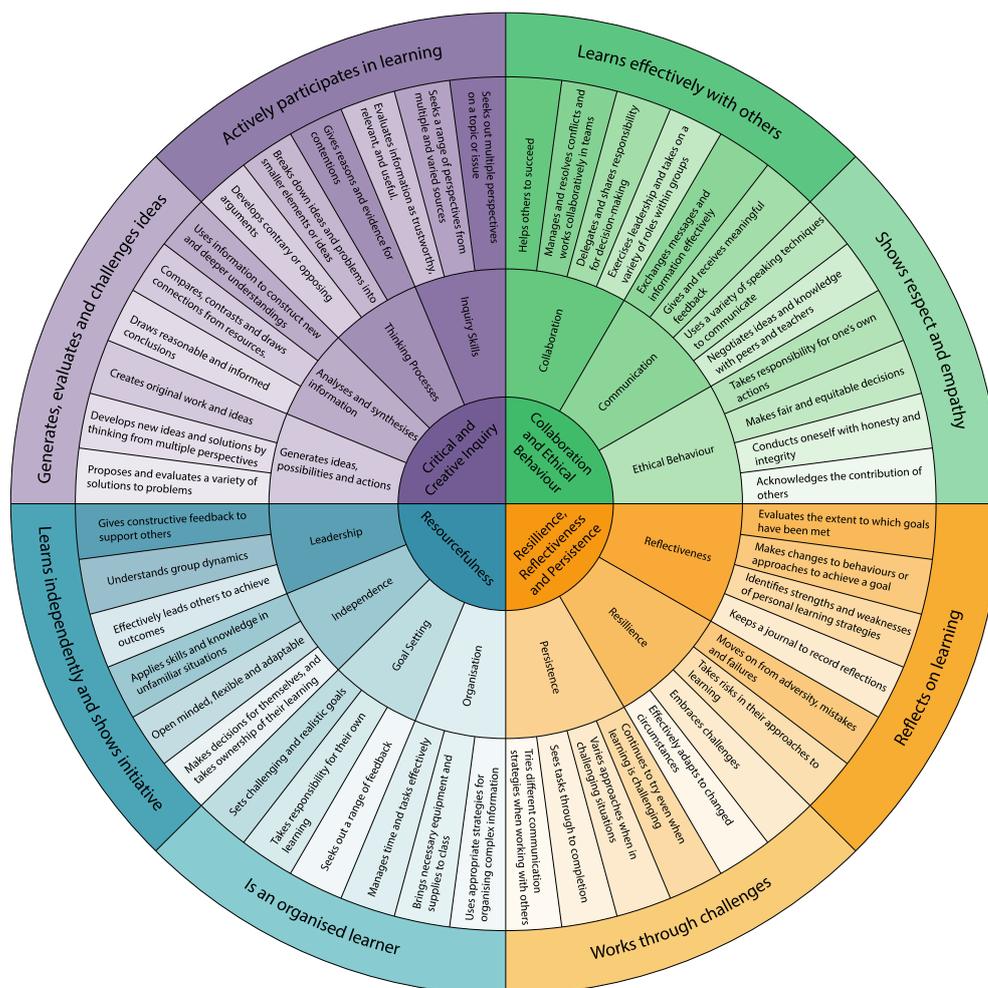
Learning Dispositions

The school has developed a list of dispositions required for students to be effective learners. These dispositions have been organised into the following four groups:

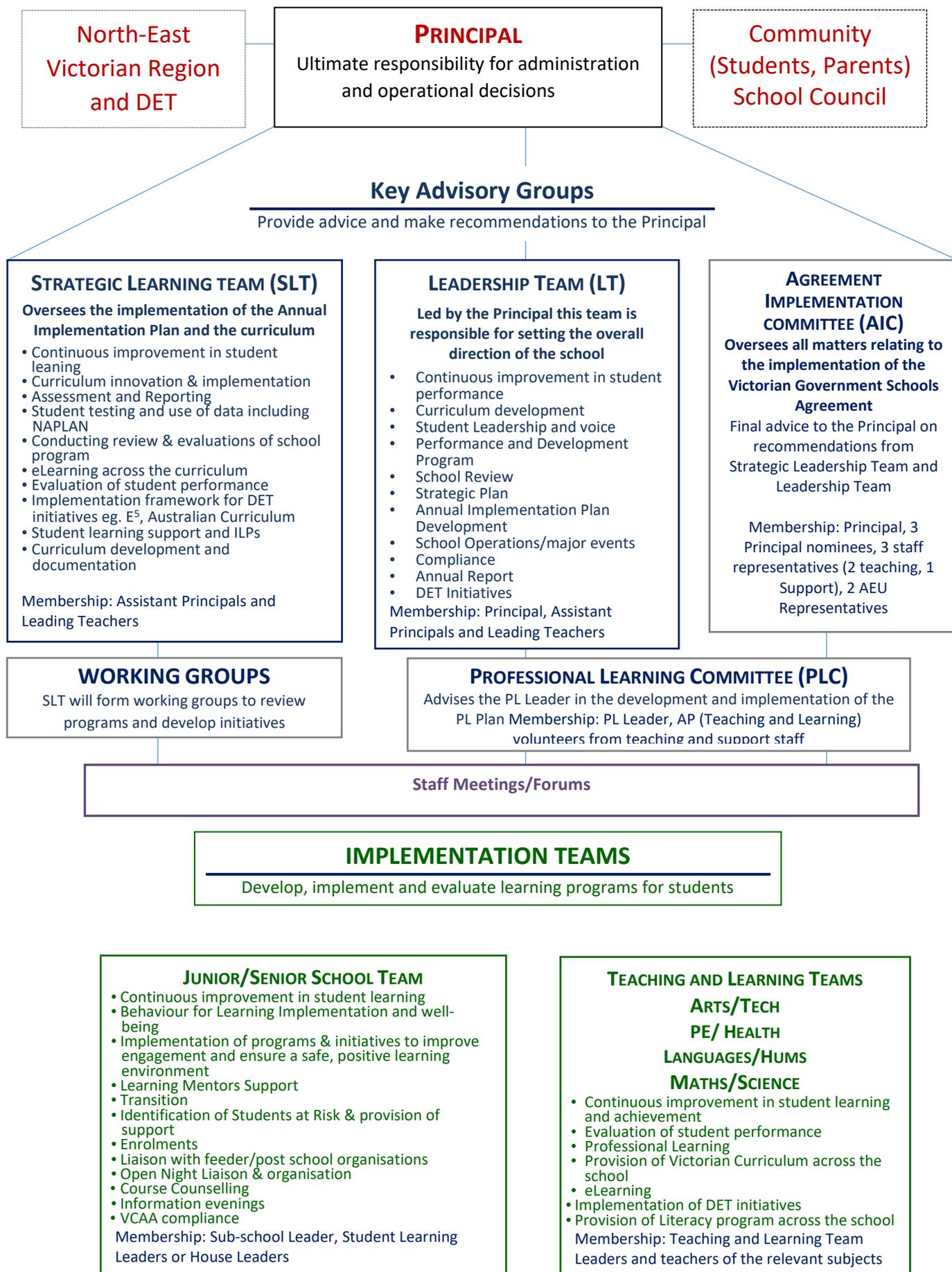
- Collaboration and Ethical Behaviour
- Critical and Creative Thinking
- Resourcefulness
- Resilience, Reflectiveness and Persistence

There are subcategories within each learning disposition are detailed in the radial diagram below. The learning dispositions incorporate the four capabilities of the Victorian Curriculum: - Critical and Creative Thinking; Ethical; Intercultural; Personal and Social.

The Learning Dispositions are introduced to students in the Learning to Learn program at the beginning of Year 7. Students also focus on these dispositions in their Student led Conferences in Years 7-12. Teachers teach and assess the Learning Dispositions continuously and all rubrics include at least two learning dispositions. Learning disposition reports are published each term.

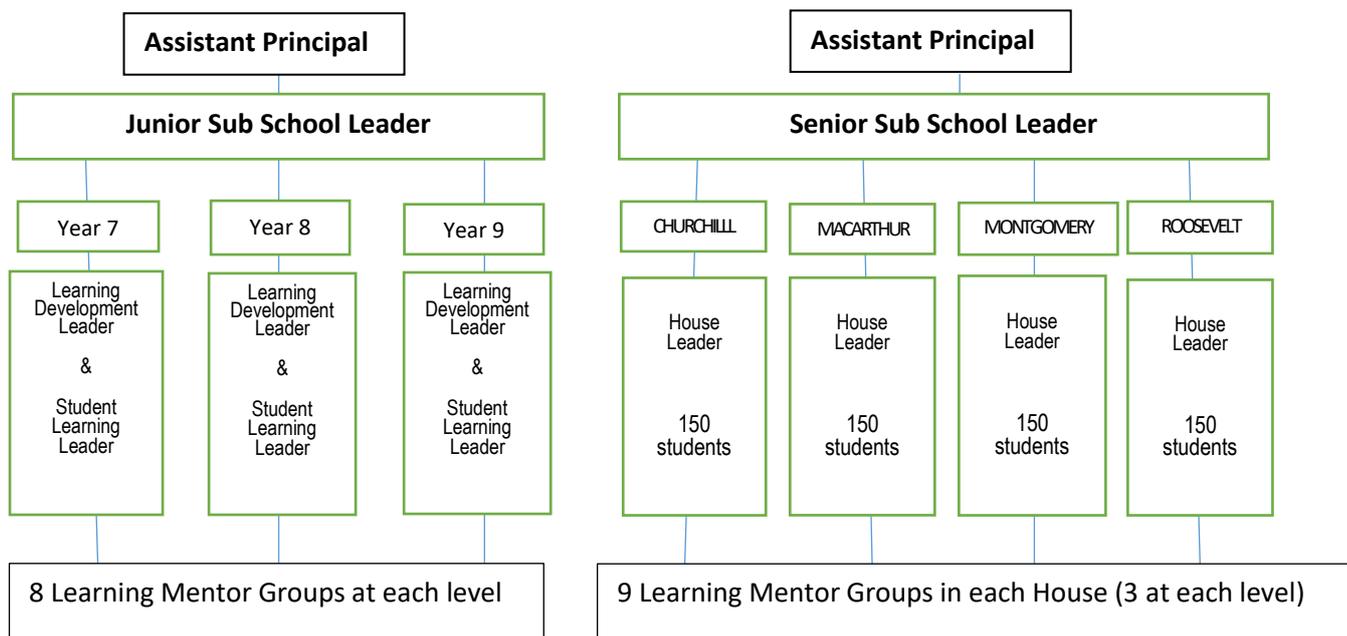


Organisational Structure



Sub School Structure

Sub School Organisation and Roles



Learning Development Leader

Fulfil the role of the Student Learning Leader as well as:

- Develop the learning programs unique to the respective levels and stages of development including camps
- Provide support and guidance to the Student Learning Leader at the Year Level
- Develop student leaders at the relevant Year Level

Student Learning Leader

- Plan & lead Information evenings and other relevant events
 - Schedule, plan and lead assemblies and seminars for House/ levels
- Learning Progress –**
- Ongoing celebration of student achievement throughout the year
 - Support and challenge all to achieve their learning potential throughout the year
 - Ensure students take responsibility for their learning and attendance
 - Promoting a positive learning environment
 - Support transition of students throughout schooling
 - Plan, oversee and manage course counselling and course selection process
- Wellbeing –**
- Ensure students feel safe and connected to peers

House Leader

Fulfil the role of the Student Learning Leader as well as:

- Develop House identity with the student House leaders
 - Provide learning support for students in the respective Houses
- WITH THE OTHER HOUSE LEADERS
- Manage student use of the Senior School Centre, both their conduct and management of the physical environment
 - Lead House events, debating, chorals and Sports Carnivals (with PE staff)
 - Lead the development of Community Projects within the House

Leadership Positions

The Principal Team is comprised of the Principal and two Assistant Principals. The Principal Team is responsible for the school outcomes and achieving the goals of the Strategic Plan and the Annual Implementation Plan with the Leading teachers and staff.

Principal Team

Principal – Strategic Direction, Staffing, Liaison with community and external organisations

Assistant Principal – Teaching and Learning, International Students and Junior School Liaison, Student Resource Package

Assistant Principal – School Operations, Facilities, Senior School Liaison.

Leading Teachers

There are 10 Leading Teacher Positions in the school. These positions are all Educational Leadership positions and each Leading Teacher is responsible for leading school improvement (as detailed in the Strategic Plan), leading learning and leading the school community. For the life of the current Strategic Plan these positions are organised as detailed below:

| | |
|----------------------------------|--|
| Sub School Leadership | Junior Sub-school Leader – The Junior School Leader is responsible for ensuring that students in Years 7-9 are supported in their learning to achieve optimal progress, and the implementation of the wellbeing framework |
| | Senior Sub-school Leader – The Senior School Leader is responsible for ensuring that students in Years 10-12 are supported in their learning to achieve optimal progress, and the implementation of the wellbeing framework |
| | Independent Learning Leader – The Independent Learning Leader is responsible for development, documentation and implementation and community understanding of the whole school plan to develop independent learners |
| Teaching and Learning Leadership | Art and Technology Team Leader – The Art and Technology Team Leader is responsible for the teaching and learning in the relevant subject and building the capacity of the staff within the area |
| | Languages and Humanities Team Leader – The Languages and Humanities Team Leader is responsible for the teaching and learning in the relevant subject and building the capacity of the staff within the area |
| | Health, PE and Sport Team Leader - The Health, PE and Sport Team Leader is responsible for the teaching and learning in the relevant subject and building the capacity of the staff within the area |
| | Mathematics and Science Team Leader – The Mathematics and Science Team Leader is responsible for the teaching and learning in the relevant subject and building the capacity of the staff within the area |
| Learning Improvement Leadership | Learning Community Leader – The Learning Community Leader is responsible for developing and implementing the school professional Learning Plan and Community of Learners Plan |
| | Learning Innovation Leader – The Learning Innovation Leader is responsible for enhancing student learning through the ongoing development of learning programs in response to community feedback, educational research and government initiatives |
| | Learning Growth and School Organisation Leader – The Learning Growth and School Organisation Leader is responsible for the development and implementation of the school data plan, assessment and reporting and school organisation |

N.B. Full role descriptions are available on Compass/Staff/Roles and Responsibilities.