

Vision for Learning: CHS Learning Community

The purpose of this document is to assist all members of the school community in understanding changes in the school's educational program by providing a timeline and narrative of when and why changes came about.

2010

- The Strategic Plan developed in 2009 and implemented from 2010, prioritised the development of agreed approaches to teaching and learning ensuring that the expertise of teachers is shared so that all students benefit. Research tells us ([Hattie¹](#)) that the biggest difference between students' achievements is not between schools but between classes within a school based on who the teacher is. [James Stronge's²](#) research details that a child without the benefit of a good teacher for a year will fall behind further than a year in regard to his peers and may never make up the ground lost. (link) Conversely the impact of high quality teaching leads to strong learning growth.
- Research tells us that the single biggest impact on learning that the school can control ([Hattie³](#)) is teacher practice and this is where our energies need to be. Therefore the most effective strategy is through teachers collaborating in planning and assessment and co teaching. Through these approaches transference and enrichment of practice is most likely to occur.
- In 2010 an organisational model was developed in which planning time for teachers became the priority in the meeting schedule. The model was developed by the Leadership Team and consultation to refine the model was undertaken in focus groups throughout Terms 2 and 3, 2010. The organisational model has 5 Strategic Teams and 7 Implementation Teams. Each of the 4 Teaching and Learning Teams have an average of 16 hours meeting time per term.
- With the guidance of Julia Atkin the Leadership Team of the school asked, "[What is effective teaching and learning?](#)" and "[What is our educative purpose at CHS?](#)" The answers to these questions formed the basis for moving forward with agreed approaches.
- A working party was established to develop a program for Year 9 students later to be called Connections. This team worked with Julia and was also engaged in reflecting on the key questions relating to educative purpose and effective teaching and learning. Students' capacity to be responsive and creative 21st century learners with the ability to manage themselves and their own learning and work with others emerged strongly. The working party agreed that the program would be based on a collaborative structure with 4 teachers working with 100 students at a time in order to achieve the objectives. 6 Principles were developed for the program. These principles were also used to later inform the [Design Brief](#) for the Enterprise Centre.
- In 2010 a Design and Development Team was established charged with responsibility for the development of a Design Brief for the architects to use in the design of a new building. The team commenced their work led by Dr Julia Atkin with the question: "[What do we want for teaching and learning at CHS?](#)" Another key area related to improving learning is that we also know a key discriminator for student achievement at VCE; what ensures that a student of capacity reaches their full potential is independent and self-managed learning, understanding exactly where they are at in their learning and identifying how to take the next step. In 2010 teachers in the Design and Development Team identified student passivity and teacher dependence as challenges to be met in improving learning outcomes at VCE.

2011

- In 2011, the [Learning Statement](#) was the product of responses to the key questions. Focus teams drawn from parents and students as well as teachers completed a reflective task based on their recollections of an experience of learning well. A synthesis of all education documentation produced by the school over 10 years was undertaken by the Leadership Team. These processes led to the development of The 4 foundation principles which provide the basis for all teaching and learning developments in the school.
- In 2011 Teaching and Learning Teams were implemented allowing teachers to meet twice a week planning curriculum and ways of teaching which is consistent and high quality. Each TLT

is led by a Leading Teacher who is a member of the Student Learning Team. Expert teachers are key members of each team leading small collaborative teams in the development of agreed learning approaches for each subject taught. Moodle provides the vehicle for publishing the agreed curriculum and is accessible to teachers, students and parents.

- The Connections Program was launched with students located in the Library while the building, a new base for year 9 students was designed and constructed. The program was refined and developed further through the year.
- As mentioned, in 2010, The Design and Development Team identified concerns about the passivity and teacher dependence of VCE students. A key discriminator for student achievement at VCE, what ensures that students of capacity reach their potential is independent and self-managed learning. These learning dispositions were identified as essential to the development of the Connections Program and also led to initiatives such as the High Achievers' Assembly and the publishing of student results in prominent places in the school.

2012

- The [Learning Landscape](#) (2012) took the work commenced with the Learning Statement further by providing 6 features which should be evident in all learning across the school. Initially developed by the Leadership Team, consultation with parents, students and teachers led to refinements.
- During 2012 the focus for development was twofold: Differentiation and Assessment and Reporting (Monitoring Growth). Manuals to assist teachers were developed for each of these closely linked features of the Learning Landscape. One of the central features of this curriculum documentation is acknowledging multiple entry points to learning; students below, at, above and well above and multiple exits from learning. Consequently the use of data to understand where students are at in their learning both prior to new learning, during learning and at the end of units of learning is essential as are Rubrics for tracking and reflecting learning growth.
- Teachers developed Rubrics in the collaborative teams during TLT sessions and used Rubrics in Years 7-10 in 2012.
- In 2012 arrangements were put in place for a change to the day structure. The 4 period day would allow for both frequency of contact with teachers and length of periods allowing for deep learning.
- The day structure changes also provided for Learning Mentor sessions across the school based on 4 key principles ([Day Structure](#)). A central feature of these weekly sessions are learning portfolios maintained by students to enable them to reflect on their learning and monitor their growth, assisted by Learning Mentors.

2013

- Providing for the development of learning which equips students for life in the 21st century is also central to the development of improved learning for our students. These features are evident in the Learning Landscape which promotes collaboration, deep learning and negotiation as well as the monitoring of growth and the community of learners
- In 2013 a teaching and learning coach, Esther Weichert has commenced working with teams of teachers, starting with Year 9 and 10 English and Maths teams in the Enterprise Centre to help them collaborate and design curriculum together. The Enterprise Centre is a learning environment designed to support learning which is differentiated and encourages independence.
- Instructional Rubrics are the key tool for teachers to use in Monitoring Learning Growth and Esther Weichert is supporting teachers to develop these within their collaborative teams. Esther has also been working with the SLT and staff in implementing the [Learning Design Process](#) and in developing learning maps and sequences. This provides a consistent approach to curriculum development which prioritises Differentiated Learning or multiple entry points and Assessments or multiple exits which assist teachers and students to track the growth of learning

- In February 2013, Boot Camp was instituted for Year 12s, further promoting a culture of excellence featuring former Year 12 students who have achieved outstanding results as key presenters and mentors.
- Learning Portfolios implemented with a 75 minute period allocated per week across the school to enable students to conference with their Learning Mentor; reflecting upon and monitoring growth. Students in the Senior School are in House based groupings and a House Leader. Groupings, Learning Mentors and Leaders are intended to remain consistent for the 3 years in the senior school.
- In the Junior School Learning Mentors are teachers taking students for 2 subjects (Year 7 and 8) or a Connections teacher (Year 9). At each Year level a Student Learning Development Leader or House Leader takes responsibility for identifying developmental needs and developing responses. Student voice is actively sought and incorporated.
- Starting in Year 12 is not enough, it must start earlier. The Connections program is one way we are building a culture of independent learning. There is more to be done.

2014

- Learning Design Process developed and trialled through 2013 is implemented in 2014. All teachers develop and implement one learning sequence. VCE Learning Sequences investigated and developed.
- All Learning Maps completed and uploaded on Compass for Years 7, 8, 9 and 10.
- Guided by Esther Weichert Literacy, Formative Assessment, Use of Data and Thinking Frameworks are developed by teams who present professional learning in TLTs to assist teachers in developing the learning landscape elements in learning sequences.
- Digital Technology curriculum is developed in preparation for implementation at Years 7 and 8 in 2015. 21st Century Learners need to use digital technology for deep learning and the digital technology curriculum is complemented by the development of a 3 day learning to learn skills program for Year 7 students to be implemented at the commencement of 2015.
- Moderation is included as an essential component for the Term 4 CATs. Student results are received across the cohort. The moderation process ensures learning sequences are evaluated and refined. Planning for half day moderation session in 2015.
- The setting of subject goals by students with learning mentors is reviewed and decisions taken to move this to the subject teacher's responsibility for 2015.

2015

- Implementation of Learning Sequence Design Process continues. All teachers collaboratively develop and implement 2 learning sequences. VCE Learning Maps are developed. Esther Weichert continues to support the school as critical friend and facilitator of the learning design process. Moderation sessions (4 times across the year) are implemented ensuring all teachers of a subject at each year level (7-10) can meet to evaluate learning sequences, analyse data at the individual and cohort level following a CAT and revise learning map and sequence.
- Continuous Assessment is implemented. Dispositions incorporating General Capabilities are developed and implemented. Student assessments based on Dispositions are communicated 4 times per year. Following parent feedback the reporting of dispositions was reviewed in November 2015. Teachers provided input at a staff meeting in staff discussion groups with the aim of improving the quality and clarity of reporting on Dispositions.
- Feedback survey for students to give feedback on the learning landscape to teachers developed and trialled by a collaborative working party, facilitated by Steve Cranby
- Digital technology is implemented for Year 7 students as a subject
- Learning to learn is implemented as a 3 day program for Year 7 students at the commencement of the year. Following an evaluation a Year 8 Learning to learn program has been developed. Challenge and Celebration student led conferences are implemented for Year 7 students and take place twice in the year.
- ALTs are developed and implemented by the Learning Landscape Leaders to further support development of school wide pedagogy in collaborative teams. The teams include Visible Thinking, Dispositions, Monitoring Growth, Differentiation and Collaboration.
- Writing is identified through Year 9 NAPLAN and VCE results as a key area of focus for the school and for feeder primary schools and a writing project is commenced with Ashburton,

Canterbury and Camberwell Primary schools with the intention of further development in 2016.

2016

- Learning Sequences continue to be documented, implemented and refined. VCE Learning Maps are in development and VCE Learning Sequence writing commences. Moderation continues as an essential part of the Learning Sequence evaluation. Learning across the school is documented as Scope and sequence and aligned with the Victorian Curriculum.
- Formative Assessment is implemented as a whole school focus. PLTs are established in Semester one with Dylan William's modules forming the basis. Teachers explore the theory, trial strategies and then reflect with the PLT. 6 sessions are calendared. In Semester 2 a specialisation is selected, PLTs formed accordingly and an action research model utilised. PLTs conclude with celebrations of practice.
- Learning to learn program is extended to Year 8. Student led conferences take place twice a year for Years 7 and 8. Student led conferences for Year 10 students in Learning Mentor Groups investigated and planned for 2017 implementation.
- Extension of internationalising learning focus to include a French sister school. Lycee Thomas Corneille is established in April 2016 with a visit of 14 CHS students. 4 French students have a 6 week exchange in July and 3 CHS students travel to France for a 6 week exchange in December 2016.
- Literacy identified as priority in 2015 with a specific focus on writing, is selected as the focus for the DET Framework for Improving Student Outcomes (FISO). A group is established by the three principals of John Monash, East Doncaster and Camberwell with the objective of improving student learning outcomes through a focus on improving literacy.
- Writing Project with Ashburton and Canterbury Primary Schools continues. Teacher visits to classes across the schools in 2016 take place. Plans are developed for a writing continuum using writing samples from Prep to Year 12 and a Writing Festival for 2017 implementation.

2017

- A self-evaluation of the 2014-2017 Strategic Plan was completed and a 2 day Peer Review led by Chris Wardlaw (reviewer) and peer principals; Heather Thompson (University High) and Peter Corkill (John Monash Science School) participated as challenge partners. A new strategic plan developed in Semester 2 for 2018-2021.
- The oval was completed and opened in May, providing a FIFA standard sports field.
- The design and development team completed plans for the redevelopment of the interiors of the top floor of C and both floors of D buildings
- VELS data for year 7-10 students meets or exceeds the targets set in the Strategic plan for English and Maths
- All teachers have written one or more Learning Sequences this year. At the end of 2017 a total of 193 Learning sequences have been completed for Years 7-10 and for VCE. 192 remain to be completed.
- 8 Literacy for learning tutors are trained across the staff and the leadership team completed all 6 modules by the end of semester 1. In semester 2, all teachers completed the 6 modules led by the 8 trained tutors.
- The FISO team of secondary schools; Camberwell High, John Monash Science and East Doncaster welcome Koonung to join the team and focus on writing. In addition to the shared PL focus on literacy for Learning, two writing assessments are undertaken with year 10 students to provide foundation year data. An English task and a Science task are completed in each of the 4 schools and the data compiled and shared.
- The writing project with Canterbury Primary school continues. A writing festival is held in Term 2 and a writing continuum developed based on a writing task undertaken by students from Prep-Year 12
- Students led conferences were implemented for Year 10 in addition to those already in place for years 7,8 and 9.
- Professional Learning Teams were formed in semester 1 to focus on one of three options; Collaboration, Data or Inquiry

- Camberwell High became a lead school in DET's Respectful Relationships program to address domestic violence concerns. Gender equity is a central focus. 6 feeder primary schools are attached to CHS as partners.

2018 -2021 Strategic Plan

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 ownership by the whole school community (parents, students and staff).

In the previous Strategic Plan, the foundations for this work were established through a whole school approach to curriculum development, assessment and teacher use of data.

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

The focus of the school will be on:

- Building teacher practice excellence 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.

2018

- One of the outcomes of the self-evaluation and review of the 2014-2017 Strategic Plan was to redefine the Leading Teacher roles and responsibilities. Teaching and Learning Team Leaders and Sub School Leader roles were retained and Learning Improvement Leadership roles (LILs) were developed. These three roles: Learning Growth and School Organisation, Learning Community and Learning Innovation replaced the Learning Landscape Leader roles. With a focus on student agency, and to work in collaboration with the Sub Schools, the role of Independent Learner Leader was developed.
- The Design and Development Team established in 2014 to develop a brief for the redevelopment of Level 3 of C building and both levels of D building saw the work commence. Stage 1 (C building) is completed and Stage 2 (D building) is underway.
- Literacy is a key area of focus and priority. All teachers have been engaged in reviewing learning sequences and trialling strategies to improve literacy in TLTs and PLTs. A Literacy working party developed 13 recommendations for the implementation of a whole school agreed approach to Literacy. Learning Specialists have been appointed for 2019 through an internal process to work within TLTs and have worked with Misty Adoniou twice in 2018 to commence the development of whole school and subject specific approaches to Literacy. The writing project with Canterbury Primary School continues and the FISO group of 4 partner secondary schools continues. The FISO group undertook the second year of a common assessment task at Year 10 for 2 classes in English and Science. This data will be used to assist in assessing the impact of literacy approaches.
- Respectful relationships continues as a focus for the school with a strong focus on gender equity. Our Community of Practice includes 6 primary schools with CHS as the lead school. A parent workshop with Lea Waters, shared with CoP primary schools took place in Term 2 at

CHS and focused on Strengths and the power of developing and using character strengths to assist us all to respond to life's challenges. Chris Jung's coordination and the role of student leaders as facilitators of mentor sessions were strengths of the program in 2018.

- A Review of uniform was undertaken and a gender-neutral uniform policy developed and ratified by school council.
- To increase the student exchange opportunities to China a new sister school relationship was established with Xinglan middle School in Suzhou. Our students will visit in 2019.
- Student led conferences are in place at all year levels
- Year 10 review recommendations are finalised and changes to subject names and content for 2019 implemented. Further work on recommendations continues.

2019

- First visit to new sister school Xinglan middle school in September 2019 with Emmanuel Skoutas and Betty Liang. Chinese Students to visit us in July 2020. French sister school student visit to CHS for 6 weeks in July and 5 CHS students visit France for 6 weeks in December 2019
- Leading Teacher roles adjusted with the role of Learning Improvement Leader: Innovations removed for 2020, 9 Leading teachers in total
- Pathways in Technology (PTech) program successfully applied for by CHS. 25 Year 9 students selected for the program in 2020. Students have partners in Industry and Tertiary institutions with a focus on Cybersecurity. Industry partners include NBN, BHP and Telstra. An industry liaison officer (ILO) appointed to the school (Jenny Baber) for 2 years to assist with the implementation of the program. Geoffrey Menon appointed to the POR of Curriculum support for PTech
- 4 Language Learning Specialists appointed to work within TLTs to support teacher professional learning in the use of language in the disciplines. 3 Language Specialists and one HITS learning specialist appointed for 2020
- A conference day held on June 11th for our FISO group of schools: John Monash, Koonung and East Doncaster with Professor Misty Adoniou
- Top floor of C building redevelopment completed and in use Term 3, ground and upper floors of D building completed and opened for Years 7 and 8 students in Term 4.
- Launch program, an intensive Science and Maths program for Year 9 and 10 students plan announced to commence in 2021 with selection of 25 students in Term 3 2020
- Learning maps revised and documented as Subject Guides for all subjects 7-12 in readiness for communicating to the student and parent community in 2020, published on Compass
- Year 10 Futures program developed for implementation in 2020

2020

- Remote learning for Terms 2 and 3 required staff and students to use digital platforms for learning. Zoom used for live classes and other tools introduced including Microsoft teams and Stile
- Remote learning remained in place for International students learning off shore during Term 4
- Year 12 GAT and exams undertaken later in Term 4 with results provided on December 30th
- Futures program implemented for all Year 10 students
- P-Tech implemented for 25 students at Year 10
- 25 students selected for Year 9 Launch, 2021 through application/ interview/ test/group work
- ACER testing implemented for Years 7-10 on Maths, reading comprehension and writing, results available on Compass for students and staff
- Subject learning plans in development for each subject for each term include lesson topics and timing of assessments
- Effective parent information evenings held using Zoom including for 2021 Year 7 families
- Student led conferences held for all year levels using Zoom were well received by parents.
- Catch up learning at home days implemented were positively received by families