NORTH COAST REGION
CHANCELLOR STATE COLLEGE

OUR VISION: Inspiring Minds. Creating opportunities.
Shaping Queensland's future.

EVERY STUDENT SUCCEEDING

Our 2017 Explicit School Improvement Agenda is;
Reading, Numeracy, U2B, feedback loops & Senior outcomes

2017 Implementation Plan

ENDORSEMENT
This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

PETER KELLY
Executive Principal
25/11/2016

BILL BARBOUR
P&C President
26/11/2016

MARK HUDSON
College Council Chair
26/11/2016
2017 CSC
IMPLEMENTATION PLAN
EVIDENCE BASED TEACHING AND LEARNING

Department of Education, Training and Employment
Strategic Plan – Every Student Succeeding
Vision:
Purpose:
Focus:

Learning Smart Classrooms
Including:

Key Data Sets
Stronger / Smarter
Inputs

Supported through Professional Learning – PPP
(Developing Performance Plans, Professional Learning, Project Management)
Focus on the Art and Science of Classroom Instruction in Digitally Rich Environments

Chancellor State College
Vision – Our vision is articulated as an action. All members of the Chancellor community contribute to a school that:
• Values all children
• Promotes and develops standards of excellence for all.
• Prepares students for the future
• Is owned and loved by its community.

Our College Charter expands on our vision to highlight our value for and expectations of:

Care
• People are our greatest resource. We value caring for one another, our environment and ourselves

Cooperation
• Together we will achieve what no individual is capable of. Positive partnerships and effective teams will be formed to reach our goals

Commitment
• As a community of learners, we will be unrelenting in our focus on continuous improvement with every individual accepting personal responsibility and accountability

Challenge
• To be innovative and inspiring in our search for excellence in curriculum, teaching, learning and performance and relationships that produces engaged, robust citizens and lifelong learners capable of shaping our future

Pedagogical Framework Filters
The best we can be through...

Enhancing Teaching, Learning and Assessment (Q 1,2,3,4,10 - ASOT) – Enhancing Effective Learning Environments (Q 1,5,6,8,10 - ASOT) – Delivering High Performance (Q 5,7,9,10 - ASOT)

Inputs

ACARA
Implementation, planning & review:
• P-12 Curriculum, Assessment & Reporting Framework

AITS
• Australian Professional Standards for Teachers

Stronger / Smarter
• Closing of Gap for Indigenous Students

QCAA
• QCER
• Senior Syllabus Development
• Increased VET Participation

Key Data Sets
Including:
• Headline Indicators
• SIU (School Improvement Unit)
• NAPLAN/QCS
• AIMS/CCCD
• High Reliability Schools Data (HRS)
• Diagnostic/Formative Testing
• Senior Exit Data/ School Data Sets
• SOS
• AQTF

Resourcing
• Internal & External Funding Sources
• Investing for Schools (I4S)
• Improved performance for all students in:
  o Literacy, Numeracy, Science

Smart Classrooms
• Digital Pedagogies
• BYOXC/CLP 6-12

Learning & Wellbeing Framework
• Parent & Community Engagement Framework (PACE)
• Responsible Behaviour Plan
• Restorative Practices Philosophy
• Smart Moves
• Smart Choices

Every Day Counts
• Student Attendance/Engagement

Advancing Education
• Global Schools

Priorities

Collaborative Empowerment:
• Align and embed the ASOT pedagogical framework across P-12

Successful Learners:
• Every student succeeding
• Students as resources for their own and others’ learning

P-12 Data driven and responsive practice
• Enhanced curriculum alignment P-12 to ensure seamless transitions

Prioritise Learning Areas including improved attendance, senior exit data and the explicit planning for, resourcing and teaching of vocabulary, reading, numeracy, and KLAs

Enhance and align our STEM approach e.g. (CASE)
• Identification of students and strategies to improve performance of all students

Enhance feedback loops for staff and students with focus on high yield strategies

Future focused learning environment through effective digital pedagogies

Curriculum programs in place to cater for diverse learners

Build capacity of critical and creative thinking and general capabilities knowledge and implementation across the College

Optimise future pathways model across senior KLAs

Engaged Partners:
• P-12 PACE Framework
• Excellence programs in S&E, TFA, FFA

USC partnerships including ILES learning opportunities
• Global positioning of CSC – languages, international student program

Great People:
• Promote a high performance culture through PLCs, the PPP process and aligned with AITS Professional Standards for Teachers

Empowerment of all staff P-12 to be student focused/high performing and accountable for student outcomes

Senior pathways – yr 10 role, ATAR preparation and external assessment, staff capability

High Standards:
• Timely and effective analysis of student data to inform whole of school and individual improvement strategies

Ensure a safe and supportive College environment

Targets – 2017

Report Data:
• 85% C or better
• 95% C or better in Behaviour & Effort

NAPLAN:
• 100% of students at or above NMS in all domains

Upper Two Bands:

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Year 12 Outcomes
• Awarded QCE: 100%
• OP 1-5: 20%
• SAT, QCE, QCA or OP: 100%
• Retention Y10-Y12: >85%
• Yr 12 Students Exit with an OP of worth (1-15) or Cert III Vocational Certificate: 90%

Attendance:
• Student Average: 93%
• Staff: 95%

Closing the Gap:
• No attendance/academic or retention gap

Satisfaction:
• (Refer to PACE Framework)
  o Good Education (Students): 95%
  o Good Education (Parents): 95%
  o With School (Parents): 95%
  o PD Opportunities (Staff): 90%
  o Morale (Staff): 95%
  o Numeracy skills developed (P): 95%
  o Receive useful feedback (S): 95%