



2018 CSC IMPLEMENTATION PLAN

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.

EVIDENCE BASED TEACHING AND LEARNING

Department of Education, Training and Employment

Vision: Engaging minds. Empowering futures.

Purpose: Providing high quality learning and skilling focused on preparing Queenslanders with the confidence to participate effectively in the community and the economy.

Focus: Empowerment. Successful learners. Great people. Engaged partners.

Strategic

PROMOTE A HIGH PERFORMING CULTURE

by:

- Enhanced Feedback loops students and staff
- Future focussed learning environment through effective digital pedagogies
- Timely and effective analysis of student data to inform whole of school and individual improvement strategies
- Ensure a safe and supportive College Environment

Supported through Professional Learning (Developing Performance Plans, Professional Learning Focus on the Art and Science of Classroom Instruction in D

1 our vision to highlight our value for and expectations of:

our greatest resource. We value caring for one another, our environment and ourselves. Diversity and acceptance of difference will characterise our community. We will achieve what no individual is capable of. Positive partnerships and effective teams will be at the heart of our goals. For every learner, we will be unremitting in our focus on continuous improvement with every learner accepting personal responsibility and accountability. We will be innovative and inspiring in our search for excellence in curriculum, teaching, learning, performance and assessment that produces engaged, robust citizens and lifelong learners capable of shaping our future.

Build a Purposeful Community with Clear Goals, Actions and Reflection

FILTERS

COMMENTS (Q 1,5,6,8,10 - ASOT) – DELIVERING HIGH PERFORMANCE (Q 5,7,9,10 - ASOT)

the best we can be through . . . ENHANCING TEACHING, LEARNING AND LEADERSHIP

INPUTS

ACARA

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

AITSL

- Australian Professional Standards for Teachers

STRONGER / SMARTER

- Closing of Gap for Indigenous Students

QCAA

- QCAR
- Senior Syllabus Development
- Increased VET Participation

KEY DATA SETS

Including:

- HEADLINE INDICATORS
- SIU (School Improvement Unit)
- NAPLAN/QCS
- AIMS/NCCD
- 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:
 - Literacy, Numeracy, Science

SMART CLASSROOMS

- Digital Pedagogies
- BYOX/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

EVIDENCE BASED TEACHING AND LEARNING

ACHIEVEMENT AGENDA

PRIORITIES

COLLABORATIVE EMPOWERMENT:

- Align and embed the ASOT pedagogical framework across P-12
- Build teacher capability through effective PLCs through action research

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
- Priority 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 knowledges 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 AITSL 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 – 2018

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:

	Yr 3	Yr 5	Yr 7	Yr 9
R	39%	30%	27%	20%
W	41%	11%	12%	10%
S	36%	23%	27%	17%
G&P	50%	39%	27%	18%
N	35%	26%	30%	20%

YEAR 12 OUTCOMES:

- Awarded QCE: 100%
- OP 1–5: 20%
- SAT, QCE, QCIA 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)

- Good Education (Students): 95%
- Good Education (Parents): 95%
- With School (Parents): 95%
- PD Opportunities (Staff): 90%
- Morale (Staff): 95%
- Numeracy skills developed (P): 95%
- Receive useful feedback (S): 95%