



2019 CSC IMPLEMENTATION PLAN

EVERY STUDENT SUCCEEDING – State Schools Strategy 2018 – 2022
DET STRATEGIC PLAN 2018 – 2022 – Creative, Connected, Engaged

EVIDENCE BASED TEACHING & LEARNING
Supported through Professional Learning, PLCs, PPP
(Developing Performance Plans, Professional Learning, Project Management)
Focus on the Art and Science of Classroom Instruction in Digitally Rich Environments

THE BEST WE CAN BE

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.

Values - 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
- Courtesy** Respect, tolerance and acceptance of difference will characterise our community
- 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 unremitting 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

Professional Focus through a Purposeful Community with Clear Goals, Actions and Reflection

PEDAGOGICAL FRAMEWORK FILTERS

the best we can be through . . . **ENHANCING TEACHING, LEARNING AND ASSESSMENT (Q 1,2,3,4,10) – ENHANCING EFFECTIVE LEARNING ENVIRONMENTS (Q 1,5,6,8,10) – DELIVERING HIGH PERFORMANCE (Q 5,7,9,10)**

INPUTS

AITSL

- Australian Professional Standards for Teachers

ACARA

- P-10 Curriculum, Assessment & Reporting
- Closing of Gap for Indigenous Students

QCAA

- New QCE
- VET
- Closing the Gap for Indigenous Students

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

RE sourcing

- Internal & external Funding Sources
- Investing for Schools (I4S)
- Improved performance for all students in:
- Literacy, Numeracy, Science, STEM

SMART CLASSROOMS

- Digital Pedagogies
- BYOX/CLP 4 -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
- Build teacher capability through effective PLCs through action research

SUCCESSFUL LEARNERS:

- Know our learners – P-12 timely and effective analysis of student data to inform whole of school and individual improvement strategies
- Every student succeeding
- Inclusive learning culture
- P-12 Reading/Literacy & Numeracy programs
- 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 and embed CASE in JS
- Enhance feedback loops for staff and students with focus on high yield strategies
- Future focused learning environment through effective digital pedagogies
- Global competencies
- Build capacity of critical and creative thinking and general capabilities knowledge and implementation across the College
- Optimise future pathways model across senior KLAs
- CORE FOUR
- Ensure a safe and supportive College environment

TEACHING QUALITY:

- Expert teaching teams
- Systematic curriculum delivery
- 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

ENGAGED PARTNERS/LOCAL DECISION MAKING:

- 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

TARGETS – 2019

SCHOOL PERFORMANCE

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	45%	45%	28%	22%
W	46%	14%	14%	12%
S	55%	36%	30%	24%
G&P	55%	36%	33%	27%
N	40%	33%	33%	27%

YEAR 12 OUTCOMES:

- Awarded QCE: 100%
- OP 1–5: 25%
- 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: 95%
- 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%

Victoria Anstey
Principal – Secondary Campus

Kylie McDonald
School Council Chair