

CHANCELLOR STATE COLLEGE

QUADRENNIAL SCHOOL REVIEW 2013 – 2016 4 YEAR COLLEGE STRATEGIC PLAN 2017 – 2020



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
- 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, performance and relationships that produces engaged, robust citizens and lifelong learners capable of shaping our future

APPROVAL/ENDORSEMENT PROCESS

The Quadrennial School Review is verified. The 4 Year College Strategic Plan is a meaningful statement of College achievement and strategic direction that meets college needs and systemic requirements and is therefore endorsed/approved.

PETER KELLY
EXECUTIVE PRINCIPAL

28, 11, 16

MARK HUDSON
COLLEGE COUNCIL CHAIR

28, 11, 16

BILL BARBOUR
P&C PRESIDENT

25, 11, 2016

TABLE OF CONTENTS

SECTION 1	PAGE
Statement of Purpose	3
 SECTION 2	
Quadrennial School Review 2013–2016.....	4
a) Process	
b) Review of School Strategic Plan 2013–2016	
c) Major Findings – achievements / areas for improvement	
 SECTION 3	
The School Context	13
 SECTION 4	
School Strategic Plan 2017–2020.....	19
 SECTION 5	
Appendices	30

SECTION 1**STATEMENT OF PURPOSE*****Chancellor State College – a world class educational institution***

Chancellor State College is a high performing Educational Institution and there is a great deal of evidence to support this claim. Chancellor State College is a flagship for Education Queensland and the Administration Team, Teaching Team, Ancillary and Support staff are focused on ensuring that the student outcomes which we help to produce are testimony to the College motto “the best we can be”. The College bears claim to some impressive student outcomes, cultural and sporting data and the faces behind this data are dedicated staff, supportive community and connected students.

Chancellor State College is a place of high standards and these high standards are achieved by hard work. Every standard matters to us at Chancellor State College and we operate in a “no excuses” environment. We constantly engage in a process of review and forward planning. We need to ensure that current policies, practices and other infrastructure that have served the College well are robust enough and flexible enough to take us into our future. To achieve this we will need to engage in quality assurance activities through which we measure our performance using indicators and standards that exist in similar high performance educational institutions.

In recent years the College has grown significantly and has also had cause to celebrate some very significant outcomes including winning State Showcase in 2013 and again in 2016. Our School Opinion Survey data shows extremely high levels of satisfaction with the College, with many results across staff, student and parents sectors in the mid to high 90% – an extraordinary result for such a large College.

As we expand we continue to ensure that we hold on to the important things that have earned Chancellor a strong reputation and crucial to this will be the need to protect and nurture the strong achievement ethos and the sense of community that are evident. In the same way we need to hang on to the little things that we all enjoy about small schools so that we can still enjoy them when we are at full capacity. Most of these things are found in the relationships that have been developed and the student and staff welfare practices that are so important to the good health of large organizations.

Chancellor College is unique with regard to the precinct within which it operates. There is no doubt that the education of every student who attends Chancellor College should be influenced by our proximity to the University of the Sunshine Coast, the Sunshine Coast Institute of TAFE and the plethora of significant partnerships with community organisations, local businesses and our Regional Council. The changing face of education demands that using Networks and creating Partnerships with other Educational and Commercial organizations will remain a constant priority of leadership team and of the staff more broadly.

As a leadership team we are very mindful that the most important partnership that the College has is with the parents of the students who attend the College and it is this partnership that will remain a priority as the College develops to be one of the largest educational institutions in the state of Queensland. Our experience would suggest that the difference between a good educational institution and a great educational institution is found in the quality of the teacher/parent/student relationship and the quality of this relationship is mainly dependent upon the priority that is shown to nurturing and growing this relationship from both sides of the relationship.

Chancellor is an exciting, vibrant and high performing State College and I know that we all share in the most important priority of all – maximising the outcomes for our students every day in every way.

SECTION 2**QUADRENNIAL SCHOOL REVIEW 2017–2020****Process – Overview**

1. School external review
2. School internal review
3. Development of a draft school plan
4. Verification
5. Endorsement
6. Implementation

Detail**1. School external review – early Term 3**

- SIU undertook the external review and the report provided was considered within the internal review

2. School internal review – general approach

- Review the schools progress in implementation of the previous four year plan
- Determine what will be progressed into the new plan from the old plan and also from current systemic and school context
- Provide an opportunity to celebrate the successes of the school throughout the past four years
- Analyse student and school outcomes – achievement data, opinion data, improvement data and compare to targets set (this includes the current AIP)
- Review overall performance trends
- Assess achievements of the previous school plan
- Consider previous plan priorities that will be progressed, those that have been enacted/completed and those that are no longer required
- Review of current school, region and state priorities to ensure they are effectively represented in the new plan
- Consider available resources

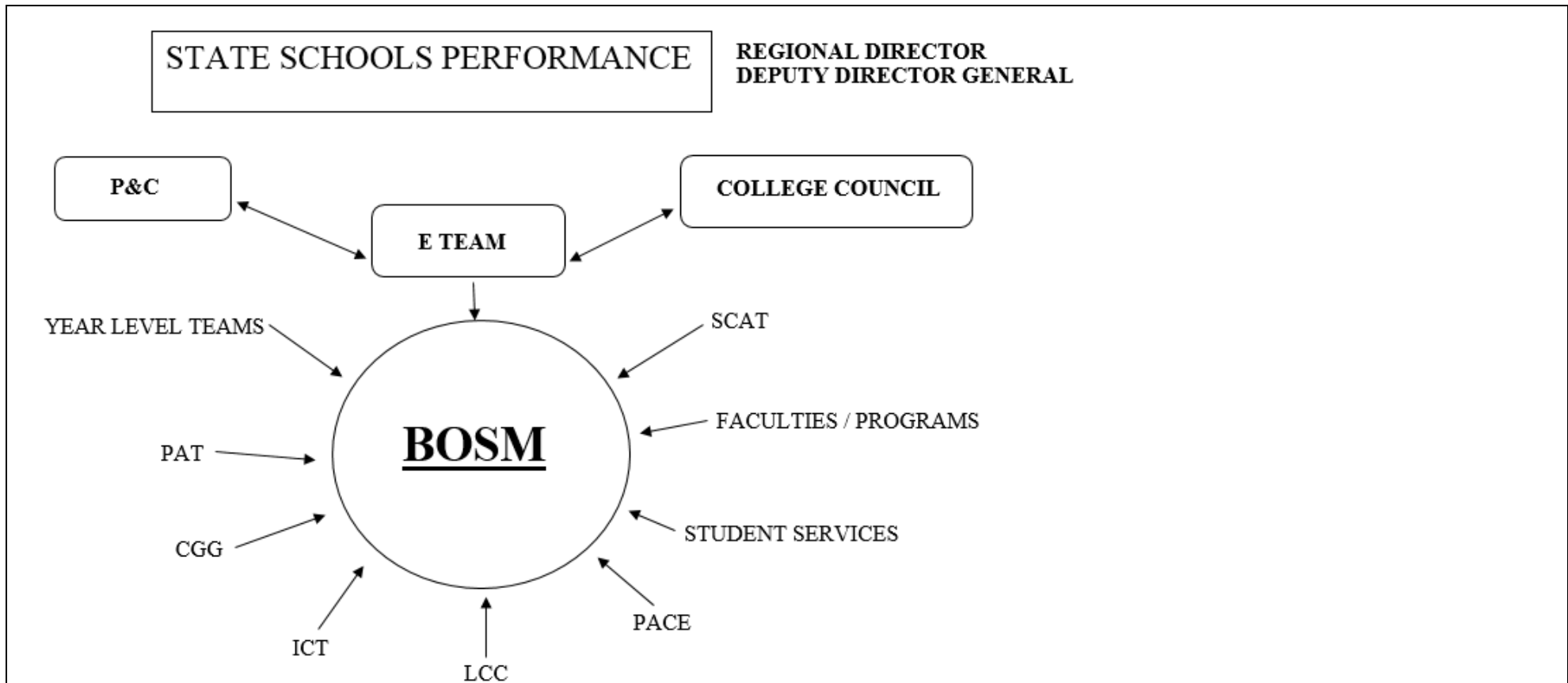


Diagram 1

Internal review – Stage 1 – previous plan review – mid to late Term 3

- All of the above groups in Diagram 1 were engaged in the review process. This occur wherever possible within their normal meeting structures as part of the agenda.
- Faculty/program areas/teaching teams will review the previous plan, discuss current priorities and contexts and provide feedback through their appropriate leadership team (PAT or SCAT)
- PAT and SCAT will collate this feedback and provide a summary of this information to the BOSM team
- Other teams – College Council, P&C, Student Services, Ambassadors, LCC, ICT, PACE etc. – will provide feedback to BOSM
- BOSM will take a central role in collation and re-presenting findings to the teams for review

2013-2016 Plan review	Strategy	Desired outcome	Level achieved (Green, orange or Red)	Comments on level of progress	Recommendation

Internal review – Stage 2 – mid to late Term 3

- Program area/faculty/year level teams and various standing committees to analyse current progress of the 2016 AIP and their own program area 2016 plans, utilising available data sets
- Determine what strategies will be progressed into the overall plan and consider what new or other strategies might need to be considered considering data from the external review and internal data sets

Development of a draft plan – early Term 4

- All information provided by existing teams identified in diagram 1 will be provided to BOSM
- BOSM will develop a draft plan in a full day planning session in term 4
- The draft plan will be provided to PAT/ SCAT for initial review and feedback
- BOSM will refine the draft plan
- This document will then be provided to the executive team for discussion and feedback
- Final draft will go to College Council and P&C for feedback
- E Team will finalise

Verification/Endorsement – mid to late Term 4

- The process and plan will be verified and endorsed by the P&C and College Council
- The plan will be published
- The 2017 AIP will be developed - mid to late term 4
- Program area plans and budget will be developed

Documentation for reference

- 2016 Implementation Plan
- "FAT" Plan 2013-2016
- High Reliability Schools data 2015
- SIU Review report 2016
- Financial Audit 2015
- Headline Indicators 2016
- School Data Profile
- School based data sets including diagnostic data sets, formative data sets, program/year level and faculty data sets

REVIEW OF SCHOOL STRATEGIC PLAN 2013 – 2016

2013-2016 Plan review	Strategy	Desired outcome	Level achieved (Green, orange or Red)	Comments on level of progress	Recommendation
Secondary	Establish an Excellence in Space and Engineering Program into Chancellor	Dynamic and engaging curriculum for students and new badging for Chancellor College.	Engineering – Green Space – Red	Engineering well underway Space program not in place	Continue Engineering and cease Space
Secondary	Convert the Sport Development Programs in Touch Football and Futsal/Football into Programs of Excellence	Touch Football and Futsal/Football programs deliver excellent outcomes for students and exhibit the attributes of Excellence Programs.	Green	Excellence programs in place for Touch and Futsal	Continue and enhance
College	Establish new structure across Campuses for Resource Centre management and roles of personnel in Resource Centres.	A more efficient Resource centre	Orange	Resources centres more functional. Secondary has been expanded. Primary services expanded.	Continue and enhance resources and alignment
College	Progression of the Professional Development Consortium with the University of the Sunshine Coast	High Level PD offered to Chancellor Teachers and shared with Regional teachers as business venture	Red	Not specific to CSC. Some PD/networking offered	Review and identify future opportunities

College	Embed Art and Science of Teaching into Chancellor College P–12		Green/Orange	Continuous process and focus. Significant staff growth and turnover impacts on embeddedness	Continue as key focus for 2017-2020
Secondary	Grow our International Program through effective marketing so that it is self-sustaining.	A self-sustaining Program that income supports f/t AO2 as HSC and 0.5 FTE Teacher.	Green/Orange	Largest ever current enrolments	Enhance and expand. Increase links to languages and Global schools agendas
College	Ensure Performance Development procedure delivers strong desired outcomes through PPP	Differentiated PDF plans for all members of Chancellor College staff with major focus on ASOT	Green/Orange	PPP's in place.	Enhance and focus to reflect key strategies in reading, numeracy and ASOT. Build formalised feedback loops to support staff.
Secondary	Conduct “Academic in Residence” to address essential improvements in Core Skills Test performance.	All teachers enhance their expertise to assist students improve their Core Skills Test results. Particular focus on teachers in years 10, 11 and 12	Green	Key staff experts in supporting students	Continue however revision for new TE process (ATAR)
College	Formalize “Development Program in Music”	Enhance student performance to a standard of excellence and then convert program to “Excellence Program”	Red	IM numbers have increased.	Review approach and perhaps develop a 5–12 focus
College	Review the curriculum in “the Arts” with a view to badging the Arts as an Excellence Program	The Arts are co-ordinated into a comprehensive and intensive program worthy of the adoption of the Excellence status.	Red	Some very good programs however alignment and resourcing (including staffing) to build an excellence program is required.	Investigate further. Consider the requirements for an excellence program
Secondary	Review Core Skills Test preparation and implement recommendations as a matter of urgency	Significantly improved Core Skills Test results which have close alignment to subject results.	Green	Significant improvements Showcase winners	Continue to enhance and also revision for new model (ATAR)
College	Increase the utilization of expertise from USC	Specialist personnel from USC teach units of work/guests lectures for students in years 7 through to 12.	Red	Moved to mostly CSC staff delivery.	Clarify and enhance USC links

Secondary	Expand the “Excel Program”	All students in year 12 are “adopted” by a classified officer within the College	Orange	Exists however meetings are ad hoc. Student attendance inconsistent.	Review and reimagine to ensure alignment and consistency
College	Investigate the best way in which to embed the Chess Program into the College	The Chess Program has status and is embedded for the enjoyment of future students	Red/Orange	PC has year 3 and 6 classes targeted. SC has in place at lunch times.	Continue to build in both campuses
College	Investigate water sports with a view to Program of Excellence Badging	Given the location of the College and Education Precinct facilities water sports are popular and may provide a badging opportunity	Red	Costs and access to water etc. challenging	Disregard
College	Review the Camp Program within the College	Camps and excursions provide many unique educational opportunities but need to be economic and well supported	Red and Green	Year 6 camps occurs on PC. No alignment PC and SC	Consider whole school camp plan and review camp program
Secondary	Work with the P and C Association to develop a landscape plan for the Senior Campus	The College grounds need to be aligned to the needs of students.	Orange	Underway on both campuses	Continue
Secondary	Review the scope of the College in relation to Vocational subjects and possible RTO status of College or P and C.	There is a need to ensure that our scope is appropriate to the learning and training needs of our students. The possibility of engaging with the broader community to offer educational programs to adults should also be investigated.	Green and Orange	Area of growth. Pathways strong	Consider Diplomas and continue to build staff capability
College	Maintain the momentum behind the Stronger and Smarter Hub status	Our Indigenous students are very important to us and we need to stay focussed on their educational development.	Orange	Implementation of principal's mark book 2016. Role description completed	Continue to align and review
College	Enhance Traditions and Ceremonies	Traditions and Ceremonies are an important aspect of a College which has as its main foundation stone a “High Expectations Relationship”. These will be enhanced.	Green/Orange	Major events reviewed Alumni commenced P–12 alignment?	More whole school events if possible

College	Teacher Mentoring	Extended opportunities for coaching and mentoring across and beyond the College.	Orange	Mentors in place but program needs attention. P–12 alignment important around role and expectations	Review and align
College	Embed the “team” approach to Professional learning	Ebbed the focus on team development across the College to take advantage of the synergy that is developed towards improved outcomes.	Green/Orange	Twilights and year level planning Data PLCs	Continue to build and support
Primary	Review functionality of Primary Campus oval	Upgraded facilities are required to enable HPE and Sport programs to function efficiently	Green	Improvements noticeable	On P&C improvement agenda
College	Install ME Learning Program	Students having laptops or access to 1:1 computers will improve student outcomes	Green/Orange	Rolling out in upper primary. BYOD and college laptops available	Equity fleet 2018
College	Enrichment Programs extended within Existing programs	Differentiated teaching practice and student learning will enhance the learning of all students and address the challenge of Gifted and Talented students.	Orange	Still work to be done in U2B performance. Vertical alignment and embedding in curriculum planning	Define enrichment and G&T approaches and embed in planning. Diverse learning plans.
College	Review LOTE across the College	Rationalization of foreign languages offered on other programs.	Orange	LOTE and international alignment (Global Schools policy) Senior retention needs improvement.	Review and monitor languages uptake and retention. Junior primary offerings. Pursue global schools elements
College	Enhance the understanding of all teachers in relation to formative assessment	Improved formative assessment practices by teachers will provide essential feedback to students to enable them to improve their educational outcomes.	Green/Orange	Teachers have embedded formative assessment	Align program area/faculty approaches and ensure data is effectively used in planning.

College	Install reading approach P-10	A structured approach to the teaching of reading is required to improve relevant student outcomes.	Orange	Hard work is being done with significant investment	Continue as major focus
College	Review the HPE program P–12	Health and Physical Education student outcomes need to be addressed to ensure that the curriculum is rigorous and connected.	Orange/Red	Not in place consistently	Review P–12 approaches and seek alignment
College	Refine Governance models for enacting College Priorities	Broadening and deepening Leadership capabilities of staff will enable the delivery of the goals of the “Onward and Upward” Strategic Plan	Green/Orange	Line management practices in place	Clarify and QA role descriptions and provide opportunities for leadership of staff
Secondary	Establish a “Future Skills Centre” to enable the curriculum to match the pathways required by Senior School Students	Flexible sub-school structures will enhance educational and vocational outcomes for our Senior students.	Green/Orange	Current timetable supports requirements. SE block developing for future skills and now branding a future skills pathway	Rebranding for new ATAR Review practices and structures to ensure alignment with new tertiary entrance processes
College	Development and implementation of rich thinking routine.	Embedded high academic standards in all classrooms	Green/Orange	HOT, learning walks, Enquiry based essential questions ad hoc across KLAs	Keep as a priority
College	Further develop e-learning model to enrich learning environment	On-line learning options for staff and students will provide a rich and connected learning environment	Orange/Red	Ad hoc across P–12. Opportunities for staff to share. Becoming more important with NAPLAN on-line in years 3 and 5.	Review implementation across year levels/faculties. ICT skills and key board skills important and need to be routine.

Major findings from the review:○ **Achievements**

- Significant improvement in senior phase exit data in all areas, with results now well above State – Showcase winners 2016
- SIU outcomes:
 - Strong collegial culture of mutual trust and support promoting staff and student wellbeing
 - A detailed pedagogical framework (ASoT) is in place and being driven
- Sports excellence programs strong and well recognised with future growth expected
- International program – largest enrolments being experienced and exciting growth in graduate program
- Embedded team approaches to professional learning across both campuses – staff collegial planning and sharing
- Embedding formative assessment practices to enhance student learning and evidence based teaching
- Excellent relationships with P&C, College Council, USC and TAFE along with many local businesses and service providers
- Excellent performance in key data sets including NAPLAN, LOA, Indigenous student performance and School Opinion Survey data with many targets achieved

○ **Areas for improvement**

- Continue to enhance eLearning (digital pedagogies) across all sectors
- Continue to develop and embed a P–12 reading and numeracy approach
- Enhance feedback strategies for staff and students that focus on the implementation of high yield strategies
- Refine and define G&T and enrichment opportunities for students
- Refine and review the P–12 pastoral care approach to maximise outcomes for students
- Refine and enhance our vertical curriculum alignment P-12

SECTION 3**THE SCHOOL CONTEXT**

CURRICULUM***Curriculum P – 9***

Our current curriculum is a combination of National and State curricula. Starting in 2012, there has been a staged introduction of a National Curriculum and Chancellor students are participating in Learning Experiences based on both curricula. Currently, Mathematics, English, Science and History, SOSE, Arts, HPE, Technology and LOTE are drawn from the National Curriculum. These subject areas are designed into Units that provide a rich context and purpose for learning and have their core focus on the seven general capabilities including literacy, numeracy, ICT and critical and creative thinking.

Curriculum 10 – 12

Curriculum in the Senior Secondary has been designed to allow maximum flexibility in the study options of our students. Students are able to build on the experiences of the Junior Secondary Units of Excellence by choosing specific subjects from our five Curriculum Academies. These academies and their subject offerings are outlined in full detail in the Subject Selection handbook.

The five faculties are:

Design and Production – Arts, Industrial Technology

Enterprise and Innovation – Business, Information Technology

Health and Performance – Health Education, Physical Education, Football and Touch Football Academies

Research and Discovery – Mathematics, Science

World and Change – English, Humanities, Languages/International

Specialist Subjects**LOTE**

Students from Years 3 – 8 receive specialist lessons which encourage understanding the language and culture of another country. Students study **Italian and Japanese** from Year 3 – 6. Students elect to study one language for Years 7 – 8. Students in Years 9 – 12 may elect to continue their studies in LOTE as an option.

Music

All students (P – 6) receive a weekly music lesson from the music specialist teacher. From Year 7 – 12, students can choose to study music through ELOs and Electives.

Instrumental Music

String instruments are available for children from Year 3. Wind and percussion instruments are available from Year 5. Entry into this program is determined by student interest, aptitude and the availability of instruments. Students who have their own instruments may join the program. When an appropriate standard is achieved, students will be invited to join one of the following College ensembles – Concert Band, Wind Symphony, Stage Band or Orchestra.

Our Instrumental Music students perform annually at a variety of College and community functions, competitions and events. Additionally, every two years, students have the opportunity to participate in a music tour.

Choir

Interested students are invited to join the College choirs. These choirs perform at College events and celebrations.

Sport and Physical Education

Carnivals

Our College community also embraces Athletics Sports Carnivals, Cross Countries, Swimming Carnivals and leadership challenge days. These events foster participation, School/house spirit, community spirit/challenge and learning in a different environment. We encourage parent/guardian support for these programs.

PRIMARY CAMPUS

All students receive a weekly physical education lesson. An additional 30 minutes of physical activity (Smart Moves) is conducted on the remaining 4 days of the week, as appropriate.

Swimming

Swimming lessons are held for all students in Term 4. Instructors teach children in ability groups.

Year 6 Sport

Students in this year level are involved in an inter-school program in a variety of winter sports including football, tennis, basketball, soccer and netball. They also participate in an aquatic and recreational sports program during the year.

SECONDARY CAMPUS

Health and Wellbeing (Junior Secondary)

Health and Wellbeing recognises and addresses the inclusion of physical activity, physical education, sport, health, personal development and skill acquisition as integral to the Chancellor State College curriculum and the students' personal growth.

Sport

Sport is part of our College curriculum. It is linked to life learning, healthy lifestyles and wellbeing of individuals. Throughout the year students are involved in Interschool Sporting events, organised sport and recreational programs (Wednesday for Year 8 and 9, Friday for Year 7). Furthermore, most mornings Junior Secondary students are involved in an active body, active mind program called Activ8.

There are also a wide range of Interschool Sporting teams that students can participate in. These are usually played in the afternoons and evenings once a week for a season. In addition to this, there are opportunities for students to be involved in full day carnivals and special events throughout the year.

Activ8/Smart Moves

Activ8/Smart Moves is a unique feature of our College day. It is a 20-minute Fitness/Activity program designed and shared by teams. It involves interactive team games created and developed by students and staff to enhance the active start to the day – healthy body and mind – whilst engaging in team building activities.

My Journey

My Journey embraces the affective goals of the curriculum and aims at developing students' social skills, thinking skills and building habits for them to be successful in life. The program provides opportunities for students to: identify their strengths, learning and career pathways; track and develop their personal growth; reflect on their progress and learning; and develop a sense of community. By working in partnership with many community and educational organisations we are able to assist the students to develop, reflect and refine and enact their Senior Education and Training Plans ensuring a clear focus on positive pathways to future successes.

In Years 11 and 12, students work through an extensive Essential Learning Program designed to assist students meet the demands of senior assessment. The programs are designed to match the study pathway chosen with Vocational students engaging in work readiness programs while OP eligible students focus on the Queensland Core Skills test.

Reporting Student Progress

Written reports are completed at the end of Term One (Secondary students) and at the end of each semester – in June and December.

Student Performance Interviews to discuss student progress are arranged twice per year. These interviews are important as they are an effective way for parents and teachers to work together and provide a valuable opportunity to keep informed of each student's specific needs and achievements. It is expected that all parents attend. Additional interviews may be arranged at any time throughout the year.

Senior Education and Training Plans

The Senior Education and Training Plan is designed to map individual learning pathways through the Senior Phase of Learning. It is mandated that all students complete a plan during Year 10 and lodge it with the Queensland Studies Authority. Chancellor State College begins preparing students for this process during the My Journey lessons in the Junior Secondary.

Each student develops the plan in consultation with parents/guardians, Gener8 teachers and our Student Services staff. It is designed to assist young people make good choices.

LEARNING ENVIRONMENT

Student Leadership

As a College, we value the input of our students into Chancellor life. Across each campus, age appropriate leadership structures are designed to meet the needs of the children.

On the Primary Campus, Year 6 students have the opportunity to nominate and be elected by peers and staff as School Captains, Vice Captains, Sports Captains and Portfolio Captains – Cultural, Environmental, Sport and Community. These Captains make up the Student Council Executive. Each Year 4, 5 and 6 class elect a student to represent the class as a Student Councillor in the areas of Community, Culture, and Environment and Sport (i.e. each class has four Student Councillors). These student councillors join the captains to make up the Student Council for the Primary Campus. Teachers and administrative staff then work with the Student Council on a broad range of issues, activities, events and fundraising.

The Secondary Campus continues the four leadership portfolios – Cultural, Environmental, Sport and Community. Students from each year level team are elected by their peers to be representatives in each of the portfolios. Each year, College Ambassadors are selected through an interview

process. These are Year 12 leaders who have a ‘civic duty’ responsibility to support all parts of our College community. Sports House Captains will also be selected to assist the Sports portfolio.

SPECIALIST SERVICES

PRIMARY CAMPUS

To support student progress and development, Chancellor State College has access to various onsite and visiting educational specialists. Parent permission for referral, testing or support will be obtained where a teacher considers that a student would benefit from these services. Parents may also request support through the class teacher if they have a specific concern regarding their child’s social, emotional or educational needs.

A **Guidance Officer** provides counselling and assessment support three days a week. Students and parents/guardians are welcome to access our Guidance Officer by appointment.

Enhancement / Support Staff are based at the Primary Campus designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.

Special Education Teachers are based at the Primary Campus for children who have special needs, designing Individual Education Programs and inclusive strategies to best meet individual student needs.

A **Chaplain** provides support to students, staff and parents of the College community and is available one day a week.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies.

SECONDARY CAMPUS

Chancellor State College has access to various visiting educational specialists. Parent permission for referral and testing will be obtained where a teacher considers that a student child would benefit from specialist support. Parents/Guardians, teachers and specialists work closely together.

A **Guidance Officer** is based at the Secondary Campus full-time. The role of the Guidance Officer is to provide counselling and assessment support to students and families. The areas in which we work include:

Educational Counselling	Study skills, goals development, Education Adjustment Profiles (EAP), psycho educational assessments, special considerations, subject considerations and decision-making.
Career Counselling	Enhancing student knowledge of job descriptions, career information and vocational direction.
Personal Counselling	Conflict resolution, stress and time management, behavioural concerns, grief, mental health issues and personal development.

Students and parents/guardians are welcome to access our Guidance Officer by appointment.

Enhancement Support and Special Education Teachers are also based at the Secondary Campus. The Enhancement Support Teacher assists students by:

- Working closely with teachers to develop strategies to support student learning
- Designing individual education programs (enrichment and learning support)
- Working in classrooms and on a small group / individual basis

We also access the part-time skills of a **Youth Support Officer**, a **School-based Nurse** and a **School Chaplain**. These services are coordinated through the Student Services HOD.

OUR COMMUNITY

P & C Association

The College P & C represents one of the many ways parents can become active members of the College community, contributing to its future direction.

The P & C is maintained through a constitution accredited by Education Queensland. With close cooperation from College Administration and staff, the P & C works to develop an optimum learning environment for all students. The P & C supports the College through:

- P & C Activities and Services
- Canteens and Uniform Shop
- Funds for purchase of additional facilities and resources
- Memberships of working parties
- Assistance with special College events

Parent Involvement

We are a College that is owned and loved by its community. Parents are provided with opportunities to be actively involved in their College and experience a sense of ownership and partnership. Opportunities for involvement are promoted through the College newsletter.

Parents are encouraged to keep in close contact with staff regarding student progress. Parent support for College functions, sporting events and classroom volunteers is also encouraged.

College Council

The College Council leads the strategic development and enactment of curriculum across the College. This will ensure a seamless approach to all areas of study in order to maximise student learning outcomes and foster lifelong learning.

Functions of the College Council are to:

- monitor the school's strategic direction
- approve plans and policies of the school of a strategic nature, including the annual estimate of revenue and expenditure for the school
- monitor the implementation of the plans, policies and other relevant documents
- Advise the school's principal about strategic matters.

The school council plays a role in monitoring and informing the school's strategic direction in a way that achieves the best learning outcomes for the school's students.

Membership of the College Council includes the Executive Principal, P&C President, Deputy Principals, Heads of Department, Guidance Officers and representatives from staff, students and parents of the College. The council also welcomes representatives from its outside partners including the University of Sunshine Coast, TAFE, private providers, consultants, local business and industry members and other P–12 curriculum networks.

SECTION 4

SCHOOL STRATEGIC PLAN 2017–2020

Strategic Plan – Key Strategies and Measures

The recent report from the School Improvement Unit (SIU) identifies that there are three key levers to improved performance in schools.

These are:

- A planned approach to school improvement, specifically the development and implementation of an explicit improvement agenda
- Continuous capacity building, particularly for school leaders and teaching staff
- The critical use of evidence to inform decision making

The 2017–2020 Strategic Plan harnesses these three key elements and is structured around the nine domains of the National School Improvement tool (NSIT)

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures
Explicit improvement agenda	Establish a cycle of review to ensure the P–12 EIA is communicated, actioned and monitored across the college,	P–12 Alignment of Explicit Improvement Plan Define the roles, responsibilities and key deliverables for all stakeholders in driving the EIA	Leadership team, PAT, SCAT and program area leaders	2017	Roles and responsibilities of all staff/key stakeholders are clearly communicated and aligned with EQ/College agendas/students growth Evident within all staff PPP process
	Utilise the National school improvement tool as a basis for reviewing our strategic planning and practice	The College aligns performance in the 9 domains and reflects on progress in the 4Year plan	BOSM	Ongoing	Progress against the 4 year plan is mapped and shared Next SIU review identifies progress in the nine domains Targets are met in key performance areas
Analysis and discussion of data	Strengthen teacher capability/processes to analyse student achievement to inform teaching practice and monitor ongoing student learning and academic goal setting.	Creation of data teams to lead year levels/faculties to build capacity with use of data responsive to student needs Building teacher capability in use of data to address the	BOSM members Leadership team, selected HODs and year level leaders	2017 and ongoing	All teachers can articulate/share with teams/faculties how data has been used to inform pedagogical practices in moving students forward P–12 Data PLC’s are in place and effective, aligned to College key priorities

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures
		<p>needs of every student, ESS</p> <p>Targeted teaching practices responsive to data</p> <p>Lifting the performance of students in the “middle group” into U2B</p> <p>Teachers are provided with support and feedback around their use of data to inform practice</p> <p>The P–12 data plan is implemented and monitored for effectiveness</p> <p>Student learning goals are set and monitored, and students receive feedback on their progress.</p> <p>Opportunities to analyse and plan using data are evident in meeting schedules</p>	<p>Key leadership teams with a focus on strategic groups including the Aboriginal and Torres Strait Islander team, SWDs, Excel, primary, junior and senior secondary</p> <p>CGG</p> <p>Leadership team, selected HODs and year level leaders</p>		<p>Targets are met in key performance data sets – NAPLAN (U2B, relative gain), OP/ATAR, QCE/QCIA, KLA and diagnostics.</p> <p>SOS data reflects enhanced staff satisfaction with the use of data to inform practice</p> <p>PPP – staff SMART goals are aligned to College priorities</p> <p>Opportunities to analyse and plan using data are evident in meeting schedules</p>
<p>A culture that promotes learning</p>	<p>Expand the successful collegial culture of sharing and openness to critique by colleagues that exists within and across all year levels, ensuring alignment to the EIA. Engage all stakeholders (Staff, students and community)</p>	<p>Enabling opportunities for staff to work collaboratively P–12 and across year levels</p> <p>Building teacher capability through effective PLC’s led by action research</p> <ul style="list-style-type: none"> - Expert teams, lead teachers, sharing of effective practice between campuses, use of experts <p>Investigate opportunities for all students to become global citizens and entrepreneurs</p> <p>Enhance Traditions and Ceremonies across the college</p>	<p>Whole college community:</p> <ul style="list-style-type: none"> • Leadership team • P&C • College Council • PACE 	<p>Ongoing</p>	<p>Expert staff leading teams in building staff capability</p> <p>SOS data reflects:</p> <ul style="list-style-type: none"> • staff satisfaction with feedback and support • students articulate satisfaction with feedback <p>Enhanced feedback around events and traditions</p> <p>Increased opportunities to enhance P–12 curriculum understandings</p>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures
	Refine and enhance the implementation of My Journey/ pastoral care programs to reflect a whole-college program.(Curriculum Domain)	Review of P–12 MYJ/Pastoral Care program and ensure the program supports the identified needs of students and the College culture	Key staff review current program- involve all staff to increase ownership of program	2017	Alignment of MYJ/pastoral care program responsive to student needs Evidenced in SOS data, attendance and other key data sets (behaviour, reporting)
Targeted use of school resources	Monitor the targeted use of resources and programs to ensure that are improving outcomes for students.	College expenditure is aligned to identified college priorities, e.g., PD, Diverse Learners, Aboriginal and Torres Strait Islander, EALD, ESFP, Digital pedagogies, 5 year Facility plan	E Team BOSM CGG ICT P&C/College Council	Ongoing	College resourcing caters for all students/staff needs (inclusive practices) Aligns with College workforce plan Targets in key data sets
An expert teaching team	Build the instructional leadership capabilities of College leaders to develop teacher capability in implementing the pedagogical framework (AITSL standards for leaders)	Develop and implement a formal, college-wide observation, coaching and feedback process aligned to College priorities A calibrated, planned and scheduled, systematic and common approach is utilised	BOSM	2017/2018	SOS data SIU review identifies this as best practice Targets are met or exceeded in key data sets Moderation protocols and process established
	Build the instructional leadership capabilities of all teachers to develop capability in implementing the pedagogical framework. (AITSL standards for teachers)	Develop and implement a formal, college-wide observation and feedback process, aligned to college priorities, (Reading, Numeracy, ASoT) Teachers are provided with strategic and targeted feedback in the College priorities. Alignment with PPP process to provide opportunities for all staff to improve practice	PAT and SCAT BOSM CGG	2017/2018	A bank of vignettes that illustrate evidence based best practice that align with the college priorities. Evidence of sharing/discussing within teams including pedagogy and evidence based planning Targets in key data sets are met

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures
Systematic curriculum delivery	Build the capability of curriculum leaders and teachers to lead/implement the development of quality curriculum and assessment programs including: <ul style="list-style-type: none"> • Emerging ACARA programs • Senior tertiary entrance and assessment expectations 	Innovative approach in review of pathways and alignment with new ATAR system blended with tertiary/vocational curriculum offerings Staff to be provided opportunities aligned to tertiary/vocational curriculum offerings Students to be provided with opportunities to be exposed to and successful in new external assessment methods and requirements. ELO Review to increase rigour of all electives and critical thinking/HOT skills embedded within all electives	Leadership team, CGG and program leaders/HODs/HOS ES	2017/2018	Evidence of increased opportunities for vertical curriculum experience Targets in KLA performance, senior exit data and external measures are met
	Implement quality assurance protocols to ensure there is vertical and horizontal alignment of curriculum to inform and guide the writing of programs, pedagogy and assessment tasks.	Enhancing curriculum knowledge of all staff	Leadership team, CGG and program leaders/HODs/HOS ES	Ongoing	Curriculum Plan shows vertical alignment and is regularly reviewed Smooth transition for students moving between year level curriculum
	Embed P–12 reading approach	A structured approach to the teaching of reading is evident in planning and delivery across P–12	Leadership team, CGG and program leaders/HODs/HOS ES	Ongoing	Seamless P–12 approach with Reading/Literacy agendas via key leaders within every year level Teachers trialling and implementing activities

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures
	Embed P–12 numeracy approach	A structured approach to the teaching of numeracy is evident in planning and delivery across P–12	Leadership team, CGG and program leaders/HODs/HOS ES	Ongoing	Seamless P–12 approach with Numeracy agendas via key leaders within every year level Teachers trialling and implementing activities
Differentiated teaching and learning	Embed the “whole school” support model across the College including enhancing the capacity of teachers to lead professional teams in their classrooms.	Provide opportunities for support staff to collaboratively plan, teach, assess and make adjustments to student programs	Leadership team, CGG and program leaders/HODs/HOS ES	Ongoing	Assessment written at ICP levels/ planning to support ISP’s
	<p>Building collaborative teams and teacher knowledge of evidence based high yield strategies:</p> <ul style="list-style-type: none"> • Scaffolding tools • High reliability reading strategies • Changes to process, product & environment • Case management approach across teams (a formal monitoring process exists) • Formal & agreed upon identification process for identifying students across P–12 (QCIA extension, ICP) • Targeted PD (College) • Opportunities for 	<p>All students (P–12) engaged and demonstrating growth in learning.</p> <p>Shared accountability of growth with teachers and support staff.</p> <p>Provide opportunities for support staff to collaboratively plan, teach, assess and make adjustments to student programs</p> <p>Consistency in processes and documentation for adjustments, including QCIA and ICP process</p>	<ul style="list-style-type: none"> • Leadership teams (both campuses) • CGG • Program leaders • HODs • HOSES 	Ongoing	<p>Students have demonstrated growth (targets met)</p> <p>Staff are tracking growth across</p> <ul style="list-style-type: none"> • ICP levels: • Upward trends in STDC • LOA data • NAPLAN <p>Teachers are routinely engaged in reviewing student data (becomes part of their teaching repertoire)</p> <p>Students exiting with a QCE/QCIA ATAR OP Vet Attainment</p>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures
	<p>campus teams to collaborate regarding processes, data & pedagogy in order to provide seamless transitions (vertical & horizontal)</p>				
Effective pedagogical practices	<p>Embed Art and Science of Teaching into Chancellor College P–12</p>	<p>Continue with ASoT Ped Framework and identify key strategies required responsive to data</p> <p>Collaborative approach in sharing of effective practice that reflects student gain</p> <p>Teaching of key Reading/Numeracy strategies embedded within delivery of Pedagogical framework</p> <p>PPP’s reflect College priorities and areas of individual focus for staff</p> <p>Higher order thinking-embedded in planning and delivery</p>	<p>Leadership team, CGG and program leaders/HODs/HOS ES</p>	<p>Ongoing</p>	<p>Teachers implementing and sharing evidence based practice</p> <p>PPP documents are implemented and reviewed and contain elements specific to the needs of staff in implementing key agendas including the teaching of reading, HOT and numeracy strategies, formative assessment and diagnostic data use strategies</p>
	<p>Embed digital pedagogies into classroom practice and curriculum planning</p>	<p>All students accessing and engaging with digital technology for learning & assessment. Year 12s are exiting with ICT skills to engage competitively in the global environment. All teachers are utilising technology to plan, teach and assess.</p>	<p>BOSM ICT Team Year level and program area teams</p>	<p>Ongoing</p>	<p>Digital Technology curriculum is enacted and evidenced (through documentation & practice) Digital devices support and enhance the implementation of curriculum delivery Students are actively participating in external programs related to ICT Students are digitally engaging with their peers locally & globally</p>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures
School- community partnerships	Ensuring successful transitions at all junctures at Chancellor State College	ACARA digital expectations ELC-Prep, 3-4, 6-7, 9-10, 12-real world	Leadership team, CGG and program leaders/HODs/HOS ES	Ongoing	Key data sets show improvement and targets met Destination data shows improvement
	Enhancing Chancellor SC’s global schools agenda	Strong alignment between the International program and the languages program Strong offerings from junior primary through to Year 12 in languages Defined “Global Schools” approach for CSC Engagement with schools interstate and internationally	Leadership team, CGG and program leaders/HODs/HOS ES Languages Team International team PACE P&C and College Council	Ongoing	Maximised international enrolments Increased enrolments in languages including enhanced retention into senior (11 and 12) CSC recognised internationally as a College of Excellence
	Increasing opportunities for teachers and students through improving school-community partnerships	P&C, College Council, PACE, USC, all external providers, local business	Leadership team, CGG and program leaders/HODs/HOS ES, teachers	Ongoing	Key data sets show improvement and targets met

FOCUS AREA	MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM	KEY STRATEGIES
<p>Collaborative Empowerment <i>By working together, communicating better with each other, developing our people, and reviewing our performance, we will ensure our schools are among the best in the world.</i></p>	<p>Collaborative empowerment</p> <ul style="list-style-type: none"> • Building strong collaborative practices across the College that support staff and student learning and wellbeing. • Expand the successful collegial culture of sharing and openness to critique by colleagues that exists within and across all year levels, ensuring alignment to the EIA 	<ul style="list-style-type: none"> • Align and embed the ASOT pedagogical framework across P–12 • Enabling opportunities for staff to work collaboratively P–12 and across year levels • Building teacher capability through effective PLCs led by action research • Expert teams, lead teachers, sharing of effective practice between campuses, use of external experts
<p>Successful Learners <i>Strong foundations for lifelong learning and global citizenship Creative thinkers shaped by inspiring and challenging learning experiences Improved outcomes for all students Successful transitions to further learning and work</i></p>	<p>Successful learners</p> <ul style="list-style-type: none"> • Drive the paradigm of “every student succeeding” • Enhance the feedback loops to students through regular, timely and targeted feedback linked to learning goals • Ensure a guaranteed and viable curriculum 	<ul style="list-style-type: none"> • Enhance curriculum alignment P–12 to ensure a seamless transition for students • Build a P–12 approach to literacy and numeracy • Enhance and align our STEM approach • Build capacity of critical and creative thinking and general capabilities knowledge and implementation across the College • Align and strengthen student feedback to meet critical and creative thinking and general capabilities priorities and learning goals, and curriculum progress
<p>Great People <i>Skilled and committed staff focused on each students’ learning and achievement</i></p>	<p>Teaching quality</p> <ul style="list-style-type: none"> • Enhance the high performance culture of Chancellor through an explicit focus on high yield pedagogies <p>Leadership Quality</p> <ul style="list-style-type: none"> • Enhance the leadership capabilities of all College Leaders to support the improvement agenda 	<ul style="list-style-type: none"> • Embed digital pedagogies in planning and practice • Enhance explicit feedback strategies for all teaching staff around effective pedagogies • Build the instructional leadership capabilities of College leaders to develop teacher capability in implementing the pedagogical framework (AITSL standards for leaders) • Build the instructional capabilities of all teachers to develop capability in implementing the pedagogical framework. (AITSL standards for teachers) • Align PPP to the strategic focus areas of the College

<p>High Standards Performance information and evidence focused on improving services Quality standards and regulation Safe and inclusive learning and working Environments</p>	<p>School Performance</p> <ul style="list-style-type: none"> • Strengthen staff capability/processes to analyse student achievement to inform practice and monitor ongoing student learning and academic goal setting. • Enhance the high expectations of the Chancellor community through implementation of the 5 Cs and Core Four • Refine and enhance the implementation of My Journey/ pastoral care programs to reflect a whole-college program. • Shared accountability for growth of all students with leaders, teachers and support staff 	<ul style="list-style-type: none"> • Increased College innovation through IPS • P–12 Data driven and responsive practice • Review of P–12 MYJ/Pastoral Care program and ensure the program supports the identified needs of students and the College culture • Review, innovate and strengthen senior pathways approaches and ensure alignment with emerging senior assessment and tertiary entrance requirements and vocational attainment • Provide opportunities for key staff to collaboratively plan, teach, assess and make adjustments to student programs
<p>Engaged Partners Parents and carers involved in their child's learning and development Students, parents and the community involved in school decision making</p>	<ul style="list-style-type: none"> • Increasing opportunities for staff and students through improving school-community partnerships • Enhancing Chancellor SC's global schools agenda 	<ul style="list-style-type: none"> • Strengthen the opportunities for parents to contribute to College decision making through avenues including the P&C, Council and PACE Teams • Continue to position Chancellor State College as an Internationally recognised, high performing State College • Enhancing partnerships with USC, TAFE and other key partners to improve student opportunities for success

School Improvement Targets 2017–2020

Chancellor State College

Strand	Year Level	Measure	School Targets			
			2017	2018	2019	2020
Reading	Year 3	NMS	97%	98%	99%	100%
		U2B	39%	41%	43%	45%
	Year 5	NMS	95%	96%	97%	98%
		U2B	30%	32%	34%	36%
	Year 7	NMS	96%	97%	98%	100%
		U2B	27%	29%	32%	35%
	Year 9	NMS	93%	96%	98%	100%
		U2B	20%	25%	30%	35%
Writing	Year 3	NMS	97%	98%	99%	100%
		U2B	41%	43%	45%	47%
	Year 5	NMS	95%	96%	97%	98%
		U2B	11%	13%	15%	17%
	Year 7	NMS	90%	93%	96%	100%
		U2B	12%	18%	25%	30%
	Year 9	NMS	80%	87%	94%	100%
		U2B	10%	20%	25%	30%
Spelling	Year 3	NMS	97%	98%	99%	100%
		U2B	36%	38%	40%	42%
	Year 5	NMS	95%	96%	97%	98%
		U2B	23%	25%	27%	29%
	Year 7	NMS	95%	96%	98%	100%
		U2B	27%	29%	32%	35%
	Year 9	NMS	92%	95%	98%	100%
		U2B	17%	25%	30%	35%
Grammar & Punctuation	Year 3	NMS	97%	98%	99%	100%
		U2B	50%	52%	54%	56%
	Year 5	NMS	95%	96%	97%	98%
		U2B	39%	41%	43%	45%
	Year 7	NMS	95%	96%	98%	100%
		U2B	27%	29%	32%	35%
	Year 9	NMS	92%	95%	98%	100%
		U2B	18%	24%	29%	35%
Numeracy	Year 3	NMS	97%	98%	99%	100%
		U2B	35%	37%	39%	41%
	Year 5	NMS	97%	98%	99%	100%
		U2B	26%	28%	30%	32%
	Year 7	NMS	97%	98%	99%	100%
		U2B	30%	33%	36%	40%
	Year 9	NMS	96%	97%	99%	100%
		U2B	20%	28%	35%	40%

NB: All targets are subject to annual review.

Measure	Annual Target Increase for State Schools	Dimensions of Measure		School Targets			
				2016	2017	2018	2019
INDIGENOUS EDUCATION	The gap in Year 3 reading and numeracy closed by 2016	The gap between Indigenous and non-Indigenous student reading and numeracy mean scale scores	Reading	0%	0%	0%	0%
			Numeracy	0%	0%	0%	0%
	Close the gap in student attendance	The gap between Indigenous and non-Indigenous attendance rates.	3.4%	2.4%	1.4%	0%	
ATTENDANCE AND RETENTION	An increase of 1% pa.	Average attendance rate for students	92.3%	93.3%	94%	95%	
SATISFACTION MEASURES	An increase of 1% pa	Percentage of students satisfied that they are getting a good education at school. (S2048)	95%	96%	97%	98%	
		Percentage of parents/caregivers satisfied that their child is getting a good education at school. (S2016)	95%	96%	97%	98%	
		Percentage of parents/caregivers satisfied with their child's school. (S2035)	95%	96%	97%	98%	
		Percentage of school staff who agree that they have access to quality professional development. (S2086)	90%	91%	92%	93%	
		Percentage of school staff who agree that staff morale is positive at the school (S2084)	95%	96%	96%	97%	
Senior Phase	QCE	Percentage QCE Attainment	100%	100%	100%	100%	
	OP data	OP 1-5	20%	21%	22%	23%	
		OP 1-15	92%	92%	93%	93%	
	Total attainment	SAT, QCE, QCIA or OP/ATAR	100%	100%	100%	100%	
		Year 12 Students Exit with an OP of worth (1-15) or Cert III Vocational Certificate	90%	91%	92%	93%	

SECTION 5

APPENDICES
