Chancellor State College Annual Implementation Plan 2020

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

We do this in conjunction with Every student succeeding State School Strategy 2019-2023, focussing and prioritising our resources and utilising our non-teaching staff to support us to:

Teaching Quality
Systematic Curriculum Delivery
All teachers will be responsible for effective engagement with and delivery of a guaranteed and viable curriculum to ensure alignment of teaching, assessment and reporting of ACARA and QCE Curriculum
- Developing & embedding General Capabilities
- Developing & embedding 21st Century Skills
- P-12 College Literacy approach
- P-12 College Numeracy approach

Effective pedagogical practices
All teachers are committed to improving practice through APR supported by school leaders using research based effective teaching practices utilising on the job and just in time learning as well as focussed meeting times including PLCs
- ASoT
- HRLTPs
- Essential Skills/Profiling

Expert Teaching Teams
By the end of 2020 we will have implemented a full school process that systematically promotes observation, feedback, coaching and collaborative learning to impact student achievement
- Literacy mentors
- Numeracy mentors
- Expected practices
- PLC sharing
- Expert Colleagues

Intentional Collaboration
- PLCs
- Regional Office
- External agencies
- External moderation
- Cluster Schools
- P&C, College Council and parent community

Successful Learners
Know our learners
We ensure systematic data analysis and routines are enacted at every level within our teaching teams in order to know and therefore plan to ensure we are meeting the needs of all learners in our care in order to demonstrate growth in achievement
- Whole school approach to SWD
- ICP processes
- Differentiation planning & placemat

Meet our learners’ needs
There is a clear line of sight across the College of inclusive practices and we commit to deepening a culture of ‘engaging learning’ that improves wellbeing and responds to all students’ needs:
- Student Well-Being Framework
- Whole school approach to SWD
- Excellence and Academy Programs
- Student Portfolio Leadership
- Senior School Pathway Framework

Our Goals
- This year we will increase the percentage of students in each Year level achieving a ‘C’ or above in English and Mathematics to 87%
- This year we will expect student attendance to be at 93% (state is 88.7% Secondary, 92% Primary)
- This year 100% Year 12 students will exit with a QCE or QCIA
- This year 100% of our students will be at or above the state and national mean in all NAPLAN domains

‘the best we can be’