

Annual Implementation Plan 2022



CHANCELLOR
STATE COLLEGE

The best we can be

Vision | *To be 'The best we can be'*

We are **innovative**, **inspirational** and **inclusive** in our pursuit of **excellence**.

Values

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

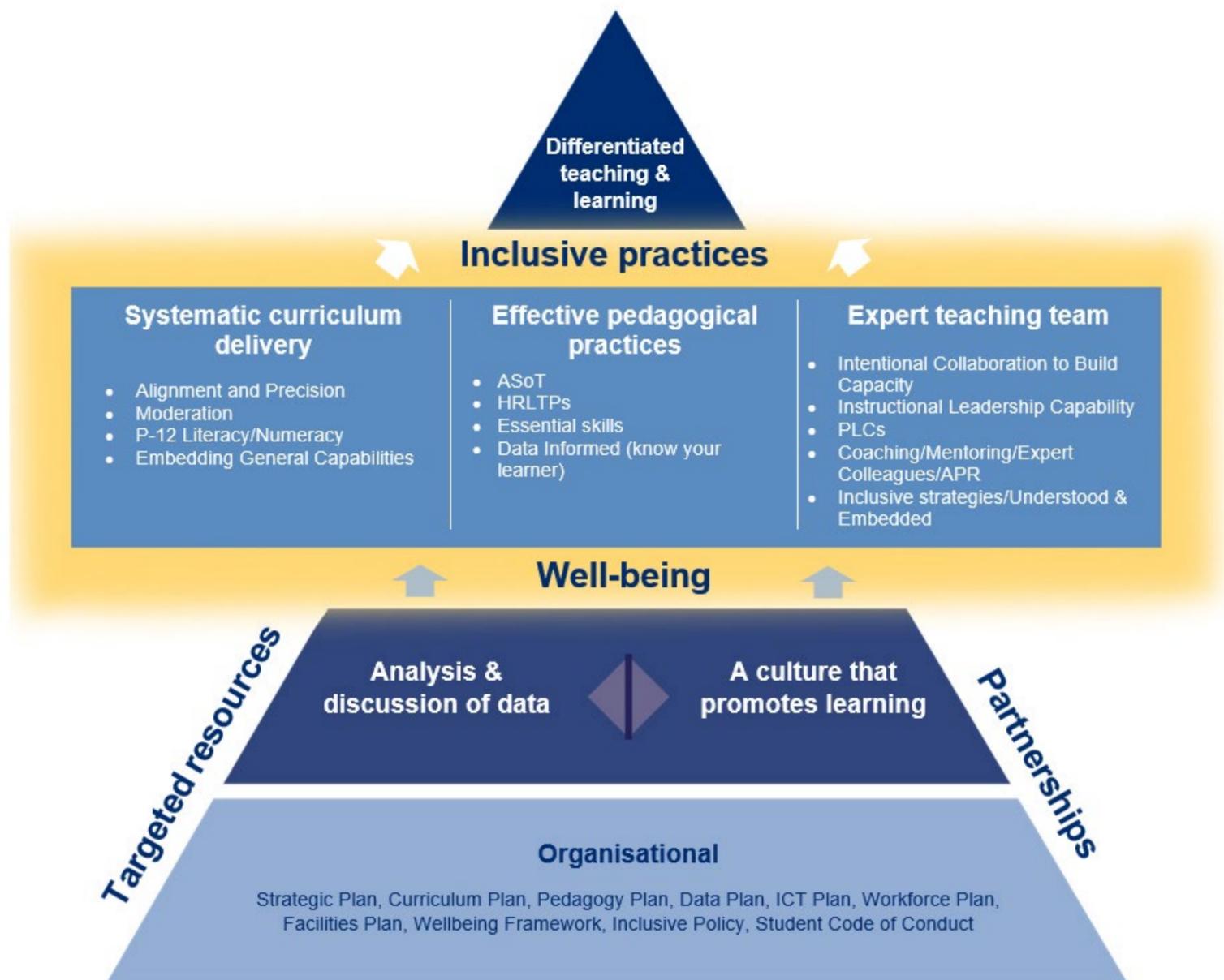
Care – We value one another and our environment. We celebrate together and recognise health and wellbeing needs within our community.

Courtesy – We respect and value our differences, ensuring we embrace an inclusive approach throughout our community.

Cooperation – We create a common purpose through strong communication and collaboration across our community.

Commitment – We are a community of learners focussed on continuous improvement in our journey of life-long learning.

Challenge – We aspire to excellence in 21st Century teaching and learning to build life-long learners.



Every student succeeds through differentiating to their needs.

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 90%
- increase the number of students achieving an 'A' in English, Mathematics, Science and Humanities
- reduce the gap in A – C for SWD, Indigenous students and boys
- expect student attendance to be at 93%
- support 100% of Year 12 students to exit with a QCE or QCIA attainment
- enhance community connection opportunities
- build student and staff well-being



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Explicit Improvement Agenda	Success Criteria
<p>Systematic Curriculum Delivery</p>	<p>Aligning Whole School Curriculum, assessment, moderation and reporting.</p> <p>P-12 Literacy Focus (moving to writing on PC and Years 7/9 Reading on SC).</p> <p>Developing and embedding General Capabilities – particular focus P-12 Digital Learning and Indigenous perspectives.</p> <p>P-12 Numeracy alignment.</p> <hr/> <p>Move from Curriculum expectations to Learning Intentions, through Descriptive feedback and relevant/rich assessment.</p>
<p>Effective Pedagogical Practices</p>	<p>Applying relevant ASoT strategies to inform consistent practice P-12 (moving from goals and routine to deep learning).</p> <p>Consistent application of H RTP P-12 (through College Literacy team).</p> <p>Essential skills as a guiding tool to ensure foundations and deepening of student engagement (profiling tool used to support teacher reflective growth).</p> <p>Use of Data to inform strategies/practice in the classroom to meet individual student outcomes.</p> <hr/> <p>Powerful questions to know your learners:</p> <ul style="list-style-type: none"> • What are you learning and why? • How are you doing? • How do you know? • How can you improve? • Where do you go for help? (SHARRATT)
<p>Expert Teaching Teams</p>	<p>Using the group learning to lead towards shared belief and understanding.</p> <p>Application of Appreciative Inquiry collaboration to extend and develop professional learning.</p> <p>Data literacy at the core of actions to individualise learning for students.</p> <p>Intentional collaboration through year level, faculty level, campus PLCs and P-12 Governance teams – deepening and strengthening of common understanding.</p> <p>Coaching/mentoring/expert colleagues/sharing/APR to build expertise at all levels.</p> <p>Expected practices – understanding to guide improvement and support teachers through research based ideas and structures.</p> <hr/> <p>Use collaborative inquiry to develop teachers and leaders professional expert instruction that will improve student engagement and outcomes.</p>