

Investing for Success

Under this agreement for 2022

Chancellor State College will receive

\$995,000.

This funding will be used to

- Support achievement of 90% C or better for English and Mathematics
- Meet goal of 85% C or better in every other KLA
- Ensure 100% students are at or above National Minimum Standard in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy measured by NAPLAN
- Ensure that we embed pathways at the 6-7 transition Junior Secondary and 9-10 junctures intended to retain students until exit at Year 12 with an ATAR (of worth) or Cert III Vocational Certificate – 90%
- Ensure there is no attendance, academic or retention gap for our Indigenous students
- Promote attendance of over 93%
- Reduction in SDA
- Support and supplement SEP to meet growing needs
- Implement project to improve boys' academic outcomes
- Application of BOSL, Collaboration Councils / Governance to strengthen advantage of P-12 continuity of learning

Our initiatives include

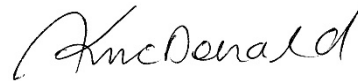
- Further embed a systematic, detailed and age appropriate P-12 College Reading Approach through the explicit teaching of reading strategies across all year levels (and moving into consistent Writing approach)
- Further embed a systematic P-10 Numeracy Approach with a focus on U2B lift – Develop authentic Numeracy and ICT alignment P-10
- Improving performance in and around Early Years Framework, transition and Prep partnerships
- Stream through transitions 6-7 and 9-10 phases of learning
- Strengthening assessment / moderation alignment to teaching and learning through intentional collaboration in PLCs, staff meetings and planning days
- P-12 key teachers at CSC to become assessment and data literate with respect to Numeracy, Literacy and ACARA expectations. This knowledge will assist in planning differentiated learning experiences to address individual student's strengths and performance. This will be consolidated through peer coaching and mentoring release models. Further work in the area of Data literacy and use of relevant data sets across the College.
- P-12 Learning Support and Special Needs staff refined professional development in mentoring and coaching to lead diagnostic and differentiated planning collaboratively with in classrooms to ensure every student succeeds. This requires bench marketing and goal setting
- Evidence based teaching and learning through timely and effective analysis of student data to inform whole of school and individual improvement strategies – professional networking to build capacity of teachers to intentionally inform practise
- Continuing to build diagnostic and formative assessment practices and processes where student data is gathered, reviewed in the targeted areas to indicate students' current performance; appropriate strategies to teach to the needs of students are identified and applied and students are re-assessed to monitor improvement, particularly in the areas identified for improvement (all staff ownership)
- Continue development application of tracking tools to ensure 'faces on the data' 'Learner First' trial and strategies to ensure success for all students.
- Purchasing application and utilization of data sets such as PATR, to extrapolate relevant data sets and therefore targeting resource allocations, intervention extension
- Strengthening staff learning of student wellbeing and mental health needs
- Developing learning networks for parents to partner school in development of individual student success

Our school will improve student outcomes by

- Data informed Diagnostic Testing to allow in-depth analysis of student abilities/needs and data informed (20,000)
- Supporting staff to assist students under NMS and support specialised learning programs to maximise student outcomes (160,000)
- Providing professional development release time to enable teacher intentional collaboration to engage in data inquiry, collaborative planning, classroom visits/feedback, learning walks and professional learning community conversations (60,000)
- Funding additional teachers and teacher aides to support year level teams to improve student literacy and numeracy skills to ensure NMS (160,000)
- Early ongoing intervention, early years Reading intervention and funding for resources for testing, reading (30,000)
- Funding staff to manage data for absences, manage success, traineeships/apprenticeships (70,000)
- Develop positions of mentor/coaches to support professional growth through knowledgeable others through PLCs, and projects of trial (190,000)
- Learning enhancement teacher aides (170,000)
- Accessing innovative professional development initiatives in the key College focus areas of enhanced feedback loops for students, ensuring a safe and supported College environment and target programs e.g. boys in education (100,000)
- Support provisions for complex case management, children with higher needs. This extends to include employment of key specialist staff to support in-class individualised behaviour plans and intervention/support mentoring, e.g. classroom profiling (35,000)



Leanne Jensen-Steele
Executive Principal
Chancellor State College



Kylie McDonald
School Council Chair
Chancellor State College

