

# CHANCELLOR STATE COLLEGE

## 4 YEAR COLLEGE STRATEGIC PLAN 2021 – 2024



**Vision – “To be the best we can be”**

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

**Our College Values extend upon on our vision to highlight our 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 21<sup>st</sup> Century teaching and learning to build life-long learners.

### 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.

14/06/2021

LEANNE JENSEN-STEELE  
EXECUTIVE PRINCIPAL

14/06/2021

KYLIE MCDONALD  
COLLEGE COUNCIL CHAIR AND P&C PRESIDENT

## TABLE OF CONTENTS

<b>SECTION 1</b>	<b>PAGE</b>
Statement of Purpose .....	3
<b>SECTION 2</b>	
Quadrennial School Review .....	5
a) Process - Overview	
b) School external review	
c) Internal assessment scan	
 <b>SECTION 3</b>	
The School Context .....	9
 <b>SECTION 4</b>	
School Strategic Plan 2021–2024 .....	14

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

Chancellor State College is a high performing Educational Institution and a flagship for Education Queensland. The Administration Team, Teaching Team, Ancillary and Support staff are focused on ensuring that each student's outcomes are linked to our College motto "the best we can be". The College holds a history of impressive student outcomes, cultural and sporting data and the faces behind this data are dedicated staff and a supportive community connected to students. We understand and are keenly aware that a high-quality education meeting each child's unique needs is key to equal opportunity in life.

Chancellor State College is a place of high standards and these high standards are achieved through the application of innovation practices and hard work. Every student matters to us at Chancellor State College as we continue to operate and create an inclusive environment. We constantly engage in a process of review and forward planning. We ensure that current policies, practices and other infrastructure that have served the College well are robust and flexible to support future sustainable success. To achieve this, we will continue to engage in quality assurance activities through which measure our performance using indicators and standards that exist in similar high-performance educational institutions. WE will focus on ensuring our precise alignment to the system through seeking input from outside of our college, and to expand collective wisdom within.

In recent years the College has grown significantly and has also had cause to celebrate some very significant outcomes including winning State Showcase and trialling best practices initiative for State Education. Our School Opinion Survey data shows extremely high levels of satisfaction with the College, with many results across staff, student and parent's sectors in the mid to high 90%. This high degree of satisfaction stems from a centre of positive and respectful collaboration and communication.

As we expand we continue to ensure that we hold on to the important things that have earned Chancellor a strong reputation, Crucial to this will be the need to protect and nurture the strong achievement ethos and the sense of community that values the health and well-being of the whole community. We value the many opportunities to collaborate and connect as a community. The relationships that have been developed and the student and staff wellbeing practices that are so important to the good health of large organizations will continue to embrace our function.

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. We look to authentically immerse our experiences with our community.

As a leadership team we are very mindful that the most important partnership that the College has is with the parents /carers of the students who attend our College and it is this partnership that will remain a priority as the College develops as one of the largest educational institutions in the State. 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 dependent upon the priority that is shown to nurturing and growing this relationship from both sides of the relationship. We keenly look to adapt research and best practise to meet the dynamics demands of our community.

Chancellor is an exciting, innovative and high performing State College. We are proud to lead and support the positive reputation of State Schooling, we are keen to continue to ensure our College is a place where students and families draw a sense of belonging, opportunities, connectedness and embrace a desire to progress life- long learning.

**SECTION 2****QUADRENNIAL SCHOOL REVIEW 2021 – 2024****• Process – Overview**

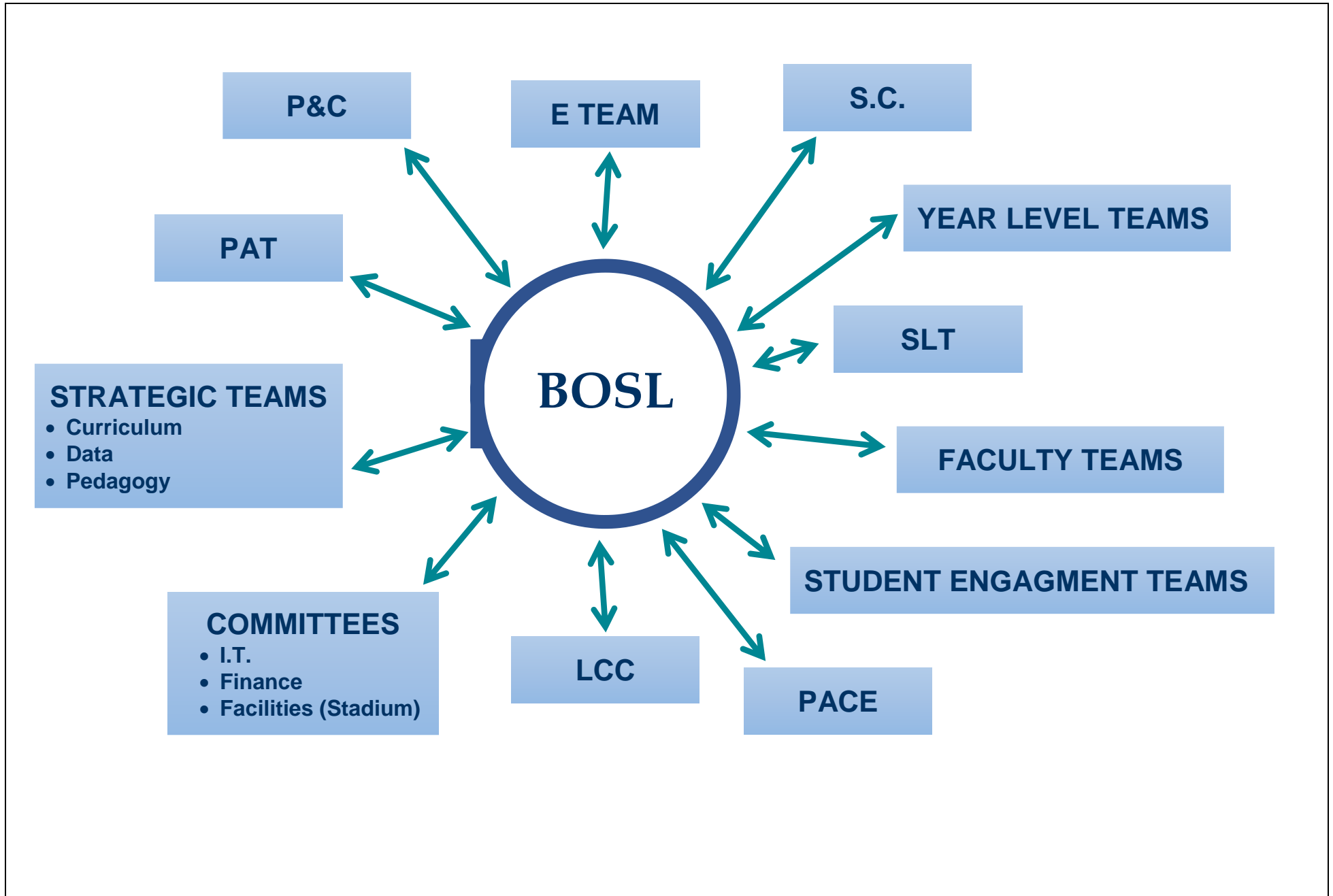
1. Utilize a cross sections of resources and School Review (term 4, 2020) to assess the key priorities for 2021 – 2024. This will include various stakeholder groups assessing/scanning current data sets/review feedback to create priority options into the future.
2. Development of a draft school plan, Values and vision
3. Verification
4. Endorsement
5. Implementation

**1. School external review – Term 4 2020**

- SIU undertook the external review and the report provided was considered.

**2. Internal Assessment Scan**

- 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 to inform this planning
- Provide an opportunity to celebrate the successes of the school throughout the past four years
- Analyze student and school outcomes, school profile data, SOS, LOA and compare to AIP targets 2020.
- Scan re student services performance trends.
- 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 / surveys / inputs to value add to the new plan.



### **3. Internal review**

- All of the above groups in Diagram 1 were engaged in the review process. This occurs wherever possible within their normal meeting structures as part of the agenda forward for our college.
- Faculty/program areas/teaching teams will review the previous plan, discuss current priorities and contexts and provide feedback through their appropriate leadership team PAT/SLT to BOSL/E Team. Channels will ensure feedback is fluid and both ways encompassing maximum opportunity for input
- PAT and SLT will collate this feedback and provide a summary of information at different junctures.
- Other teams – College Council, P&C, Student Services, Ambassadors, LCC, ICT, PACE etc. – will provide feedback to E Team to then feed back into BOSL.
- Survey input and staff meeting feedback processes will be encouraged.
- Parent and student feedback sort through representative groups
- BOSL will have clear understanding & direction required in 2021 and beyond.

### **4. Term 1/2 Planning Draft**

1. Compilation of Findings to be digested by BOSL term 1.
2. SFD – Vision/Values & purpose will be work shopped ALL staff and then referred to LCC, P&C and Ambassadors.
3. BOSL will collect all findings and Executive Principal to lead a full planning day end Term 1.
4. Draft outcome to PAT and SLT for input and feedback. (Take to our teams to view).
5. BOSL redefine the plan.
6. Back to PAT and SLT (and representative campus groups).
7. Back to E Team to refine.
8. Draft to School Council and Student groups for feedback on 5C's- Vision and values.
9. E Team finalise.

### **Verification/Endorsement – mid to late Term 2**

- The process and plan will be verified and endorsed by the P&C and College Council
- The plan will be published
- The AIP

### **Documentation for reference**

- Implementation Plans 2017–2021
- School Profile data
- SIU Review report 2020 and 2016
- Financial Audit 2019
- Headline Indicators 2020
- School Data Profiles
- School based data sets including diagnostic data sets, formative data sets, program/year level and faculty data sets
- One School data sets

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

- The strong sense of community fostered since the College's inception, is recognised as one of the greatest assets of the College
- There is a strong culture of collegial trust, support and commitment to capability development across teaching and non-teaching staff leading to improved student learning outcomes
- Effective established partnerships with USC, local trade training centres, cluster schools and parent community, PACE and Early childhood Educational and Care centers is evident
- A demonstrated positive learning culture every day in every classroom, every student is learning and achieving
- A strong performance agenda is driven and owned by all stakeholders
- Agreed upon pedagogy plan and expert practices including a deliberate practice approach is enacted across P-12
- Priority is given to targeting human and financial resources for the unrelenting focus on improvement in student outcomes
- Systematic curriculum delivery is a key priority and staff are committed to providing extensive and highly engaging curriculum to meet diverse needs of all students. The development of a CARP is a significant focal point driving the precision work of the P-12 College
- A College wide belief that every student is able to learn and achieve when provided with appropriate support and programs is apparent

**Areas for improvement**

- Develop and strengthen understanding of **Instructional Leadership** capabilities across the P-12 College leading to consistent and successful implementation of the EIA
- Collaboratively develop and implement a systematic approach to **observation and feedback**, mentoring and coaching to support implementation of agreed pedagogical practices
- Refine and define **case management** approach and enrichment programs to encourage student growth
- Collaboratively review a consistently implement agreed **behavior management** processes across the College in line with the implementation of the new Student Code of Conduct.



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**SECTION 3****THE SCHOOL CONTEXT**

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**CURRICULUM*****Curriculum P – 10***

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 Humanities, Creative Industries, 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 11 – 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 in to the Senior School. Subject offerings are outlined in full detail in the Subject Selection handbook.

But included faculties of:

- English
- Humanities
- Global Schooling
- Mathematics
- Science
- Creative Industries
- Technology
- Enterprise and Innovation
- Health and Performance

## ***Specialist Subjects***

### **LOTE**

Students from Years 3 – 8 receive specialist lessons which encourage understanding the language and culture of another country. Students study **Japanese** from Year 3 – 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 7/8 and Thursday for Year 9). 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.

For Year 10's this is a Certificate in FSK.

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 occur throughout the year for individual students to support and guide their successful outcomes 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 FSK Certificate Course in Year 10. 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/s** 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.

2 **Guidance Officers** are 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 HOD Student Engagement as we aim to ensure successful engagement of all students.

## 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
- Cafeteria's, Uniform Shop, and Out of Hours Care.
- 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**

Functions of the College Council are to:

- Support the Principal in the guided input of 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.

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 2021–2024**




- Strategic Plan – Key Strategies and Measures

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

These are:

- Instructional leadership
- Observation and feedback strategies
- High Yield strategies
- Deeper differentiation
- Data plan consistency

The 2021–2024 Strategic Plan harnesses these three key elements and is structured through focus on the nine domains of the National School Improvement tool (NSIT)

KEY	
	Embedded
	Apparent
	Yet to Begin

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
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	E team, BOSL, PAT, SLT and program area leaders	Ongoing	Roles and responsibilities of all staff/key stakeholders are clearly communicated and aligned with EQ/College agendas/student’s growth. Strategic portfolios have been established to build and prosper from P-12 college alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Evident within all staff ARP process and governance structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
	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 and our AIP annually	BOSL	Ongoing	Progress against the 4-year plan is mapped and shared annually as a minimum Next SIU review will identify progress in the nine domains – in particular key improvement strategies. Targets are met in key performance areas. This will be reviewed annually in line with informing AIP through a “traffic lights “matrix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis and discussion of data	<b>Collaboratively develop an approved data plan.</b>	A P-12 data plan, is developed collaboratively, and indicates how data will inform teaching practice, school improvement and student outcome improvement. The data plan aligns to the DoE data literacy framework and outlines the data activities that take place, by defining: <ul style="list-style-type: none"> <li>• which data, when, by whom</li> <li>• how data is stored, shared, accessed, presented, tracked, monitored and reported.</li> </ul>	DGG with LCC and other stakeholders	2021 (reviewed 2023)	An LCC endorsed data plan. The CSC P-12 data plan, is reviewed collaboratively, and indicates how data will inform teaching practice, school improvement in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Develop Data Literacy</b> Continue to strengthen teacher capability/processes to analyse student achievement to inform teaching practice that is	Working together to understand and transform data in the context of everyday work, is an effective way to develop our data literacy. Data literate educators, teachers and leaders work ethically with data in ways	DGG Leadership team, SLT, PAT, HODs  Pathway Review Team	2021- and ongoing	Develop data literacy in staff, students and community by using data to inform our practice. All teachers can articulate/share with teams/faculties how data has been used to inform pedagogical practices and case management strategies by knowing our students and moving students forward in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
	purposeful, collaborative, solution focus, ethical, and inclusive to case manage ongoing student learning and academic goal setting.	described by the professional standards, the CSC AIP (based on the school improvement model) and data plan.	Year level Case managers		<p>Data is used to inform resourcing and capability building</p> <p>Evidenced by: Targets are met in key performance data sets – NAPLAN (U2B, relative gain), ATAR, QCE/QCIA, KLA B to A targets, and diagnostics.</p> <p>Student develop data placemats and self-tracking</p> <p>SOS data reflects enhanced staff satisfaction with the use of data to inform practice and student outcomes</p> <p>Opportunities to analyse and curriculum planning using data are evident in meeting schedules</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A culture that promotes learning</b>	<p>Build an authentic collaborative culture at the many opportunities to enhance staff and student success</p> <p>Continue to build and maintain positive and caring relationships between staff, students and parents.</p>	<p>Where there is a consistent and well understood culture that respects and encourages collaboration to move positive outcomes for students academically and socially</p> <p>Where we identify improved engagement, SDA, and calm /supportive environment. Data suggests less staff absence and improved retention and engagement in professional intrinsic motivation</p>	<ul style="list-style-type: none"> <li>• BOSL</li> <li>• HODs</li> <li>• Coaches</li> <li>• All teachers leading in every learning space.</li> </ul>	2021 and ongoing	<p>Expert staff leading teams in building staff capability in teaching, learning skills.</p> <p>Student outcomes:</p> <ul style="list-style-type: none"> <li>• LOA</li> <li>• Behaviour</li> <li>• Attendance</li> </ul> <p>SOS data reflects:</p> <ul style="list-style-type: none"> <li>• staff satisfaction with feedback and support</li> <li>• students articulate satisfaction with feedback</li> </ul> <p>Increased opportunities to enhance P–12 curriculum understandings</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
	<p>Building processes and structures /plans that maintain a planned investment in the environment – engage staff and students in the ownership and planning of their college</p> <p>Implement programs and operational functions that build and guide a strong collegial culture of mutual trust and support among teachers and school leaders to continually improve MHW.</p> <p>Provide authentic productive partnerships with parents in the promotion of student learning and wellbeing.</p> <p>Building teacher capability through effective PLC's- Also sharing Expert teams between campuses,</p>	<p>The college works to create an attractive and stimulating physical environment that supports and encourages learning, - innovation, critical thinking and independent resilient students. This then requires abuilding a sense of belonging and ownership by all.</p> <p>Creation of a safe, respectful environment that is safe, tolerant and inclusive.</p> <p>Embedding MY J into HWB elements within core learning areas</p> <p>Managing successful outcomes for all students</p> <p>A P – 12 philosophy that identifies the value of using and spreading skills, ideas and information</p>			<p>(e.g. key junctures and transitions within &amp; across the College)</p> <ul style="list-style-type: none"> <li>Build opportunities for staff, students and parents to develop skills that address MHW – e.g. create surveys to collect and action appropriate support. (pre and post)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
<b>Targeted use of school resources</b>	Ensure Budget is aligned to curriculum plan, HR plan, Workforce Plan, Facilities and identified College priorities e.g. PD, APR and HWB	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 BOSL (Strategic teams) ICT committee Budget committee Facilities committee Coaches Committees College Council	Ongoing	Budget Workforce Plan Facilities Plan College resourcing caters for all students/staff needs (inclusive practices) Targets in key data sets- e.g. writing on PC, Reading/Research in Middle secondary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Monitor the targeted use of resources and programs to ensure that there are improving outcomes for students.  Review the budget, workforce plan and Facilities plan annually to meet changing demands.	Review Joint Facility Usage with USC Create more staff involvement in stakeholder groups and planning to ensure transparency and sustainability							
<b>An expert teaching team</b>	Build the instructional leadership capabilities of College leaders to develop teacher capability in implementing the agreed upon expected practices (ASoT, HRLTP, ESCM)	Develop and implement a formal, college-wide observation, coaching and feedback process aligned to College priorities	BOSL, SLT, PLT	Ongoing	SOS/SORD data targets are met or exceeded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Leaders as 'knowledgeable others' in leading feedback and coaching conversations with teams			SIU review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Faculty/Team/Individual goal setting/review process, including documentation of minutes and line management processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
	<p>Build the instructional leadership capabilities of all teachers to develop capability in implementing agreed upon expected practices (ASoT, HRLTP, ESCM)</p> <p>The college provides meaningful opportunities and networks / PLCs that ensure Teachers continuous improvement – for self, peers, and students.</p>	<p>Alignment of APR process with DET/College/Team goals to provide opportunities during meeting time for all staff to improve practice</p> <p>Teachers are provided with strategic and targeted feedback against personal and College priorities. Teachers are provided with opportunities to develop skills with colleagues to build overall capacity.</p>	PLT, SLT	Ongoing	<p>Evidence of sharing/discussing within teams including pedagogy and evidence-based planning.</p> <p>Students can articulate their learning progress linked to explicit teaching</p> <p>Systematic goal setting and feedback for staff including observational rounds and targeted, individualised feedback</p> <p>Teachers within teams are setting Goals (through College/ Campus/ Team goal setting), agreeing on common strategies to achieve these and reflecting on progress</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Systematic curriculum delivery</b>	<p>Continue to build the capability of curriculum leaders and teachers to lead/implement the development of quality curriculum, assessment and moderation through structured collaborative time.</p>	<p>Staff have a deep understanding of all aspects of the Australian/ Queensland Curriculum</p> <p>Promote strategies for all teachers to collaboratively plan the development of quality and aligned curriculum, assessment and moderation</p> <p>Processes and procedures established to systematically quality assure enacted curriculum</p>	Leadership team, CGG and program leaders/HODs/H OSES	Ongoing	<p>Evidence of increased opportunities for collaborative planning and vertical curriculum experience</p> <p>Staff understand all aspects of the Australian Curriculum</p> <p>Curriculum Leaders and Teachers lead and implement quality curriculum, assessment and moderation</p> <p>Clearly documented whole-school plan for curriculum delivery that is aligned with Australian curriculum and reviewed annually</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
		Continue to develop, implement and review innovative pathways for ATAR and VET senior students to maximise student engagement and exit opportunities  Electives (Yrs. 7-10) biannually reviewed to ensure the embedding of critical thinking and HOT skills in units of work and aligned to senior subjects			Targets in KLA performance, senior exit data and external measures are met  Curriculum Review committee review pathway opportunities for students  Timetabled collaborative line-of-sight planning occur every semester to assure alignment of electives and embedding of critical thinking and HOT skills in units of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Implement quality assurance protocols to ensure alignment of curriculum and the systematic delivery of pedagogy and assessment	Processes to review vertical alignment of all P-12 units of work and assessment	Leadership team, CGG and program leaders/HODs/H OSES	Ongoing	Curriculum Plan shows vertical alignment and is regularly reviewed to ensure it is guaranteed and viable  Smooth transition for students moving between year level curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Embed P–12 literacy approach	A structured approach to the teaching of literacy is evident in planning and delivery across P–12	Leadership team, CGG and program leaders/HODs/H OSES	Ongoing	Seamless P–12 approach with Literacy agendas via key leaders within every year level Teachers trialling, implementing and embedding activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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/H OSES	Ongoing	Seamless P–12 approach with Numeracy agendas via key leaders within every year level Teachers trialling and implementing activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Differentiated teaching</b>	Embed the “whole school” support model across the	Provide opportunities for support staff to collaboratively plan, teach,	Leadership team, CGG and	Ongoing	Assessment written at ICP levels/ planning to support PLPs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
and learning	College including enhancing the capacity of teachers to lead professional teams in their classrooms.	assess and make adjustments to student programs	program leaders/HODs / HOSES						
	Building collaborative teams and teacher knowledge of evidence based high yield strategies: <ul style="list-style-type: none"> <li>• data &amp; pedagogy in order to provide seamless transitions (vertical &amp; horizontal)</li> </ul>	All students (P–12) engaged and demonstrating growth in learning. <ul style="list-style-type: none"> <li>• Shared accountability of growth with teachers and support staff. Through high yield Scaffolding tools</li> <li>• High reliability reading strategies</li> <li>• Changes to process, product &amp; environment</li> <li>• Case management approach across teams (a formal monitoring process exists)</li> <li>• Formal &amp; agreed identification access for identifying students P–12 (QCIA extension, ICP)</li> <li>• Targeted Opportunities for;</li> </ul> All staff to collaboratively plan, teach, assess and make adjustments to student programs via the case management process and build T and Lstrategies,	<ul style="list-style-type: none"> <li>• Leadership teams (both campuses)</li> <li>• CGG</li> <li>• Program leaders</li> <li>• HODs</li> <li>• HOSES</li> <li>• AVTs</li> <li>• SLPs</li> </ul>	Ongoing	Students have demonstrated growth (targets met)  Staff are tracking growth across <ul style="list-style-type: none"> <li>• ICP levels:</li> <li>• Upward trends in STDC</li> <li>• LOA data</li> <li>• NAPLAN</li> <li>• Diagnostic tests</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Ongoing	Teachers are routinely engaged in reviewing student data (becomes part of their teaching repertoire)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Ongoing	Students exiting with a QCE/QCIA AARA Vet Attainment  All staff contribute and engage with the PLPs  PLPs are reviewed each term  PLPS are evident for students in extension classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
		<p>Consistency in processes and staff knowledge of adjustments, including QCIA and ICP process.</p> <p>All staff develop and monitor age appropriate PLPs for all students who require them, focussing on embedding differentiated teaching strategies.</p>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Effective pedagogical practices</b>	<p>Embed and sustain teaching of agreed practices (ASoT, HRLTP, ESCM) across P-12</p>	<p>Pedagogical Framework embedded and common language and practice P-12</p> <p>Develop and implement a formal, College-wide observation and feedback process, aligned to agree upon expected practice (ASoT, HRLTP, ESCM)</p> <p>Collaborative approach in sharing of effective practice that reflects student gain</p> <p>Engaged PLC groups with focus around agreed expected practices (ASoT,</p>	<p>PLT, SLT PLC/Team Leaders All staff</p>	<p>Ongoing</p>	<p>SOS/SORD data targets are met or exceeded</p> <p>Precision in deliberate practice in moving individual/groups of students forward and teachers able to articulate impact of teaching strategies</p> <p>Teachers implementing and sharing evidence-based practice through faculty/team meetings and meeting notes/agendas reflect this</p> <p>Faculty/Team/Individual goal setting and reflection including evidence collected</p> <p>PLC documentation and sharing to develop bank of strategies for staff to access</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain NSIT	Strategy	Desired outcome	Leadership/ Responsibility	Anticipated completion date	Success Measures	'21	'22	'23	'24
		HRLTP, ESCM/Engagement)  Expected practices (ASoT, HRLTPs, ESCM) embedded in planning and delivery			Systematic feedback for staff including observational rounds and targeted, individualised feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Embed digital pedagogies into classroom practice and curriculum planning	All students accessing and engaging with digital technology for learning & assessment to meet global environment. All teachers are utilising technology to plan, teach and assess.	BOSL PLT, SLT	Ongoing	Curriculum is accessible through digital technology Digital devices support and enhance the implementation of curriculum delivery Students are digitally engaging with their peers locally & globally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-community partnerships	Ensuring successful transitions at all junctures at Chancellor State College	ELC-Prep, 3-4, 6-7, 9-10, 12- real world	Leadership team, CGG and program leaders/HODs/H OSES	Ongoing	Key data sets show improvement and targets met Destination data shows improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Enhancing Chancellor SC's global schools' agenda	Strong alignment between the International program and the languages program  Defined "Global Schools" approach for CSC	Leadership team, CGG and program leaders/HODs/H OSES  International team PACE College Council P and C	Ongoing	Maximised international enrolments  Ensuring Global perspectives in KLAs, beyond languages  CSC recognised internationally as a College of Excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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/H OSES, teachers	Ongoing	Key data sets show improvement and targets met. Opportunities for collaborative celebrations and or learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

