

## Improvement priority: Systematic Curriculum Delivery and 21<sup>st</sup> Century Learning

### Targets:

- The Australian Curriculum and SATE continue to be embedded in all learning areas and a college wide curriculum plan written.
- A whole school culture of moderation and use of feedback to be active and ongoing across all learning areas with a focus on the use of reasonable adjustments where required.
- 100% of QCE and QCIA tracked and monitored.
- Prototype/trial of JCE tracked and monitored.
- Mapping of 21st skills and alignment to CTT.
- BYOD planning – full implementation across the College by 2022.

Strategy: Planned curriculum is quality assured and aligns with the whole school curriculum plan based on the Australian Curriculum and SATE.		
Actions	Timelines	Responsible Officer/s
Formalise a seamless and engaging whole school curriculum plan and seek advice and feedback on college wide curriculum plan from regional PA Learning and Teaching.	Ongoing 2021	Principal Deputy Principals HoDs, teachers
Continue to review the subject and pathway options and subject selection processes from Year 7 through to 12 to ensure that this is reflected in the college wide curriculum plan.	Ongoing 2021	Principal Deputy Principals HoDs, teachers
Continue to enhance the SET Plan processes in Year 10 and introduce SETP to Year 9 to ensure a clear understanding of curriculum and pathways.	Term 2	Principal Deputy Principal
Scan and assess how other schools who have introduced the JCE processes to initiate a plan for CSC.	Term 2	Deputy Principal – Jun Secondary.
Continue to refine the timetable alignment to the curriculum plan and resource allocations.	Ongoing 2021	Principal Deputy Principals
Strategy: explicit teaching of 21 <sup>st</sup> century skills and general capabilities tracked and monitored from Years 7 to 12.		
Actions	Timelines	Responsible Officer/s
Implement a subject from Years 7 to 12 called CTT (Creating Tomorrow Together) to focus on developmentally appropriate metacognitions, assessment literacy, general capabilities, well-being, pastoral care, neuro development and community connections.	Ongoing – included in timetable from term 1 2021.	Principal and CTT teachers. Guidance officer YLCs
Staff engaged in relevant/targeted professional learning to enhance knowledge and expertise in implementing and explicitly teaching cognitive verbs.	Ongoing	Teachers
Strategy: Moderation, assessment and the use of feedback continues to be a priority with a renewed focus on inclusive practices including reasonable adjustments.		
Actions	Timelines	Responsible Officer/s
Each learning area to have a consistent moderation process to ensure that teacher judgements of student work against achievement standards are comparable and consistent.	Ongoing	HoDs
PD and planning time are provided to build staff skills in curriculum development, planning and assessment (with respect to designing reasonable adjustments as required in the DoE Inclusion Policy.)	Ongoing PDPs to be completed by the end of term 1, 2021	Principal Deputy Principals HoDs Teachers Non-teaching staff

**Improvement priority: All students learning and experiencing personal and academic growth for improved wellbeing and self-efficacy.**

Targets:

- Increase in Student self-efficacy as evidenced in HPT Pulse Survey tracking.
- Implementation of CSC Inclusion Framework.
- Tracking of student learning goals.
- Tracking of student pathways.
- A-E data tracking – academic, effort and behaviour to monitor effectiveness of interventions.

Strategy: Student's individual achievements are tracked and monitored with appropriate interventions applied as necessary to ensure engagement with the curriculum in both Junior and Senior Secondary phases of learning.		
Actions	Timelines	Responsible Officer/s
Collaboratively develop a college inclusion framework aligned to departmental best practice that builds a clear vision, identifies and documents consistent and transparent systems and processes, and prioritises actions and accountabilities	Term 1	Principal Deputy Principals HoDs and HoSES Teachers Non-teaching staff
Strengthen staff familiarity with and usage of the college's agreed Student Code of Conduct and Inclusion Framework to promote consistency of practice.	Terms 1 and 2	Principal Deputy Principals HoDs and HoSES Teachers Non-teaching staff
Develop a data plan that includes a focus on individual improvement through the school wide use of College wide Data Dashboard focussed on HPT and TrackEd.	Term 2	Principal Deputy Principals HoDs and HoSES
Class Action Plans implemented (or similar) based on the use of SORD.	Term 2	Principal Deputy Principals HoDs and HoSES
Continue to embed in practice whole school literacy and numeracy strategies (both stand-alone and embedded within curriculum areas) providing essential support for all students including those with learning difficulties, EAL/D (English as an Additional Language/ Dialect) students and Students with Disabilities.	Terms 2,3,4	Principal Deputy Principals HoDs and HoSES
Strategy: Role clarification across the College to determine individual responsibilities and quality assurance processes in managing the data and tracking of student progress.		
Actions	Timelines	Responsible Officer/s
Continue to refine role statements and descriptions to ensure clarity amongst all staff.	Term 1 and 2	Principal Deputy Principals HoDs and HoSES Teachers Non-teaching staff
Work towards engagement with the Literacy and Numeracy Continuum as points of reference in planning for improved outcomes and as tools for refining reasonable adjustments.	Term 2 and 3	Principal Deputy Principals HoDs and HoSES
Strategy: Lead and model CSC inclusion and pedagogical practices across the College through collaborative conversation practices and professional learning.		
Actions	Timelines	Responsible Officer/s
Lesson observation opportunities and consistent school wide feedback processes to support teachers to develop their teaching capability and to inform PDPs	Ongoing	Principal Deputy Principals HoDs and HoSES Teachers
Presentation/reflection of strategies at learning area meetings with College.	Ongoing	HoDs and HoSES
Promote the annual teacher performance review process to focus on teachers continuing to align with the school's EIA and PSR Action Plans.	Ongoing	All staff

**Improvement priority: Expert teaching and staff professional wellbeing, learning and growth.**

Targets:

- 100% completion of PDPs by teaching and non-teaching staff.
- College wide Professional Learning Plan Implementation.
- Staff wellbeing strategies implemented and tracked for impact (HPT).
- Use of data and PDPs to create meaningful professional learning opportunities to promote higher levels of student motivation/engagement.
- Improved outcomes in student attendance,
- CSC Inclusion Framework collaboratively written and initial implementation progressed.
- All teachers continue to access relevant Professional Development in all learning areas with a refocus on Junior Secondary.

Strategy: Develop a strong culture of professional sharing and learning.		
Actions	Timelines	Responsible Officer/s
Trial a simplified and user friendly PDP process and documentation.	Term 1 ongoing	All staff
Collaboratively develop, document and implement roles, responsibilities and accountabilities statements for all college leaders including quality assured practices for line management at all levels.	Terms 1 and 2	All staff
Utilise PLC's (Professional Learning Communities) to drive growth and innovation through prototyping and testing new initiatives – scaling up the successful initiatives across relevant areas across the College such as TAG.	Ongoing 2021	Principal Deputy Principals HoDs and HoSES Teachers
Strengthen and embed a culture of, coaching and mentorship that provides opportunities to enhance the skills and practices of our teaching team.	Ongoing 2021	Principal Deputy Principals HoDs and HoSES Teachers
Support teachers working toward engagement in the lead and highly accomplished teacher accreditation process.	Ongoing 2021	Principal
Strengthen the programs that already exist in the College which provide professional development and training - focussing on strengths identified through a refined PDP process.	Ongoing 2021	Principal
Strategy: Implement HPT across the college so that all staff have the opportunity to grow and flourish.		
Actions	Timelines	Responsible Officers
Implement HPT for all staff across the College.	Ongoing 2021	Principal
Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning aligned to PDPs.	Ongoing 2021	Principal Deputy Principal HoDs and HoSES
Strategy: Implement PSR Reflections and feedback through phase 2 and phase 3		
Actions	Timelines	Responsible Officers
Access learning “outside the fence” about inclusion in order to maximise the benefits of visits to other schools and/or exposure to other learning.	Term 2	Principal
Continue to track progress against your 6-month and 9-month indicators. Expose staff to more learning about DoE inclusion policy and practice, so they can better judge where inclusion is done well and not-as-well-yet at CSC As well as this ‘big picture’ learning, continue to support staff through professional learning that directly helps them in their inclusive classroom practice Finalise the Inclusion Framework and initiate discussion on the implications for each staff member’s work. This is about the accountability aspect. Ensure the WHY is clear.	Term 2	Principal Deputy Principal HoDs and HoSES Teachers Non-teaching staff

**Improvement priority: Building our community and redefining our identity.**

Targets:

- Building upon the work of 2020 to redefine and strengthen the image of CSC and to Dream Big
- Increase in community based partnerships
- Increase in parent engagement
- Calendar of events with feeder primary schools
- Marketing Campaign focused on success narratives including social media, letterbox drops and signage

Strategy: Re-Vision CSC as a school of choice.		
Actions	Timelines	Responsible Officer/s
Dream Big – initiate a consultation process to inform the what next for CSC.	Term 1 and Term 2	Principal
Consolidation of the CSC Pedagogical Practices based on Explicit Instruction, Student Code of Conduct, consistent uniform policy and implementation of the Australian Curriculum initiatives.	Terms 2,3,4	Principal Deputy Principal HoDs and HoSES Teachers
STEM and Maths Extension activities continue with feeder Primary Schools attending the College for activities.	Terms 2,3,4	Principal Technology HoD
Consolidate QMEA and Griffith University partnerships. Primary School Maths Challenge Day and Primary School Science Challenge Days. Led by STEM HOD and staff for feeder Primary schools.	Terms 2,3,4	Principal Technology HoD Guidance Officer
Ensuring what CSC is providing for the Primary School in the above programs is what they experience if they choose to enrol. It is what the current CSC students' experience?	Terms 2,3,4	Principal
Visits to Primary Schools targeting term 2 to start, taking along previous students and promotional material. Target audience to include year 4,5 & 6 student for focus on future growth beyond 2020. Visits to Primary schools of students with additional needs to meet students and/or parents and support staff to discuss needs and accommodations	Throughout Term 2	Principal DPs
Regular College Principal Tours each fortnight and promoted via a number of sources.	Scheduled fortnightly	Principal DPs
Regular use of social media to build engagement with the local community.		Principal Soc Med Teacher
Presentations at feeder primary school P&C meetings, assemblies.	Throughout 2021	Principal
Continue to be an active member of South East Brisbane Chamber of Commerce.	Throughout 2021	Principal
Strengthen partnership with Institute of Culinary Excellence. Expand upon student access to courses that provide students with certification as trialled in 2020	Ongoing	Principal HOD STEM/Technology

## Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal

*R. G. Pollock*

Assistant Regional Director