

Improvement priority: 21st Century Learning

Targets:

- A College wide curriculum plan developed aligned to the update P-12 CARF. (Review Rec 3) (Reg Priority)
- 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 and targeted supports where required as per the College Inclusion Framework. (Review Rec1) (Reg Priority M4)
- 100% of QCE and QCIA tracked and monitored.
- Mapping of 21st Century Skills and alignment to CTT to further include elements of Neuroscience.

Strategy: Planned curriculum is quality assured and aligns with the whole school curriculum plan based on P-CARF.

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 2022	Principal Deputy Principals HoDs, teachers
Review trial of Senior School Term 4 (2021) processes to determine actions for 2022-2025.	Term 1, 2022	Principal Deputy Principal HoDs
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 2022	Principal Deputy Principals Guidance Officer HoDs, teachers
Continue to refine the timetable alignment to the P-12 CARF allocative model (HR and subject allocations).	Ongoing 2022	Principal Deputy Principals

Strategy: explicit teaching of 21st century skills and general capabilities tracked and monitored from Years 7 to 12.

Actions	Timelines	Responsible Officer/s
Continue to development and 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 2022	Principal CTT teachers. Guidance Officer Shadow HoD Wellbeing Teacher

Strategy: Curriculum development, moderation, assessment and the use of feedback continues to be a priority with a continued focus on inclusive practices including reasonable adjustments and tailored supports.

Actions	Timelines	Responsible Officer/s
PD and planning time are provided to build staff skills in curriculum development, planning and assessment (with respect to implementing reasonable adjustments and targeted supports as required in the CSC Inclusion Framework with continued access to the Regional Teaching and Learning Team.	Ongoing 2022	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 and student trajectories.
- A-E data tracking – academic, effort and behaviour to monitor effectiveness of interventions – case management process for all students (Regional Priority) with a focus on Increase in English results – P-7 90% A-C, 7-9 60% A-B
- Development of “The Place” – academic recovery space to increase attendance, engagement and student ownership of learning for improved wellbeing.

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
Continue implementation of Student Pulse and HPT curriculum for students to track their self-efficacy. Data from Student Pulse to inform student goal setting and trajectory planning inc. SET Planning.	Terms 1,2,3,4	Principal Deputy Principals Guidance Officer Shadow HoD Wellbeing Teacher
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 Intensive and then ongoing 2022	Principal Deputy Principals HoDs and HoSES Teachers Non-teaching staff
Develop and implement a data plan that includes a focus on individual student improvement and inclusive of a case management approach.	Term 2	Principal Deputy Principals Guidance Officer HoDs and HoSES
Development of “The Place” – academic recovery space to increase attendance, engagement and student ownership of learning for improved wellbeing.		Principal Deputy Principals Guidance Officer Shadow HoD Wellbeing Teacher

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 collaboratively develop, document and implement roles, responsibilities and accountabilities statements for all College staff including quality assured practices for line management at all levels.	Term 1 and 2	Principal Deputy Principals Guidance Officer HoDs and HoSES Teachers Support Staff

Strategy: Lead and model CSC inclusion and pedagogical practices across the College through collaborative conversation practices and professional learning.

Actions	Timelines	Responsible Officer/s
Implementation of CSC Co-teaching program through a restructure of the timetable and IR provisions. Every teacher is provided with the opportunity to engage in quality moderation before teaching and assessment in at least one learning area.	Ongoing	Principal Deputy Principals HoDs and HoSES Teachers

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

Targets:

- Staff wellbeing strategies implemented and tracked for impact (HPT).
- Use of student data and PDPs to create meaningful professional learning opportunities.
- CSC Inclusion Framework implementation progressed.
- All teachers continue to access relevant Professional Development in all learning areas with a refocus on P-12 CARF.
- All teachers involved in at least on quality external moderation process (M4 – Regional Priority)
- Implementation of a structured College wide aspirant program.

Strategy: Develop a strong culture of professional sharing and learning.		
Actions	Timelines	Responsible Officer/s
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 and aligned to the EIA.	Ongoing	Principal Deputy Principals Guidance Officer HoDs and HoSES Teachers Support Staff
Strengthen and embed a culture of, coaching and mentorship that provides opportunities to enhance the skills and practices of our teaching team and leadership aspirants.	Ongoing	Principal Deputy Principals Guidance Officer HoDs and HoSES Teachers
Support teachers working toward engagement in the lead and highly accomplished teacher accreditation process.	Ongoing	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	Principal
Strategy: Implement HPT across the college so that all staff have the opportunity to grow and flourish and to work in a high performing team.		
Actions	Timelines	Responsible Officers
Continue to embed HPT for all staff across the College.	Ongoing	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	Principal Deputy Principal HoDs and HoSES

Improvement priority: Building our community and redefining our identity.

Targets:

- Increase in community-based partnerships
- Accelerate and Academic Achievers program
- 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 in its catchment area.		
Actions	Timelines	Responsible Officer/s
Academic Achiever Program Accelerate	Terms 2,3,4	Principal Academic Achiever Program Accelerate Co-Ordinator (HoD)
Visits to Primary Schools targeting term 2 to start, taking along previous students and promotional material. Target audience to include year 3,4,5 & 6 student for focus on future growth beyond 2022. Presentations at feeder primary school P&C meetings, assemblies.	Throughout Term 2	Principal DPs
Regular College Principal Tour promoted via a number of sources and introduction of a College Open Afternoon aligned to the Arts in the Open Air event.	Scheduled fortnightly	Principal DPs
Regular use of social media to build engagement with the local community.		Principal Soc Med Teacher
Implement PAG – Parent Advisory Group	Term 1 2022	Principal