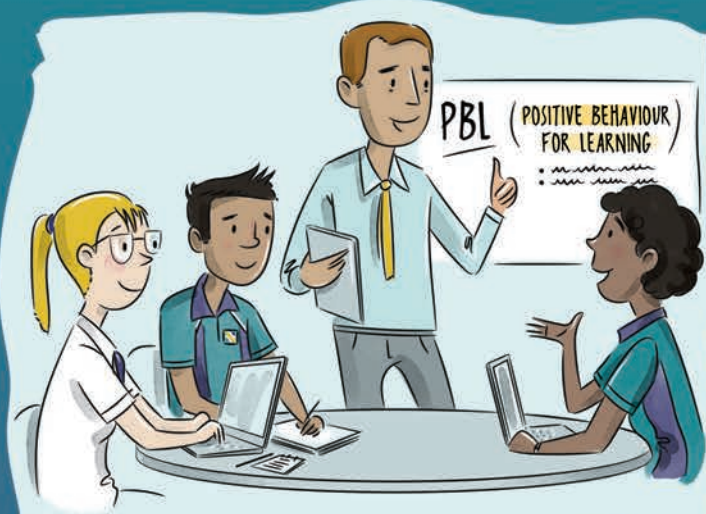


UCSC

AIP PRIORITIES 2021



POSITIVE BEHAVIOUR FOR LEARNING

All staff model and explicitly teach expectations that lead to high quality student behaviours being rewarded.



CONTEMPORARY DIGITAL LEARNING

Increased digital technology utilisation by staff and students improves the quality of student learning.



SUPPORTING THE WELLBEING OF ALL

Proactive approaches are refined to enhance our positive and supportive culture across P-12.

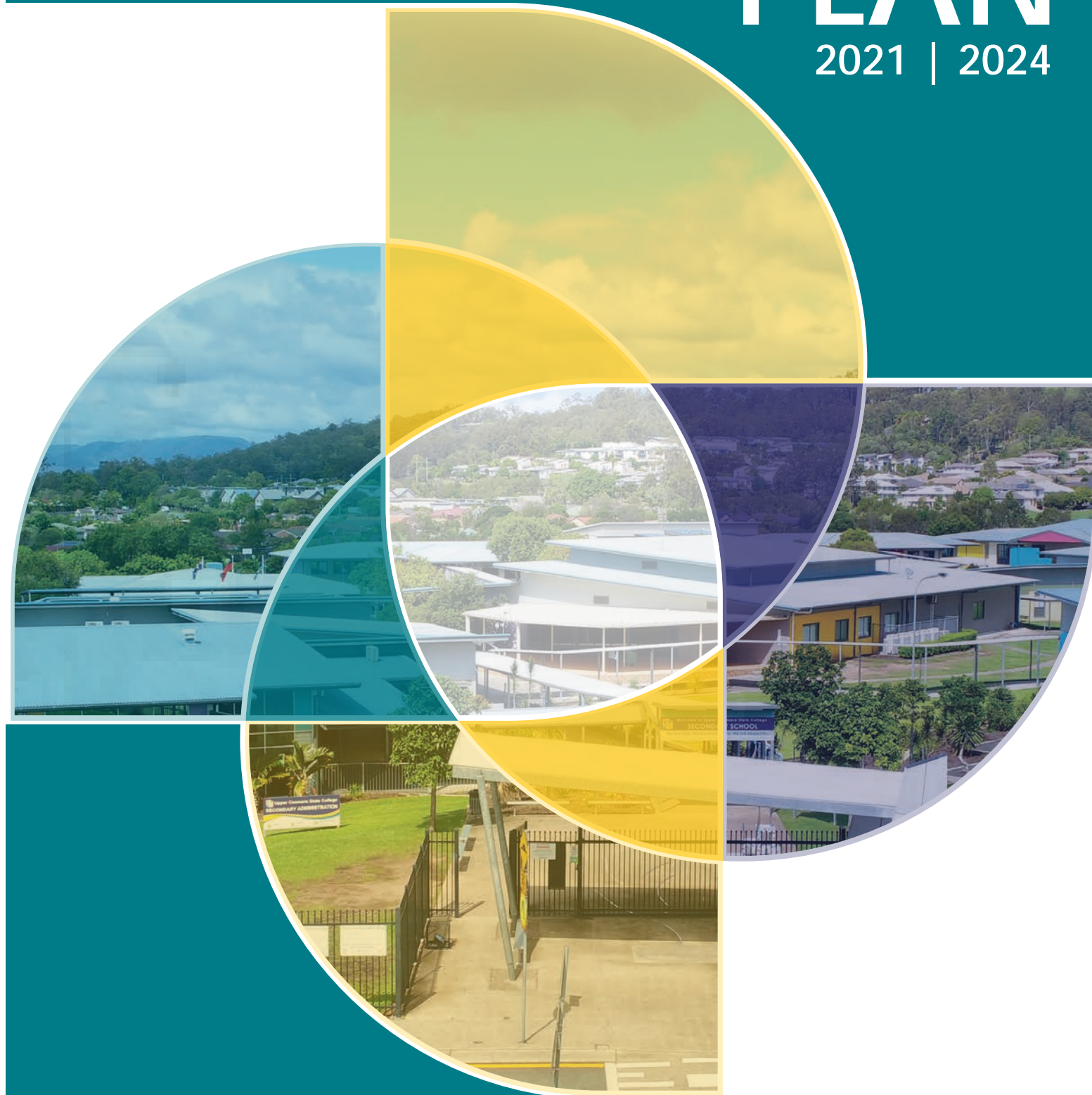


INCLUSIVE EDUCATION

Teachers are explicitly coached to build their capacity to cater for the full range of diverse learners.

STRATEGIC PLAN

2021 | 2024



UPPER COOMERA STATE COLLEGE

FOUR YEAR STRATEGIC PLAN 2021 - 2024

OUR MORAL PURPOSE...

The WHAT

To provide quality schooling for all our students.

The WHY

Our students only get one chance at formal schooling, and the quality of it will impact them for the rest of their lives.

The HOW

We turn our strategic intentions into reality by implementing the work required to develop and sustain quality schooling.

The SUCCESS

We commit to continuous improvement through systematic evaluation of our success criteria.

Strategic Plan endorsed by:



Noel Rawlins - UCSC Executive Principal



Kate Bentley - Assisant Regional Director



Teresa O'Hanlon - UCSC P&C President

PILLAR ONE

Providing a quality schooling experience

CONTEXT / INTENT:

- 1.1 The 'WHAT' of our moral purpose has a significant impact on the positivity and productivity of the day to day work of both staff and students – especially the terms 'quality' and 'all'
- 1.2 Our curriculum is clearly aligned to the P-10 Australian Curriculum and the QCAA senior school system
- 1.3 How we teach is clearly aligned to validated, age appropriate pedagogies across P-12
- 1.4 An inclusive education focus on identifying student's individual needs and implementing the right kind of differentiation and intervention. A teacher needs to know their students, especially through the use of data
- 1.5 Essential Skills for Classroom Management (ESCMs) and profiling, effectively support the ongoing development of a range of staff
- 1.6 Increased digital technology utilisation by staff and students improves the quality of student learning
- 1.7 Reading is at the heart of modern learning and is an essential 'passport' for student engagement in the world of work and life beyond formal schooling

PURPOSE:

To ensure that locally contextualised curriculum, aligned to the right style of teaching, achieves the right type of learning

SUCCESS CRITERIA:

- Teachers have a clear understanding of how their work, and their team's work, produces consistent, improving and repeatable learning outcomes
- All students can articulate why and how they work and learn the way they do
- Clear evidence of College wide systematic quality curriculum and pedagogy
- The systematic use of data sets informs future differentiated teaching
- ESCM profiling informs proactive classroom management
- Improved DL access for all

PILLAR TWO

Advancing to our desired culture

CONTEXT / INTENT:

- 2.1 The 'WHY' of our moral purpose creates a real and positive sense of urgency
- 2.2 Acknowledging Aboriginal people as the traditional custodians of the land upon which we work
- 2.3 Respecting the cultural diversity of all
- 2.4 Supporting parents to be positively involved with their child's learning at home and school
- 2.5 Quality systems drive quality behaviours, and high expectation behaviours are at the core of our desired culture
- 2.6 The right type of 'tone and culture' needs to be enforced through consistent processes and practises
- 2.7 All staff model and explicitly teach expectations that lead to high quality student behaviours being rewarded
- 2.7 Organisational branding is an important symbolic behaviour driver
- 2.9 Proactive wellbeing approaches are refined to enhance our positive and supportive culture across P-12
- 2.10 Refining our 'K-12 Advantage' requires ongoing analysis and actioning

PURPOSE:

To have the quality systems and processes in place that drive the right student and staff behaviours, leading to our desired positive College culture

SUCCESS CRITERIA:

- Cultural diversity is regularly recognised and celebrated
- Increased positive and productive engagement from parents and the broader community
- PBL approach and UCSC Creed lead to desired student, staff and parent behaviours
- Positive College symbolism clearly evident e.g. internal and external facing branding, student uniform, facilities, school student leaders etc.
- Purposeful interaction of primary & secondary staff & students - the 'K-12 Advantage'
- Student voice is increasingly valued within the context of acquiring 21st century skills in a global context
- An improving organisational and learning culture that our staff embrace as positive, measurable, and valued

PILLAR THREE

Ensuring our organisational effectiveness

CONTEXT / INTENT:

- 3.1 The 'HOW' of our moral purpose directly informs our organisational effectiveness culture
- 3.2 Managers need to be supported in their leadership, so as to create highly productive teams and positive change
- 3.3 Appropriate and understood levels of authority & accountability is an essential aspect of any successful organisation
- 3.4 College systems and processes need to be well designed, articulated and quality assured
- 3.5 The clear articulation of the content and complexity of work roles of all staff need proactive planning and support
- 3.6 Work roles are underpinned by the assignment of appropriate tasks and expectations, which provides clarity of work for all staff
- 3.7 Externally recognised national professional standards, public service values, and a code of conduct inform College professionalism

PURPOSE:

To become highly effective as an organisation – with the right people, in the right roles, doing the right work

SUCCESS CRITERIA:

- The organisational structure reflects 'the work' required to be achieved
- Collaboratively developed and widely respected quality assured systems and processes
- Where required, systems are accompanied by aligned symbols and behaviours
- A register of documentation for critical and repeatable work
- Human capability aligns with the levels of work complexity
- Effective and supportive line management structure and processes
- 'Specific' role descriptions for identified staff so that they can articulate the purpose of their work
- Clarity, authority, and accountabilities are evident in all roles
- Purposeful and productive teams/meetings
- Innovative change processes are embraced positively across the college

PILLAR FOUR

Committing to continuous improvement

CONTEXT / INTENT:

- 4.1 DoE School Planning, Reviewing and Reporting Framework and School Improvement Model aligns with the 'Every student succeeding' State Schools Improvement Strategy 2020-24 and the Quadrennial School Review by Education Improvement Branch (EIB)
- 4.2 The collaboratively developed Four Year Strategic Plan provides clarity of strategic direction to multiple audiences, and is supported by an Annual Implementation Plan (AIP)
- 4.3 An annual College Performance Review is to be conducted each August that utilises partner organisations that inform College decision making, and management performance review processes
- 4.4 Reflection and feedback validates the positive impact of quality teaching for all students

PURPOSE:

To measure our collective achievement through enacting the right type of reflection and improvement processes

SUCCESS CRITERIA:

- Quality strategic planning is understood and valued by the broader community
- An AIP addresses recognised problems of practice and is published each year as our 'Priorities'
- The tracking of high expectation academic, vocational, and social outcomes for all students as they transition through our College – 'Learning Pathways to the Future'
- EIB report responses are respected and embedded into future planning
- Leadership teams regularly review all systems, processes and associated behaviours
- All staff seek and respond to feedback to improve personal skill sets and measurable outcomes, with coaching/mentoring provided to enhance personal and team performance
- Partner organisations significantly contribute to performance and improvement analysis
- Achievement and engagement data increasingly informs decision making
- Reflection and feedback systems are refined to support and improve teacher capability