

#### Learning and Teaching

#### Goal

Enhanced student engagement enacted across the College via high impact pedagogy and restorative relationships.

## Success Criteria

- Multi-tiered unit planning is translated into practice in 100 % of Year 7 and 8 classrooms.
- A 10 percent reduction in student Engage behaviour data.
- Restorative language evident in 100 % of class visits and Learning Walks.
- 5 percent improvement in Year 7 and 8 student attendance data.
- Student critical thinking observable in Learning Walks and coaching conversations in classrooms involved in University of Queensland Ppoject.
- All (100%) Year 7 Mathematics teachers engaged in BCE Mathematics Pedagogy Project practices.
- Coaching conversations in PLCs focussed upon engaging pedagogy.
- Student Voice indicates increase in engagement in learning (e.g. Tell them from Me Survey).

## Diversity and Inclusion QUALITY PRACTICE

Classroom planning reflects reasonable adjustments for students with disability.

### Vision

Quality evidence of reasonable adjustments in all units informed by Personal Support Plans, Individual Curriculum Plans and other relevant information.

### Measurables

- All units demonstrate reasonable adjustments, monitoring and review
- Consultation and Collaboration with stakeholders included in documentation

### Catholic Identity CATHOLIC PERSPECTIVES

# Catholic Perspectives are authentically included in Year 7-10 Curriculum documents.

### Vision

Confident understanding and integration of Catholic perspectives in everyday teaching and learning across the College.

### Measurables

- Termly checkpoints
- Curriculum Leader and APRE
- Deepen and broaden understanding of Catholic Perspectives evident in units
  - Deepened Catholic Identity of CMC

