

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

