2020 VISION

	Teaching and learning	Positive school culture	Curriculum
TO SUPPORT STUDENTS	Teachers ensure that all students are **engaged, challenged, extended and empowered** by providing learning opportunities that meet students' learning needs, levels of readiness, interests, aspirations and motivations. Student learning is supported by the regular, positive **engagement of leaders and colleagues in classrooms**. Staff-endorsed processes for observation and reflection recognise teacher professionalism, and are sustainable, positive and collaborative. **Improved student learning** is the main goal of the college, and significant attention and resources are directed towards staff professional learning and capacity building that support this goal.	The college places a high priority on **student and staff wellbeing** and has processes in place to provide both academic and non-academic support to address individual needs. **Parents and families are valued as partners** in student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the college. Students are supported by **improved and productive learning environments**, including the progressive installation of air-conditioning in all classrooms and a significant reduction in bitumen-covered outdoor areas.	Student **progress is monitored and reflected upon** on a regular basis in order to support student learning needs. Data is an element of our professional conversations about the curriculum, and time is set aside for teachers to access, understand, reflect and act on data collaboratively and collegially. **Self-reflective teachers** support learning through the joint analysis of student learning products and by collaboratively planning learning experiences that are accessible, engaging and challenging for all students, including those with particular needs. Students are strongly supported in developing foundational skills, with **literacy and numeracy** remaining a key focus across the college.
TO EXCEL	**Evidence-based teaching strategies** encourage student success by providing: • Clarity about what they are expected to learn and be able to do • High expectations of their learning • Explicit teaching of skills and content • Individualised attention as required • Timely feedback to guide their action Excellence in **student learning is celebrated and shared** publicly. Students and teachers take opportunities to demonstrate, display, present, perform, exhibit and discuss student learning with families, the college community and the world.	**High expectations** of student conduct and presentation are a key feature of the college. **Positive and caring relationships** are important for successful learning: • Classes are calm but busy • Interactions between staff and students are caring, polite and inclusive • There is a happy, optimistic feel to the college • Classroom Profiling and the Essential Skills for Classroom Management (ESCM) are routinely offered as professional development to staff The **tone of the college** reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.	The college has a **coherent, sequenced plan** for curriculum delivery, to which assessment and reporting procedures are aligned. The college curriculum is steadily moving towards a strong focus on developing and assessing **key future success skills** that promote excellence for every pathway and destination: • Character • Citizenship • Collaboration • Communication • Creativity • Critical thinking
IN THEIR CHOSEN PATHWAYS	We aspire to develop, in every graduate, **the skills to identify their own interests**, their current knowledge and skill base, what they need to learn next, and why. Where practicable, and with support, students will **make increasing choice over their learning**—including choice of subjects, topics, assessment tasks, and choices within tasks and lessons. Negotiation and collaborative planning is encouraged, and peer tutoring (where students teach their peers and their teachers) helps recognise student expertise. Time and learning spaces are created for students to **explore chosen interests** and delve deeper into projects, both in classes and in extra-curricular activities such as musicals, debating and sport.	Students **routinely provide feedback** on teaching and the curriculum offered by the college. **Student perception surveys** conducted at the end of learning experiences help teachers reflect on practice. Students **participate in formal committees** that guide the development of new curriculum offerings.	The curriculum ensures that all students are proficient in the basics, while providing **as much choice as possible** for students to explore their own passions, interests and aspirations. Student progress is defined by **mastery** not by year level. A student in Year 6 can take a Year 11 Mathematics class if suits their levels of readiness and interests. **Informed choice** about a student's subjects and curriculum pathways is determined by the student and their family together, with support and guidance provided by the College. **Timetables and other structures** are flexible enough to allow students to create their own learning pathway regardless of year level, and to invest considerable time in their own interests and aspirations.
NURTURING INDEPENDENCE,	Teaching is focused on developing students' **ability to learn independently** and to apply their learning. Teachers are **partners with students** in deep learning tasks characterised by exploration, connectedness and broader, real-world purposes.	**Student government** is strong, multi-faceted, open to all, and addresses real issues in the lives of students. There is student representation on all College Improvement Teams.	Students have **24/7 digital access** to learning materials so that they can learn when, where and how they want. Every student has access to an individual learning device that connects them to these learning materials, and classrooms are also equipped with current electronic teaching devices. **The college is a learning hub** that provides students with open connections to other education providers including virtual schooling, online courses, universities and TAFE, internships, work experience, and community-based learning.
COMPASSION,	**Students collaborate** as an explicit and routine part of their learning. As a team member, they support, encourage, challenge, and grow not just themselves, but others as well. Teachers create safe opportunities for students to **take intellectual risks**, learn from their mistakes, and improve their learning through feedback, revision and reflection.	**Each student has an advisor** who meets regularly with a small group of students to build community, support their academic progress, plan for their future, and serve as a contact for the family. **Advisory Time** is the sustained, intentional, whole-college time given for these regular meetings.	**Service-learning projects** motivate students to improve their local community or tackle global challenges during the regular school day. They offer opportunities to engage with community issues, show active concern for other people, and develop an open-minded curiosity about different cultures and worldviews.
INNOVATION AND	Teachers **model innovation to students** by taking risks and innovating their teaching practice, and fewer systemic restrictions provide opportunities to experiment. Students' **project-based learning** reflects their interests and passions, and includes: • A challenging problem or question • Sustained inquiry • A public product • Authenticity • Student voice and choice • Critique and revision • Reflection Student and teachers have access to facilities and equipment to enable **innovative disciplinary learning**.	The college is an **attractive and stimulating physical environment** that supports and encourages inquiry, innovation, creative exploration and independent learning. **Flexible spaces are available** for groups and individuals, for teacher-led experiences and student-led experiences, and for diverse uses.	The curriculum includes a strong focus on the development of students' **creative innovation and entrepreneurialism**: • Finding opportunities to create economic and social value by solving important real-world problems • Finding unrealised opportunities • Questioning the status quo • Imagining completely new futures where lives are better and the world is changed
GLOBAL CITIZENSHIP.	Students are comfortable with and interested in **real-world challenges** that affect local and global citizens, and where there are high levels of ambiguity and no predetermined solution. Students will find **global markets and audiences** for some of their learning products.	**Cultural events and celebrations** develop students' understanding of their own and others' cultures, and diverse values and worldviews.	The curriculum encourages students to **think and act as global citizens**. They have a belief that people can make a difference in the world, and they actively engage in making this happen.

NAMBOUR STATE COLLEGE