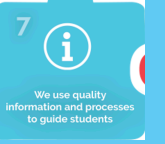
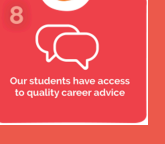
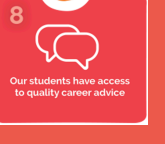
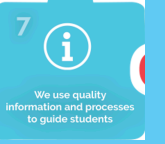


School Improvement Tool											
BCE Benchmarks for Quality Career Learning		Domain 1: Driving an explicit improvement agenda	Domain 2: Analysing and discussing data	Domain 3: Promoting a culture of learning	Domain 4: Targeting school resources	Domain 5: Building an expert teaching team	Domain 6: Leading systematic curriculum implementation	Domain 7: Differentiating teaching and learning	Domain 8: Implementing effective pedagogical practices	Domain 9: Building school-community partnerships	
	Career learning is a shared responsibility	Leadership sets clear expectations for career education across the school. Families are recognised as partners in career planning. Staff collaborate internally and with external networks to support student pathways. (SIT1,3,4,5,7,8,9) <i>Clear expectations across the College; Annual Improvement Plan (AIP); Explicit Improvement Agenda (EIA); Middle Leadership Team; Teachers (curriculum and pastoral) Mentoring and coaching; parent communications and the new PTIs model</i>									
	Our students develop career management skills over P–12		Career education is embedded in the curriculum to build employability skills and lifelong learning capabilities. Differentiated support ensures all students progress towards informed pathway decisions. (SIT4,5,6,7,8) <i>Phase-based and MTSS data-responsive approach: Middle Phase (Years 7–9): IMPACT; BECOME.ME; The Careers Dept Virtual Work Experience; coaching Senior Phase (Years 10–12): Pathway Prep programs (Scholars, Combined, Industry Recruits, Supported); mentoring; flexible and responsive pathways</i>								
			Teachers are equipped to deliver career education and foster student agency. (SIT4,5) <i>Key staff are trained in career development practice, VET qualifications, coaching and SET planning processes; a broader cohort of teachers is trained in Heart of the Future through BECOME.ME modules; teachers and staff demonstrate student-centred, growth-oriented mindsets.</i> A coherent curriculum plan integrates career education with disciplinary learning. (SIT6,8) <i>Clear accountabilities in unit planning; innovation in curriculum design and integrated planning</i> <i>Critical experiences championed through tertiary and industry partnerships; intentional connections to real-world experiences and purposeful career development; future-ready skills and dynamic project-based learning pedagogy; QCAA Career Education and VET qualifications in scope</i> Evidence-based teaching and assessment practices support and monitor students’ career learning over time. (SIT7) <i>Extension and enrichment opportunities that are responsive to students’ needs</i>								
			Partnerships are monitored for impact and embedded in school operations. (SIT4) <i>Seeking industry connections; connecting students with the real world. St Marcellin Catholic College 2027 launch includes celebrating our local and Moreton Bay industry, business and tertiary partnerships through a tiered structure of mutually beneficial support and an employment pipeline.</i> Strategic partnerships with businesses, training providers and community organisations provide authentic experiences and resources. (SIT9) <i>Partnering with tertiary institutions; targeted worksite experiences – visits, placements, SATs, Gateway to Industry Programs in Hospitality, Advanced Manufacturing (Engineering) and IT</i>								
			Systematic data collection and analysis track student engagement, career readiness, pathway confidence and post-school destinations. (SIT2) <i>Cohort mapping; Mentoring chats; Coaching goal setting; Targeted post-school connections; Transition planning processes for every student.</i> Crafting our learning culture, where every student builds agency to unlock their potential and confidently navigate their future. (SIT3) <i>Our Impact Pathways approach builds learner agency, thinking skills and wellbeing, while career exploration and data-informed guidance shape flexible pathways. Students progressively design and refine personalised pathways through career development, exploring their strengths, aspirations and emerging opportunities, and responding to our experiential curriculum design. Teachers and staff demonstrate student-centred, high-expectation, growth-oriented mindsets. Targeted development of student agency capabilities and data-responsive interventions accelerate learning progress.</i> Data informs targeted interventions and continuous improvement. (SIT7) <i>Student learning and pathway plans; Data tracking; Interventions; Extension (Scholars Program); Mastery Lab</i>								
	We know our students and their destinations			Resources and workshops empower parents to guide their child’s pathway planning. (SIT3,4) <i>Promoting learning and pathways; visual resources; pathway events; targeted pathway strategies; connecting subjects and co-curricular opportunities; telling the story of Impact Pathways</i> Families receive clear communication about career education goals, timelines and opportunities. (SIT9) <i>A communication strategy to strengthen home-school partnerships; Pathways Evening; BCE Connect App; tips for at-home career conversations</i>							
				Evidence-informed practices underpin career education delivery. (SIT2) <i>Responding to Future Jobs reports; industry data trends; the Blueprint for Career Development</i> <i>Key staff are trained in career development and pathway planning.</i> Leaders and teachers collaborate to evaluate and refine strategies using reliable data. (SIT5,6) <i>Reviewing career education across the curriculum; BECOME.ME in Years 7–10; referrals to the Impact Pathways Team for intervention, guidance and extension</i>							
				Students receive personalised guidance and targeted interventions based on individual needs. (SIT4) <i>Leader of Careers and Pathways; Career advising; Impact Pathways Team</i> Flexible structures ensure equitable access to career counselling and pathway planning. (SIT7) <i>Progress tracking; referral processes; responsive support</i>							

This framework provides a strategic crosswalk between the BCE Benchmarks for Career Learning and the School Improvement Tool (SIT) domains, demonstrating how Career Learning can be positioned as a lever for whole-school improvement. It outlines the deliberate strategies, leadership actions and implementation work undertaken at Mt Maria College Petrie from 2023 to 2026 to embed this priority and strengthen student outcomes. This sustained approach has contributed to a high-functioning IMPACT Pathways Team, empowered and accountable Middle Leaders, stronger pedagogical practice, high levels of student engagement, and a learning culture characterised by innovation, agency and authentic connections to real-world pathways. From 2027, this strategic direction continues through the vision and identity of St Marcellin Catholic College.

Terminology	Definition	Interpretive Focus	Systems Lens
Career Learning	The ongoing development of students’ knowledge, skills, self-awareness and agency to understand themselves, explore opportunities, and make informed pathway decisions.	Whole-school learning focus	The overarching developmental lens
Career Education	The intentional teaching and learning experiences designed by schools to build students’ career management capabilities and connect learning to future pathways.	School-based provision and curriculum design	The school’s enabling structure
Career Management	The capacity to understand oneself, explore opportunities, make informed decisions and take purposeful action in relation to learning, work and future pathways.	Decision-making, planning and pathway navigation	The student’s capabilities in action
Career Development	The lifelong process of managing learning, work, transitions and opportunities across changing personal, social and economic contexts.	Lifelong pathway development and transitions	The broader lifelong process it supports

BCE Benchmarks for Quality Career Learning



Career Education/SIT Domain 1 Driving an explicit improvement agenda

The school leadership team and governing body have established and are actively driving a **clear, coherent, and context-appropriate agenda focused on career education and student pathway preparation**. This agenda reflects the school's vision, values, and aspirations, while incorporating the perspectives of students, families, teachers, and the wider community. It is **informed by research and analysis of school data** and is expressed in terms of **measurable improvements in student readiness for post-school pathways**, including further education, training, and employment. Specific targets and timelines have been set and **communicated** to students, families, and staff. High expectations for **student learning progress**, engagement in **career development activities**, and overall **wellbeing** underpin the school's approach, ensuring **every student is supported to explore options and make informed decisions about their future**.

Career Education/SIT Domain 2 Analysing and discussing data

A high priority is placed on the school-wide analysis and discussion of a **broad range of systematically collected quality data related to students' career development, engagement in pathway activities, and overall wellbeing**. Data analyses consider whole-school trends, cohort patterns, and individual progress, including comparisons with similar schools and contexts, and evidence of improvement or regression over time. These insights **inform the setting of career education goals, targeted strategies to support pathway planning, and ongoing monitoring of student readiness for post-school options**. This approach ensures that every student is equipped with the skills, knowledge, and confidence to make informed decisions about their future.

Career Education/SIT Domain 3 Promoting a culture of learning

The school is guided by a strong belief that **every student is capable of achieving success in their learning and future pathways**. A high priority is placed on fostering positive and supportive relationships between staff, students, and families to ensure **collaborative engagement in career planning**. Diversity is valued and celebrated, **recognising the unique aspirations and strengths** of each learner. There is a collegial culture of trust and support among teachers and leaders, and families are treated as **partners in preparing students for life beyond school**. The school promotes a **culture of continuous improvement** for both staff and students, with staff creating safe, inclusive, and orderly learning environments that encourage **intellectual rigour and informed decision-making about career options**.

Career Education/SIT Domain 4 Targeting school resources

The school strategically applies its resources—staff expertise, time, funding, facilities, and materials—to **maximise career education and pathway outcomes for all students**. School-wide policies and practices are in place to **identify and address individual career development needs**. **Flexible structures and processes enable tailored support**, ensuring students have **access to guidance, experiences, and opportunities that prepare them for further education, training, and employment**. This **targeted approach ensures equity and responsiveness, helping every student to confidently plan and pursue their future pathways**.

Career Education/SIT Domain 5 Building an expert teaching team

The school has established a strong, school-wide professional team committed to delivering **high-quality career education and pathway support for students**. There is a clear emphasis on **continuous professional learning for all staff to build expertise in career development practices, with shared responsibility for guiding students towards successful post-school options**. Explicit processes encourage **collaboration** across the school and **networking with other schools, industry partners, and learning organisations to broaden opportunities** for students. Leadership development is prioritised to **ensure staff can champion career education initiatives and maintain a culture of innovation and improvement**.

Career Education/SIT Domain 6 Leading systematic curriculum implementation

The school has a **coherent and comprehensive plan for implementing career education within the curriculum**, ensuring consistent expectations and clear processes for monitoring and communicating **student progress over time**. The plan embeds evidence-based teaching, learning, and assessment practices that **develop students' career knowledge, employability skills, and broader capabilities for lifelong learning**. It is designed through consultation with the school community and implemented flexibly to respond to individual student needs and local contexts. Regular evaluation and refinement of the plan ensure it maximises student outcomes, **preparing every learner for successful transitions to further education, training, and employment**.

Career Education/SIT Domain 7 Differentiating teaching and learning

The school places a high priority on **differentiated career education and learning experiences to ensure all students can successfully plan and pursue future pathways**. Teaching practices reflect the belief that **every student can make excellent progress towards their career goals**, regardless of starting point, when provided with appropriate opportunities and support. Teachers closely **monitor individual progress in career development and tailor activities to meet diverse needs**. Targeted interventions are in place for students requiring additional guidance, **ensuring equitable access to pathway planning, work-related learning, and transition support**.

Career Education/SIT Domain 8 Implementing effective pedagogical practices

The principal and school leaders recognise that **highly effective career education is key to preparing students for successful futures**. They take a strong leadership role in establishing and communicating clear expectations for evidence-informed career development practices across the school. All teachers understand and apply **effective strategies to engage, challenge, and support every student in exploring pathways and building employability skills**. Implementation of these practices is strengthened through purposeful collaboration. Leaders work alongside teachers to draw on a range of evidence to **evaluate and continuously refine career education approaches**, ensuring maximum impact on student readiness for post-school options.

Career Education/SIT Domain 9 Building school-community partnerships

The school actively builds strong connections with its local and wider community to enhance students' career learning, engagement, wellbeing, and future opportunities. **Strategic partnerships are established with education and training providers, businesses, and community organisations to address identified career development needs**. These partnerships provide students with **access to authentic experiences, mentoring, and resources**—both physical and virtual—that extend beyond what is available within the school. **Families are recognised as essential partners in supporting their child's career journey**. All partnerships are regularly monitored to ensure they deliver intended outcomes and are embedded in the school's operations to sustain long-term impact.