Annual Implementation Plan 2023

School performance planning: Annual implementation plan

School Improvement Model

School Improvement Hierarchy — Where we are

Inquiry Cycle — How we learn

Standards of Evidence — What impact we have
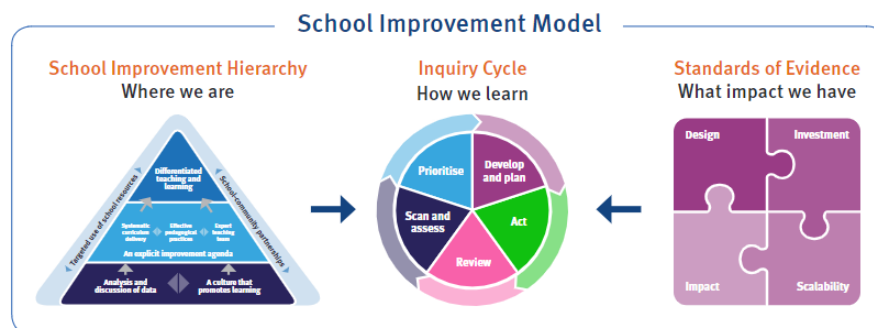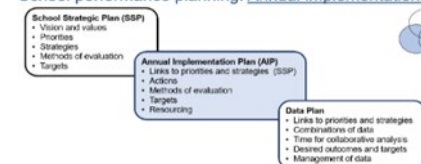
Our Collective Leadership Commitment: To lead a proud, inclusive and thriving school community

Motto: Lighting the way to broad horizons and bright futures

Vision: Caloundra State High School is a future orientated school underpinned by traditional values, where individual student growth and personal achievements are celebrated alongside academic success – students are our number one priority.

Strong partnerships between students, staff, parents, industry and the broader community foster a sense of belonging and connectedness. Proactive leadership and dedicated staff, who value relationships with students, underpin a safe, positive and nurturing environment.

Our diverse, innovative and relevant curriculum combined with high expectations and clear responsibilities delivers **educational excellence** and encourages **all students** to reach their full potential in academic and vocational outcomes. With opportunities for cultural and sporting activities that leverage our unique location, the flexibility of our curriculum creates resilient, lifelong learners and global citizens.

For our students, Caloundra State High School is Lighting the Way to Broad Horizons and Bright Futures. Together we imagine, believe and achieve.

Values: Responsible, Respectful and Prepared

Guiding Principles:
Every member of the school community, through every action, will foster pride and confidence to achieve success by:
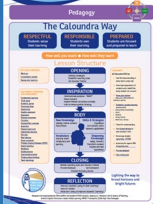- Enacting the Intended and planned curriculum
- Driving equity of performance for all subgroups
- Delivering successful transitions and meaningful pathways

Explicit Improvement Agenda (EIA): Improvement Priorities– to develop, lead and monitor and implement an explicit improvement agenda focussed on:
Positive School Community Culture, Educational Excellence and Inclusive Practices

Our Work / Data Tracking:

12 Month Success Criteria Whole School	Baseline (2022)	6 Month Progress	12 Month Progress
100% SOS staff: • The school looks for ways to improve (School Culture) • This school takes staff opinions seriously (Partnerships) • I feel that staff morale is positive at this school (I feel that staff morale is positive at this school (Staff Wellbeing) 100% SOS students: • I can talk to my teachers about my concerns (School Culture) • The school looks for ways to improve (School Culture) • My school treats students equally, regardless of gender (School Culture) • I like being at my school (School Culture) 100% SOS parents/caregivers: • This school takes parents/caregivers opinions seriously (Partnerships) • This school fosters respectful relationships among all students (School Culture) • The school looks for ways to improve (School Culture) • This school has a strong sense of community (School Culture) Positive improvement in SOS data from all stakeholders around • Student behaviour is well managed at this school (Fairness/Clarity of rules) ACARA academic outcomes: • Above 90% A-C English 7-9 • Above 50% A/B English 7-9 • Above 90% A-C Maths 7-9 • Above 50% A/B A/B Maths 7-9 • 50% reduction of gap between our target groups (ATSI/SWD and OOHC students) and the remainder of the cohort 100% QCE/QCIA Attainment by graduating cohort Increase in overall attendance 7-12 Above 90% - all students Above 85% - ATSI Above 85% - SWD Above 85% - OOHC Obtain baseline data for attendance at whole school events such as swimming carnival, cross-country and athletics carnival. Set up data sheets to record and obtain baseline data for extra curricula activities and participation rate. Decrease in SDA Rate (#/1000) 7-12 and number of SDAs (Short Suspensions) for all students The rate at which target groups (ATSI/ SWD/ OOHC) receive SDAs is on par with non-target group students Increase the number of staff who have attended Crossing Cultures PD within the school 100% of staff use inclusive and differentiated teaching practices Increase in number of students engaged in a meaningful pathway post school (Next Steps Survey)	***English Achievement*** *7-9 – 89.0% A-C (535)* *7-9 – 47.6% A-B (286)* ***English Target Group Achievement*** *ATSI 7-9 – 82.1% A-C (xxx)* *(Gap -7.4%)* *ATSI 7-9 – 30.8% A-B (xxx)* *(Gap -18%)* *SWD 7-9 – 86.5% A-C (xxx)* *(Gap -4.3%)* *SWD 7-9 – 29.5% A-B (xxx)* *(Gap -22.7%)* *OOHC 7-9 – xxx% A-C (xxx)* *OOHC 7-9 – xxx% A-B (xxx)* ***Mathematics Achievement*** *7-9 – 86.0% A-C (520)* *7-9 – 47.8% A-B (289)* ***Mathematics Achievement*** *ATSI 7-9 – 71.8% A-C (xxx)* *(Gap -15.1%)* *ATSI 7-9 – 35.9% A-B (xxx)* *(Gap -12.7%)* *SWD 7-9 – 73.5% A-C (xxx)* *(Gap -16.2%)* *SWD 7-9 – 34.2% A-B (xxx)* *(Gap -17.2%)* *OOHC 7-9 – xxx% A-C (xxx)* *OOHC 7-9 – xxx% A-B (xxx)* ***QCE/QCIA*** *100%* ***Attendance Data 7-12*** *All Students - 85.4%* *ATSI – 82.7%* *SWD – 84.4%* *OOHC -* ***SDA Data 7-12*** *All Students 47.7 / 260* *ATSI – 76 / 25* *SWD – 110.7 / 124* *OOHC* ***Crossing Cultures PD - Inclusive and differentiated teaching practices***	***English Achievement*** *7-9 – 89.6% A-C (535)* *7-9 – 47.9% A-B (286)* ***English Target Group Achievement*** *ATSI 7-9 – 82.1% A-C (xxx)* *(Gap -7.4%)* *ATSI 7-9 – 30.8% A-B (xxx)* *(Gap -18%)* *SWD 7-9 – 86.5% A-C (xxx)* *(Gap -4.3%)* *SWD 7-9 – 29.5% A-B (xxx)* *(Gap -22.7%)* *OOHC 7-9 – xxx% A-C (xxx)* *OOHC 7-9 – xxx% A-B (xxx)* ***Mathematics Achievement*** *7-9 – 86.7% A-C (520)* *7-9 – 48.2% A-B (289)* ***Mathematics Achievement*** *ATSI 7-9 – 71.8% A-C (xxx)* *(Gap -15.1%)* *ATSI 7-9 – 35.9% A-B (xxx)* *(Gap -12.7%)* *SWD 7-9 – 73.5% A-C (xxx)* *(Gap -16.2%)* *SWD 7-9 – 34.2% A-B (xxx)* *(Gap -17.2%)* *OOHC 7-9 – xxx% A-C (xxx)* *OOHC 7-9 – xxx% A-B (xxx)* ***QCE/QCIA*** *100%* ***Attendance Data 7-12*** *All Students - 85.4%* *ATSI – 82.7%* *SWD – 84.4%* *OOHC -* ***SDA Data 7-12*** *All Students 47.7 / 260* *ATSI – 76 / 25* *SWD – 110.7 / 124* *OOHC* ***Crossing Cultures PD - Inclusive and differentiated teaching practices***	***English Achievement*** *7-9 – 89.6% A-C (535)* *7-9 – 47.9% A-B (286)* ***English Target Group Achievement*** *ATSI 7-9 – 82.1% A-C (xxx)* *(Gap -7.4%)* *ATSI 7-9 – 30.8% A-B (xxx)* *(Gap -18%)* *SWD 7-9 – 86.5% A-C (xxx)* *(Gap -4.3%)* *SWD 7-9 – 29.5% A-B (xxx)* *(Gap -22.7%)* *OOHC 7-9 – xxx% A-C (xxx)* *OOHC 7-9 – xxx% A-B (xxx)* ***Mathematics Achievement*** *7-9 – 86.7% A-C (520)* *7-9 – 48.2% A-B (289)* ***Mathematics Achievement*** *ATSI 7-9 – 71.8% A-C (xxx)* *(Gap -15.1%)* *ATSI 7-9 – 35.9% A-B (xxx)* *(Gap -12.7%)* *SWD 7-9 – 73.5% A-C (xxx)* *(Gap -16.2%)* *SWD 7-9 – 34.2% A-B (xxx)* *(Gap -17.2%)* *OOHC 7-9 – xxx% A-C (xxx)* *OOHC 7-9 – xxx% A-B (xxx)* ***QCE/QCIA*** *100%* ***Attendance Data 7-12*** *All Students - 85.4%* *ATSI – 82.7%* *SWD – 84.4%* *OOHC -* ***SDA Data 7-12*** *All Students 47.7 / 260* *ATSI – 76 / 25* *SWD – 110.7 / 124* *OOHC* ***Crossing Cultures PD - Inclusive and differentiated teaching practices***

Educational Excellence and Inclusive Practices	• Enacting the Intended and planned curriculum • Driving equity of performance for all subgroups			
Key Strategies	**Evidence of Impact**	**Resources** **(financial, human, physical)**	**Responsible officers**	**Artefacts**

Strategy 1: To improve and quality assure the delivery and enactment of the Australian Curriculum through targeted strategies including:
 	
➢ **Instructional Leadership**
 	
➢ **Quality Assurance Processes**
 	
➢ **Curriculum: Systemic Alignment to CARF (3 Levels of Planning)**
 	
➢ **Pedagogy: The Caloundra Way**
 	
➢ **Planning and Moderation: CSHS Cycle**
 	
➢ **Inclusive approach to differentiated teaching**
 	
➢ **Positive Learning Culture**
 	
➢ **Development of a shared Language: People Matter, Pride Matters, Process Matters and Pathways Matter**
	At 3 months behaviourally
	Students can/will
	• Feel safe and connected in the classroom
	• Engage in the curriculum
	• Have access to differentiated curriculum
	• Participate in learning with their same aged peers in all areas of schooling
	
	Teachers can/will
	• Plan and develop curriculum contextualised for CSHS and aligned to AC
	• Engage students in worthwhile, meaningful and enjoyable learning experiences
	• Know their learners and their next steps to address their needs
	• Differentiate the curriculum and pedagogy
	• Provide timely and effective feedback to support student growth in learning
	• Access professional learning and collegial engagement to build their capability and well-being
	• Celebrate success with their students
	
	Leaders can/will
	• Lead the teaching and learning through Instructional Leadership
	• Quality assure current leadership and management practices and processes
	• Develop specific strategies to improve outcomes for identified target groups
	• Collect evidence of teacher impact using the Learning Walks and Talks protocol and 5 Questions:
	  1.What are you learning?
	  2.How are you going?
	  3.How do you know?
	  4.How can you improve?
	  5.Where can you go for help
	• Provide programs and resources to support a physically and psychologically safe workplace
	• Model a positive growth mindset and learning culture
	• Appropriately resource the provision of curriculum and pedagogy implementation
	• Celebrate success with all staff
	• Promotion of the school within the broader community
	• Further foster collaboration with Caloundra Coalition
		Budget
		
		I4S - PD
		TRS and PD - $25,000
		
		I4S - HR
		IT Tech Officer - $110,000
			Strategy 1
			
			Lead Officer – DPs
			Quality Assurance – All DPs
			Curriculum HODs
			HOSES
			Classroom Teachers
				• CARF
				
				• Collegial Engagement Framework
				
				• Instructional Coaching Model The Caloundra Way
				
				• Sharratt's five questions for students
				
				• The Caloundra SHS Panning and Moderation Guide
				
				• **Instructional Leadership Resources**

Positive School Community Culture	Delivering successful transitions and meaningful pathway			
Key Strategies	**Evidence of Impact**	**Resources (financial, human, physical)**	**Responsible officer**	**Artefacts**
Strategy 2: To strengthen public confidence by promoting and profiling the school within the educational and broader community by: ➢ **Positive learning culture (phone free environment, improved staff morale)** ➢ **Caloundra Cup** ➢ **Well-Being Focus** ➢ **Community Connection through CSHS 60 Year Anniversary promotion, activities and celebrations** ➢ **Promotion of the full range of meaningful pathways** ➢ **Development of a shared Language: People Matter, Pride Matters, Process Matters and Pathways Matter**	**At 3 months behaviourally** Students can/will • Engage in a positive and disciplined learning environment learning free from phone distractions • Engage with their same aged peers in a range of whole school and extra-curricular activities • Develop pride in their school • Improve attendance +85% • Decrease SDAs • Improve academic outcomes • Access future pathway information Teachers can/will • Know their learners • Create learning experiences that are student centred, active and engaging both within and out of the classroom • Support all school events and activities • Develop consistent and effective routines around the use of technology within the classroom • Be current in their knowledge of current and emerging employment trends • Know the impact of their actions and behaviours on others (students/staff and community). Leaders can/will • Provide opportunities for community consultation and/or collaboration with students, staff and the community • Use data and feedback to identify continuous improvement opportunities • Leaders will promote a collegial approach to managing difficult situations within existing policies and procedures • Be future focused • Further foster collaboration with local industry to support development of industry currency and competence of staff and students Everyone feels valued and supported, knows what to and how to do it and knows where to go next.	**Budget** **I4S - HR** CEC - $50,000 Social Worker - $99,000 Marketing Officer - $50,000 **PD** Build staff capability - $50,000 **Facilities** Lunch time activities - $10,000 (Handball courts, clubs, games) **School Funded Finance** Caloundra Cup - $15,000	**Strategy 1** Lead Officer – DPs Quality Assurance – All DPs Curriculum HODs HOSES Classroom Teachers	 **Mobile Phone Policy** 2023 60 Year Celebration – 3 key activities throughout 2023 to celebrate 60 years (Diamond Anniversary) *Proposed Dates:* Term 1 -Wednesday 15 March – Morning Tea – Target Audience 1963 -1983 students – Theme Shine like a diamond Term 2 - Saturday 3 June Gala Evening All that Sparkles like a diamond– Target Audience – All past and current staff and past students 18 + Term 3 –Friday 25 August - Diamond Jubilee

Endorsement This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

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Natasha Wicks	Dean Sherwell	Tracey Cook
Principal	P and C President	Assistant Reginal Director