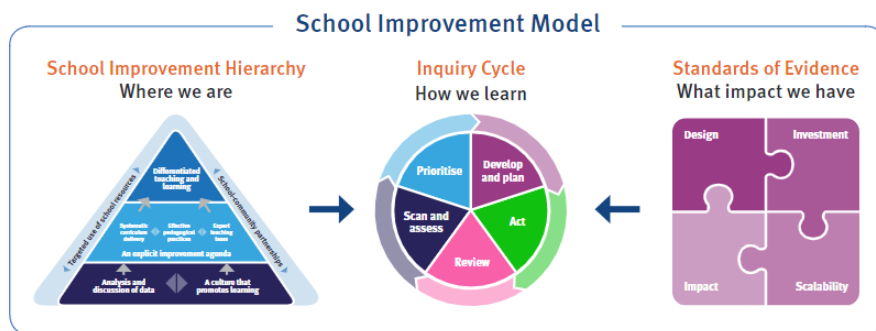
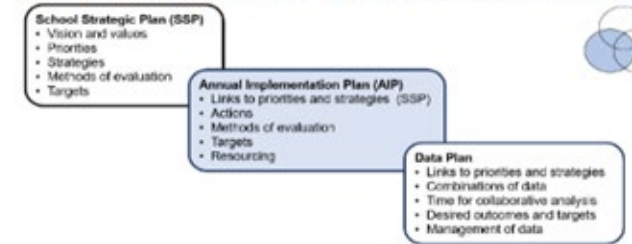




# Annual Implementation Plan 2024 (Version 1.4)

## School performance planning: Annual implementation plan



**Our Collective Leadership Commitment:** To lead a proud, inclusive and thriving school community.

**Motto:** Lighting the way to broad horizons and bright futures.

**Vision:** Encouraging our students to find their path in an ocean of possibilities and igniting their passion for learning in pursuit of excellence where everyone shines.

**Values:** Respect, Integrity and Kindness.

### 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: **Instructional Leadership and Positive Student Behaviour for Learning.**

**Our Work / Data Tracking:**

12 Month Success Criteria Whole School	Baseline (2023 Semester 2)	6 Month Progress (TBC)	12 Month Progress (TBC)
<p>Improved SOS staff:</p> <ul style="list-style-type: none"> <li>Student behaviour is well managed at my school <b>2024 Target 85%</b> (2023 - 80.7% - Fairness/Clarity of rules)</li> <li>I am confident that poor performance will be addressed in this school <b>2024 Target 100%</b> (2023 - 59.1% Workplace Culture)</li> <li>Students are interested in their schoolwork <b>2024 Target 85%</b> (2023 - 73.7% -Teaching and Learning)</li> <li>Students value feedback about their schoolwork <b>2024 Target 85%</b> (2023 - 74.7% -Teaching and Learning)</li> <li>I feel this is a safe place in which to work <b>2024 Target 100%</b> (2023 - 94.1% - Safety)</li> </ul> <p>Improved SOS students:</p> <ul style="list-style-type: none"> <li>Student behaviour is well managed at my school <b>2024 Target 80%</b> (2023 - 34.4% - Fairness/Clarity of rules)</li> <li>Students are interested in their schoolwork <b>2024 Target 80%</b> (2023 - 42.9% -Teaching and Learning)</li> <li>I can talk to my teachers about my concerns <b>2024 Target 85%</b> (2023 - 51.1% - School Culture)</li> </ul> <p>Improved SOS parents/caregivers:</p> <ul style="list-style-type: none"> <li>Student behaviour is well managed at my school <b>2024 Target 85%</b> (2023 - 70.5% - Fairness/Clarity of rules)</li> <li>This school asks for my input <b>2024 Target 85%</b> (2023 - 73.4% - Partnerships)</li> <li>This school takes parents/caregivers opinions seriously <b>2024 Target 85%</b> (2023 - 76.3% - Partnerships)</li> </ul> <p>Positive improvement in SOS data from all stakeholders around This is a good school</p> <ul style="list-style-type: none"> <li>Staff <b>2024 Target 100%</b> (2023 - 94.1%)</li> <li>Students <b>2024 Target 85%</b> (2023 - 60%)</li> <li>Parents <b>2024 Target 95%</b> (2023 - 87.5%)</li> </ul> <p>ACARA academic outcomes:</p> <ul style="list-style-type: none"> <li><b>Above 90%</b> A-C English 7-9</li> <li><b>Above 50%</b> A/B English 7-9</li> <li><b>Above 90%</b> A-C Maths 7-9</li> <li><b>Above 50%</b> A/B A/B Maths 7-9</li> <li><b>50% reduction of gap</b> between our target groups (ATSI/SWD and OOHC students) and the remainder of the cohort</li> </ul> <p><b>100% QCE/QCIA Attainment</b> by graduating cohort</p> <p>Increase in overall attendance 7-12 (2023 - 82%) <b>Above 90%</b> - all students <b>Above 85%</b> - ATSI <b>Above 85%</b> - SWD <b>Above 85%</b> - OOHC</p> <p>Decrease in SDA Rate (#/1000) <b>2024 Target 15 Rate</b> (2023 - 20.4) 7-12 and Decrease in number of SDAs for all students <b>2024 Target 200</b> (2023 - 387 Total Suspensions)</p> <p>The rate at which target groups (ATSI/ SWD/ OOHC) receive SDAs is on par with non-target group students <b>2024 Target suspension % parity</b></p> <p>Increase in number of students engaged in a meaningful pathway post school (Next Steps Survey) <b>2024 Target 95%</b> (2023 - 90.9%)</p>	<p><b>English Achievement</b> 7-9 -87% A-C (626 cohort students) 7-9 -40% A-B (626 cohort students)</p> <p><b>English Target Group Achievement</b> ATSI 7-9 -77% A-C (Cohort 38 students) <b>(Gap - 10%) * Year 9</b> ATSI 7-9 - 27% A-B (Cohort 38 students) <b>(Gap - 13%) * Year 9</b></p> <p>SWD 7-9 - 79% A-C (103 cohort students) <b>(Gap - 12%)</b> SWD 7-9 - 24% A-B (103 cohort students) <b>(Gap - 17%)</b></p> <p>OOHC 7-9 - 0 students A-C 0 A-B students (5 cohort students) 4 Ds / 1 ICP</p> <p><b>Mathematics Achievement</b> 7-9 - 83% A-C (622) 7-9 - 50% A-B (622)</p> <p><b>Mathematics Achievement</b> ATSI 7-9 - 76% A-C (Cohort 38 students) <b>(Gap - 7%) * Year 9</b> ATSI 7-9 - 28% A-B (Cohort 38 students) <b>(Gap - 22%) * Year 8 &amp; 9</b></p> <p>SWD 7-9 - 74% A-C (100 cohort students) <b>(Gap - 9%)</b> SWD 7-9 - 33% A-B <b>(Gap - 17%)</b></p> <p>OOHC 7-9 - 1 students A-C 1 A-B students (4 cohort students) 3 Ds / 1 ICP</p> <p><b>QCE/QCIA</b> 100%</p> <p><b>Attendance Data 7-12</b> All Students - 85.5% ATSI - 79% SWD - 82.5% OOHC - TBC (10 students in 2023) <b>Friday lowest day</b></p> <p><b>SDA Data 7-12</b> All Students 387 Total suspensions 200 Individual Students 82 with &gt;1 ATSI - 36 / 15 / 5 SWD - 126 / 57 / 29 OOHC - TBC ATSI + SWD - 23 / 8 / 3 <b>*Year 7 and 9 highest level</b></p>	<p><b>English Achievement</b> 7-9 - xxx% A-C ( ) 7-9 - xxx% A-B ( )</p> <p><b>English Target Group Achievement</b> ATSI 7-9 - xxx% A-C (xxx) (Gap -xxx%) ATSI 7-9 - xxx% A-B (xxx) (Gap -xx%)</p> <p>SWD 7-9 - xxx% A-C (xxx) (Gap -xx%) SWD 7-9 - xxx% A-B (xxx) (Gap -xx%)</p> <p>OOHC 7-9 - xxx% A-C (xxx) OOHC 7-9 - xxx% A-B (xxx)</p> <p><b>Mathematics Achievement</b> 7-9 - xxx% A-C (x) 7-9 - xxx% A-B (x)</p> <p><b>Mathematics Achievement</b> ATSI 7-9 - xxx% A-C (xxx) (Gap -xxx%) ATSI 7-9 - xxx% A-B (xxx) (Gap -xx%)</p> <p>SWD 7-9 - xxx% A-C (xxx) (Gap -xxx%) SWD 7-9 - xxx% A-B (xxx) (Gap -xxx%)</p> <p>OOHC 7-9 - xxx% A-C (xxx) OOHC 7-9 - xxx% A-B (xxx)</p> <p><b>QCE/QCIA</b> 100%</p> <p><b>Attendance Data 7-12</b> All Students - xxx% ATSI - xxx% SWD - xxx% OOHC -</p> <p><b>SDA Data 7-12</b> All Students x ATSI - x SWD - x OOHC - x</p>	<p><b>English Achievement</b> 7-9 - xxx% A-C ( ) 7-9 - xxx% A-B ( )</p> <p><b>English Target Group Achievement</b> ATSI 7-9 - xxx% A-C (xxx) (Gap - xxx%) ATSI 7-9 - xxx% A-B (xxx) (Gap - xx%)</p> <p>SWD 7-9 - xxx% A-C (xxx) (Gap - xx%) SWD 7-9 - xxx% A-B (xxx) (Gap - xx%)</p> <p>OOHC 7-9 - xxx% A-C (xxx) OOHC 7-9 - xxx% A-B (xxx)</p> <p><b>Mathematics Achievement</b> 7-9 - xxx% A-C (x) 7-9 - xxx% A-B (x)</p> <p><b>Mathematics Achievement</b> ATSI 7-9 - xxx% A-C (xxx) (Gap - xxx%) ATSI 7-9 - xxx% A-B (xxx) (Gap - xx%)</p> <p>SWD 7-9 - xxx% A-C (xxx) (Gap -xxx%) SWD 7-9 - xxx% A-B (xxx) (Gap - xxx%)</p> <p>OOHC 7-9 - xxx% A-C (xxx) OOHC 7-9 - xxx% A-B (xxx)</p> <p><b>QCE/QCIA</b> 100%</p> <p><b>Attendance Data 7-12</b> All Students - xxx% ATSI - xxx% SWD - xxx% OOHC -</p> <p><b>SDA Data 7-12</b> All Students x ATSI - x SWD - x OOHC - x</p>

### Instructional Leadership (Curriculum)

- Enacting the Intended and planned curriculum
- Driving equity of performance for all subgroups

### Goal – Increase academic data in years 7-9

- Increase 7 -9 A/B Data by 2%
- Increase 7-9 A-C Data by 5%
- Decrease 7 -9 ATSI/SWD/OOCH gap by 50%

### Monitoring

**Green – on track**  
**Yellow – underway**  
**Magenta – yet to commence**

### Key Strategies

**Strategy 1:**  
**Enhance the instructional leadership skills of key members of staff to support a cohesive, coordinated and systematic approach to driving school improvement.**

*Curriculum: Systemic Alignment to CARF (3 Levels of Planning)*

- Knowledgeable other from NCR commissioned to support and work alongside HODs and staff in English and Maths faculty to ensure understanding and alignment of curriculum.

*Foster the precise collection, analysis and response to student performance data in Maths and English by:*

- Identifying the most appropriate data sources and reports.
- Establishing regular and timely meetings to discuss and analyse the data with teachers, HODs, DP and knowledgeable others.

*Continue to expand Quality Assurance practices and processes to guide, measure and evaluate the systematic enactment of Strategy 1*

- Documenting the process of collaboration and meeting outcomes.
- Development of an Action Register for next steps, timelines and responsible officers specific to Strategy 1.
- Teachers APR and performance management aligned to Strategy 1.

*Planning and Moderation: CSHS Cycle*

- HODs to ensure that staff know their learners and know how to adjust their curriculum and pedagogy to suit student needs.
- Teachers have access to assessment prior to the commencement of the unit and that calibration can occur prior to delivery and moderation of assessment occurs through and at completion of assessment.

*Pedagogy: The Caloundra Way*

- Continue to build capacity of all staff but with a particular focus on English and Maths staff in planning (Tower of Power), profiling, functional behaviour, ESCMs, HIT Strategies, QLearn and inclusive practices.

*Staff are aware the departmental reading strategy*

- SFD presentation of website location and resources 18/01/2024.

### Evidence of Impact

**Students** in Years 7 and 8 know what they are learning and why and know what the next steps are to improve.

**Students** know how to use a task-specific marking guide to demonstrate their knowledge and skills. (Student Pulse survey Week 5 and Learning Walk and Talk (LWT) observations throughout Term 1.)

**Teachers** can develop task-specific marking and quality assessment aligned to the AC.

**Teachers** know their students and how they learn and know the content and how to teach it, including explicitly teach students how to use a task-specific marking to demonstrate their knowledge and skills.

**Teachers** plan and implement effective teaching and learning including adjustments for diverse learning needs; assess student achievement and provide feedback.

(Staff Pulse survey Week 5 and LWT observations throughout Term 1, HOD feedback during fortnightly LM meetings with DP.)

**Leaders** will build the capacity of teachers through the development of a culture of effective teaching and learning. In **fortnightly** line management and faculty meetings conversations will be held with staff providing them with feedback from LWT, and other classroom observations. Leaders will work to help support the development of the next leaders (Heir and Spare).

**Leaders** will be able to articulate the line of sight from the AC to student outcomes. Line management and faculty meetings will focus on point in time and trend data conversations in relation to set goals and targets.

**Leaders** will hold each other to account for the measurable outcomes identified for their role within the AIP during **fortnightly** LM meetings. Principal to DPs / DPs to HODs / HODs to teaching staff/ BM to support staff.

In 2024, Leaders will pay particular attention to ensure that all staff have access to criteria sheets early (before delivery of unit) and that all students have access to the criteria sheet and have understanding of to assist them with their learning prior to assessment.

### Resources (financial, human, physical)

#### Financial

- Allocation of appropriate funding for the specific purpose bringing staff offline and the provision of PD for staff to support calibration and meeting time.

#### Human

- Regional Instructional Leadership Curriculum Commissioning continuing (Sue Murphy):
- School visit, **Week 1 Term 1** with DP 7/8, English and Maths HOD to discuss next steps.
- School visit, **Week 5 Term 4**, LWT in trial classrooms with leadership and English and Maths HODs.
- School visit in **Week 8 Term 4** to review progress to date and confirm next steps in 2024.
- Continue support around Version 9 with leadership team.
- Regular planned and diarised meetings and capacity development sessions throughout the year to review progress and identify next steps **Week 3 Term 1**.
- **Fortnightly** Line Management changes to better align strategy with key staff DP JS: HOD English/Maths/ T&L/Engagement JS and DP MS, HOD Science/Humanities/Behaviour and International/Engagement MS.

#### Physical

- Development of a meeting and PD calendar specifically designed to ensure that meeting times are planned for in advance, and meeting intentions and deliverables are visible through meeting agendas, minutes and Action Register. **Week 3 Term 1**.
- Access to appropriate identified Data sources.
- Meeting spaces prioritised and booked in advanced **Week 5 Term 1**.
- Records of communication (both internal and external e.g. emails, minutes, briefing notes to staff and the broader community).
- **Quarterly** Review Report to be tabled for the Executive Team, Leadership Team and NCR Supervisors/Coaches.

### Responsible officers

#### Strategy 1 - Responsibilities

##### Principal

- Collaboratively leads Annual Implementation Plan (AIP) planning and implementation including fully costed resourcing.
- Establish roles, responsibilities and accountabilities to implement the AIP.
- Prepare artefacts, documentation and timetable for all check-ins.
- Communicates adjustments to AIP with Senior Reviewer.
- Work closely with ARD to source additional regional support.

##### Lead Officer – DP Junior Secondary

Lead the process and set up organisational structures and accountabilities to ensure alignment of the strategy with EQ Departmental Objectives and contextual Priorities as outlined in the CSHS 4 Year Strategic Plan.

##### Support Officer – BM & DP HR and Senior Secondary

Working alongside DP JS to ensure that staffing requirements and timetable are prioritised to achieve the required outcome.

#### Strategy 1- Accountabilities

##### Principal

- Submit AIP for feedback with key stakeholders (School Supervisor/ P&C etc) prior to phase one check-in **Week 1 Term 1**.
- Submit AIP for endorsement with two weeks after phase one check-in **Week 1 Term 1**.
- Document AIP journey across full 12-month period.
- Broadly communicate AIP success criteria to key stakeholders (Staff/Parents/Students) **Monthly P&C meetings**.
- Quality assures the successful implementation and successful completion of AIP.

**All DPs, Curriculum English and Maths HODs / HOSes / HOD Teaching and Learning / HOD JS English and Maths Classroom Teachers**

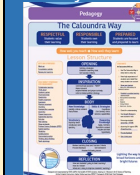
- Faculty AIP/Staff APR 23/2/2024.

### Artefacts

- EQ Equity and Excellence Strategy
- CSHS 4 Year Strategic Plan
- CSHS 2024 AIP
- CSHS Data Plan
- Collegial Engagement Framework
- EQ CARF



- Instructional Coaching Model - The Caloundra Way



- Sharratt's 5 Questions for students



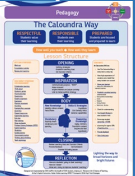

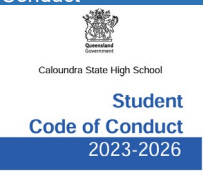
- The Caloundra SHS Planning and Moderation Guide



- Instructional Leadership Resources



Elements of instructional leadership practices - a summary of the research					
Building shared ownership	Aligning resources and capacity	Managing the curriculum process	Clarifying the curriculum	Identifying professional development	Identifying professional development
Setting clear goals	Aligning resources and capacity	Managing the curriculum process	Clarifying the curriculum	Identifying professional development	Identifying professional development
Communicating	Aligning resources and capacity	Managing the curriculum process	Clarifying the curriculum	Identifying professional development	Identifying professional development
Identifying professional development	Aligning resources and capacity	Managing the curriculum process	Clarifying the curriculum	Identifying professional development	Identifying professional development

<p><b>Positive Student Behaviour for Learning</b> Delivering successful transitions and meaningful pathway</p>	<p><b>Goal – Provision of a safe and disciplined learning environment</b></p> <ul style="list-style-type: none"> <li>Increase overall attendance by 8%</li> <li>Decrease number of behaviour incidence in faculty classes</li> <li>Increase staff confidence in managing classroom behaviours</li> </ul>		<p><b>Monitoring</b></p> <p>Green –on track Yellow – underway Magenta – yet to commence</p>	
<p><b>Key Strategies</b></p>	<p><b>Evidence of Impact</b></p>	<p><b>Resources (financial, human, physical)</b></p>	<p><b>Responsible officer</b></p>	<p><b>Artefacts</b></p>
<p><b>Strategy 2:</b> Establish a clear understanding of the Positive Behaviour Expectations across the whole Caloundra SHS community and enact proactive strategies to reduce the number of negative behaviour incidents of students in Year 7-10.</p> <p><i>Review the CSHS Student Code of Conduct in line with current Departmental policies and practices.</i></p> <ul style="list-style-type: none"> <li>Identify and investigate leading practices/research relating to positive student behaviour in schools.</li> <li>Review findings against CSHS current Student Code of Conduct.</li> <li>Update document and associated links as appropriate.</li> <li>Communicate in a variety of ways to all key stakeholders.</li> <li>Develop process for ensuring all stakeholders understand the document and its implications ongoing throughout the year. (e.g., Student parades, Parent evenings, Staff PD).</li> </ul> <p><i>Ensure the alignment and consistent application of the student code of conduct processes and procedures against EQ policy and the school's vision, values and beliefs.</i></p> <ul style="list-style-type: none"> <li>Learning Walks and Talks.</li> <li>Staff PD.</li> <li>Leadership monitoring and walk throughs.</li> <li>Student and parent feedback pulse survey checks.</li> </ul> <p><i>Foster the precise collection, analysis and response to student behaviour (a) In the classroom (b) Before, during breaks and after school and (c) In the community through:</i></p> <ul style="list-style-type: none"> <li>Establishing Baseline Data.</li> <li>Prioritising focus areas 7-10.</li> <li>Collaborating with knowledgeable others and Regional Supports.</li> <li>Developing a 12-month Behaviour PD plan for staff and explicit teaching of behavioural expectations to students.</li> <li>Regular data meetings to review and discuss outcomes.</li> </ul> <p><i>Identify and investigate the best school-based case management processes to enhance student performance, behaviour and wellbeing that is suitable for the Caloundra SHS context.</i></p> <ul style="list-style-type: none"> <li>Collaborate with key stakeholders and commence trial of preferred model with target group (Indigenous students and students with disabilities).</li> </ul>	<p><b>Students</b> in Years 7-10 can articulate the school-wide behaviour expectations and routines. Students behave in a manner that is aligned to these expectations. The number of negative student behaviours is decreased. (Student Pulse survey Week 5 and LWT observations each Term)</p> <p><b>Teachers</b> can articulate the school-wide behaviour expectations and routines.</p> <p><b>Teachers</b> will explicitly teach the school-wide behaviour expectations and routines. They can prevent negative student behaviour by employing proactive classroom management strategies and de-escalation strategies. Staff can appropriately record and refer (if necessary) negative and positive behaviours into OneSchool. (Staff Pulse survey Week 5 and LWT observations throughout Term 1, HOD feedback during fortnightly LM meetings with DP).</p> <p><b>Leaders</b> can articulate weekly the school-wide behaviour expectations and routines to staff/students and the community at year level parades, during class visits and community events.</p> <p><b>Leaders</b> can articulate their role and responsibilities in supporting teachers to create positive supportive learning environments. (ESCMs and PBL). Leaders are visible daily in classrooms and outside of the classroom and are continually reinforcing school behaviour expectations with staff and students.</p> <p><b>Leaders</b> will support teachers to create a safe and disciplined learning environment. They will be involved in classroom observations several times per week and collation of pulse surveys data (every 5 weeks) and provide measured feedback to staff about what was observed. This will be followed by collaborative discussion and recording as to the next steps to be taken and with whom.</p>	<p><b>Financial</b> Allocation of appropriate funding for the specific purpose bringing staff offline and the provision of PD for staff to support planning and meeting time.</p> <p><b>Human</b> Term 1 2024 Week 5 as per school calendar. Profiling/ESCM and Restorative chat PD.</p> <ul style="list-style-type: none"> <li>Line Management changes to better align strategy with key staff DP MS/HOD Science/ Humanities/Behaviour and International/Engagement MS.</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Data Plan.</li> <li>Action registers.</li> <li>Meeting minutes.</li> <li>Meeting presentations and resources.</li> <li>Third teacher resources in every classroom.</li> <li>APR/EST/ST Templates and exemplars.</li> <li>APR/EST/ST Registers.</li> <li>PD registers.</li> <li>Mandatory Training Registers.</li> </ul> <p>Documents developed by Week 3 Term 1 and utilised throughout year.</p>	<p><b>Strategy 2 - Responsibilities</b> <i>Principal</i></p> <ul style="list-style-type: none"> <li>Collaboratively leads Annual Implementation Plan (AIP) planning and implementation including fully costed resourcing.</li> <li>Establish roles, responsibilities and accountabilities to implement the AIP.</li> <li>Prepare artefacts, documentation and timetable for all check-ins.</li> <li>Communicates adjustments to AIP with Senior Reviewer.</li> <li>Work closely with SS to source additional regional support.</li> </ul> <p><i>Lead Officer – DP Middle Secondary</i> Lead the process and set up organisational structures and accountabilities to ensure alignment of the strategy with EQ Departmental Objectives and contextual Priorities as outlined in the CSHS 4 Year Strategic Plan.</p> <p><i>Support Officer – BM and DP HR and Senior Secondary</i> Working alongside DP MS to ensure that staffing requirements and timetable are prioritised to achieve the required outcome.</p> <p><b>Strategy 2 - Accountabilities</b> <i>Principal</i></p> <ul style="list-style-type: none"> <li>Submit AIP for feedback with key stakeholders (School Supervisor/ P&amp;C etc) prior to phase one check-in.</li> <li>Submit AIP for endorsement with two weeks after phase one check-in.</li> <li>Document AIP journey across full 12-month period.</li> <li>Broadly communicate AIP success criteria to key stakeholders (Staff/Parents/Students).</li> <li>Quality assures the successful implementation and successful completion of AIP.</li> </ul> <p><i>All DPs, Curriculum HODs / HOSes / HOD Teaching and Learning / HOD MS, Permanent and Relief Classroom Teachers and Support Staff.</i></p> <ul style="list-style-type: none"> <li>Faculty AIP/Staff APR.</li> </ul>	<ul style="list-style-type: none"> <li>EQ Equity and Excellence Strategy</li> <li>CSHS 4 Year Strategic Plan</li> <li>CSHS 2024 AIP</li> <li>CSHS Data Plan</li> <li>Collegial Engagement Framework</li> <li>Instructional Coaching Model - The Caloundra Way</li> </ul>  <ul style="list-style-type: none"> <li>Sharratt's five questions for students</li> </ul>  <ul style="list-style-type: none"> <li>CSHS Student Code of Conduct</li> </ul>  <ul style="list-style-type: none"> <li>Research from the EQ and other sources</li> </ul>

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

  
Principal

  
P and C President

  
School Supervisor