

# Caloundra State High School Strategic Plan 2016 – 2019

## School Profile

<b>Location:</b>	88 Queen Street, Caloundra
<b>Education region:</b>	North Coast
<b>The school opened in:</b>	1964
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	1092 (Day 8)
<b>Indigenous enrolments:</b>	4 per cent
<b>Students with disability enrolments:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1000
<b>Year principal appointed:</b>	2012
<b>Feeder primary schools:</b>	Caloundra State School, Golden Beach State School, Currimundi State School , Talara SC
<b>Significant community partnerships:</b>	Sunshine Coast Technical Trade Training Centre
<b>Unique school programs:</b>	Returned and Services League (RSL) Year 10 History World War 1 Project

## Vision:

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

Strong leadership with dedicated staff who value relationships with students, underpins the safe, positive and nurturing environment. Partnerships between students, staff, parents and the community foster a sense of belonging and connectedness.

High expectations with clear responsibilities and consistency complement the diverse, innovative and relevant curriculum, delivering educational excellence and encouraging students to reach their full potential in academic and vocational outcomes. With opportunities for cultural and sporting activities, the flexibility of the 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

## Improvement Priorities

### Priority: 21<sup>st</sup> Century Learning

#### Success Indicators:

**Autonomy:** Independent Public School status, School council operational

**Staff:** 100% of staff receive constructive feedback on performance 3 times each year, 100% teachers using ESCM, 100% teachers using ASOT, 100% staff involved in coaching and observations, 100% of teachers differentiate and have evidence to demonstrate this

**Student attainment:** 85% A-C, 85% A/B effort and behaviour,

**Yr 12 Outcomes:** 100% QCE or QCIA, 85% OP 1-15, 95% QTAC offers, 85% employment or further education and training after year 12,

**Literacy and numeracy:** 100% of yr 7&9 students attain NMS in NAPLAN tests, 25% of yr 7&9 students attain U2B in Reading, 25% yr 7&9 Numeracy, 15% yr 7&9 Writing

Focus	Strategies	2016	2017	2018	2019
21 <sup>st</sup> Learning and Learner	Embrace increasing <b>autonomy</b> through implementing the Parent and Community Engagement Framework engaging the community, business and industry in decision making.	❖	❖	❖	❖
	Establish strong, innovative and sustainable <b>partnerships</b> to support student learning and expand opportunities with local/coalition schools, business and industry to contribute to greater student success. Conduct regular reviews of such partnerships to determine continued impact and contribution to improving student outcomes.	❖	❖	❖	❖
	Provide a <b>guarantee to employment, further education or training</b> for students through the explicit teaching of 21 <sup>st</sup> Century skills and attributes through school wide practices which expand opportunities to promote the potential for all students.	❖	❖	❖	❖
	Create environments conducive to a <b>21<sup>st</sup> Century learner</b> through the provision of experiential learning (learning through experiences and innovative technologies opportunities for the delivery of curriculum. Use this a vehicle of distinction.	❖	❖	❖	❖
	Explicitly teach <b>literacy and numeracy</b> to ensure that exiting students are literate and numerate.	❖	❖	❖	❖

Quality Teachers Quality Teaching	Create, implement and continually review the <b>model of staff supervision, support and professional learning</b> for continual improvement and capability building to develop staff performance and outcomes. (Teacher Capability and Capacity framework)	❖	❖	❖	❖
	Share successful and effective practice across classrooms and the school to foster <b>collaborative sharing</b> to ensure better outcomes for students.	❖	❖	❖	❖
	Provide <b>challenging learning experiences</b> that further develop literacy (target – reading and writing), numeracy and STEM engagement.	❖	❖	❖	❖
	Scaffold and support all <b>students to monitor their own learning</b> and set goals through future learning.	❖	❖	❖	❖
	Implement a strategic and deliberate approach to monitor the effectiveness of planned classroom adjustments to <b>differentiate</b> for students with disabilities and diverse learning needs. Implement a professional development strategy to broaden teacher's repertoire of differentiation strategies.	❖	❖	❖	❖
	Build staff engagement and commitment with through implementation of new Responsible <b>Behaviour Plan</b> and using consistent Behaviour Management practices of Essential Skills for Classroom Practices (ESCM)	❖	❖	❖	❖
	Develop, implement and monitor school wide processes whereby teachers use student <b>data</b> (triangulate data) to inform their practice, reflect on the effectiveness of their pedagogical practice and its impact on improving student learning outcomes.	❖	❖	❖	❖
	Further develop levels of staff knowledge and engagement with the <b>ASOT pedagogical framework</b> and ensure there is differentiated professional development and modelling of best practice for teachers.	❖	❖	❖	❖
	Consolidate Art and Science of Teaching ( <b>ASOT</b> ) as the school wide pedagogical framework to ensure that there is a clarity and consistency about what teachers implement in the classroom. Ensure rigorous quality assurance processes are in place in order to guarantee ASOT is thoroughly and consistently embedded across the school.		❖	❖	❖
	Use the Australian Professional Standards (APS) to support career and capability development using <b>performance development processes</b> .	❖	❖	❖	❖
	Build <b>professional capability</b> through the development and regular review and updating of specific role descriptions which will support the Teacher and other staff Development Performance Framework processes.	❖	❖	❖	❖
	<b>Recognise and celebrate staff</b> achievements and emerging quality practice aligned with the ASOT framework.	❖	❖	❖	❖
Develop a deep understanding of the <b>P-12 curriculum, assessment and reporting</b> framework including the new senior assessment and tertiary entry system and reflect this understanding through maximising learning opportunities through cross curricula alignment.	❖	❖	❖		
Develop a deep understanding of the <b>Australian Curriculum (ACARA)</b> in order to implement ACARA as per DETE timelines. Use C2C curriculum resources as a tool to support the curriculum.	❖	❖			

## Priority: School of the Future

**Success Indicators:** 100% students using their own devices, 100% students IT literate in year 9, 100% of teachers provided with PD on using IT innovatively

Focus	Strategies	2016	2017	2018	2019
Innovation	Emphasise Science, Technology, Engineering and Mathematics (STEM) to reflect current trends and create a school of the future.	❖	❖	❖	❖
	Explore then implement <b>digital technologies</b> of Coding and Robotics into the curriculum.		❖	❖	❖
Digital technologies	Integrate IT through full implementation of Bring Your Own Devices (BYOD) into the school curriculum and teaching and learning practices.	❖	❖		
	Explicitly teach <b>IT capabilities</b> to students to ensure a consistent level of IT skills and are IT literate.	❖	❖	❖	❖
	<b>Use IT innovatively in the classroom</b> to engage learners and reflect current methodologies of practice.	❖	❖	❖	❖
	Create environments that foster <b>IT entrepreneurial</b> endeavours. Promote, celebrate and market student achievements in this area.	❖	❖	❖	❖
	Provide structured and organised approach to providing staff professional development on using IT innovatively	❖	❖	❖	❖

## Priority: Engaged Learners

**Success Indicators:** International student numbers increased to 35 students, Whole school student attendance to reach over 92%, 85% student A-C attainment (100% Advanced Learner classes), Reduction in School disciplinary absences, 85% A-B attainment in behaviour and effort on student reports

Focus	Strategies	2016	2017	2018	2019
Engagement	Market the school as a first choice destination for <b>international students</b> and increase the number of student's enrolments.	❖	❖	❖	❖
	Broaden and maintain the <b>academic excellence programs/advanced learner programs</b> to extend opportunities for highly able students and attract high achieving students from year 7 -10 from out of catchment and create a further point of difference.	❖	❖		
	Implement, monitor and review <b>attendance</b> strategies to increase student attendance.	❖	❖	❖	❖
	Ensure timely intervention strategies are in place for early intervention of <b>students who are disengaging</b> from daily attendance and at risk of an attendance rate under 85%.	❖	❖	❖	❖
	Provide individual student case management for <b>students identified at risk</b> of not attaining, not attending or not transitioning successfully.	❖	❖	❖	❖
Rewards and Recognition	Increase student engagement through <b>recognising and celebrating student achievement</b> for attainment, attendance, behaviour and effort by implementing a range of practices and processes that reward and recognise student success.	❖	❖	❖	❖

**Additional School processes and programs to support school improvement:**

*Detailed findings from the full school review conducted in 2015, Discipline Audit conducted in 2014, Systems Audit conducted in 2014 and MySchool Survey conducted in 2015 provided the source of information to construct the plan.*

*Investing for Success funds will be used to fund strategies outlined in the Strategic Plan. Please see website ([www.caloundrashes.eq.edu.au](http://www.caloundrashes.eq.edu.au)) for additional information on funded strategies.*

**Endorsement**

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



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Julie Pozzoli

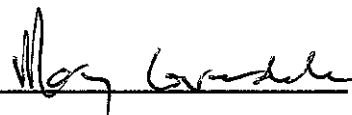
Principal



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Lesley Porter

P&C President



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Mary Coverdale

Assistant Regional Director