



**A REVIEW OF 2016 – 2019 STRATEGIC PLAN AND IMPLEMENTATION
4 YEAR SCHOOL STRATEGIC PLAN 2020 - 2023**


	<p>Vision</p> <p>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.</p> <p>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.</p> <p>Our diverse, innovative and relevant curriculum combined with high expectations and clear responsibilities delivers educational excellence and encourages 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.</p> <p>For our students, Caloundra State High School is Lighting the Way to Broad Horizons and Bright Futures. Together we imagine, believe and achieve.</p> <p>Values: Responsible, Respectful and Prepared</p>
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APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2016 - 2019 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2020 - 2023 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.


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PRINCIPAL


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SCHOOL COUNCIL CHAIR


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LEAD PRINCIPAL
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SECTION 1

PURPOSE

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The School Planning, Reviewing and Reporting Framework (SPRRF) outlines the requirements for Queensland state schools to implement state and national reforms, and to align their work with the Department of Education's *Every Student Succeeding – State Schools Strategy 2019-2023*.

The guiding principles of SPRRF are:

- *Collaborative* – Collaborative empowerment lies at the heart of our State Schools Strategy. It is a mindset as well as a way of working.
- *Transparent* – School Strategic Plans and Annual Implementation Plans are generated through consultation and the results of school activities are communicated openly and in a timely fashion.
- *Evidence-informed* – Evidence underpins the development of initiatives which are aligned with the School Strategic Plan and evidence of impact is generated and shared by the school in a systematic, rigorous way.

All state schools develop a four-year plan (School Strategic Plan) to implement the strategic direction of the Department. The [School Strategic Plan](#) has a four-year outlook, which informs the [Annual Implementation Plans](#) (AIP). The School Strategic Plan is reviewed and updated annually to maintain currency and alignment. Every four years, schools review their plan in order to maintain an informed long-term strategic focus that reflects the priorities, initiatives and performance measures of the DET Strategic Plan. The Every Student Succeeding [State Schools Strategy 2019-2023](#) is the improvement agenda that identifies key strategies to lift performance across the system to ensure every student succeeds.

ALIGNMENT

The draft DET Strategic Plan 2018 – 2022 highlights the following key outcome:

Building Queensland's future by giving all children a great start, engaging young people in learning, and creating safe, fair workplaces and communities.

THE SCHOOL STRATEGIC PLAN

The 2020 – 2023 School Strategic Plan is a succinct four-year outlook document detailing:

- the vision and values for the school, describing the aspirations of staff, parents and students
- the school's strategic direction, including improvement priorities, strategies, goals and performance measures and targets
- the priorities and strategies in response to reviews undertaken.

The review of the 2016-2019 School strategic Plan included;

- The detailed findings from the school review

SECTION 2**REVIEW OF SCHOOL**

PROCESS

- A School Review was conducted by a Review Team from the School Improvement Unit from 7th to 10th May 2019.
- As part of the review the following Stakeholders contributed:

School community:

Principal, 3 Deputy Principals, 13 Heads of Department (HOD), 58 teachers, two Guidance Officers, Business Manager (BM), Information Technology (IT) support technician, 2 Cleaners, School Facilities Officer, 2 Teacher Aides, Scientific Operations Officer, International Homestay Coordinator, Industry Liaison Officer, Youth Support Coordinator (YSC), 2 Sunshine Coast Technical Trade Training Centre (SCTTTC) staff members, School-Based Youth Health Nurse (SBYHN), Chaplain, Canteen Convenor, 6 parents, School Captains and 69 students.

Community and business groups:

School council chair, Parents and Citizens' Association (P&C) president, Sunshine Coast Falcons Chief Executive Officer (CEO) and representatives from Bunnings Warehouse Caloundra, White Ribbon Australia, Kawana Companions, Sunshine Coast Reconciliation Group and STEPS Nursery.

Partner schools and other education providers:

Principal of Caloundra State School, Principal of Kawana Waters State College, Principal of Golden Beach State School and Associate Vice-Chancellor Sunshine Coast Region for Central Queensland (CQ) University.

Government and departmental representatives:

State Member for Caloundra and the ARD.

SECTION 3

THE SCHOOL CONTEXT

Location:	88 Queen Street, Caloundra Qld 4551
Education Region:	North Coast Region
Year opened:	1963
Year levels:	Year 7 to Year 12
Enrolment:	1293
Indigenous enrolment percentage:	5.8 per cent
Students with disability enrolment percentage:	6.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1004
Principal appointed:	2012
Day 8 staffing teacher fulltime equivalent:	97.2 FTE (105 teaching staff)
Significant partner schools:	Caloundra State School, Golden Beach State School, Talara Primary College, Currimundi State School, Buddina State School, Kawana Waters State College and Meridan State College
Significant community partnerships:	Caloundra Returned and Services League of Australia (RSL), Sunshine Coast Falcons – Rugby League, University of the Sunshine Coast (USC), Child and Youth Mental Health Services (CYMHS), The Smith Family, Bunnings Warehouse.
Significant school programs:	High performing athletes program; Programs of Excellence in Rugby League, Volleyball and Surfing, Horizons Academic Excellence, Extension programs – Dance, Music; Sunshine Coast Technical Trade Training Centre (TTC), International students program. Aerial Technology – Certificate III in Aviation – Remote Pilot–Visual Line of Sight, drone licence

SECTION 4

SUMMARY OF KEY FINDING FROM SIU REVIEW – EXECUTIVE SUMMARY (SECTION 2.1)

Key Findings:

- **The principal, other school leaders and staff of the school place a high priority on developing caring relationships between all members of the school community.**
 - Staff articulate an understanding of the importance of the maintenance of these relationships in providing an environment where students can learn successfully. Staff members speak with pride regarding the level of care and support provided in relation to student wellbeing. Students and parents speak highly of the effectiveness of the referral and support systems.
- **School leaders and teachers are committed to the success of all students.**
 - There is a school-wide belief that every student can learn and achieve when provided with appropriate support. The wellbeing program supports improved student learning. School leaders express their desire to support teachers to further establish classroom practices to differentiate learning experiences to meet the needs of the full range of students.
- **School leaders and teachers are highly committed to improving learning outcomes for all students.**
 - The school leadership team has established a 2019 Explicit Improvement Agenda (EIA) of boys, wellbeing and Senior Assessment and Tertiary Entrance (SATE). School-wide practices to monitor, evaluate and communicate progress towards the targets related to the EIA in a systematic and ongoing way are yet to be established.
- **The school's strategic approach to curriculum delivery is clearly documented.**
 - The school has a localised published curriculum, reporting and assessment framework. Curriculum plans, year overviews, unit and assessment plans are documented and information regarding assessment is communicated to students and parents. Some faculties utilise Australian Curriculum (AC) source documents to inform their planning, teaching and assessment. School leaders' and teachers' deep knowledge of the AC varies across the school.
- **School leaders are united in their acknowledgement that a key to improved student outcomes is for effective and consistent research-based teaching to occur throughout the school.**
 - The school has a documented pedagogical framework that recognises its core business is to improve outcomes for all students and is underpinned by a belief that this is achieved through effective pedagogical practices including differentiation as required. School leaders and most teachers articulate that the understanding of the Art and Science of Teaching (ASoT) as a pedagogical practice varies across faculties and individual teachers.
- **Teaching staff are committed to supporting their students' learning and success and seek opportunities for professional improvement.**
 - The leadership team is committed to the development of a culture of collegiality and collaboration amongst staff members. Teachers describe the depth of collaboration and collegial support within their faculties as signature attributes of the school. Many Heads of Department (HOD) and teachers express a desire to further extend the emerging opportunities to work together across faculties and to learn from other practices, within the school and outside their normal networks.
- **The executive leadership team gives high priority to systematic collection of data including academic, attendance, behaviour and student wellbeing data.**
 - School-wide data is used by school leaders to inform school agendas, programs and resourcing. Whole-school data is collated and shared with teachers. Teachers have access to a range of data including classroom dashboard and Student Summary Profile. Many teachers articulate that they value this data as it helps them to better understand their students' learning needs and abilities as they begin teaching a new class. The ability of many teachers to identify and communicate in precise terms the next steps for learning for each student varies.

- **The executive leadership team has prioritised the learning needs of the students through its targeted allocation of human and physical resources.**
 - Provision of school-wide programs and strategies is aligned to the EIA priorities of SATE, boys and wellbeing. Specialist programs are marketed with the school offering scholarships to successful applicants. Specialist staff have been employed to support these programs. The physical environment is well maintained and provides a range of indoor and outdoor teaching and learning spaces. The principal, other school leaders and ancillary staff place a high priority on developing and maintaining the physical teaching and learning environment to support learning.
- **The school demonstrates a consistent belief that student learning and wellbeing for all students will be enhanced through partnering with parents, community organisations, education and training organisations, and local business groups.**
 - This is demonstrated in the many significant partnerships that the school has established over many years. Staff, parents and other members of the school community state that these partnerships are strong and well developed. All partners speak highly of their association with the school.

SECTION 5

KEY IMPROVEMENT STRATEGIES RESULTING FROM SIU REVIEW (SECTION 2.2)

Collaboratively develop Quality Assurance (QA) processes to monitor, evaluate and communicate the impact of the EIA on student learning outcomes.

Deepen the knowledge of school leaders and teachers in the AC.

Collaboratively review, document and implement an agreed school-wide pedagogical framework that includes high-yield teaching practices and processes to quality assure its implementation.

Create further opportunities for collaboration and sharing of teacher expertise and capacity, across faculties and beyond the school.

Build teacher capability to identify and communicate to each student, in precise terms, their next steps for learning.



Caloundra State High School Strategic Plan 2020 -2023

Improvement focus	Improvement Strategies					
	School Strategies	School Review recommendations	Timelines			
			2020	2021	2022	2023
School of the Future	Create an environment that enables curriculum offerings to be responsive to changing workforce needs		✓	✓	✓	✓
	Design flexible learning spaces/classrooms to be conducive to 21 st Century learners incorporating digital learners		✓	✓	✓	✓
	Review current processes and structures to accommodate changes to workforce eg Teacher shortage		✓	✓	✓	✓
	Expand community and industry engagement with school		✓	✓	✓	✓
Engaged Learner	Generate learning environments that facilitate smooth transition into the workforce or further education and training		✓	✓	✓	✓
	Provide learning environments, programs and strategies to engage, motivate and retain students in school		✓	✓	✓	✓
	Ensure an environment conducive to learning exists	Review managing student behaviour to support consistent implementation of agreed strategies	✓	✓		
	Recognise, plan for and implement strategies to improve the wellbeing of students and staff	Develop a whole-school wellbeing framework that supports all staff and students.	✓	✓		
21 st Century Learning and Learners	Deliver a guaranteed and viable curriculum to ensure alignment of teaching, assessment and reporting of ACARA and QCE curriculum	Finalise implementation and refine practices with the new QCE system for senior students (yr 11/12)	✓			
		Deepen the knowledge of school leaders and teachers in the Australian Curriculum.	✓			
	Provide individual students with tailored learning to address individual pathways	Embed the practice of all students monitoring their own learning and setting specific goals for future learning.	✓	✓	✓	✓
		Identify and communicate to each student, in precise terms, their next steps for learning.	✓	✓	✓	✓
	Build staff capability to accommodate student learning needs	Implement school-wide pedagogical framework that includes high-yield teaching practices.	✓	✓	✓	✓
		Implement practices for embedding differentiated and inclusive teaching strategies	✓	✓	✓	✓
	Provide professional learning opportunities for all staff in response to school, region and system agendas	Develop a process to align staff APDPs to the school's professional learning agenda and the school's Explicit Improvement Agenda.	✓	✓	✓	✓
		Implement systematic observation, coaching and feedback processes to build teachers' capacity.	✓	✓	✓	✓
		Develop and implement a school leadership framework for all school leaders to continue to enhance their capacity as instructional leaders.	✓	✓	✓	✓
	Share practice, communicate and collaborate within and outside of the school	Collaborate and share teacher expertise and capacity, across faculties and beyond the school.	✓	✓	✓	✓
		Communicate the desired measurable student outcomes of the EIA to school community.	✓	✓	✓	✓
		Develop curriculum sharing initiatives with school leadership teams from local and other schools.	✓	✓	✓	✓
		Investigate ways to more effectively communicate the process and rationale for allocating resources.	✓			
	Implement quality assurance process to ensure strategies, processes and policies provide the desired outcomes	Establish process to monitor and quality assure full, school-wide implementation of the Australian Curriculum (AC) including: <ul style="list-style-type: none">• Moderation against the achievement standards	✓	✓	✓	✓
		Quality assure processes to monitor, evaluate and communicate the impact of Explicit Improvement Agenda on student learning outcomes.	✓	✓	✓	✓
		Monitor partnerships to ensure that they are addressing the identified needs of students, realising student outcomes and are sustainable.	✓	✓	✓	✓
	Use data analysis to know the learner and plan to ensure student needs are met with a growth in achievement		✓	✓	✓	✓

* Strategies, Targets and Resources, listed within the Annual Improvement Plan, identify how improvement strategies within the School Strategic Plan are implemented, monitored and evaluated.