

Cavendish Road State High School

Annual Implementation Plan 2015

School Context

Cavendish Road State High School has a student population of 1485 and enjoys a strong reputation for high quality education. Our school community has a high expectation that students will strive to do their personal best, both individually and as part of the team. This incorporates high standards in uniform, conduct and attitude. Cavendish Road State High School is a national showpiece school with an accredited Academy of Mathematics, Science, Philosophy and Jazz Music. Our centres of Sporting Excellence in Football, Netball, Rugby League and Touch Football attract students from across the State. Through our academies, a large cohort of students study University subjects at school and have guaranteed entry into science, mathematics, engineering and business degrees. The school has a proven record of academic, cultural and sporting achievements. Recent state and national awards include OptiMinds, Music, Football and Touch Football. Our NAPLAN results are consistently above state and national average. Students are well motivated with a positive attitude towards education. The school has extensive sporting facilities, including a Olympic standard gym, tennis courts, basketball courts, volleyball courts and well maintained ovals to cater for the full range of outdoor sports. The school boasts an accredited Biotechnology teaching laboratory. A student take home laptop program exists across Years 7-12. The school has a peer support program and pastoral care program which assists in the provision of a safe and supportive learning environment for all students. An Enrolment Management Plan dictates student enrolment eligibility with many students applying for entry from across the state and northern NSW. The school was awarded International School status through Education Queensland in 2009. Situated on the corner of Cavendish and Holland Roads, Holland Park, the school is central to transport routes to and from southern Brisbane suburbs.

Our purpose is to provide an outstanding education within a caring environment.

Our vision is to achieve and celebrate success through a commitment to individual excellence.

Our values are: co-operation, courtesy, commitment, consideration and challenge.

Our underlying principles:

- Outstanding education is a balance of academic, cultural, sporting and personal development endeavours.
- Every student's commitment to outstanding education involves a strong work ethic, high levels of organisation and a positive attitude in all aspects of school life.
- Staff commitment to outstanding education involves quality curriculum, purposeful pedagogy, personal mastery and timely feedback in a caring and inclusive environment.
- Achieving excellence involves identifying individual gifts and talents, setting personal goals, accessing all opportunities and not accepting mediocrity.
- We celebrate success, whenever excellence is achieved, in our classrooms, across our school and within the broader community.
- We acknowledge our heritage and diverse cultural backgrounds and traditions in our celebrations.

Profiles for 2015

School Priority: Academic Excellence

Strategy: Ensure every teacher is provided opportunity to improve their teaching and demonstrate pedagogical excellence.	
Actions	Responsible Officer/s
Ensure all teachers are implementing ASOT beginning and end of lesson routines in all classrooms.	ASOT Committee
Further implement ASOT School Wide Pedagogy across the school, with a particular focus on clarity of learning goals, beginning and end of lesson routines, self-reflection, sharing, differentiation and Design Questions 2 and 3.	ASOT Committee HODs
Create structures and provide opportunities for teachers to reflect on their own and other's teaching using structured feedback proformas.	SLT and ASOT Committee
Provide opportunity for all classified officers to develop their understandings about Instructional Leadership to ensure teachers are supported to improve	Principal and Deputy Principals

their teaching.	
Principal, Deputy Principals and HODs to focus on classroom visits as part of daily practices to support teaching and learning and provide feedback and support.	Principal, Deputy Principals and HODs
HODs develop a program that allows teachers to visit other teachers' classrooms to promote formal and informal feedback, mentoring, coaching, reflection, transparency and discussion. HODs to encourage and enable team teaching.	HODs
Encourage teams of teachers to co present at staff meetings once per month, one session each during 2015.	ASOT Committee HODs
Share pedagogical practice focussed on ASOT SWP, differentiation, and analysis of data to inform learning and teaching reflection.	All teachers
Develop a consistent language of and framework for learning across the range of EQ identified priorities including Reading, Numeracy, Critical Thinking and Writing ensuring high expectations of staff and students are maintained.	HODs
Strategy: Ensure every student is achieving to the best of their ability and is being challenged to achieve academic excellence.	
Actions	Responsible Officer/s
Further enhance and induct new staff in the use of Oneschool to analyse, interpret and use classroom data to inform learning and pedagogy.	ASOT Committee, E-Learning HOD, HODs, DPs and Principal
Use standardised testing regime and pre and post-tests data to differentiate teaching and to establish targets at program, class and individual student levels.	Mathematics and English HODs
Encourage all school leaders, teachers and committees to consistently use objective data analysis utilising NAPLAN, QCS practice test results, PAT R, PAT M and Level of Achievement (LoA) data to adjust pedagogy and improve learning outcomes for all students.	SLT, STLaN
Identify whole school, subject, class and individual student targets.	Principal, all HODs, all teachers
Create whole of school systems and structures that ensure every student's performance is monitored, supported and that intervention occurs immediately performance regresses.	Principal, Deputy Principals and SLT
Curriculum HODs to ensure all units are published using One School and/or uploaded onto One School.	All HODs
Review and update the whole School Curriculum Plan.	HOD Junior Secondary and HOD Senior School

Core Priority: Reading (Target NMS – 98.4% and U2B – 27.5%)

Strategy: Implement a Reading program	
Actions	Responsible Officer/s
Review the whole School Reading Program.	English HOD
HODs to ensure formalised differentiated planning at the teacher and individual student level exists across all curriculum areas and ensure direct, explicit teaching of reading is evident and consistent across the school.	All HODs
Implement reading comprehension strategies including the Three Level Guide across the whole-school.	English HOD
Provide professional development for all teachers on the active interrogation of texts reading program – based on "Rigorous Reading" by Fisher and Frey.	English HOD
Strategy: Ensure Intervention for Students around the NMS.	
Actions	Responsible Officer/s
Implement targeted intervention through literacy tutors.	STLaN
Use PAT R tests as a diagnostic tool from the beginning of Year 7 and throughout Year 8 and 9 to ensure student placement in the correct ability group and to monitor the success of our reading intervention programs.	English HOD and STLaN
Ensure all teachers of Years 7, 8 and 9 know their students' reading data.	All teachers
Ensure a thorough NAPLAN preparation program for all Year 7, 8 and 9 students.	English and Mathematics HOD

Core Priority: Writing (Target NMS – 93.8% and U2B – 19.8%)

Strategy: Implement a Whole of School Approach	
Actions	Responsible Officer/s
Use standardised testing regime and pre and post tests data to differentiate teaching and to establish targets at program, class and individual student levels.	English HOD
Ensure all teachers of Years 7, 8 and 9 know their students' writing data and implement strategies in all classes.	All teachers
NAPLAN Strategy team to provide leadership of strategies to be implemented across all learning areas to address writing. This will include the explicit teaching of T.E.E.L/C paragraph structure across the school to improve writing structure.	NAPLAN Team and English HOD
Continue explicit literacy intervention for students who are located near the NMS.	English HOD and STLaN
Review whole school literacy plan.	English HOD and Principal
Implement whole-school strategies for explicit teaching of spelling, punctuation and grammar.	NAPLAN Team and English HOD
Ensure a thorough NAPLAN preparation program for all Year 7, 8 and 9 students.	English and Mathematics HOD
Ensure the Junior Secondary Task Sheet Template is implemented consistently which identifies the explicit genre and language requirements of each assessment task.	All HODs
Continue explicit teaching of writing genres across a variety of units in year 7, 8 and 9 with particular attention to persuasive, imaginative and informative writing.	English teachers
Employ Mighty Minds to mark a narrative piece of writing in Years 7 and 8 to provide base line data to inform teaching.	English HOD Teachers
Continue literacy intervention by tutors targeting those students on or below NMS. Consider groupings of high performing students prior to NAPLAN and engage a writer in residence.	STLaN and teachers English HOD
Use GAPA writing strategy across the school to refine writing. Scaffolded documents to be given to all students – differentiated for Junior and Senior school. Junior document to be included in the FLAG booklet.	English HOD and teachers
Consider the implementation of an English Academy for 2016 which focusses on female students.	English HOD

Core Priority: Numeracy (Target NMS - 100% and U2B – 40%)

Strategy: Implement a Whole of School Approach	
Actions	Responsible Officer/s
HODs to ensure direct, explicit teaching of numeracy is evident and consistent across the school.	HODs
Review the whole school Numeracy Plan.	Mathematics HOD
Multidisciplinary pre-NAPLAN Strategy group ensures student preparedness, completion of practice tests, analysis of practice test data and intervention where necessary.	Mathematics HOD
Implement the 20 Questions in 20 Days strategy in classrooms outside of Mathematics to better prepare students for NAPLAN.	Mathematics HOD
Implement the Quicksmart Program to target students at risk of not attaining NMS.	Mathematics HOD / Numeracy Coach, STLAN
Ensure Numeracy support for students at risk of not attaining NMS.	STLAN
Embed See, Plan, Do, Check into all classrooms.	Numeracy Coach
Continue with Numeracy multi-disciplinary team to incorporate and highlight Numeracy across the curriculum.	Numeracy Coach
Use standardised testing regime (PAT M) and pre and post test data to differentiate teaching and to establish targets at program, class and individual student levels.	Mathematics HOD
Ensure formalised differentiated planning at the teacher and individual student level exists across all curriculum areas to enable effective teaching and learning programs to cater for specific needs.	Mathematics HOD

Strategy: Increase percentage of students in Upper Two Bands and provide extension opportunities for high performing students.	
Actions	Responsible Officer/s
Continue partnership with The University of Queensland to improve access and opportunities for students who study the accelerated pathway.	Mathematics HOD /Numeracy Coach
Lead the Metro 10 Cluster Group to share best practice to improve the approach to numeracy within each individual school.	Mathematics HOD
Enter a Showcase Submission reflective of improved NAPLAN results.	Metro 10 Group
Participate in the U2B Project in Terms 1 and 4.	Mathematics HOD /Numeracy Coach
Ensure the continued status of the Academy of Mathematics across Years 7-12.	Mathematics HOD

Core Priority: Science

Strategy: Improve student results in the Senior School	
Actions	Responsible Officer/s
Increase involvement in National and University Science competitions to extend high performing students and build community confidence.	Science HOD
Continue gifted and talented science program and extension classes to build community confidence in the academic outcomes of the school.	Science HOD
Ensure student tracking across Years 7-12.	Science HOD
Ensure formalised differentiated planning at the teacher and individual student level exists across all curriculum areas to enable effective teaching and learning programs to cater for specific needs.	HODs
Strategy: Continue to implement the Academy of Science	
Actions	Responsible Officer/s
Continue formal partnerships with universities and external organisations to successfully implement the Academy of Science across Years 7-12.	Science HOD

Core Priority: Retention

Strategy: Ensure the school community is informed of current career information so that viable pathways are available for all students.	
Actions	Responsible Officer/s
Review SETP process to ensure all students across Years 10-12 are in a pathway that provides challenging but attainable learning opportunities.	DP Yr 10 HOD Senior School
Introduce a senior contract to ensure all students are clearly aware of their obligations in the post compulsory phase of schooling.	HODSS, Principal
Further develop the knowledge and understanding of the school community regarding differentiated student pathways using 'Next Step' data as a basis for discussion.	HODSS VET Coordinator
Continue to diversify curriculum offerings in the senior school to accommodate a wide variety of pathway options with particular emphasis on partnership arrangements with external RTO's and tertiary learning providers.	HODSS VET Coordinator
Improve the knowledge and understanding of the school community regarding differentiated student pathways and therefore increase the value placed on these pathways by the community.	Guidance Officers HOD Senior School DP Senior School
Strategy: Provide a wellbeing framework for all students	
Actions	Responsible Officer/s
Develop a whole school framework that clearly articulates all aspects of our socio-emotional development program at CRSHS.	Guidance Officers HOD Student Welfare
Maintain the Peer Support and Pastoral Care programs within the school.	Guidance Officers HOD Student Welfare
Strategy: Engage students through the Curriculum	
Actions	Responsible Officer/s
Provide opportunities for a VET qualification to all Year 10 and 11 students.	HOD Senior School
Continue with Certificate II and III courses for Year 10 and 11 students who are most at risk of not completing 12 years of schooling.	HOD Senior School
VET Coordinator to develop a strong presence in the community with local	HOD Senior School

businesses to seek VET qualifications or employment opportunities for students.	
Strategy: Implement Individualised Management of Students	
Actions	Responsible Officer/s
Map individual student's destination data throughout Year 12 and 13.	HOD Senior School
Develop and implement Individual Behaviour Management Plans, Negotiated Education Plans and Individualised Learning Plans for students who are exhibiting social, emotional and behavioural problems to encourage student engagement and retention.	HOSES, CEC and GO
Continue to use ID Attend to monitor and track student attendance.	Year Coordinators, DPs, Guidance Officers, HOD Student Welfare, Student Attendance

Core Priority: Attainment (Target – OP 1-15 92%, OP 1-5 31%, QCE 100%)

Strategy: Provide targeted support to students to enable them to remain engaged in education and training programs.	
Actions	Responsible Officer/s
Effectively use the youth pathways funding allocation to create partnerships with Axiom College, Sarina Russo, and Careers Australia to ensure that courses such as certificate II in Logistics, Warehousing and Hospitality are delivered in semester 1 and 2 to year 10, 11 and 12 students.	HOD Senior School VET Coordinator
Provide financial support to students using youth pathways so that they may effectively engage with work experience programs that lead to SAT's or full time employment.	VET Coordinator
Ensure all students across Years 8-10 who are failing one or more core subjects have an Individual Support Plan I or II.	HOSES, Junior Secondary HOD
Strategy: Ensure the school's assessment policy is rigorous and aligns with EQ/QSA guidelines	
Actions	Responsible Officer/s
Review current policy and amend if needed.	Deputy Principals
Communicate the assessment policy to the entire school community through a range of mediums.	Deputy Principals
Strategy: Ensure the school's data plan is utilised	
Actions	Responsible Officer/s
Develop in the junior school and maintain in the senior school rigorous academic review processes that monitor and track QCE, NAPLAN, Literacy, Numeracy, OP and tertiary entrance.	HODS Deputy Principals
Collaborate with staff to determine a needs basis for professional development to ensure sustainable implementation of the school's data plan.	Deputy Principal
Strategy: Recognise student achievement and build student's academic efficacy and belief	
Actions	Responsible Officer/s
Strengthen community engagement by encouraging teachers to send postcards home and make positive phonecalls recognising student achievement.	All teachers
Implement a Junior Star Award Program upon successful completion of Year 9, mirroring QCE concepts and processes.	HOD Junior Secondary
Record and track positive student behaviours and contributions on Oneschool.	All staff
Strategy: Support High Achieving Students	
Actions	Responsible Officer/s
Ensure the implementation of excellence programs across Years 7-12 in the eight approved Academies and implement extension and acceleration programs in Mathematics, Science and English.	HODS
Introduce scholarships for high achieving students.	Principal
Continue to offer a strong and well respected International Education program attracting students from diverse backgrounds.	International Unit

Core Priority: Transition

Strategy: Ensure a transition program for Year 7 students in 2016
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Actions	Responsible Officer/s
Continue to strengthen links with our local feeder primary schools.	HOD Junior Secondary
Provide professional development to staff, students and families to develop their understanding of the complexities of high school and the transition from primary.	HOD Junior Secondary
Strategy: Continue relationships with feeder Primary Schools	
Actions	Responsible Officer/s
Continue Years 4-7 transition program with feeder Primary Schools, with a particular focus on Year 4.	Year 7 Coordinator and HOD Junior Secondary
Seek opportunities to continue strong relationships with feeder primary Principals and upper primary teachers.	Principal, Year 7 Coordinator and HOD Junior Secondary
Continue with HOD - Junior Secondary position.	Principal
Strategy: Provide a support framework for students during the Senior Secondary years	
Actions	Responsible Officer/s
Provide professional development to staff, students and families to develop their understanding of the complexities of QCE/OP/QCS achievement.	HOD Senior School
Facilitate a rigorous mentoring program for all Senior students.	HOD Senior School
Strategy: Continue to implement the Flying Start Reform	
Explore best practice Year 7 curriculum models and review 2015 model.	SLT
Consider precincts in the day to day management of the school.	DPs
Prepare the community for the transition through information sessions, open days, newsletter items, parent email group, public relations material and website.	DP, HOD Junior Secondary and Year 7 Coordinator
Continue to develop Year 7 student leadership framework.	Year 7 Coordinator
Continue to have a transition presence in feeder schools.	Principal, DP, HOD Junior Secondary and Year 7 Coordinator, Year 5 Science Club Coordinator
Create a plan for enrolment of students; schedule and manage enrolment afternoons and the enrolment of students into the school.	HOD Junior Secondary Deputy Principal Yr 7
By utilising available data tools, determine the extent to which out-of-catchment enrolments and Academy programs will fill spare capacity. Review and implement entry requirements for Academy programs.	HOD Junior Secondary Deputy Principal Yr 7

Core priority: Attendance (Target 95%)

Strategy: Monitor and track student attendance	
Actions	Responsible Officer/s
Analyse attendance data to ensure an effective and proactive attendance monitoring process.	Deputy Principal Year Co-ordinators HOD Student Welfare
Ensure EQ policies and processes regarding attendance are implemented and enforced.	Deputy Principal
Strategy: Implement intervention strategies for students attending less than 85%	
Actions	Responsible Officer/s
Identify students 'at risk' of unacceptable attendance in 2014 and communicate the processes to be used for unacceptable attendance.	Deputy Principal Year Co-ordinators
Personally communicate with families of identified students to ensure they are aware of the effects of poor attendance and EQ requirements.	Deputy Principals
Strategy: Further implement a positive reinforcement scheme to support attendance	
Actions	Responsible Officer/s
Further develop and implement a program that acknowledges excellent attendance and encourages improvements in attendance through a rewards system.	Deputy Principal Year Co-ordinators HOD Student Welfare
Communicate the educational benefits of regular attendance through a variety of mediums including newsletters, website and assemblies.	Deputy Principal
Explicitly promote school's attendance expectation of 95%.	All staff
Explicitly share school attendance data weekly with students, staff and parents.	DP

Peer support teachers monitor attendance data on a daily basis and follow absence processes.	All teachers
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Core Priority: Closing the Gap between attendance and outcomes of Indigenous and non-Indigenous students

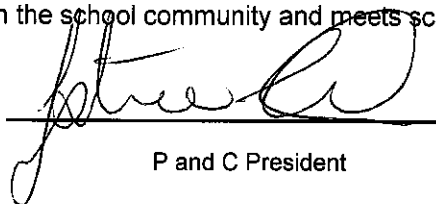
Strategy: Continue to support Indigenous students to enhance learning outcomes	
Actions	Responsible Officer/s
Continue to provide the homework afterschool program for Indigenous students.	Indigenous Liaison Officer
Continue to monitor and track achievement and apply intervention strategies.	Guidance Officer Indigenous Liaison Officer
Ensure students' enrolment in Regional and University Gifted and Talented Program.	Guidance Officer
Ensure students receive QATSIF Scholarships for 2015.	CEC
Continue with Junior and Senior School Leadership positions.	Principal and CEC
Strategy: Improve the attendance of Indigenous students	
Actions	Responsible Officer/s
Monitor attendance rates, identify 'at risk' students – create an individualised learning plan to improve attendance.	Guidance Officer Indigenous Liaison Officer
Develop community partnerships and link with Indigenous support agencies to support students and invite elders to participate in school activities.	Guidance Officer Indigenous Liaison Officer
Value and celebrate student participation, attendance and outcomes such as Harmony day, NAIDOC week, Indigenous awards night.	Indigenous Liaison Officer Guidance Officer HOD Student Welfare
Strategy: Build a Confident Workforce	
Actions	Responsible Officer/s
Continue implementation of EATSIPS agenda and revise EATSIPS plan to ensure teachers have the capacity to successfully use ESL strategies.	CEC and Guidance Officer
Ensure all staff have completed Crossing Cultures and Hidden Histories Training.	CEC, Guidance Officer and Principal
Implement revised beginning and new teacher program.	Deputy Principal
Ensure all staff complete an Annual Teacher Review using AITSL as a resource.	Deputy Principal
Encourage HOD sharing of instructional and distributive leadership and management practices and processes.	Principal

Endorsement

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



Principal



P and C President



Assistant Regional Director

Date: 2.3.15.