

CAVENDISH ROAD STATE HIGH SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement






Wellbeing and engagement

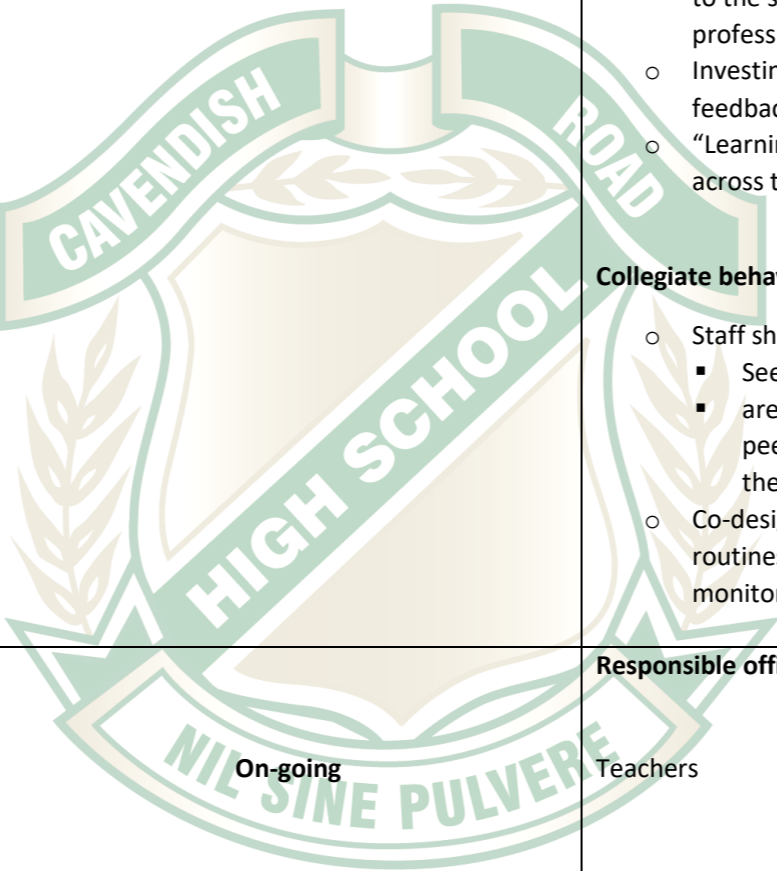


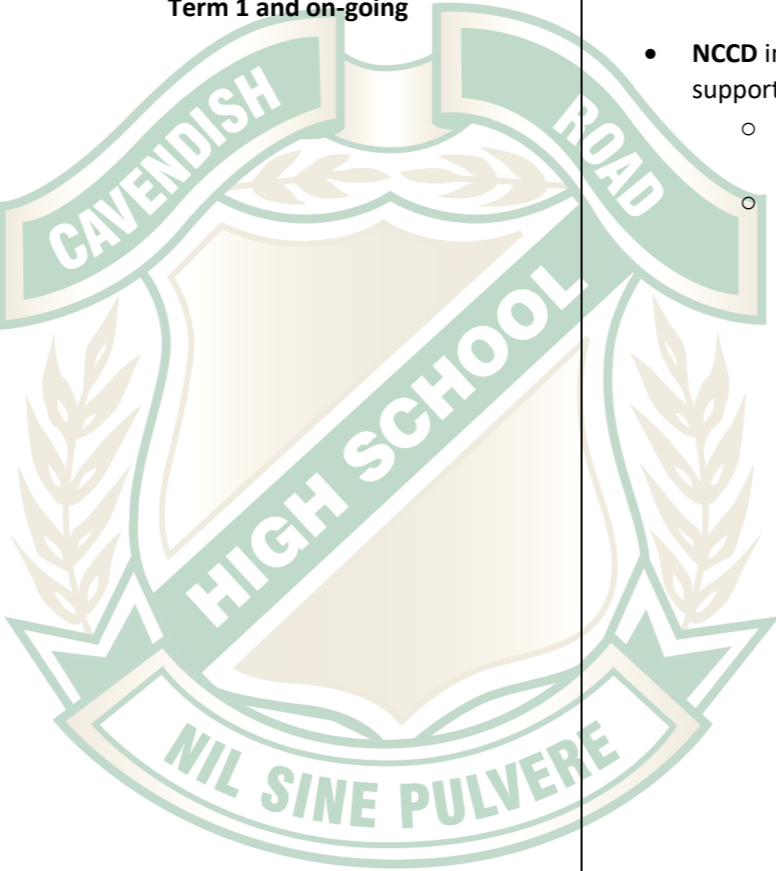
Culture and inclusion

Our Vision - A culture for learning, teaching with impact and learning growth for every student.

Our Explicit Improvement Agenda: Domain 6: Systematic curriculum delivery. Domain 8: Effective pedagogical practices. Domain 7: Differentiated teaching and learning

<p>School priority 1: (Domain 6) Collaboratively develop:</p> <p>a. aligned curriculum planning, ensuring there is progressive development of higher order thinking skills consistent with the school’s pedagogical practices ‘Learning@Cav’ to further challenge all students.</p> <p>b. an agreed whole-school approach to moderation across multiple junctures to ensure consistency of teacher judgement and inform teaching and learning.</p>	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:	2024 Review
	Term 1	Term 2	Term 3	Term 4			
<p>Strategies:</p> <ul style="list-style-type: none"> Review and modify curriculum 3 level planning to meet AC v9 and P -12 Curriculum, Assessment and Reporting Framework (CARF) and Learning@Cav. Create a systematised approach across the school of Heads of Department adopting a moderation approach of teacher judgments of <ul style="list-style-type: none"> Diagnostic of teaching impact on learning to inform teaching and learning and participate in networking with peers to optimise student outcomes. Establish clear guidelines for BYOD student device usage across subjects. Develop Digital Literacy & Well-being Education Modules 	<p>On-going</p> 				<p>A 1% per annum improvement in student academic performance measures, that by 2027 from Years 7 to 12</p> <ul style="list-style-type: none"> A-C at > 98% A > 35% 0% E and Not Rated 0% Closing the Gap Effort & Behaviour results 100% Attendance exceeds 92% Student Disciplinary Absences <1% of enrolment per term <p>Junior secondary “On track for success”</p> <p>English and Mathematics by 2027</p> <ul style="list-style-type: none"> A-C at 98% A-B achievement 78% A-C Effort & Behaviour 98% <p>Senior Secondary “Ready for the future” that for each year by 2027</p> <ul style="list-style-type: none"> 100% QCE/QCIA is maintained. 35% students achieve ATAR >92 95% students achieve ATAR >65 0% students achieve ATAR <30 >96% students to post -school destinations. <p>Signature practices</p> <ul style="list-style-type: none"> 3 level planning is evident in every faculty and provides for differentiation to meet needs of all learners. Assessment is quality assured for alignment to AC requirement, Senior, Inclusive & Differentiated 	 <ul style="list-style-type: none"> A-C at > 95% A > 30% 0% E and Not Rated 0% Closing the Gap Effort & Behaviour results 100% Attendance exceeds 91% Student Disciplinary Absences <1% of enrolment per term <ul style="list-style-type: none"> A-C at 96% A-B achievement 76% A-C Effort & Behaviour 98% <ul style="list-style-type: none"> 100% QCE/QCIA is maintained. >35% students achieve ATAR >92 >95% students achieve ATAR >65 0% students achieve ATAR <30 >96% students to post -school destinations. 	 <p>96.4%</p> <p>38.7%</p> <p>.3%</p> <p>100%</p> <p>98.9%</p> <p>90.6%</p> <p>.6%</p> <p>98.8%</p> <p>76.5%</p> <p>99%</p> <ul style="list-style-type: none"> ● ● ● ● ●
<p>Actions:</p> <ul style="list-style-type: none"> HODs audit 3 level planning for HOT skills in learning Faculties identify problems of practice assessed as key to high impact teaching & learning. HODs provided opportunities to share with peers and whole of staff, the successes from clear moderation approaches that impacted pedagogical practice with reference to the Learning@Cav approach. Share best practice as a PLT among Heads of Department and teachers of implementing moderation of teacher judgments to inform teaching and learning. 					<p>Responsible officer(s):</p> <p>Head of School – Teaching & Learning Head of Department – Teaching & Learning Innovation Head of School – Curriculum</p> <p>Executive Principal Heads of Department (Curriculum)</p>	<p>Resources:</p> <p>Australian Curriculum V9.0 Various professional learning & development</p>	

<ul style="list-style-type: none"> Establish how BYOD devices should be used within each subject area. Create faculty guidelines for productive use that aligns with specific learning goals. Implement dedicated lessons or short modules focusing on digital literacy skills (such as file management, document sharing and effective use of educational apps), digital citizenship, online etiquette, managing screen time and the importance of well-being. 							
<p>School priority 2: (Domain 8) Deepen staff knowledge and engagement with 'Learning@Cav' through professional learning and opportunities to engage in targeted observation, feedback, and mentoring models for all teaching staff.</p>	Monitoring				<p>Long term measurable/desired outcomes:</p> <p>Signature practices</p> <ul style="list-style-type: none"> A repertoire of visible and measurably impactful teaching is evident across the school including <ul style="list-style-type: none"> 3 level planning in Junior school and 100% reliability of QCAA confirmation, endorsement and moderation Setting Professional Goals Planning directly tracable to the school's Professional Learning Plan and professional learning budget Investing in a system of professional observation, feedback, coaching and modelling "Learning@Cav" action research is embedded across the school in professional practice 	<p>AIP measurable/desired outcomes:</p>	
<p>Strategies:</p> <ul style="list-style-type: none"> Continue to build the capability of staff to further enhance the impact and effective classroom implementation of "Learning@Cav". <ul style="list-style-type: none"> Further refining and identifying surface, deep, and transfer learning in 3 level planning. informed by cycles of teacher peer to peer observation cycles. Create a line of sight of professional learning, to teacher capability, and student learning outcomes. Collaboratively develop shared and consistently practiced classroom rules & routines. Continue to create opportunities for cross-faculty co-operation to share quality assured inclusive differentiation strategies in instruction. Implement pedagogical practices in line with Learning@Cav and ensure units of work plan for the intentional use of student BYOD devices. Provide Professional Development & sharing opportunities for teachers. 	<p>On-going</p> 				<p>Collegiate behaviours</p> <ul style="list-style-type: none"> Staff share and de-privatise their practice by <ul style="list-style-type: none"> Seeking professional opportunities and are provided a framework of access to peer to peer, mentoring and coaching appropriate to their career phase Co-design and collaboration informs core busines, routines of learning, and student progress monitoring 	<p>100% of QCAA programs and assessment endorsed and confirmed.</p> <p>All 3 phases of " Learning@Cav" are reflected in unit lesson planning.</p> <p>100% of staff complete SPG and</p> <p>School opinion survey</p> <p>>80% staff morale 81.3%</p> <p>>90% staff satisfied with PD. 95.5%</p> <p>>80% students "like school" 72%</p> <p>100% of staff enrolled in faculty based PLT</p> <p>100% of staff participate in term monitoring data cycles</p>	<p style="text-align: center;">●</p> <p style="text-align: center;">●</p> <p style="text-align: center;">●</p> <p style="text-align: center;">●</p> <p style="text-align: center;">●</p>
<p>Actions:</p> <ul style="list-style-type: none"> Teachers <ul style="list-style-type: none"> The school's Professional Learning Plan reflects school priorities and taps into professional learning resource in line with the school's EIA. Continue aspirant leaders, beginning and early career teachers' programs. Implement pedagogy in classrooms ensuring student BYOD device use is employed with intent and when it is the most effective tool for the learning activity (the right approach at the right time) and documented in unit planning where appropriate. This could include technology-free lessons or lesson components for focused engagement. The aim is to use BYOD devices only when pedagogically relevant, making technology a tool rather than a default. HODs of each faculty <ul style="list-style-type: none"> Develop, publish, implement, monitor, and report and share with SLT classroom observation, feedback, coaching and modelling cycles with "look fors" of <ul style="list-style-type: none"> Frequency and quality of student feedback Purposeful and targeted use of technology in every classroom Create regular, collaborative sessions for teachers to share best practices, effective tools, and methods for integrating technology. Provide professional development on digital tools, emerging applications, and program advanced features. 	<p>On-going</p>				<p>Responsible officer(s): Deputy Principal – Capability</p> <p>Teachers</p> <p>Heads of Department</p>	<p>Resources:</p> <p>School Professional Learning Plan</p> <p>"Learning@Cav"</p> <p>Future Leaders' Institute</p>	

<ul style="list-style-type: none"> Task HATs, ESTs to <ul style="list-style-type: none"> model the "Learning@Cav" approach and provide opportunity to showcase practice within faculty and to whole of staff. Executive Principal and ELT <ul style="list-style-type: none"> coaching for capability of middle and executive leadership teams continue EP Faculty group professional conversations and collaboration 		<p>HATs, ESTs</p> <p>Executive Principal</p>									
<p>School priority 3: (Domain 7) Design a Multi-Tiered System of Support (MTSS), maximising the combined expertise of learning support and education support services, to align targeted supports for students with diverse learning needs.</p>	<p>Monitoring</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Term 1</td> <td style="width: 25%;">Term 2</td> <td style="width: 25%;">Term 3</td> <td style="width: 25%;">Term 4</td> </tr> </table>				Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> A Multi Tiered Support System is evident in practice, recorded and regularly monitored <ul style="list-style-type: none"> All support teaching and non-teaching staff are integrated and have a role description All NCCD students have a learning profile made available to teachers and co-ordinated support is delivered and recorded NCCD informs the integration of student education support services, deployment and resourcing <ul style="list-style-type: none"> 100% of NCCD students have an appropriate plan >90% students on an ICP and receiving adjustments achieve >C 	<p>AIP measurable/desired outcomes:</p> <p>Signature practices</p> <ul style="list-style-type: none"> 100% teachers continue to be provided with and have access to real time data placemats to inform effective teaching and learning and differentiation requirements for all students Specialist support staff skills are shared with all teaching staff to build broader capacity and capability <p>Collegiate behaviours</p> <ul style="list-style-type: none"> 100% staff are familiar with the MTSS, its influence on classroom practice and accountabilities Staff are able to use and share data that informs their practice 100% staff able to differentiate for student access to the curriculum, make reasonable adjustments where required and modify teaching style and practice > 90% of students that "Teachers provide useful feedback". 	
Term 1	Term 2	Term 3	Term 4								
<p>Strategies:</p> <ul style="list-style-type: none"> Innovate – informed by NCCD data, initiate a Learning Engagement Centre (LEC) based upon Flexi-space principles to support students at risk and deliver tailored approaches to improve attendance, engagement and outcomes for those students most at risk. Create new Heads of Student Services roles for Junior, Middle & Senior School, to continue to improve school culture within and across each sub-school and to deliver curated MTSS to students with specific needs through the LEC to improve attendance, engagement, and outcomes. Create and implement a school-wide case management approach to deliver a Multi-Tiered System of Support (MTSS) of ensuring inclusive practices, identifying, and delivering differentiated teaching and learning. Continue to articulate for high levels of understanding and engagement by all staff, <ul style="list-style-type: none"> to look for small increments to individual student progress of a support team process of delivering MTSS in each faculty and across the school. Develop further awareness and capability of the use of accessible digital tools for students with learning disabilities 	<p>Term 1 and on-going</p> 				<p>Responsible officer(s):</p> <p>Heads of Department – Inclusion</p> <p>Heads of Department - Student Support Services</p>	<p>Resources:</p> <p>NCCD AVT Services I4S Autism Hub Region Transition Officer</p>	<p style="color: green;">●</p> <p style="color: green;">●</p> <p style="color: orange;">●</p> <p style="color: orange;">●</p> <p style="color: red;">82%</p> <p style="color: orange;">To be measured</p>				
<p>Actions:</p> <ul style="list-style-type: none"> Establish a Learning Engagement Centre staffed with specialist expertise. <ul style="list-style-type: none"> tasked to determine learning & performance goals and appropriate intervention programs. deliver those programs to identified students by triangulating student wellbeing and engagement data. 	<p>Term 1 and on-going</p>										

- Establish a student case management committee comprising all HODs.
 - adopting a “face on the data” case management
 - coordinating wellbeing and academic support
- Provide staff.
 - professional development exposure to policy and practices of inclusion
 - opportunity to share classroom examples of inclusive and differentiated practice.
- Collect engagement and performance data, feedback from teachers, reports from specialist external organisations and analyse that data to track student progress.
- Provide professional development on accessible digital tools and other educational resources to teachers and teacher aides to support students requiring additional assistance.

Heads of Department (Curriculum)

Approvals

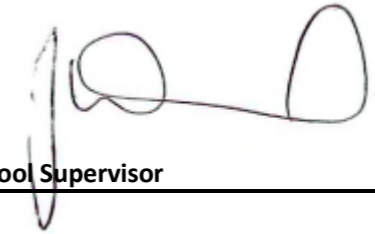
This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Executive Principal



P&C President



School Supervisor

