





CAVENDISH ROAD STATE HIGH SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

EIA School priority 1: (Domain 6) 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 b. an agreed whole-school approach to moderation across multiple junctures to ensure consistency of teacher judgement and inform teaching and learning.	Monitoring				Long term measurable/desired outcomes by 2027	AIP measurable/desired outcomes for 2026	Sem 2 2025
	Term 1	Term 2	Term 3	Term 4			
Educational Achievement: EIA – “Boost the A’s” Strategies: <ul style="list-style-type: none"> Develop student subject language and communication skills consistent with the intellectual demands of the curriculum: vocabulary for reading, writing expression aimed at the top two achievement bands A-B Continue sharing best practice among Heads of Department and teachers to implementing across the school procedures of moderation review cycles of teacher assessment judgments, and to inform teaching and learning. A bespoke problem of practice endorsed by the Executive Principal in every subject departments/faculty Implement NAPLAN engagement and student readiness strategies 	On-going				<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 <p>Junior secondary “On track for success” 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 >95% 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 <p>Responsible officer(s):</p> <ul style="list-style-type: none"> Head of School – Teaching & Learning Heads of Department - Curriculum 	<ul style="list-style-type: none"> A-C at > 96% A > 31% 0% E and Not Rated 0% Closing the Gap OOHC A-C <p>96.2% 40.6% .8% 5.5% 83%</p> <ul style="list-style-type: none"> A-C at 97% A-B achievement 77% A-C Effort & Behaviour 99% <p>96.9% 80.7% 99.3%</p>	
Engagement: EIA – “Coax the culture” Strategies: <ul style="list-style-type: none"> Refine Heads of Student Services operations and develop lines of sight and accountability systems for attendance and behaviour 							
Actions: <ul style="list-style-type: none"> 3 level planning explicitly provides for Tier 1 and Tier 2 learning strategies and resources in each faculty Share best practice as a PLT among Heads of Department and teachers of implementing Tier 1 and Tier 2 pedagogical strategies Within the Learning@Cav pedagogical approach, each subject area develops language of the subject approach <ul style="list-style-type: none"> vocabulary to create a taxonomy of vocabulary, reading and writing in each subject and each year level and include multiple opportunities for students to write, explain, evaluate and apply subject learning, comprehension and mastery of content. 	✓	✓	✓	✓			
	✓		✓				
	✓	✓	✓	✓			

EIA 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.	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:		
	Term 1	Term 2	Term 3	Term 4				
<p>Strategies: “Maintain an exemplary professional culture”</p> <ul style="list-style-type: none">• Deepen the network of mentor and key teachers to lead faculty specific, quality assured inclusive differentiation strategies of high impact in both curriculum planning and classroom practices.• Invest in teacher and leader capability and create a line of sight of professional learning, to teacher capability, and student learning outcomes.• Continue to provide professional learning to Heads of Department and teachers to develop learning programs that facilitate learning from surface, to deep, to transfer learning.• 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">• Embed surface, deep, and transfer learning in 3 level planning.• Develop a whole school approach to “Responding to Learning” with an emphasis on evidence-based feedback	On-going				<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 Personal Goals. Annual Performance Development Planning directly traceable to the school’s Professional Learning Plan and professional learning budget○ Investing in a system of professional observation, feedback, coaching and modelling○ A taxonomic teaching and learning approach informed by the “Learning@Cav” action research is embedded across the school in professional practice <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 inform core business, routines of learning, and student progress monitoring• Responsible Officers – All staff	<ul style="list-style-type: none">• 100% of QCAA programs and assessment endorsed and confirmed• All 3 phases of “Learning@Cav” are reflected in unit lesson planning• 100% of staff complete APDP and <p>School opinion survey</p> <ul style="list-style-type: none">• >90% staff satisfied with PD• > 95% of students that “Teachers provide useful feedback”• >81% students “like school”	<ul style="list-style-type: none">• 100% of staff enrolled in faculty based PLT• 100% of staff participate in term monitoring data cycles• All teaching staff participate in 2 cycles of OFCM in the year• All professional learning meets EIA	<ul style="list-style-type: none">• 76%

<p>Actions:</p> <ul style="list-style-type: none"> • HODs take a “skills inventory” <ul style="list-style-type: none"> • Informed by SPGs, collaboratively developed data collection of teacher capabilities and needs • collate current practices and • collaboratively adopt schoolwide collegiate observation, feedback, coaching and modelling (OFCM) • Continue to quality assure alignment of individual SPGs with school plans and EIA • Identify and task Highly Accomplished, Experienced and Senior Teachers to lead, implement, and model the “Learning@Cav” approach as core business within faculties • Continue <ul style="list-style-type: none"> • a mentor program for each stage of profession; beginning, establishing, experienced teachers, highly accomplished teachers, middle and executive leaders and aspirants. • instructional leadership cycles of executive and middle leaders • a school based aspirant leadership and shadowing program • the beginning and early career teachers’ program • Executive Principal coaching for capability of middle and executive leadership teams 	<p>On-going</p>	<ul style="list-style-type: none"> • Heads of Department • DP (HR) • Head of School • Executive Principal 		
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School priority 3: (Domain 7) Embed a Multi-Tiered System of Support (MTSS), to align targeted supports for students with diverse learning needs.	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes	
	Term 1	Term 2	Term 3	Term 4			
Engagement Strategies: High levels of student engagement <ul style="list-style-type: none"> Implement the sub-school strategy with integrity and rigour Implement effective Case Management to facilitate, monitor and deliver broader wellbeing, intervention initiatives and targeted support to optimize student engagement at school: attendance, behaviour, effort, progress Create a “one-team” approach to specialized differentiation to deliver on NCCD obligations across the curriculum Extend, challenge and celebrate student growth and successes in their schooling 	On-going				Signature practices <ul style="list-style-type: none"> Associate leadership maintain systems and monitor and maintain high expectations of students in attendance and behaviour All teachers continue to use data placemats to inform differentiation requirements for all students Specialist support staff skills are shared with all teaching staff to build broader capacity and capability Collegiate behaviours <ul style="list-style-type: none"> Staff use and share data that informs their practice 	<ul style="list-style-type: none"> Effort & Behaviour results 100% Attendance exceeds 92% Student Disciplinary Absences <1% of enrolment per term All key stakeholders have a well understood role description 100% NCCD students have a learning profile made available to teachers and co-ordinated support is delivered and recorded >90% students on an ICP and receiving adjustments achieve >C 100% staff are familiar with the MTSS, its influence on classroom practice and accountabilities 100% staff able to effectively differentiate for student access to the curriculum 	98% 92% <1%
Actions: <ul style="list-style-type: none"> Engage curriculum Heads of Department in transformative Tier 1 and Tier 2 pedagogical practices within the Learning@Cav approach Inclusion staff support inclusive and differentiated practices in the classroom Refine intervention and support programs to ensure alignment with the needs of identified students. Deliver YLC programs with intent within the sub school strategy Refine data collection systems and feedback from teachers to track student progress and needs. 	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	Responsible officer(s): Heads of Department (Curriculum) Head of School		
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.							
 Richard Usher Executive Principal				 Blair Hanna School Supervisor			

