



CAVENDISH ROAD State High School Annual Implementation Plan 2021



Cavendish Road SHS will deliver on three key priorities of school improvement identified in the 2020-2023 Strategic Plan: In 2021: Improvement priority 2 - Visible Teaching & Learning: Explicit Teaching for Impact

Strategy: Curriculum, pedagogy and assessment align and designed and delivered with clear learning goals and measures for progression and student mastery

Actions: Quality assure <i>systematic curriculum delivery</i> , the attention of an <i>effective teaching team</i> to core learning priorities, and authentic learning <i>partnerships</i> support the objectives and goals for student outcomes	Measures & Targets	Timelines	Responsible Officer/s
<p>Further develop and implement the Learning@Cav pedagogical framework;</p> <ul style="list-style-type: none"> • Continue to ensure alignment, fidelity and rigour of the Australian Curriculum is evidenced in <ul style="list-style-type: none"> ○ 3 level planning ○ achievement standards and content descriptors ○ moderation evident and uniformly applied across the curriculum • Adapt and adopt learning from SATE implementation in 2019/20 <ul style="list-style-type: none"> ○ Conduct academic reviews, mentoring and case management of senior students with increasing emphasis Years 10 -12 ○ design optimal pathways, achievement and post-school outcomes - senior school as a focus • Build teacher capacity and confidence to implement explicit teaching in the core priority of student literacy proficiency across the curriculum – junior school as a focus and model • Refine and renew current, and develop emerging Programs of Excellence in Academic & Sporting Academies complementary to the curriculum and student outcomes 	<p>All staff</p> <p>Year 8 completed in 2021</p> <ul style="list-style-type: none"> • All Year/Band plans • All Unit plans • Assessment aligned with AC <p>Year 12</p> <ul style="list-style-type: none"> • 100% QCE/QCIA attainment • >30% students achieve ATAR score >92 • >90% students achieve ATAR >63 • 0% students achieve ATAR score <30 <p>Years 7 and 9</p> <ul style="list-style-type: none"> • Improve NAPLAN MSS • >99% above NMS • >24% U2B Writing <ul style="list-style-type: none"> • % of students in Academy programs • Participant numbers in extra and co-curricular activities • Learning partnerships 	<p>Year 8 realigned in 2021</p> <p>Term 2 2021</p> <p>Term checkpoints</p> <p>Terms 1-4</p>	<p>HOS & Curriculum HODs</p> <p>HOS Curriculum HODs</p> <p>HOD (English)</p> <p>HOS Curriculum Sports Director Academy Co-ordinators</p>

Strategy: *Data literacy to inform visible learning techniques that are shared to lessen variance across classrooms*

Actions: <i>Use and analyse data for differentiated teaching & learning and effective pedagogical practices</i>	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> Implement a whole school data plan and templates Develop teacher capacity to <ul style="list-style-type: none"> Access and interpret TrackEd and classroom dashboards Use data to plan effective differentiated teaching & learning Use diagnostic, evaluative and summative measurements of <ul style="list-style-type: none"> teaching impact on learning (teacher feedback) For and of learning progress (student feedback) For summative judgments and reporting (achievement) Dedicate time to data discussions with teachers, peer observations and sharing for purpose of improving student performance 	<ul style="list-style-type: none"> Upskilling/Training focus for one expert per Dept. Level 1 differentiation is apparent and supported by evidence in every classroom >95% students A-C achievement >70% students A-B 	Term 1 Sem 1 Sem 1	Data Team (DP & HODs) Differentiation Team – HOS (Teaching & Learning), HOSES, HOD (T&L Ed Services) Pedagogy Leaders

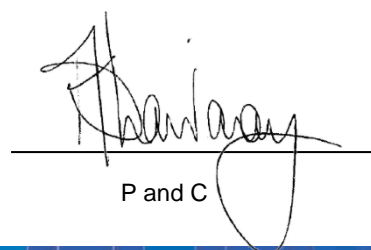
Strategy: *Deepening knowledge of learning leadership*

Actions: <i>Continue to develop and provide opportunities for teachers and leaders to acquire skills, knowledge and experience to contribute to a highly effective teaching team</i>			
<ul style="list-style-type: none"> Implement a school Professional Learning Plan ensuring alignment of teacher professional learning to school priorities Ensure professional development is delivered on a needs and strengths basis relevant to capabilities of teachers and leaders. 	<ul style="list-style-type: none"> All teachers have a current and relevant professional plan PLTs aligned to school priorities 	By end of Term 1 Intra and inter-faculty PLTs commence Term 1	ELT/SLT/Teachers

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



Executive



P and C



Assistant /Regional