

# Cavendish Road State High School

## School-led review validation executive summary

### About the school

Cavendish Road State High School acknowledges the Turrbal and Jagera people who are the Traditional Custodians of this land. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	Metropolitan South Region
Year levels	Year 7 to Year 12
Enrolment	2078
Indigenous enrolments	1.9%
Students with disability	18.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1101

### About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Cavendish Road State High School** from **28 to 29 August 2023**.

- **Cameron Hodges**, Senior Principal, Reviews, SRR (validation chair)
- **Belinda Russell**, Internal Reviewer, SRR
- **Blair Hanna**, Peer Reviewer
- **Heather Murry**, Peer Reviewer

### Key improvement strategies

*Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.*

#### Domain 6: Systematic curriculum delivery

Collaboratively develop 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.

#### Domain 8: Effective pedagogical practices

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.

#### Domain 7: Differentiated teaching and learning

Implement 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.

#### Domain 6: Systematic curriculum delivery

Develop and implement an agreed whole-school approach to moderation across multiple junctures to ensure consistency of teacher judgement and inform teaching and learning.

### Key affirmations



#### Collective accountability, ownership and solution-focused problem-solving through co-design.

The leadership team is united and shares a commitment to creating a safe and productive learning environment and maintaining a culture for learning with the aim of improving achievement and learning outcomes for all students. There is a strong and optimistic commitment by all staff to ongoing improvement. This commitment has been strengthened through the introduction of a co-design model for whole-school planning. Many teachers refer to the co-design model as providing an opportunity for their voice to authentically inform future school planning. There is collective endorsement and clarity across staff regarding the 3 key priorities of culture and wellbeing, teaching for impact, and learning growth. The role of data to inform many aspects of school life is growing in precision. The impact of this collective accountability is apparent through a trajectory of improvement in student outcomes.



#### Data analysis and discussion to inform strategic decisions and enhance teaching and learning practice is prioritised.

School leaders have developed innovative integrated systems and processes to collect and analyse academic, attendance, engagement and wellbeing data from a range of sources outlined in the school data plan. Data analysis considers overall school performance and is disaggregated for cohorts, classes and individual students, including priority equity groups. Many Heads of Department (HOD) use the precision and detail captured within the whole-school data spreadsheet to map trends and identify opportunities to adapt and tailor units of work and pedagogical approaches, further strengthening collaboration with classroom teachers. Teachers express appreciation for class data placemats which are routinely populated and used to inform differentiated approaches to teaching and learning.



#### Staff discuss the high importance placed on student wellbeing and a sense of belonging.

Leaders recognise that learning and wellbeing are inextricably linked, and additional resources including guidance officers and deans of year level are allocated to support the ongoing development of student wellbeing. Staff and students discuss valuing the support provided by the Student Wellbeing Team, including individual and small group intervention. A horizontal and vertical pastoral care program is implemented. Students participate in a range of age-appropriate health and wellbeing education including The Resilience Project, Respectful Relationships, career education and the explicit teaching and learning of the 5C's and what it is to be a 'Cavrodian'. These programs are supported by a range of extracurricular programs offered at the school, and within and beyond school hours including adventure, creative arts, cultural, sports and Science, Technology, Engineering and Mathematics (STEM). A comprehensive student leadership program exists. The Student Council is representative of the diverse cultural backgrounds and academic and extracurricular interests of the student body.



#### Leaders and teachers identify the development of shared understandings of highly effective teaching practices as central to improving student learning.

Over time, resources have been invested into the development and implementation of a locally contextualised whole-school pedagogical approach to meet the teaching and learning needs of the school community. 'Learning@Cav' includes multiple layers of evidence-informed pedagogical practice including Building Conditions for Learning, Facilitating Learning and Responding to Learning. This framework is supported by an online and interactive platform including teaching and learning resources. School leaders and teachers participate in self-determined Professional Learning Teams (PLT) to conduct cycles of inquiry around local problems of practice and develop solutions. Staff members express appreciation for the role that PLTs play in sharing and developing their individual practice. School leaders are committed to building the capability of teachers through access to quality internal and external Professional Development (PD) as outlined in the school's Professional Learning Plan. Beginning and early career teachers articulate valuing the support provided through targeted support programs, professional learning and allocated mentors.



#### Students show pride in their school as 'a school of opportunity' where all students can access learning pathways and a broad range of extra-curricular opportunities.

An extensive range of successful partnerships to support improved student learning opportunities across a wide range of areas have been built and maintained. The school values the strong history of engagement and close relationships with the Parents and Citizens' Association (P&C) to support student wellbeing programs, infrastructure development, student community engagement and parent and community wellbeing events. Feeder primary schools articulate their appreciation for the strong and layered approach to transition processes that have been developed over time. Extensive and long-standing partnerships are in place that benefit the wide range of students in the school's sports academies and excellence programs and the IMEX music program.