



CAVENDISH ROAD

State High School



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Department of Education and Training CRICOS Provider No 00608A



Plan STRATEGIC

2024-2027

TRADITION • INNOVATION • EXCELLENCE • COMMUNITY

ACKNOWLEDGEMENT OF COUNTRY

Our school would like to acknowledge and respect the traditional and emerging custodians of the land on which our school and community gather and pay our respects to all Elders, past and present. We would also like to extend our respects to the wider Aboriginal and Torres Strait Islander Community.



Situated in Holland Park, 6km from Brisbane City our school was established in 1952 and our school motto is "Nil Sine Pulvere" "Nil Praeter Optima" (Nothing without Effort, Nothing but the Best). Our school has a strong community presence and a substantial honour roll of past students. Cavendish Road SHS is an Enrolment Managed school to deal with enrolment demand as consequence of a compelling reputation for excellence in education, achievement, and opportunity. Our current enrolment is 2078 students and an ICSEA (Index of Comparative Socio-Economic Advantage) of 1101. We value diversity and inclusion in our **signature practices**.

The **2023 school review** of evaluation and validation affirmed a *strong culture for learning and improvement*. Fostered in a learning environment where wellbeing and personal responsibility are given authentic context and relevance, our school performs exceptionally well by state and national measures. Academic and post school student destinations are at or above like schools. Students may study University subjects, Vocational Education Certificates and Diploma qualifications earning Queensland Certificate of Education credits. School based traineeships and apprenticeships may be studied whilst at school for purpose of entry to employment, training, or apprenticeships. Post-school destinations exceed 96% of students on pathways beyond school with 70% entering higher education.

Our **"Learning@Cav"** approach to teaching and learning includes developing and embedding higher order thinking, high impact teaching strategies and intellectual rigour underlines our school's strong academic performance of greater than 95% A-C. More than 70% of students achieve A or B standard consistently across their studies. Behaviour and Effort A-C results across the curriculum exceeds 98%. Significant investment is made to respond to and deliver timely learning adjustments where appropriate. Our academic and NAPLAN results are consistently above the State and Nation.

Wellbeing is recognised as essential to optimal student learning. Student leadership and governance provides students with a voice, citizenship, and community connection. Peer support and pastoral care programs are explicitly taught and students' personal accountability for their behaviour, presentation and being contributors to the school and broader community are fostered. Innovation and philanthropy are signature to our school culture of promoting positive citizenship.

Richard Usher
Executive Principal

Kevin Woodforde
P&C President

Ms Julie Warwick
School Supervisor

Our values are declared in the tradition of our school motto 'nil sene pulvere, nil sene optima', "nothing without effort, nothing but the best", since 1951, and 3 pillars of 21st century, contemporary and future focussed learning:

- ▶ **Innovation**, in our teaching and learning professional practices and behaviours,
- ▶ **Excellence**, as expressed in achievement and optimal progress for every young person and
- ▶ **Community**, where students can learn, participate and contribute as productive citizens in a safe and supportive school environment articulated, taught and expected in our **signature behaviours** of 5 C's: Courtesy, Cooperation, Commitment, Consideration, and Challenge underpinning our exceptional school culture.

EQUITY

- ▶ That for every young person, that staff commitment to outstanding education requires mastery and delivery of an accessible, quality curriculum, purposeful and impactful pedagogy, and personal professional performance development
- ▶ we acknowledge and celebrate our heritage, diversity, cultural backgrounds, and traditions

EXCELLENCE

- ▶ That 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 and
- ▶ achieving excellence involves identifying individual gifts and talents, setting personal goals, accessing all opportunities and not accepting mediocrity



Over the next 4 years Cavendish Road State High School will embark on the next phase of our school's development delivering on these priorities, that at any time the following characteristics are visibly evident in our school:

- ▶ **Culture** - Being a “Cavroadian” is to personally identify and commit to our school motto, 4 Pillars and 5 C's
- ▶ **Teaching & Learning** - Visibly explicit teaching, Visible learning intentions & goals, Visible feedback
- ▶ **Learning Growth** - Every Child can learn, grow, succeed, excel

VISIBLY VIBRANT CULTURE A positive learning culture for all	VISIBLE TEACHING & LEARNING Explicit teaching for impact
<p>Habits & Behaviours</p> <p>5 C's Growth mindsets</p> <p>Identity</p> <p>Enrolment management & strategy “Cavroadian” School spirit</p> <p>Wellbeing</p> <p>Explicit program of Pastoral Care & Peer Support WH&S Compliant</p> <p>Partnerships in learning</p> <p>Student/Staff/Parent voice Business & Tertiary partnerships & MOU Parent support groups Primary and broader school cluster relationships</p> <p>Cultural & Global connections</p> <p>Indigenous recognition & reconciliation International Study Program Study Tours Abroad Philanthropy, Patronage & Volunteering at home and abroad</p>	<p>I Student mastery</p> <p>Reading Writing Numeracy Surface, Deep & Transfer learning</p> <p>Viable Curriculum</p> <p>Australian curriculum has fidelity & rigour New Senior implemented</p> <p>Expert Teaching</p> <p>AsoT informed Visible Learning Evidence based teaching knowing the impact and target teaching</p> <p>Leadership</p> <p>Leadership learning Aspirant development</p> <p>21st Century Innovation in Learning</p> <p>Extra & Co-curricular opportunity Critical thinking Philosophy Project based Learning</p>

VISIBLE LEARNING GROWTH At least one year's progress from one year's instruction	OUTCOMES Exemplary State schooling
<p>Students</p> <p>Student directed learning goals Progress monitored Measurable gains made</p> <p>Differentiation - School wide practices</p> <ul style="list-style-type: none"> • Challenge <ul style="list-style-type: none"> ▶ Extending the top • Extend <ul style="list-style-type: none"> ▶ Progressing the middle • Support <ul style="list-style-type: none"> ▶ Eliminating the tail <p>Inclusion</p> <ul style="list-style-type: none"> • DDA Compliant <p>Teachers</p> <p>Reflective practice Collaborative practice Directed professional development Extra & Co-curricular Learning Programs of excellence Opportunity for Challenge University links Extension programs Student governance & leadership</p>	<p>Students in our school achieve above State and National comparisons and experience very high post school success in QCE, ATAR, NAPLAN</p> <p>All students graduate with a QCE and first preference post-school options Attendance, behavior & effort are very high</p> <p>Students are responsible for their own learning as they improve and make measurable progress</p> <p>Teaching staff seek professional growth as an expert team through peer observation, feedback & collaboration</p> <p>Leadership & team development is evident</p> <p>A strong sense of identity and community and spirit for students, staff, parents and alumni</p> <p>Professional learning practices of peer observation and feedback reduces the variance of teaching practice across our school</p> <p>Expertise within the school is harnessed</p> <p>Differentiation is understood and teachers ensure their teaching has impact on every learner</p> <p>All students are challenged and high achievers programs value add to student progress and growth</p> <p>Curriculum & pedagogy is world class. Deep learning is evident and authentic</p> <p>Identifying and providing learning opportunity for students in and near the top two bands to optimise student performance is evident</p> <p>Further developing partnership in industry, tertiary and employers sustains authentic learning and student pathways and qualifications</p> <p>Community and wellbeing are key and explicit in our daily program</p> <p>Peer support, pastoral care and positive education are overwhelmingly supported by students, staff and parents</p>



“EQUITY AND EXCELLENCE”: WELLBEING & ENGAGEMENT

Culture for learning: 4 Pillars, 5 C's and a positive learning culture for all.

FOCUS	STRATEGIES/ACTIONS
Habits & Behaviours	5 C's Growth mindsets
Identity	Enrolment management & strategy “Cavroadian” School spirit
Wellbeing	Explicit program of Pastoral Care & Peer Support WH&S
Partnerships in learning	Student/Staff/Parent voice Business & Tertiary partnerships & MOU Parent support groups Primary and broader school cluster relationships
Cultural & Global connections	Indigenous recognition & reconciliation International Study Program Study Tours Abroad Philanthropy, Patronage & Volunteering at home and abroad

SUCCESS INDICATORS
<ul style="list-style-type: none"> • Students are actively encouraged, supported and expected to face new challenges enthusiastically • Our core values are contextualised and practiced with sincerity
<ul style="list-style-type: none"> • Enrolment management and strategy reflects the intent and tenet of State education and our school as a school of preference • Our school continues to be a school of high expectations, high standards and demonstrative of a reputation well earned
<ul style="list-style-type: none"> • The school's basis to best learning is in the care and guidance afforded every student through pastoral care, peer support and explicit wellbeing and community activities • Our school has very low incidents of WH&S issues
<ul style="list-style-type: none"> • Parent opinion of being a good school, that students are cared for and that parents are welcome exceed 95% and like schools • P&C continues to strongly support the school • New and emerging business and community partnerships are in place • Our school continues to support our smaller primary partners and new cluster initiatives are in place
<ul style="list-style-type: none"> • Our school continues its strong advocacy for Aboriginal & Torres Strait Islander students and recognition of the cultural lessons they bring to the greater benefit to reconciliation • The school's International Student program expands to re-instate cultural exchanges • Our students continue to commit to philanthropic ventures, community aid and charitable causes



“EQUITY & EXCELLENCE”: EDUCATIONAL ACHIEVEMENT

Learning@Cav: Every child can learn, grow, succeed, excel. At least one year’s progress from one year’s instruction.

FOCUS	STRATEGIES/ACTIONS
Student Mastery	<ul style="list-style-type: none"> Literacy as a core learning priority: Reading & Writing proficiency Continue to empower teachers to respond to reading, writing, and thinking demands within the curriculum at appropriate junctures
Viable Curriculum	<p>Surface, Deep & Transfer learning</p> <ul style="list-style-type: none"> School wide system 3 level curriculum planning Achievement standards derived from appropriate curriculum and are moderated for consistency, language demands and progression Alignment between the Australian Curriculum & progression to Senior Breadth, depth & clarity in learning pathways, learning options, extra & co-curriculum Develop and implement whole school moderation processes
Expert Teaching	<p>Learning@Cav</p> <ul style="list-style-type: none"> Evidence based teaching knowing the impact and target teaching Teacher Annual Performance Development Plans connect to school goals and priorities A School Professional Learning Plan supports the capabilities of teachers & leaders in line with the school's EIA Professional Learning Teams develop protocols for classroom observations and Conduct peer observations and shared professional practices
Leadership	<p>Leadership learning</p> <ul style="list-style-type: none"> Develop capability of executive and senior instructional leadership Aspirant development
Differentiation - School wide practices	<p>Challenge: Extending the top</p> <p>Extend: Progressing the middle</p> <p>Support: Eliminating the tall</p>

SUCCESS INDICATORS
<p>Students acquire an ever-increasing capacity to engage with and make meaning of a wide range of complex texts</p> <p>Students develop their capacity to write with ease, fluency and in range of expressive genre</p> <p>Students are capable in their numeracy and mathematical skills</p> <p>The teaching of thinking skills is evident in classrooms, student written and oral work and assessment requires deeper thinking and the transference of understanding</p> <p>Students are able to make meaning from experience to apply to new situations</p>
<p>Curriculum is faithful to the content, intent and allocations of time to the Australian Curriculum</p> <p>Students' work and assessment is moderated to Australian standards</p> <p>Curriculum includes broader opportunities for students to develop and grow as responsible citizens, and with life skills</p> <p>Students are prepared for and achieve success in the new senior including maintaining 100% QCE success, very high tertiary entrance and qualification</p>
<ul style="list-style-type: none"> Teachers use the “Learning@Cav” approach to design their lessons and point of common reference to discuss their work Teachers understand and apply the cycles of learning to identify their impact and adjust accordingly Agreed collegiate teaching repertoires of best practice emerge and shared
<ul style="list-style-type: none"> Staff and school leadership have access to and develop their leadership skills together and for common purpose
<ul style="list-style-type: none"> Students are provided a range of curriculum and extracurricular opportunities to challenge their potential through authentic learning, problem solving and creative thinking Students at or near the second decile of high performers have similar opportunity to high achievers to optimise learning engagement Every student meets or exceeds national minimum in literacy and numeracy and students visibly progress one year within their program of instruction



“EQUITY & EXCELLENCE”: EDUCATIONAL ACHIEVEMENT

FOCUS	STRATEGIES/ACTIONS
Students	<ul style="list-style-type: none"> • Student directed learning goals • Progress monitored
Teachers	<ul style="list-style-type: none"> • Reflective practice • Collaborative practice • Directed professional development
Extra & Co-curricular Learning	<ul style="list-style-type: none"> • Programs of excellence • Enrichment and extension programs
Opportunity for Challenge	<ul style="list-style-type: none"> • University links • Extension programs • Student governance & leadership
Inclusion	<ul style="list-style-type: none"> • DDA Compliant • Promote and maintain a strong, caring culture for learning <ul style="list-style-type: none"> ▶ Develop a school Wellbeing Plan for students and staff ▶ Continue student support and welfare services, targeted interventions and enhancements for engaging target groups ▶ Student voice, leadership and governance provide opportunity for personal and whole school wellbeing

SUCCESS INDICATORS
<ul style="list-style-type: none"> • Students are provided scaffolds for and progressively take responsibility for their own learning and progress, setting and progressing towards learning goals and understand success criteria that indicate progress. • Students use teacher feedback for and of learning to refine and improve their work to make measurable gains
<ul style="list-style-type: none"> • Teachers work together in action research of their own classrooms and practice and use evidence based approaches to impactful teaching • Teachers reflect on their knowledge, experience and impact on learning to direct their own professional development
<ul style="list-style-type: none"> • All activities focus on optimal learning growth • Aspirational outcomes of achievement are shared for the pursuit of excellence without elitism
<ul style="list-style-type: none"> • University links, extension and programs of excellence in the Arts, Sport and Academic have extension to post-school credit and pathways
<ul style="list-style-type: none"> • Every student receives adjustment to the full extent of their right to access the curriculum • Gaps between mainstream and target student groups narrow by at least 1% per annum • Student governance reflects the 4 Pillars, 5C's in leadership opportunity, recognition, certification and celebration



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.

Students show pride in their school as 'a school of opportunity' where all students can access learning pathways and a broad range of extracurricular 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

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.

We Encourage
EXCELLENCE



We Value
LEARNING



We Embrace
INNOVATION





► **Domain 6: Systematic curriculum delivery.**

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

► **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.





- ▶ **Maintain and continue to evolve conditions for effective teaching and learning** including
 - o A safe and welcoming school culture of aspiration, inclusion and improvement
 - o Wellbeing and engagement for optimal learning
- ▶ **Facilitating optimal learning** including
 - o The breadth and depth of opportunities for students in curricular, co-curricular and extracurricular experiences have purpose, rigour and challenge
 - o Physical, human, financial, technology resources are fit for purpose, and efficiently targeted for optimal impact on student outcomes
- ▶ Data literacy of teachers is invested in to **respond to learning**
 - o Identify trends, successes and gaps and to inform agile responses and interventions
 - o Create and present meaningful profiles and reports of student performance and achievement



SCHOOL PRIORITY 1: SYSTEMATIC CURRICULUM DELIVERY

Collaboratively develop

a. aligned curriculum planning, ensuring

- I. there is progressive development of higher order thinking skills
- II. consistent with the school's pedagogical practices 'Learning@Cav' to further challenge all students

b. an agreed whole-school approach to moderation

- I. across multiple junctures
- II. to ensure consistency of teacher judgement and inform teaching and learning.

PHASE	2024	2025	2026	2027
	D/I	I	E	R

STRATEGIES

1. Design an agreed schoolwide curriculum planning and moderation approach that aligns to the revised P-12 Curriculum, Assessment and Reporting Framework (CARF) that is also consistent in the application of evidence of Learning@Cav.

- a. Implement a 4-year plan detailing key actions, timelines and expected outcomes including curriculum alignment and progressive development of HOT (High Order Thinking) skills in learning
- b. Provide professional learning to Heads of Department and teachers to develop learning programs that facilitate learning from surface, to deep, to transfer.

2. Design a school-wide systematic approach to professional sharing of best practice of embedding higher order thinking in lesson design across all faculties and subjects consistent with the "Learning@Cav" pedagogical approach

3. Support teacher judgments to inform teaching and learning

- a. Co-design school-wide moderation practices with an emphasis on refining those junctures that inform teaching and learning with annual reviews of moderation type adopted and timelines of processes that are implemented
- b. Share best practice as a PLT among Heads of Department and teachers of implementing moderation of teacher judgments to inform teaching and learning



4. Improve data literacy of teachers

- a. Through guided analysis of student achievement and performance data generated from TrackEd, and in addition, building Heads of Department familiarity with SORD functionality as it evolves
- b. Ensuring regular intervals of data capture, data discussions and practice in presenting personalised student “data stories”

MEASURABLE/DESIRED OUTCOMES: “ON TRACK FOR SUCCESS”

A 1% per annum improvement in student academic performance measures, that by 2027 from Years 7 to 12

- o A-C at or above 98%
- o A results at or exceed 35%
- o 0% E and Not Rated
- o 0% Closing the Gap
- o Effort & Behaviour results 100%
- o Attendance exceeds 92%
- o Student Disciplinary Absences <1% of enrolment per term

Signature practices

- o 3 level planning is evident in every faculty and provides for differentiation to meet needs of all learners
- o Assessment is quality assured for alignment to AC requirement, Senior, Inclusive & Differentiated

School Opinion Survey

- > 95% of parents and students respond that this school
 - Is a “Good school”
 - Would “recommend this school”
 - Students “receive a good education”
- > 95% of students that
 - “Teachers have high expectations”
 - “Teachers care about me”

Junior Secondary English and Mathematics by 2027

- o A-C at 98%
- o A-B achievement 78%
- o A-C Effort & Behaviour 98%

MEASURABLE/DESIRED OUTCOMES: “READY FOR THE FUTURE”.

Senior Secondary that for each year by 2027

- o 100% QCE/QCIA is maintained
- o 35% students achieve ATAR >92
- o 95% students achieve ATAR >65
- o 0% students achieve ATAR <30
- o >96% students to post -school destinations

Signature practices

- o Breadth, depth & clarity in learning pathways, learning options, extra & co-curriculum
- o Classroom practice evidence and artefacts of Learning@Cav approach are visible in all teaching documentation
- o Peer observation, walkthroughs and profiling confirms evidence of teaching for intellectual rigour and challenge
- o Moderation models of calibration, expert or conferencing are clearly evident, timely and a process of occurring prior, during and post is evident

Collegiate behaviours

- o Positive engagement in sharing and seeking feedback to build confidence, capacity and capability in making judgements of student achievement
- o Co-design model of collaborative planning, monitoring and guiding professional practices, systems and ways of working



SCHOOL PRIORITY 2: 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.

PHASE	2024	2025	2026	2027
	D/I	I	E	R

STRATEGIES

1. Continue to build the capability of staff to further enhance the impact and effective classroom implementation of "Learning@Cav" and feedback strategies as key drivers to support successful learning for all students.

- a. Review Cavendish Road SHS Collegial Engagement in Classrooms document and collate current practices.
- b. Implement an agreed systematic and schoolwide approach to observation, feedback, coaching and modelling.
- c. Quality assure alignment of individual APDP (Annual Performance Development Planning) with school plans and goals

2. Develop the network of mentor and key teachers to lead faculty specific, quality assured inclusive differentiation strategies of agreed high impact, embedded in both curriculum planning and classroom practices.

- a. Co-design and implement a mentor program for each stage of profession; beginning and establishing teachers, experienced teachers, highly accomplished teachers, middle and executive leaders and aspirants
- b. Implement a mentor program for each stage of profession; beginning and establishing teachers, experienced teachers, highly accomplished teachers, middle leaders, and executive leaders including aspirants.

3. Creating a line of sight of professional learning, to teacher capability, and student learning outcomes.

- a. Quality assure teacher and classified officer Annual Performance Development Plans are connected to school goals and priorities
- b. The school's Professional Learning Plan reflects school and system priorities to support & develop the capabilities of teachers & leaders in line with the school's EIA
- c. Harness the capability of Highly Accomplished, Experienced and Senior Teachers to lead, implement, carry, and model action research-based applications of highly competent and effective teaching and learning within the "Learning@Cav" approach

- d. Develop capability of executive and senior instructional leadership through connections with the Leadership Futures Institute
- e. Develop and implement a school based aspirant leadership and shadowing program
- f. Continue the beginning and early career teachers' program
- g. Continue Executive Principal coaching for capability of middle and executive leadership teams

MEASURABLE/DESIRED OUTCOMES

School opinion survey

- > 95% staff satisfied with PD
- > 95% of students that "Teachers provide useful feedback"

Signature practices

- o A repertoire of visible and measurably impactful teaching is evident across the school including
 - ▶ 3 level planning in Junior school and very high reliability of QCAA confirmation, endorsement and moderation
 - ▶ A taxonomic teaching and learning approach informed by the "Learning@Cav" action research is embedded across the school in professional practice
 - ▶ Annual Performance Development Planning directly tracable to the school's Professional Learning Plan and professional learning budget
- o A system of professional observation, feedback, coaching and modelling is embedded to invest in staff

Collegiate behaviours

- o Staff share and de-privatise their practice by
 - ▶ Seeking professional opportunities and
 - ▶ are provided a framework of access to peer to peer, mentoring and coaching appropriate to their career phase
- o Co-design and collaboration informs core busines, routines of learning, and student progress monitoring

SCHOOL PRIORITY 3: DIFFERENTIATED TEACHING & LEARNING

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.

PHASE	2024	2025	2026	2027
	D/I	I	E	R

STRATEGIES

1. Collaboratively develop a support team process to that implements a systematic approach to MTSS across the school.

- a. Implement a research based MTSS and make connections with like schools.
- b. Define roles and responsibilities within the team
- c. Identify areas of specialisation in teachers and support staff –identify gaps and identify PD (Professional Development) upskill staff
- d. Collect and analyse data - implement a data collection system to track student progress and needs

2. Create clear processes for identifying needs of individual students

- a. Collect feedback from teachers, reports from specialist external organisations and analyse data to track student progress and needs
3. Determine appropriate intervention programs
 - a. Implement intervention programs that align with the needs of identified students

4. Active application of welfare data, to support student wellbeing case management through the sectors to facilitate broader wellbeing initiatives and targeted support.

- a. Inclusion staff lead, share and model practice to increase staff collaboration, collective ownership and efficacy of differentiation and support.

5. Continue student support and welfare services, targeted interventions and enhancements for engaging target groups

6. Continue a student voice, leadership and governance based on the pillars of learning to provide opportunity for personal and whole school wellbeing



MEASURABLE/DESIRED OUTCOMES

- ▶ **A Multi Tiered Support System** is evident in practice, recorded and regularly monitored
 - o All support teaching and non-teaching staff are integrated and have a role description
 - o 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
 - o 100% of NCCD students have an appropriate plan

Signature practices

- o All 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
- o Specialist support staff skills are shared with all teaching staff to build broader capacity and capability

Collegiate behaviours

- o All staff are familiar with the MTSS, its influence on classroom practice and accountabilities
- o Staff are able to use and share data that informs their practice and
- o To differentiate for student access to the curriculum, make reasonable adjustments where required and modify teaching style and practice

