



CALOUNDRA SHS Annual Implementation Plan 2019

School Improvement Priorities

Improvement priority – 21 st Century Learning	Strategy – 21st Century Learning and Learner			
	<i>Actions</i>	<i>Targets</i>	<i>Timelines</i>	<i>Responsible Officer/s</i>
	Implement New QCE implementation (SATE) for yr 11. Implement SATE ways of working for Yr 7-11 eg Academic Integrity policy, assessment moderation & reduction in assessment to 1 per term. Provide targeted career counselling to Yr 10 and 11 students.	100% implementation of SATE for Yr 11 students 100% students and staff complete Academic Integrity online course Formation of Assessment committee 100% Assessment moderated 100% faculties - 1 piece assessment per term	End of 2019 End of term 1 Term 1 Throughout year	Leadership team HOD Senior and Senior DP Teaching staff and students Assessment committee
	Implement targeted strategies to improve the attainment of students specifically boys in Yr 9 reading and writing, NAPLAN NMS and U2B and in A-C results in Maths, English and Science (Yr 7-9)	Increase A-C boys attainment to 85% in Eng. Maths & Science Improve NMS to 95+% from Writing Yr 7- 81.6%, Yr 9 53.5%, Reading Yr 9 76.1%, Spelling Yr 7 92.2%, Yr 9- 88.4%, G&P Yr 7 91.2%, Yr 9 87% and Numeracy Yr 9 92.8% Improve U2B – Yr 7 to 25% reading (from 20%), G&P (from 23.5%), Spelling 30% (from 25.5%) & Numeracy (from 28.9%). Writing to 13% (from 10.2%). Yr 9 writing 15% (from 9.2%) & Reading (from 11.3%). 22% for Spelling (from 20.7) & G&P (from 20.9%) Numeracy 25% (from 18.1%)	End of 2019	All teaching staff HODS – Maths, English and Science
	Strategy – Quality Teacher Quality Teaching			
<i>Actions</i>	<i>Targets</i>	<i>Timelines</i>	<i>Responsible Officer/s</i>	
Build professional capacity and capability of teachers through peer coaching (Teaching and Learning Coach) focusing on SATE, Teaching Boys (Kinaesthetic Learning) and ASOT – as determined by individual teacher needs. Continue with Digital Jedi committee for provision of PD to staff on using Digital Technology. Utilise PD to fund.	100% assessment for new QCE approved through QCAA 100% students receive Satisfactory for SATE subjects 100% Teachers implement targeted strategies for teaching boys including introduction of movement in each class (kinaesthetic) ASOT practices evident in 100% teachers classrooms Digital Jedi provision of PD to teachers PD provided for individual teachers as needed	All year	HOD Teaching and Learning	
Review Yr 7 -10 curriculum to ensure that the Australian Curriculum will be fully implemented in 2020. Map subjects to ensure that the General Capabilities are being taught. Through assessment committee, moderate Yr 7-10 assessment for consistency and alignment. Employ moderation processes in faculties including cross marking.	100% applicable assessment screened through Turnitin All Yr 7-10 curriculum delivered as per ACARA 100% of faculties moderate marking 100% assessment monitored through assessment committee Improve SOS data for students with My teachers provide me with useful feedback from 76.8% to 85%	All year	HOD Teaching and Learning Curriculum HODS All teaching staff	
Improvement priority – School of the Future	Strategy – Innovation			
	<i>Actions</i>	<i>Targets</i>	<i>Timelines</i>	<i>Responsible Officer/s</i>
Create High Performing Athletes program (HPA) in partnership with USC, Falcons and Melbourne Storm Rugby clubs. Employ staff to support program. Utilise partnerships to apply for grants to enhance school resources.	20 students enrolled into HPA course Increased success for HPA students in sport and academically MOU signed with partners Successful grant (s) recipient through partnerships	All year	Head of Department HPE	
Improvement priority – Engaged Learners	Strategy – Engagement			
	<i>Actions</i>	<i>Targets</i>	<i>Timelines</i>	<i>Responsible Officer/s</i>
	Focus on Boys Education –improve attainment, attendance and leadership through experiential (e.g. Yr 9 camp) and kinaesthetic learning (eg movement in lessons). Actively foster the 'Good Young Person' concept with all students.	Increase yearly attendance rate to 93% for boys in Yr 7 (from 92.2%), Yr 8 (from 88.2%), Yr 9 (86.9%) and Yr 10 (from 89.2%). Reduce SDA absences. Increase attainment for Boys in English to 85% (From Yr 7 80%, Yr 8 82%), Maths from (yr 7 83%) and Science from (Yr 8 83%) Reduce number of boys involved in BM incidents resulting in suspensions from 12.3% to under 10%. Increase number of boys applying for leadership positions in all areas of the school from 2 applicants to at least 5 per position.	All year	All teaching staff
	Strategy – Supportive School Environment			
<i>Actions</i>	<i>Targets</i>	<i>Timelines</i>	<i>Responsible Officer/s</i>	
Create HOD Student and Staff Wellbeing. Design and implement Learning and Wellbeing policy. Provide programs and strategies to improve staff and student wellbeing. Focus on Parent and Community engagement.	Wellbeing policy developed. Programs implemented in the school to meet student needs eg Peer Skills/Peer Skills DV, Community Ambassador Z Cub, Cybersafety Increase in community interaction with the school Provision of resources for students in need Improve SOS results to 85% (from 71.7%) for students in My Teachers care about me and staff for positive staff morale to 85% (from 75.4%).	All of 2019	HOD Wellbeing	
Aligning with the Inclusive Education Policy, provision of strategies for each target group dependent on needs to ensure success	Close the Gap for Indigenous students - improve attendance to 90% from, Yr 8 86.8%, Yr 9 86.6%, Yr 10 69.8% Provision of strategies and programs for individual students dependent on need including utilising NDIS providers	All of 2019	HOD Wellbeing HOSE	

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

Julie Pozzoli (Principal)

Mark Tebbutt (School Council Chair)

(A/D)