



## Caboolture State High School Strategic Plan 2016 – 2019

### School Profile

Caboolture State High School was opened in 1961 and was the first high school established in the Caboolture area. With a student population of around 1 300, the school is located 50 minutes north of the Brisbane CBD and is well serviced by arterial roads and public transport.

The school is highly regarded by the local and wider community and has achieved outstanding achievements in the academic, cultural, citizenship and sporting areas. Our school community is proud of the high quality education that is provided to all of our students.

Our curriculum offers a wide range of subjects to cover the diverse range of student interests, abilities and skills. This degree of flexibility and choice, combined with high class facilities and resources, provides ample opportunity for every student to experience success and to pursue multiple, achievable and worthwhile pathways to the future.

**Vision**

Our vision is for all students to achieve a quality education at our school that enables them to articulate into meaningful employment, further training or tertiary study. To enable this, and to cater for all students from year 7 to year 12, students must be provided with:

- A clear and achievable pathway
- Quality teaching
- A curriculum structure that caters for the needs of all students
- Classroom instruction that focuses on the development of literacy and numeracy skills

To be inclusive of all students the curriculum needs to consider the learning needs of particular student groups including:

- Students requiring learning support
- Gifted and talented students
- Students with a disability and/or requiring an Individual Curriculum Plan
- Students with English as a second language
- Indigenous students

**Our Values**

The following acronym encapsulates our school values:

**P**ersistence – Never give up

**R**espect - Respect yourself, others and the environment

**I**ntegrity – Be honest and trustworthy

**D**iligence – Give everything a go

**E**xcellence – Be the best you can be

## **Beliefs**

The following assumptions underpin our core beliefs about teaching and learning:

All students have the ability to learn

Learning is a life-long process

Learning involves productive partnerships with students, teachers, parents/caregivers and the wider community

All students have the right to a complete education

Learning must prepare students for life as global citizens



## Improvement Priorities

### Priority: Sustained Student Improvement

**Success Indicators: Continued improvement in NAPLAN, senior school outcomes including VET Attainment, QCE, QCIA, OP, QCS, A to E achievement, student attendance and behaviour**

Strategies	Timelines
Continue to build the school learning culture, 'Learning at Caboolture', through implementation of the school's Responsible Behaviour Plan for Students, attendance procedures incorporating 'Every Day Counts', high expectations of students in engagement, behaviour, attendance and achievement and through consistent and high quality teaching	2016 - 2019
Continue to refine the school data plan and strategy and build teacher expertise in the use of data to inform pedagogical and curriculum development, student success, progress and improvement strategies and improve differentiated pedagogies and strategies in all classrooms	2016 - 2019
Continue to review and implement various strategies for improving performance for a range of students including: <ul style="list-style-type: none"> <li>• Indigenous students</li> <li>• Students with disabilities</li> <li>• Students requiring learning support</li> <li>• Potential Upper Two Band students</li> </ul>	2016 - 2019
Ensure all students with disabilities have clear pathways through years 7 to 12 that provide access to OP, QCE and QCIA options	2016 - 2019
Continue to implement the U2B strategy and embed higher order thinking strategies across the school	2016 - 2019
Further develop strategies to engage parents and students in the school's improvement agenda and ensure high expectations of student achievement by students, parents and teachers	2016 - 2019
Implement Academic Coaching for all students progressively in 2016 and 2017 to ensure a quality feedback process	2016 - 2019
Continue to ensure teachers have high expectations of students' achievement and engagement	2016 - 2019

**Priority: Expert Teaching and Professional Practices**

**Success Indicators:** Improved student results as indicated by NAPLAN, Year 12 outcomes and student subject levels of achievement; and improved consistency of quality teacher practice as evidenced by student and parent feedback.

Strategies	Timelines
Continue to develop, implement and embed the Art and Science of Teaching as the school's pedagogical framework	2016 – 2019
Implement differentiated coaching support for teachers utilising a range of school coaches (literacy, numeracy, meta-cognitive thinking) and Heads of Department. This support will be instructional, cognitive, or of a mentoring nature, depending on the needs of the individual teacher	2016 – 2019
Continue to refine and develop professional development for all staff ensuring that the professional development is differentiated to cater for the needs of all staff, the imperatives of DET and the school, and the needs of teachers as identified in their IDP process	2016 – 2019
Implement processes to ensure the consistency of high quality teaching based on the school's pedagogical framework across all faculties and teachers	2016 – 2019
Continue to provide high quality feedback to teachers on their teaching practices through the school's coaching models, teacher supervision by Heads of Department and the IDP process	2016 – 2019
Continue to develop teacher accountability for meeting the ATSIL teaching standards through the school's targeted professional development program and the IDP process	2016 - 2019


**Priority: Quality Curriculum**

**Success Indicators: Decreased numbers of students dropping out of school, increased attendance rates in all year levels, and greater engagement of students across all year levels resulting in higher levels of achievement**

Strategies	Timelines
Continue to refine and implement the whole school curriculum plan incorporating: National Curriculum and Essential Learnings, ASOT, literacy and numeracy, Junior Secondary Phase of Learning Principles, and Upper Two Band opportunities	2016 - 2019
Prepare for and implement the outcomes of the Senior Assessment and Tertiary Entrance review	2016 – 2019
Continue to review, refine and ensure a range of pathways and learning opportunities for all students that include OP and Rank access to tertiary study, a full range of VET courses including Certificates II and III and diplomas, various QCE options and QCIA	2016 – 2019
Continue to create business and industry partnerships to support the relevance and connectedness of the school's curriculum to post school work, training and study. These partnerships include the Caboolture Area Schools' Industry Reference Group, Caboolture Hospital partnership and Rise-up NGO partnerships	2016 - 2019
Continue to embed literacy, numeracy and higher order thinking skills (with a focus on the CCEs) across the school's curriculum	2016 - 2019
Continue to provide resources and professional development to support curriculum initiatives	2016 – 2019
Continue to promote the school's Programs of Excellence in LearnIT and the Agricultural Department	2016 – 2019
Continue to provide an alternative educational program (RiseUp) for students at risk of disengaging from school	2016 - 2019

**Priority: Literacy and Numeracy**

**Success Indicators: Improved NAPLAN minimum standard and U2B results, subject A to E achievement, and improved QCS data**

Strategies	Timelines
Continue to develop, implement and embed literacy strategies throughout the school. These include: Seven Steps to Writing; school reading program based on First Steps/Sheena Cameron and Dr A Davies; Captain Tilee Strategy; school vocabulary booklet; and Year 7 to 9 language convention warmups (refer to CSHS Junior School Literacy and Numeracy Initiatives 2016-19 for more detail)	2016 – 2019
Continue to develop, implement and embed numeracy strategies throughout the school which include an emphasis on proportional reasoning and algebraic thinking (refer to CSHS Junior School Literacy and Numeracy Initiatives 2016-19 for more detail)	2016 – 2019
Identify, target and engage students who have the potential of achieving in the upper two bands in literacy and numeracy through a range of school based and external programs	2016 – 2019
Continue to implement relevant, consistent and school-wide strategies to build and embed teaching expertise in the teaching of literacy and numeracy through the provision of specific programs and professional development	2016 – 2019
Continue to provide literacy and numeracy coaches for the development of relevant programs and targeted teacher development in literacy and numeracy	2016 - 2019
Implement differentiated strategies in literacy and numeracy that cater for the diverse range of student abilities including: <ul style="list-style-type: none"> <li>• Students with disabilities</li> <li>• Students requiring learning support in literacy and numeracy</li> <li>• Core level students</li> <li>• Indigenous students</li> <li>• Potential upper two band students</li> </ul>	2016 - 2019

**Priority: Meta-Cognitive Thinking skills**

**Success Indicators: Improved OP and QCS results, improved NAPLAN results, increased numbers of upper two band students in all year levels, and increased numbers of students achieving As and Bs for subject achievement**

Strategies	Timelines
Promote and sustain high expectations of high academic outcomes and student behaviour for all students among staff, students and parents/carers.	2016 - 2019
Continue the role of the U2B coach in providing extra-curricular opportunities for potential high achieving students, and in working with teachers to embed meta-cognitive thinking skills and CCEs in the their everyday teaching practices	2016 – 2019
Provide quality professional development for all teachers in the teaching of the key Common Curriculum Elements and in the inclusion of the Action Steps from Design Question 4 of the Art and Science of Teaching	2016 – 2019
Allocate and embed in the curriculum of all faculties the explicit delivery of embed meta-cognitive thinking and CCEs from years 7 to 12	2016 – 2019
Sustain high expectations and monitor teacher practice in teacher planning and delivery of meta-cognitive and complex thinking skills in years 7 to 12	2016 – 2019
Continue to expand the Bright Sparks program for high achieving students from our school and our cluster primary schools	2016 - 2019

**Priority: School/parent/student/community engagement and well-being**



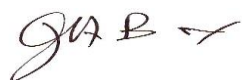
**Success Indicators: Improved student, parent/carer and teacher disposition to student learning, improved student and teacher well-being as measured by attendance at school, and improved engagement of students in their learning**

Strategies	Timelines
Continue to foster positive school-parent relationships through a range of means including parent/teacher reporting, school open days and parent information nights, school newsletters, school celebrations, information presentations and pamphlets, school website and facebook page and improved school/teacher/parent communication	2016 - 2019
Continue to provide and expand school based and community based support structures and processes to promote the well-being of our school community	2016 – 2019
Continue to embed the school's PRIDE values into the culture of the school through consistent understanding of our values and use of the various PRIDE rewards programs	2016 – 2019
Further strengthen the partnerships with the feeder schools through such avenues as Instrumental Music, the Bright Sparks program and the orientation program to build consistent expectations in student learning and aspirations, attendance and behaviour	2016 – 2019
Continue to work with Caboolture Area Schools Industry Reference Group, Beacon Foundation, Tertiary Institutions and a range of local Caboolture non-government agencies to ensure a relevant and engaging curriculum, to raise student, parent and teacher expectations of student learning, and to assist our students in transitioning from school to work, training or study	2016 - 2019
Continue to work with students and their families to ensure student engagement, success and attendance at school through avenues such as NGO engagement in school programs, our ACCESS program, the Rise Up program, lunch time clubs, and student support service	2016 – 2019
Provide quality feedback to all stakeholders on the various issues that contribute to student achievement and success and community well-being	2016 - 2019
Continue to develop the student leadership program years 7 to 12 including: Resolve program years 7,8 and 9; Junior Secondary Leaders Year 9; Beacon Ambassadors Year 10; School council Year 11 and SSS leaders year 11; school and house captains and leaders year 12	2016 - 2019

***Additional School processes and programs to support school improvement:***

**Endorsement**

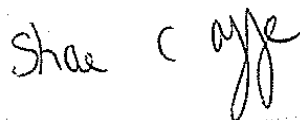
This plan was developed in consultation with the school community and meets identified needs and systemic requirements.



Jim Box

Principal

26/02/16



Shae Offer

P&C Secretary

23/03/16

