

Caboolture State High School
Explicit Improvement Agenda (EIA) 2019



Our Motto		May I be worthy	Our Values
Our Vision		Making the difference today...for tomorrow	
Our Explicit Improvement Agenda	EIA 2019	<p>Priority 1: Learning Culture</p> <ul style="list-style-type: none"> We will be improving students' outcomes by using Positive Behaviour Learning (PLB) as a whole school approach, Essential Skills for Classroom Management (ESCMs) to develop consistent expectations for behaviour, Restorative Practices and Reboot to build relationships and partnerships that support student's engagement in schooling. <p>Priority 2: Curriculum</p> <ul style="list-style-type: none"> We will be improving students' cross KLA Level of Achievement (LOA) by specifically focusing on whole school literacy and numeracy initiatives, developing the curriculum plan including the new senior assessment and tertiary entrance (SATE) systems using professional development, the establishment of teaching teams and the development of curriculum material. <p>Priority 3: Pedagogy</p> <ul style="list-style-type: none"> We will be improving students' outcomes by building teacher capacity using ASOT strategies through coaching and mentoring programs and measuring the impact of literacy and numeracy teaching using visible learning effect size techniques and embedding inclusion strategies across the school. 	<p>Persistence - never give up</p> <p>Respect - respect yourself, others and the environment</p> <p>Integrity - be honest and trustworthy</p> <p>Diligence - give everything a go</p> <p>Excellence - be the best you can be</p>
		Targets	<ul style="list-style-type: none"> ✓ Attendance rate: >90% an increase from 84% in 2018 ✓ Reporting behaviour and effort data overall % > A 35% B 35% C 25% ✓ Short suspensions: from 800 to <300, Long Suspension from 150 to <50 and Exclusions from 9 to >2 and Cancellation from 17 to >5 ✓ S2074 question Student behaviour is well managed improves for parents, staff and students to > 85% ✓ S3239 I feel confident engaging all of my students in learning at this school > 85% ✓ S2021 Teachers at this school are interested in my child's wellbeing maintain 96% ✓ S2017 My child's (Literacy) English skills are being developed at this school - maintain total agreement from parents at 96.6% and increase students responses from 78.5% to >85% in line with like schools ✓ S2018 My child's (Numeracy) Mathematics skills are being developed at this school - maintain total agreement from parents at > 91.4% and increase students responses from 79.7% to >85% in line with like schools ✓ S2063 My teachers care about me - increases from 76.2% in 2018 to > 85% in 2019 ✓ S2086 I have access to quality professional development - maintain >86.5% ✓ LOA >80% C or better and LOA >10% students achieving an A in all KLAs by the end of semester 2 ✓ Year 12 Attainment: 10% OP's 1 - 5, 75% OP 1 - 15, 00% % QCE or QCIA <p><small>NAPLAN Year 7 Writing NMS >75% MMS > 60% U2B > 10% Reading NMS >90% MMS > 90% U2B > 10% Numeracy NMS >98% MMS > 95% U2B > 20%</small></p> <p><small>NAPLAN Year 9 Writing NMS >60% MMS > 60% U2B > 10% Reading NMS >90% MMS > 90% U2B > 10% Numeracy NMS >98% MMS > 95% U2B > 20%</small></p>
Expectations of Staff	Priority 1	<ul style="list-style-type: none"> All teachers explicitly teach PBL strategies. All teachers negotiate classroom rules and procedures and these are visible in every classroom. Restorative Practices is used at all suspension re-entry meetings. All year 7 teachers explicitly teach reboot. 	
	Priority 2	<ul style="list-style-type: none"> All teachers embed the vocabulary strategies in all their subjects. All teachers embed the numeracy focus 'promote positive disposition to numeracy' in all their subjects. All teachers deliver a rich, viable, guaranteed curriculum as outlined in the curriculum plan. All teachers contribute to either 7-10 or 11 -12 curriculum planning. 	
	Priority 3	<ul style="list-style-type: none"> All staff focus explicitly on ASOT design questions 1, 7 and 8. Teachers engage in one coaching cycle per semester linked to their APDP goals relating to either PBL, curriculum or ASOT strategies from the AIP English and Maths teachers use Visible Learning techniques to measure the impact of their teaching. Inclusion strategies are embedded in all subjects, by all staff. 	

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

Fiona Free

Fiona Free
Principal

G. Lovell

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