



Noosa District State High School - Strategic Plan 2024-27

Our Vision

Creating a safe and caring learning environment that enables the diversity, resilience, creativity and success of all students

Our Values

Excellence, Respect, Integrity, Collegiality

Our Expectations

Respect, Responsibility, Active Learning

Acknowledgement of Country

Noosa District SHS acknowledges the Gubbi Gubbi/ Kabi Kabi peoples as the traditional owners of the lands, seas, skies and waterways across the Noosa and Hinterland area.

We pay our respect to Elders past, present and emerging, for they hold the memories, traditions, the culture and hopes for Aboriginal and Torres Strait Islander peoples.

Our Focus - Equity and Excellence



Educational achievement



Wellbeing and engagement



Culture and inclusion

Our Priorities

Achieve excellence in Curriculum, Teaching and Learning

Our strategies

- Develop staff capability to collaboratively develop, refine and quality assure 3 levels of planning to ensure the full and systematic implementation of the Australian Curriculum (V9) and Senior Schooling programs
- Build capability to develop and enact the NDSHS Teaching & Learning Cycle to align curriculum, moderation and a whole school approach to pedagogy, differentiated teaching and learning to ensure every student is engaged, challenged and supported
- Develop instructional leadership capability of leadership team to monitor and evaluate full and systematic implementation of Australian Curriculum and ensure line of sight to classroom practice and learning

Achieve meaningful engagement, learning and growth for every student

Our strategies

- Strengthen and monitor the effective and consistent use of data in order to support staff to impact student improvement
- Develop staff capability to differentiate within the NDSHS T&L Cycle in order to remove barriers to student success and maximise access to learning, achievement, and engagement
- Embed and align multi-tiered systems of support 7-12, including complex case management and personalised pathways to ensure students are on track for success and ready for the future
- Develop staff capability to consistently embed PBL in order to maximise student achievement in engaging, positive and supportive learning environments
- Strengthen transitions for all students across key junctures to support progressive improvement, engagement and achievement

Advance to our desired culture

Our strategies

- Systemise organisational effectiveness at all levels to deliver high quality schooling experience
- Develop and refine clear roles and accountabilities at every level that are aligned to systems, symbols and high expectation behaviours that ensures collective accountability for T&L and improvement priorities by all staff
- Embed ways of working amongst the leadership team to ensure alignment and the consistent implementation and monitoring of the improvement priorities
- Develop a culture of teamwork, collaboration and effective faculty ways of working that support expert teaching teams within and across campuses
- Nurture positive wellbeing, culture, pride, partnerships and voice (staff, students, parents) to deepen connection and belonging to school community

Our priority measures

Underpinned by curriculum, teaching and learning

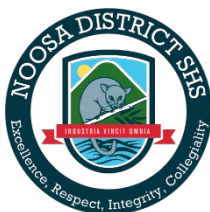
For every student in Junior Secondary, we will monitor:

- proportion of students achieving C and above in all learning areas
- proportion of students achieving B or better in English and Mathematics
- maximised learning days (attendance, School Disciplinary Absences)

For every student in Senior Secondary, we will monitor:

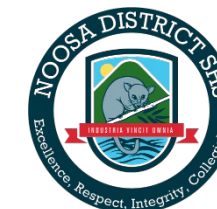
- proportion of students achieving C and above in all learning areas
- Year 10-12 retention
- QCE/QCIA attainment
- maximised learning days (attendance, School Disciplinary Absences)

Embedding First Nations outcomes across every priority



Noosa District State High School

2024 – 2027 SCHOOL STRATEGIC PLAN



School profile

Noosa District SHS is a unique three-campus Independent Public School that fosters care and compassion whilst striving for excellence in Secondary schooling. We offer a world class education for our students, providing a diverse educational program that caters for academic, vocational, civic, sporting and cultural pursuits in a 21st Century learning environment.

Our academic success, vocational pathways, early tertiary programs, school based traineeships, quality teaching as well as a wide range of extra-curricular activities enable Noosa District State High School to truly provide excellence through our diversity so that every student has the opportunity to achieve success.

Vision

Noosa District State High School, creating a safe and caring learning environment that enables the diversity, resilience, creativity and success of all students

Values

- Excellence, Respect, Integrity, Collegiality**



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

School review key improvement strategies

Domain 1: An explicit improvement agenda

- Embed agreed ways of working amongst all members of the leadership teams to successfully drive the school's improvement agenda, with particular attention on shared understandings, consultative practices, change implementation, and consistency of implementation.

Domain 6: Systematic curriculum delivery

- Develop processes to monitor and evaluate alignment of curriculum and assessment across Years 7 to 10, to ensure the full and systematic implementation of the Australian Curriculum (AC).

Domain 7: Differentiated teaching and learning

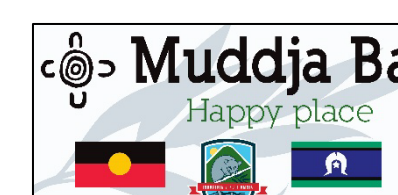
- Quality assure school-wide systems of multi-tiered support to drive effective structures and processes, to deepen understanding, enhance case management, and align resources to maximise student achievement, engagement and retention.
- Build the confidence and capability of teachers and leaders to consistently implement differentiated strategies to ensure all students access, participate and progress through the curriculum.

Domain 5: An expert teaching team

- Investigate ways to develop a culture of teamwork and collaboration within and across campuses in order to develop a school-wide cohesive expert teaching team, with agreed ways of working for seamless delivery of curriculum.

School priorities

- Achieve excellence in Curriculum, Teaching and Learning***
- Achieve meaningful engagement, learning and growth for every student***
- Advance to our desired culture***



Approvals

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

Stacy Wilmore
Principal
Stacy Wilmore

Jacob Boulden
P&C President
Jacob Boulden

Leasa Smith
School Supervisor
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School priority 1:
Achieve excellence in Curriculum, Teaching and Learning

Strategies

- 1.1** Develop staff capability to collaboratively develop, refine and quality assure 3 levels of planning to ensure the full and systematic implementation of the Australian Curriculum (V9) and Senior Schooling programs
- 1.2** Build capability to develop and enact the NDSHS T&L Cycle to align curriculum, moderation and a whole school approach to pedagogy, differentiated teaching and learning to ensure every student is engaged, challenged and supported
- 1.3** Develop instructional leadership capability of leadership team to monitor and evaluate full and systematic implementation of Australian Curriculum and ensure line of sight to classroom practice and learning

Measurable outcomes

- Increase percentage of all students in each year level achieving a C or above in all learning areas to 90%
- Improve proportion of students achieving A/B in all subjects
- Improve proportion of Year 7-9 students achieving a B or better in Maths and English
- QCE / QCIA attainment
- NAPLAN – Numeracy, Writing
- Implementation of Australian Curriculum V9 by 2027
- **Artefacts:** CARP, T&L cycle, Whole School approach to Pedagogy, Moderation protocols, Data plan

Success criteria
Behaviourally:

Students can/will:

- Articulate what they are learning and why aligned to the marking guide, how they are going and where to go for help (5 Q's for students)
- Identify their progress and next steps in learning through learning goals, success criteria, formative assessment and feedback
- Be engaged and challenged in active learning

Teachers can/will:

- Apply each stage of the T&L Cycle to align curriculum, pedagogy and assessment using schoolwide strategies for moderation
- Monitor student progress through visible evidence of learning
- Use age appropriate, evidence based high yield pedagogical practices 7-12 to engage, challenge and support students
- Explicitly teach literacy and numeracy across all learning areas
- Use feedback and evidence of learning to inform next steps for teaching
- Use moderation practices to open A level thinking
- Access Collegial Engagement & Professional Development opportunities

Leaders will:

- Lead the co-development, quality assurance and implementation of 3 levels of planning to implement V9 Australian Curriculum and Senior Subjects
- Lead schoolwide moderation practices and use data collected through moderation to align and refine curriculum, teaching and learning practices
- Develop a shared understanding and language about pedagogy aligned to NDSHS Teaching and Learning cycle
- Cultivate a culture of excellence in practice and ensure line of sight to learning practice through Learning walks and talks
- Use data and evidence of learning to inform lines of inquiry for next steps in Teaching and Learning

Resourcing

- Professional development, staffing, focussed supports, faculty budgets

Phase	2024	2025	2026	2027
Developing	✓			
Implementing	✓	✓	✓	
Embedding		✓	✓	✓
Reviewing			✓	✓

School priority 2:
Achieve meaningful engagement, learning and growth for every student

Strategies

- 2.1** Strengthen and monitor the effective and consistent use of data in order to support staff to impact student improvement
- 2.2** Develop staff capability to differentiate within the NDSHS T&L Cycle in order to remove barriers to student success and maximise access to learning, achievement, and engagement
- 2.3** Embed and align multi-tiered systems of support 7-12, including complex case management and personalised pathways to ensure students are on track for success and ready for the future
- 2.4** Develop staff capability to consistently embed PBL in order to maximise student achievement in engaging, positive and supportive learning environments
- 2.5** Strengthen transitions for all students across key junctures to support progressive improvement, engagement and achievement

Measurable outcomes

- Dissaggregated proportion of students achieving a A - C
- One year of growth – positive relative gain for every student
- First Nations students at or above cohort
- Engagement data (PBL data, Attendance, Effort / Behaviour)
- Maximised learning days (Attendance, SDAs)
- School Opinion Survey Data
- **Artefacts:** Student Learning and Wellbeing Framework, PBL Handbook, Data Plan

Success criteria
Behaviourally:

Students can/will:

- Access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers in a safe and supportive environment
- Achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs
- Achieve one year of learning growth each year reflected in progression of academic achievement and successful transitions

Teachers & Staff can/will:

- Use data to know students and how they learn, identify student needs and inform differentiated practices
- Plan and document reasonable adjustments to maximise access to learning and progress learning for every student
- Consistently implement PBL in classroom and non-classroom environments
- Monitor the progress of every student and adjust as required to ensure every student is engaged, challenged and supported
- Contribute and engage in targeted transition junctures to support a seamless learning journey

Leadership team can/will:

- Support staff capability development in differentiation and engagement
- Support staff in the consistent implementation of PBL systems and practices to maximise student learning, achievement and engagement
- Develop and enact targeted transition junctures to support a seamless learning journey
- Monitor the effective and consistent use of data in order to support staff to impact student improvement
- Develop and monitor the progress of students and enact intervention strategies to support engagement and learning where required

Resourcing

- PBL NCR coach 0.1 FTE, targeted professional development, MTSS programs

Phase	2024	2025	2026	2027
Developing	✓			
Implementing		✓	✓	
Embedding			✓	✓
Reviewing				✓

School priority 3:
Advance to our desired culture

Strategies

- 3.1** Systemise organisational effectiveness at all levels to deliver high quality schooling experience
- 3.2** Develop and refine clear roles and accountabilities at every level that are aligned to systems, symbols and high expectation behaviours that ensures collective accountability for T&L and improvement priorities by all staff
- 3.3** Embed ways of working amongst the leadership team to ensure alignment and the consistent implementation and monitoring of the improvement priorities
- 3.4** Develop a culture of teamwork, collaboration and effective faculty ways of working that support expert teaching teams within and across campuses
- 3.5** Nurture positive wellbeing, culture, pride, partnerships and voice (staff, students, parents) to deepen connection and belonging to school community

Measurable outcomes

- Improving organisational and learning culture reflected in regular impact measures: Impact on learning, teaching, leading, the way we work together (positive gossip surveys – staff, students, parents)
- Increased parent involvement at events & positive community partnerships
- Quality assured systems and processes
- School Opinion Survey data
- **Artefacts:** Org chart, Roles and Accountabilities, Staff wellbeing framework, policies and procedures

Success criteria
Behaviourally:

Students will:

- Have a high-quality schooling experience from Year 7 to Year 12
- Express a strong connection and sense of belonging to the school community
- Speak highly of their schooling referring to a range of positive learning experiences
- Have opportunities to be heard and to provide feedback into school decision making processes

Staff will:

- Build positive, caring and mutually respectful relationships across the school community
- Express a strong connection and sense of belonging to the school community
- Experience predictability and clarity within their role and across the school
- Create predictability through timely and consistent application of schoolwide processes, policies and procedures
- Model expected behaviours providing consistency and predictability for students
- Speak positively about the school and contribute to the building of positive school culture and their own wellbeing

Leadership Team will:

- Collectively deliver on the school improvement agenda and system priorities of Equity and Excellence
- Promote a school-wide culture of learning, collective responsibility and continuous improvement for both staff and students
- Be united in their support and consistent implementation of school-based decisions and processes, policies and procedures
- Model expected behaviours and ensure collective accountability of all staff
- Actively build positive relationships within and across campuses to create a collegial culture of mutual trust and support for all staff members
- Promote the school through positive partnerships and networking opportunities

Resourcing

- Staffing, Targeted PD, coaching / mentoring for leadership team, infrastructure

Phase	2024	2025	2026	2027
Developing	✓			
Implementing		✓	✓	
Embedding			✓	✓
Reviewing				✓