

Our 2024 - 2027 Strategic Priorities

Achieve excellence in Curriculum, Teaching and Learning

Achieve meaningful engagement, learning and growth for every student

Advance to our desired culture

Our 2025 Explicit Improvement Priorities



1: To improve the proportion of students achieving a B or better in all subjects – prioritising Year 7-9 English and Mathematics

- Our strategies**
- 1.2 Build capability to develop and enact the NDSHS T&L Cycle to align curriculum, moderation and a whole school approach to pedagogy
 - 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
 - 2.1 Strengthen and monitor the effective use of data, and evidence of learning to support staff to impact student improvement
 - 3.4 Develop a culture of teamwork, collaboration and effective faculty ways of working that support expert teaching teams within and across campuses



2: Maximise student success in learning through active engagement

- Our strategies**
- 2.2 Develop and align multi-tiered systems of support 7-12 (attendance, behaviour systems)
 - 2.4 Develop staff capability to consistently embed PBL in order to maximise student achievement in engaging, positive and supportive learning environments
 - 3.3 Embed ways of working amongst the leadership team to ensure alignment and the consistent implementation and monitoring of the improvement priorities

Our impact measures

Impact on Learning

Achievement

- Positive relative gain for every student
- 90% students A-C
- 50 % A-B English & Mathematics, increase in all subjects
- 100% QCE/QCIA

Engagement

- Attendance rate >90%
- ODR less than 1.5 (Pomona) and 2.5 (Cooroy), PBL Fidelity >80%
- Behaviour & Effort reporting data 95% A-C, 75% A-B

Impact on Teaching

- **Staff capability:** Curriculum, Pedagogy, Assessment, Moderation and use of data to impact student improvement
- 100% staff engaged in collegial engagement & APR
- Deep understanding of AC V9 and 3 levels of planning 7-12
- All teachers and students are able to respond effectively to Sharratt's 5 questions

Impact on Leading

- **Instructional Leadership capability**
- Consistent ways of working demonstrated through aligned and effective implementation of improvement priorities
- All leaders have line of sight to classroom practice and learning (including learning walks and talks)
- Leadership model reflects 2024-2027 priorities

Impact on the way we work together

- All staff collectively deliver on schoolwide improvement agenda as per role expectations
- Improved organisational and learning culture (termly surveys, PBL data sets, SOS, engagement)
- Enhanced positive school culture and wellbeing (termly surveys), SOS staff >70% (Communication, performance, morale, voice), Community >70%



NOOSA DISTRICT STATE HIGH SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



2025 Improvement priority 1:

To improve the proportion of students achieving a B or better in all subjects – prioritising Year 7-9 English and Mathematics



Strategic Plan Links

- Achieve excellence in curriculum, teaching and learning
- Achieve meaningful engagement, learning and growth for every student

Monitoring

Green – on track, Yellow – underway, Magenta – yet to commence

Term 1	Term 2	Term 3	Term 4
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Strategies

- 1.2 Build capability to develop and enact the NDSHS T&L Cycle to align curriculum, moderation and a whole school approach to pedagogy
- 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
- 2.1 Strengthen and monitor the effective use of data, and evidence of learning to support staff to impact student improvement
- 3.4 Develop a culture of teamwork, collaboration and effective faculty ways of working that support expert teaching teams within and across campuses

Actions:

- Deepen teacher understanding of curriculum demands (pre-moderation) and alignment to assessment and marking guide
- Use exemplars (A and C level) and visible learning strategies in all classrooms aligned to marking guide
- Develop staff capability to use intentional feedback and formative assessment aligned to the marking guide to monitor student progress and inform teaching and learning practices
- Embed routine learning walks and talks to monitor visible evidence of learning aligned to the marking guide

Long term measurable/desired outcomes:

Impact on Learning

Achievement

- Positive relative gain for every student
- 90% student A-C
- 50% A-B English & Mathematics, increase in all subjects

- NAPLAN: Numeracy, Writing

Impact on Teaching

- Staff capability – Moderation, Marking Guides, Feedback (Evidence based strategies)

Impact on Leading

- Instructional Leadership capability

Impact on the way we work together

- All staff collectively deliver on schoolwide improvement agenda as per role expectations

Responsible officer(s):

- Head of Campus – T&L Cycle
- DP Curriculum, DP Teaching and Learning – Protocols, PD
- HoD T&L – Protocols, staff capability
- HoDs – Faculty leadership
- Teaching staff

Artefacts:

- NDSHS Curriculum, Assessment & Reporting Plan
- NDSHS Teaching & Learning Cycle
- NDSHS Pre-Moderation Protocol (extended line of sight)
- Faces / Focus student protocol, NDSHS Data plan
- NDSHS LWAT Protocol
- Faculty Handbook and Action plan

AIP measurable/desired outcomes:

- A/B Results – Mathematics & English

Sem 2, 2024 SORD	Year 7	Year 8	Year 9
	Baseline	Baseline	Baseline
Mathematics	61.5%	49.6%	43.6%
English	60.1%	50.7%	41.8%

- Visible evidence of learning (Learning walls, student samples, formative assessment) identified in all classrooms
- All leaders, teacher and students are able to respond effectively to Sharratt's 5 questions
- All leaders engage in learning walk and talks
- 100% teachers involved in collegial engagement
- SOS – I am interested in my schoolwork

Resources:

- Intentional collaboration time
- Curriculum Quality Assurance team schedule
- Professional Learning Plan & PD Budget
- V9 Australian Curriculum implementation schedule
- Evidence base: Teaching and Learning Hub, Clarity (Sharratt)

Success Criteria – By the end of Term 3

Students are:

- Able to explain what they are learning and how it aligns to the marking guide, how they are going and where to go for help (5 Qs for students)
- Able to identify their progress and next steps in learning through learning goals, success criteria, formative assessment and teacher feedback aligned to the marking guide
- Achieving at least one year of improvement growth for 1 year of learning

Teachers are:

- Using data to know where students are in their learning, how they are progressing and inform next steps for teaching and learning
- Implementing pre-moderation practices, with a clear understanding of the curriculum and connection to assessment and marking guide
- Using feedback from formative assessment to gather data for learning impact and support students' next steps in improvement
- Monitoring student progress through visible evidence of learning against the marking guide to evaluate progress and impact of teaching

Staff are:

- All classroom staff are engaging with professional learning to improve understanding on visible learning, feedback and ways to support students' learning

Middle Leadership Team are:

- Monitoring student progress (A/ B) and actively work with faculty to support student success
- Developing staff capability to regularly collect and interpret assessment data, analyse it for learning impact, and use identified gaps to inform teaching decisions
- Leading their team to strengthen capability in Pre-Moderation and feedback practices
- Developing staff capability in Task specific marking guides, how they are constructed and how they are linked to curriculum elements
- Engaging in learning walks and talks to strengthen and QA visible learning practices (week 1 – 3) and validate enacted curriculum and evidence of learning (week 5-7)

Executive Leadership Team are:

- Developing middle leadership capability to drive improvement agenda and monitor progress
- Developing capability in systems and practices of T&L Cycle to embed effective evidence-based strategies
- Quality assuring 3 levels of planning and systems and practices of data, focus students and moderation through Line Mgt
- Routinely engage in LWATs to gather evidence and ensure line of sight
- Developing staff capability in pedagogical practices for learning: Feedback

2025 Improvement Priority 2:
Maximise student success in learning through active engagement

<p>Strategic Plan links</p> <ul style="list-style-type: none"> Achieve meaningful engagement, learning and growth for every student Advance to our desired culture 	<p>Monitoring</p> <p><small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p>Impact on Learning Engagement</p> <ul style="list-style-type: none"> Attendance rate >90% ODR Less than 1.5 (Pomona) and 2.5 (Cooroy) PBL Fidelity >80% Behaviour & Effort reporting data 95% A-C, 75% A-B <p>Achievement</p> <ul style="list-style-type: none"> Positive relative gain for every student <p>Impact on Teaching</p> <ul style="list-style-type: none"> Staff capability – Evidence based strategies <p>Impact on Leading</p> <ul style="list-style-type: none"> Consistent ways of working demonstrated through aligned and effective implementation of improvement priorities <p>Impact on the way we work together</p> <ul style="list-style-type: none"> Improved organisational and learning culture Enhanced positive school culture Consistent ways of working demonstrated through aligned and effective implementation of improvement priorities 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Attendance – Cohort Progress (Baseline Sem 2, 2024) Target 90% <table border="1"> <tr> <th>Target 90%</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> </tr> <tr> <td></td> <td></td> <td>84.2</td> <td>84.9</td> <td>82.4</td> <td>81.9</td> <td>85.8</td> </tr> <tr> <td>T1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>T2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>T3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> PBL Fidelity Targets <ul style="list-style-type: none"> Effective Behaviour Systems (EBS), Tiered Fidelity Index (TFI), Office Daily Referrals (ODR) <p>School Opinion Survey</p> <ul style="list-style-type: none"> This is a good school Student Behaviour is well managed Students are treated fairly at this school 	Target 90%	7	8	9	10	11	12			84.2	84.9	82.4	81.9	85.8	T1							T2							T3						
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<p>Strategies:</p> <p>2.3 Develop and align multi-tiered systems of support (<i>Behaviour, Attendance systems</i>)</p> <p>2.4 Develop staff capability to consistently embed PBL in order to maximise student achievement in engaging, positive and supportive learning environments</p> <p>3.3 Embed ways of working amongst the leadership team to ensure alignment and the consistent implementation and monitoring of the improvement priorities</p>		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> DP MTSS - PBL HOD MTSS Year Level Teams (Led by DP YLM) Attendance Admin Officer All Staff 	<p>Resources:</p> <ul style="list-style-type: none"> MTSS HoD, AO (Attendance, Data) Professional Learning Plan & PD Budget PBL Budget Classroom Profiling Team / Collegial Engagement TRS Classroom PBL Coaching team Evidence base: Classroom Management Hub, AERO 																																											
<p>Actions:</p> <ul style="list-style-type: none"> Develop staff capability to implement effective Tier 1 instructional practices in all classrooms Develop staff capability and confidence to implement PBL systems with fidelity (Tier 1, 2 and 3) Refine and implement whole school attendance multi-tiered systems of support to promote a culture of maximised attendance 		<p>Artefacts:</p> <ul style="list-style-type: none"> Staff handbook PBL Handbook MTSS Framework Professional learning plan & Collegial Engagement Framework Classroom management Hub, Effective Classroom Management Handbook Attendance policy 																																												
<p>Success Criteria – By the end of Term 3</p>																																														
<p>Students are:</p> <ul style="list-style-type: none"> Able to articulate and demonstrate school expectations, routines and procedures Using attendance and learning data to set goals to track improvement Achieving academically and socially with reasonable adjustments and supports tailored to meet their learning needs 	<p>Teachers are:</p> <ul style="list-style-type: none"> Using data to know students and how they learn, identify student needs and inform teaching and learning practices Delivering effective instruction to support student engagement Consistently implementing Tier 1 Practices (Attendance, PBL in classroom and non-classroom environments) - Expectations, Routines & Procedures, effective classroom management Engaging parents as partners in learning through regular proactive communication for learning <p>Staff are:</p> <ul style="list-style-type: none"> Creating predictability through the consistent application of schoolwide processes, policies and procedures 	<p>Middle Leadership are:</p> <ul style="list-style-type: none"> Developing staff capability in effective instructional practices Using data to monitor student progress and support intervention for teachers and students Monitoring implementation through regular classroom fidelity checks (walkthroughs) and data analysis Consistently implementing Tier 2 PBL systems and processes Implementing Tier 2 Attendance systems through Year Level Team Modelling expected behaviours and ensure collective accountability of staff Supporting staff and students through purposeful visibility 	<p>Executive Leadership Team are:</p> <ul style="list-style-type: none"> Developing middle leadership capability to lead the development of effective instruction for active engagement Supporting staff in the consistent implementation of PBL systems and practices Leading YLT to implement Tier 2 and 3 systems Monitoring implementation through regular classroom fidelity checks (walkthroughs), Year Level data analysis and purposeful visibility Embedding and align MTSS for Attendance and Behaviour systems 7-12 including complex case management 																																											