

Connecting - Students

Attendance, Engagement, Performance and Student Wellbeing

Strategies	Actions	Success Indicators	Timeline	Who
Systematic attendance and engagement processes	<ul style="list-style-type: none"> Define the role of the Attendance Officer through periodic checks and processes of the attendance data Develop and communicate guides to assist parents and students in applying the school procedure that include absence notifications, unexplained absences, exemptions, late arrivals and processes for attendance 	<ul style="list-style-type: none"> Attendance Rate 92% Unexplained absences to <3% 	Ongoing	Executive Team Attendance Off. YLCs Teachers Teacher Aides
Student Leadership Framework - Years 7 to 12	<ul style="list-style-type: none"> Facilitate student leader specific training enabling them to make connections between knowing and doing by modelling the democratic processes Consolidate the Student Representative Council (SRC) Expand the student leadership framework to introduce leadership opportunities across all year levels e. g. peer mentors, class captains Investigate the timing of changeover of roles in student leadership 	<ul style="list-style-type: none"> Leadership Framework reflects the current and emerging needs of the school community and peer belonging Active Student Representative Council at SDSHS Student leaders successfully engage with internal and external leadership development programs e.g. Beyond the Badge and Peer Mentor training Increased applications to all leadership roles Explicit plan of leadership roles description with timeline Increase Student, Engagement and Wellbeing (SEW) Data in Peer Belonging by 5% 	Term 1 Term 2 Term 3	Deputy Principal Connecting Principal HOD Student Culture YLC's
Whole school student well-being and differentiated approach to student support and case management	<ul style="list-style-type: none"> Develop protocols around the student support hub through support staff and reinforce the roles and responsibilities of support team members Consolidate processes with the GO Zone utilising current data, including updated resourcing and communicating to the stakeholders Publish student wellbeing and inclusion events through various platforms e.g., Staff Ibis, Facebook, newsletters and staff meetings Continue to provide a range of support services and programs to support students in building confidence, positive interactions, wellbeing and resilience Provide ongoing Professional Development to classroom teachers for differentiation of level one students in the classroom and incorporate personalised learning records 	<ul style="list-style-type: none"> Case management is embedded using a systematic approach SOS - Students with a disability are well supported at this school – 90% SOS – My teachers are interested in my wellbeing – 85% SOS – Teachers at this school are interested in my child's wellbeing – 95% Improved GO Zone data use by 5% Improved SDA data by 5% Student Support Hub build completed and fully resourced 	Term 1 Ongoing Ongoing Ongoing Term 2 - ongoing	Deputy Principal Connecting Guidance Officers HOD Student Engagement Performance HOD Student Culture HOSES / LEC
Continue to build the teaching of expected behaviour and a culture of consistent routines and processes	<ul style="list-style-type: none"> Implement a Behaviour Committee to create a clear vision of the behaviour expectations across the school and review whole school data Refine the processes of the tiered approach of behaviour management in the classroom to include classroom teachers e.g. Behaviour Strategy Plan Regularly share data and best practice to staff through Staff meetings, IBIS Weekly and through the Behaviour management Committee 	<ul style="list-style-type: none"> SOS - The expectations and rules are clear at this school – 85% SOS - Student behaviour is well managed at this school – 75% >85% of staff aware of how student behaviour data is being used in the school 25% Increase in positive behaviour records in OneSchool e.g. postcards and Connect points A to C data is 98% Improved SDA data by 5% 	Term 1 Term 2 Ongoing	Deputy Principal Connecting HOD Student Engagement Support Profiler HOD Student Engagement

<p>Implement a whole school literacy plan and numeracy plan to collaboratively implement signature pedagogical practices to improve student writing, reading, numeracy, problem solving and higher order thinking skills.</p>	<ul style="list-style-type: none"> Consult with each faculty, particular English and Mathematics regarding best practices for literacy and numeracy. A whole school literacy plan and numeracy plan is created in collaboration with key HODs and stakeholders. Literacy and numeracy strategies form part of the SDSHS Signature Practices document, which is referred to frequently by teachers. Professional development is provided to teachers for these signature practices to ensure consistent and efficient use in classrooms. Leadership team undertake walkthroughs to inform literacy and numeracy improvement agenda 	<ul style="list-style-type: none"> This whole school literacy plan and numeracy plan informs sections of the SDSHS Signature Practices document. >90% of students achieving C and above in English and Mathematics in years 7 – 10 >50% of students achieving A or B in English and Mathematics in years 7 – 10 (SORD) Checking what we are expecting walkthroughs – Students can articulate signature strategies used by teachers. 	<p>Semester 1</p> <p>Semester 2</p>	<p>DP Learning HOD English HOD Mathematics</p> <p>Other HODs and teachers as required</p>
<p>Implement a whole school approach to eLearning that enhances teaching and student learning.</p>	<ul style="list-style-type: none"> Enhance capability and confidence of teachers in digital teaching and learning and Turnitin Continue Whole Staff PD that improves teacher knowledge in QLearn and digital pedagogy. Encourage key teachers to attend QLearn PD (e.g. regarding VET and Certificates). Develop a SDSHS Signature Practice for eLearning, which is referred to frequently by teachers. 	<ul style="list-style-type: none"> All teachers are using the minimum SDSHS QLearn requirements (common template, Turnitin, 1 folder per unit, starting/launch point for any other digital platforms). All students are connected to digital learning opportunities through access to devices and technology, which enhances learning and develops ICT skills (E&E) 	<p>Term 1, then ongoing</p> <p>Ongoing</p>	<p>DP Learning HOD IT Faculty HODS</p>

School Performance

Human Resources and Student Performance

Strategies	Actions	Success Indicators	Timeline	Who
<p>Implement strategies to enhance data-informed practice across the school</p>	<ul style="list-style-type: none"> Develop a plan to improve data literacy of leadership and teaching staff to build the capability, knowledge and skills of data-informed practice. Implement school-wide class placemats to enable teachers to reflect on student academic, diagnostic and behaviour data to enable the consistent application of differentiated strategies in classrooms. Implement Leadership Data Reviews for each HOD with the principal, line manager and DP School Performance at key junctures to reflect on school practices and set appropriate goals. Plan for and begin to implement student reflection on learning through enhanced goal setting for all students in the Connect program at key junctures each term. 	<ul style="list-style-type: none"> Data is used ethically to inform policies, decisions and practices across the school. The use of data is planned and documented in a “<i>plan for data informed practice</i>” and aligns with planning for student learning, student wellbeing, school improvement and strategic planning. 100% of classes have a class placemat developed each term. HODs participate in Leadership Data Reviews each term to reflect on implementation plans and to set appropriate future goals. Students use their own achievement data to set goals after each reporting period. 	<p>Term 2</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p>	<p>DP School Performance</p> <p>HOD Student Performance</p> <p>HODs</p> <p>Teachers</p> <p>Teacher-aides</p>

<p>Develop and implement a staff wellbeing action plan and processes</p>	<ul style="list-style-type: none"> Enhance membership of staff wellbeing focus group (<i>separate to HSW committee</i>) to ensure representation of all staff groups. Research best practice for staff wellbeing policies, procedures and activities for like secondary schools. Document current school practices already in place to support staff wellbeing. Publish and implement staff wellbeing plan, with annual review and plan cycles. Engage with external wellbeing consultant to work with all staff to enhance staff wellbeing practices. 	<ul style="list-style-type: none"> Improved SOS "The wellbeing of employees is a priority at this school" >75% > 70% of staff participate in process to develop a wellbeing action plan. All staff groups are represented in the staff wellbeing focus group. Wellbeing action plan published highlighting key processes and events with a wellbeing focus. Annual wellbeing audit of activities/processes demonstrates improvement from previous year. 	<p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 3</p> <p>Term 1</p>	<p>DP School Performance</p> <p>Staff wellbeing Group</p> <p>Leadership Team</p> <p>All Staff</p>
<p>Embed academic mentoring processes and further develop opportunities for goal setting, study skills and coaching</p>	<ul style="list-style-type: none"> Develop quality assurance processes for academic mentoring. Implement trial process for goal setting for every student through Connect. Review trial with feedback from students, parents and teaching staff to develop an on-going goal setting process. Consider opportunities, document and plan for implementation of study skills learning, career education and a coaching program for in 2025. 	<ul style="list-style-type: none"> Reflection, goal setting and goal reviews are completed by every student through Connect each term. Every student who receives a D or E completes academic mentoring and review in the term following. Academic mentoring is quality assured with each semester. Teaching staff consistently provide opportunities for students to reflect on their learning and set goals at the beginning of each term/unit in Connect and subject classes. Study skills learning and coaching plan developed 	<p>Term 2/3</p> <p>Term 2</p> <p>Term 2&4</p> <p>Term 4</p>	<p>DP School Performance</p> <p>HOD Student Performance</p> <p>HOD School Culture</p> <p>Leadership Team</p> <p>Teaching staff</p>

Succeeding - Curriculum, Pathways and Partnerships

Curriculum, Quality Assurance, Feedback and Moderation

Strategies	Actions	Success Indicators	Timeline	Who
<p>Develop A and C assessment exemplars and a consistent approach to integrate with explicit teaching</p>	<ul style="list-style-type: none"> Implement process for collecting appropriate A and C exemplars in conjunction with the moderation process for future cycles. 	<ul style="list-style-type: none"> 100% of 2024 classes have assessment exemplars/marking guides available for A and C standards. A-C data in 7-10 >90% B or higher in 7-10 >50% A-C data 11/12 > 90% 	<p>Term 1</p>	<p>DP Succeeding Leadership Team Teachers</p>
<p>Enhance moderation of student assessment outcomes to develop a 'before, after, after, end' approach in all areas.</p>	<ul style="list-style-type: none"> Implementation of common artefacts, timings, processes, expectations for moderation events including centralised storage location for all artefacts. Enact reflection process for reviewing moderation policy to refine after each iteration Develop centralised storage location and processes for all moderation artefacts. 	<ul style="list-style-type: none"> A-C data in 7-10 >90% 100% staff participation in moderation evidenced by: <ul style="list-style-type: none"> Ability to confidently discuss moderation process and practices. Moderation artefacts stored in Sharepoint with agreed file structure. 	<p>Term2</p>	<p>DP Succeeding Leadership Team Teachers</p>
<p>Review and refine assessment instruments and</p>	<ul style="list-style-type: none"> Quality Assure (QA) implementation of moderation policy to ensure efficacy including authentic embedding of CARA process within moderation cycle 	<ul style="list-style-type: none"> 100% staff participation in QA processes evidenced by: 	<p>Semester 1</p>	<p>DP Succeeding</p>

<p>implementation of a quality assurance process to ensure alignment to curriculum and assessment intention, instrument layout and use of common language.</p>	<ul style="list-style-type: none"> Develop common school assessment instrument design and language guide to ensure consistency for all students across Year 7 to 12. Complete planning of Australian Curriculum V9 for all learning areas in line with Implementation Plan for (2025-2026) Articulate implementation plan for revised General and Applied curriculum in senior. 	<ul style="list-style-type: none"> Completed moderation artefacts for each unit of work stored electronically and able to be accessed by all members of staff. Ability to confidently discuss curriculum alignment and assessment intentions in terms of the school's processes and practices Common school assessment design applied to all new tasks from Semester 2, 2024. Australian Curriculum planning completed (in our timelines) CARA process is embedded within moderation cycle, stored electronically and able to be accessed by all members of staff I understand how I am assessed at my school SOS data >90% Teachers at this school provide my child with useful feedback about his or her school work SOS data >90% 	<p>Semester 2</p> <p>As per school plan</p> <p>Term1</p>	<p>Leadership Team</p> <p>Teachers</p>
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Signature Extension, Enrichment Programs and Productive Partnerships

Strategies	Actions	Success Indicators	Timeline	Who
<p>Review and refine signature program processes and quality assurance.</p>	<ul style="list-style-type: none"> Review and refine application process for Excelsior. Develop and implement process around promoting Excelsior events and group culminating activities QA the program of instruction with respect to scope and implementation of enrichment activities 	<ul style="list-style-type: none"> My school work challenges me to think SOS data >90% Academic data B or higher in 7-10 >50% ICAS results >50% credit or higher Excelsior classes fully subscribed 	<p>Ongoing</p>	<p>DP Succeeding HOD Student Culture LT Teachers</p>
<p>Rejuvenate initiatives and programs with partner primary schools.</p>	<ul style="list-style-type: none"> Expand facilitated partnership and experience opportunities with partner primary schools that would be of mutual benefit to primary and secondary students and staff Map existing primary school partnerships/links Restored modified and differentiated experience days for primary students (events and activities) Communicate and celebrate partner primary connections within the community 	<ul style="list-style-type: none"> In-catchment enrolment >80% 2025 student numbers for year 7 >200 	<p>Each term</p>	<p>Principal DP Succeeding HoD Student Culture Leadership Team Teachers</p>

Endorsement:

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



23 / 02 / 2024

Andy Stergou
Principal



23 / 02 / 2024

Brett Wendorf
School Council Chair



19 / 03 / 2024

Paul Pengelly
School Supervisor

2024 Equity and Excellence Aspirational Targets

Data Set	Description of Target	2023 Actual	2024 Target			
Year 12 Outcome Data						
QCE	Queensland Certificate of Education (QCE)	100%	100%			
ATAR	Students achieving an ATAR greater than 90	17.7%	22%			
	Students achieving an ATAR greater than 80	54.9%	60%			
	Students achieving an ATAR greater than 70	86.3%	90%			
VET	Students awarded one of more VET qualifications	83%	85%			
QTAC	Eligible students receiving a tertiary placement	98%	100%			
Attendance						
SORD DATA	Attendance Rate	87.5%	92%			
	Students < 85% attendance	28.8%	<15%			
	Unexplained Absences	5%	<3%			
Whole School Academic Achievement						
Reporting Sem 1	Whole School A to C (Year 7 to 12)	87%	90%			
	Whole School N rating	0.6%	<1%			
	Behaviour A to C	95.5%	98%			
	Effort A to C	88.6%	93%			
Reporting Sem 2	Whole School A to C (Year 7 to 11)	87.4%	90%			
	Whole School N rating	0.9%	<1%			
	Behaviour A to C	95%	98%			
	Effort A to C	89.9%	93%			
On Track for Success (Year 7 to 9)						
	Level of achievement - A to C			Level of achievement - A & B		
	2023 Actual		2024 Target	2023 Actual		2024 Target
	Sem1	Sem 2	End of Year	Sem1	Sem 2	End of Year
Year 7 English	93	95	95%	66	72	70%
Year 8 English	84	91	95%	40	60	70%
Year 9 English	89	85	90%	54	54	60%
Overall English	88.7	90.3	94%	53.3	62.0	67%
Year 7 Maths	79	88	90%	38	57	60%
Year 8 Maths	83	86	90%	39	55	60%
Year 9 Maths	80	82	90%	42	49	55%
Overall Maths	80.7	85.3	90%	39.7	53.7	58%
SORD English	89	91.1	94%	53.6	62.3	67%
SORD Maths	80.8	86.9	90%	39.9	54.8	58%

	School Opinion Survey	2024 Target
Students	Student behaviour is well managed at my school.	85%
	My school takes students' opinions seriously.	85%
	I feel accepted by other students at my school.	85%
	I like being at my school.	85%
	I can talk to my teachers about my concerns.	85%
	My school is well maintained.	90%
	This is a good school.	90%
	My teachers are interested in my wellbeing.	90%
	Teachers at my school treat students fairly.	90%
	I feel safe at my school.	90%
Parents	My teachers motivate me to learn.	95%
	My teachers provide me with useful feedback about my school work.	95%
	Student behaviour is well managed at this school.	90%
	Teachers at this school motivate my child to learn.	90%
	My child's learning needs are being met at this school.	90%
	My child is interested in their school work.	90%
	This school fosters respectful relationships among all students.	90%
	My child likes being at this school.	90%
	This school keeps me well informed.	95%
	Teachers at this school treat students fairly.	95%
Staff	This school asks for my input	95%
	This school has a strong sense of community	95%
	My child is making good progress at this school.	95%
	The wellbeing of employees is a priority for this school.	85%
	I feel that staff morale is positive at this school.	85%
	I am confident that poor performance will be addressed in this school.	85%
	This school takes staff opinions seriously.	85%
	Recruitment and promotion decisions in this school are fair.	85%
	If I raised a concern, I feel confident that it would be taken seriously.	85%
	Staff are treated fairly and consistently at this school.	85%
This school offers flexible work arrangements.	85%	
Student behaviour is well managed at this school.	85%	
This school's culture supports people to achieve a good work-life balance.	85%	
I am supported to manage the pressures of my workload.	85%	
The school leadership team model the behaviours expected	90%	
I receive useful feedback about my work at this school.	90%	
Staff are well supported at this school.	90%	