



Always worthy

Equity and Excellence

A progressive, high performing education system realising the potential of every student.

Educational Achievement

- Implement our new *Curriculum, Assessment, Reporting Framework (CARF) Governance Model*.
- Utilise *Version 9 of the Australian Curriculum* when updating units of work for 2024.
- Enhance the capabilities of staff to improve student writing as a key component of the general capabilities of the Australian Curriculum. Achieve this by incorporating relevant writing experiences with quality teaching within subjects*.
- Implement the first phase of our new *Pedagogical Approach – Leading Learning @ Cleveland**.
- Further shape, scale and optimise our school-wide *Leading Learning Workflow Processes* and supporting apps: Individual Case Management (*CaM*); Curriculum Group Case Management (*BootStrap*); QCE/QCIA Case Management (*Finish Line*); Targeted support for SWD Management (*Penny*); Data informed decisions (*Helm*).
- Develop the capabilities of staff to successfully implement and utilise school-wide workflow processes and apps through a high performing and collaborative team model*.
- Introduce two new subjects: ‘*Work Studies*’ (Humanities) and ‘*Outdoor Education*’ (HPE).
- Evaluate the potential of a *Junior Secondary Certificate of Education* to drive and celebrate student achievement.
- Prepare for our International Baccalaureate (IB) Quadrennial Review.

- ⊙ 85% A-C results across all KLAs in Junior Secondary
- ⊙ 50% A-B results across all KLAs in Junior Secondary
- ⊙ 98% of Year 12 students achieve the QCE or Queensland Certificate of Individual Achievement (QCIA)
- ⊙ 100% of Year 12 students achieve a QCE, QCIA, VET, SAT or IBD certification
- ⊙ 80% Year 9 students achieving the NAPLAN National Minimum Standard in writing

Wellbeing and Engagement

- Further shape the roles, resources and facilities for the new *Engagement Centre*.
- Complete the build for our new *Engagement Centre* to create made-for-purpose facilities that will better allow staff, students and the community to collaborate to support student success*.
- Implement our new elective model for our student *Health and Wellbeing Program (SPARC)* to ensure the quality implementation of the *Qld Respectful Relationships Program**.
- Continue to partner with our community, in particular the Aboriginal and Torres Strait Islander Elders, to increase student success. Implement *Jandai* in Years 7 and 8 as a Languages option*.
- Scale our *International Program* and prepare for the international review.
- Complete the build of the new *Tuckshop + Outdoor Area* to improve campus facilities to support well-being*.
- Complete the amenities upgrade program to both student and staff facilities to improve health and wellbeing*.
- Design possibilities to repurpose the old tuckshop to enhance campus facilities to drive student success.

- ⊙ 90% Whole school attendance rate
- ⊙ Reduce School Disciplinary Absences (SDA) rate to 35 per 1000 per term
- ⊙ 80% School Survey Students: ‘I like being at this school’
- ⊙ 90% School Survey Students: ‘My school celebrates student achievements.’
- ⊙ 91% School Survey Parents: ‘My child is making good progress at this school.’

Culture and Inclusion

- Further shape and scale our *Strategic Teams* model to create distributed leadership and collaboration opportunities, build capabilities and enhance accountabilities to drive our improvement agenda*.
- Implement processes to systematically identify, communicate and target adjustments for students with additional needs, through a collaborative approach*.
- Enhance the expertise of staff to deliver high-quality, meaningful and differentiated learning programs through professional learning, leadership development, intentional collaboration and networking*.
- Scale the implementation of our *Co-teaching Inclusive Practices Model* to Years 7-9 to improve differentiation.

- ⊙ 92% School Survey Staff: ‘I have access to relevant professional development.’
- ⊙ 98% School Survey Staff: ‘I modify my teaching practice after reviewing student assessment data.’
- ⊙ 88% School Survey Parents: ‘My child’s learning needs are being met at this school.’

Endorsement: This plan was developed in consultation with the school community to meet the needs of our students. * Indicates I4S Funding.

Leonard McKeown
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School Council Chair

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Assistant Regional Director

