



CLONCURRY STATE SCHOOL P-12

STRATEGIC PLAN 2017-2020

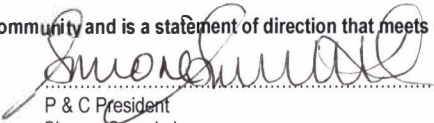
"Excellence in Education in the Outback"

| DET Strategic Plan 2015 - 19 | State Schools Strategy 2016 - 2020 | Cloncurry State School P-12 Strategies 2017-2020 |
|------------------------------|------------------------------------|--|
| Successful Learners | Successful Learners | <p>Know your learners Meet your learners' needs</p> <ul style="list-style-type: none"> • Create a culture of <i>positive behaviour for learning</i> (PBL). • Embed practices that facilitate student development as assessment literate learners. • Expand opportunities for all students to reach their potential beyond the school gate, including school based apprenticeships and traineeships. • Identify, monitor and review individual student attendance, social and emotional needs and attainment to intentionally plan for continuous improvement toward school benchmarks and targets. • Embrace and celebrate cultural difference. • Be considerate of EALD (English as an additional language) to enable successful access to curriculum presented in SDE (Standard Australian English). • Provide early intervention and Case Management to support student learning behaviours and level of achievement (LOA) . |
| | | <p>Develop professional knowledge, professional practice and professional engagement</p> <ul style="list-style-type: none"> • Continue to develop a deep understanding of ACARA (Australian Curriculum). • Continue to adopt and adapt the Curriculum into the Classroom (C2C) as presented in the School Curriculum Plan. • Respond to systemic priorities including STEM (Science, Technology, Engineering and Mathematics). • Embed Dimensions of Teaching and Learning (DoTL) as the research-validated school-wide pedagogical framework as the basis for professional practice. • Continue to align school practice to NQ Region's Quality Teaching and Learning Agenda as guided by the professional research of Lyn Sharratt, Michael Fullan & John Hattie. • Embrace school curriculum policy and practice as outlined in the Cloncurry State School P-12 Teacher Handbook and the Cloncurry State School P-12 "Learning to Read – Reading to Learn" School Priority. • Provide ongoing access to professional development to enhance teacher capability. • Build on connections with other schools for sharing practice and moderation of student work. |
| Great People | Teaching Quality | |
| | Principal Leadership & Performance | <p>Lead teaching and learning Develop self and others Lead improvement innovation and change</p> <ul style="list-style-type: none"> • Lead and model 'student-centred professional learning communities' that build teacher capability and instructional future leaders. • Embed lesson observations & feedback and Classroom Walkthroughs to continue to support development of teacher capability. • Develop a deep understanding of the APST & APSP (Australian Professional Standards for Teachers and Principals) to guide capability development and underpin the Annual Performance Review Process. |
| High Standards | School Performance | <p>Know your data Know your strategies</p> <ul style="list-style-type: none"> • Triangulate school data to monitor student performance and inform practice. • Implement recommendations from 2015 Priority School Review. • Celebrate student achievement and promote participation beyond the school gate. • Be responsive to staff and student turnover to minimise impact on school programs and student outcomes. |
| Engaged Partners | Local Decision Making | <p>Embrace autonomy Create partnerships</p> <ul style="list-style-type: none"> • Collaborate with local community groups through committee representation and presence at meetings. • Review and enhance systems of communication with parents and community. • Strengthen connections with Indigenous parents and community members through continuing to build the Parent meetings. • Embed inclusive practices including Indigenous perspectives across all school activities (Closing The Gap). • Continue to strengthen and expand our connections with local businesses, clubs and organisations that support student learning and wellbeing. |

| Evidence Source | Performance Measures |
|-------------------------------------|---|
| PLP's (Personalised Learning Plans) | 90% students with a Personalised Learning Plans |
| NAPLAN | Achievement against NMS, U2B is similar to the nation MSS continues to rise across all areas for all year levels |
| Level of Achievement (A – E) | 80% of all students achieve A – C level across all subjects |
| School Data Profile | School Headline Indicators are green or orange for measures appropriate to the school |
| School Opinion Survey | 85% of students, staff and parents in relative agreement |
| Attendance | 95% daily attendance – inclusive of Authorised Absence |
| QCE / QCIA | 100% Year 12 students gaining accreditation |
| School Budget and Financial Reports | Audit Result : Sound to above |
| Staff Annual Performance Plans | 100% staff engaged in professional learning program and annual performance review processes |

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.


Principal
Christine Norton


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