



CLONCURRY STATE SCHOOL P-12

STRATEGIC PLAN 2020 – 2023

'Excellence in Education in the Outback'

State Schools Strategy 2019 - 2023		Cloncurry State School P-12 Strategy 2020 - 2023
Successful Learners	Successful Learners	<p>Know our learners – Meet our learners' needs</p> <ul style="list-style-type: none"> Continue to embed an intentionally inviting culture of positive behaviour for learning (PBL) for all stakeholders (PBL & William Purkey). Further develop inclusive practices that facilitate student knowledge and ownership of Student Learning Plans (SLPs). Encourage students to strive for excellence inside and beyond the school gate – 'Put your hand up to have a go!' Monitor individual student attendance, social and emotional needs and academic attainment to intentionally plan for continuous growth beyond school, regional and national benchmarks. Embrace and celebrate cultural difference and embed oral rehearsal for English-as-an-additional-language (EALD) students as a strategy to enable successful access to curriculum presented in Standard Australian English (SAE). Provide early intervention and case management to support student learning behaviours and enhance level of achievement (LOA). Enhance frameworks and programs to support student wellbeing (Pastoral Care, Care Teachers, Student Council, Senior Leaders).
	Teaching Quality	<p>Systematic curriculum delivery – Effective pedagogical practices – Expert teaching teams</p> <ul style="list-style-type: none"> Develop a deep understanding of the Australian Curriculum and its Cross Curriculum Priorities and General Capabilities. Embrace school curriculum policy and practice as outlined in the Cloncurry State School P-12 Teacher Handbook. Focus professional development to enhance staff knowledge and pedagogical practice in the teaching of reading comprehension. Monitor consistency of practice in the teaching of reading – The Cloncurry State School P-12 Approach to Teaching Reading P-8. Continue to build the capability of early years and experienced teachers (CLAW, Reading Centre and regional personnel). Adopt quality practice in the teaching of literacy and numeracy skills across the curriculum (Early Start and Literacy Continuum). Enhance teacher capability to analyse data and to differentiate the learning to ensure continuous improvement in outcomes for all students (Inclusive Education). Respond to school and systemic priorities including STEM, Early Years, SATE and improving reading and writing for all students. 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, Douglas Fisher, Nancy Frey & John Hattie.
Great People	Intentional Collaboration	<p>Foster accountability – Foster collaboration</p> <ul style="list-style-type: none"> Establish external moderation processes and sharing of pedagogical practice with colleagues across schools. Continue the collaborative approach to timetabling staff to ensure support for all identified students; to enhance the professional teaching team (PTT) concept; and to progress the notion that 'good first teaching' based on thorough planning makes the difference. Commission work from NQ Region and Mount Isa CLAW to support and enhance programs and initiatives.
	Principal Leadership & Performance	<p>Lead teaching and learning – Develop self and others – Lead improvement innovation and change</p> <ul style="list-style-type: none"> Support professional learning that builds 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 Australian Professional Standards for Teachers and Principals to guide capability development and underpin the Annual Performance Review Process (APST & APSP).
High Standard	School Performance	<p>Know our data – Know our strategies</p> <ul style="list-style-type: none"> Implement recommendations from 2019 School Review. Analyse school data to monitor student performance to inform future practice. 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 school participation in events. Strengthen systems of communication with parents and community to celebrate and promote student achievements. Strengthen connections with Indigenous parents and community members and champion the local Indigenous culture. Continue to strengthen and expand current networks with local businesses, clubs and organisations that support student learning and wellbeing.

Evidence Source	Performance Measures
SLPs (Student Learning Plans)	90% of students with a student-negotiated personalised learning plan
School Profile – NAPLAN	Achievement against NMS, U2B is similar to the nation Continued improvement of MSS across all areas for Years 3,5,7 & 9
School Profile – Level of Achievement (A – E)	80% of all students achieve A – C level across all subject areas
School Profile – School Opinion Survey	85% of students, staff and parents in relative agreement
School Profile – Attendance	95% of daily attendance – inclusive of Authorised Absence
School Profile – QCE / QCIA	100% Year 12 students gain accreditation
School Profile – 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

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


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