



## Charters Towers State High School

### School Strategic Plan 2019 – 2022

**Successful Learners. Creative. Connected. Engaged.**

**Our vision** is to inspire our students and community to flourish and make a positive difference through innovative teaching and learning.

**Our values** are positive regard, respect and kindness.

**Our agreements** are to support each other, be an active listener and lead learner.

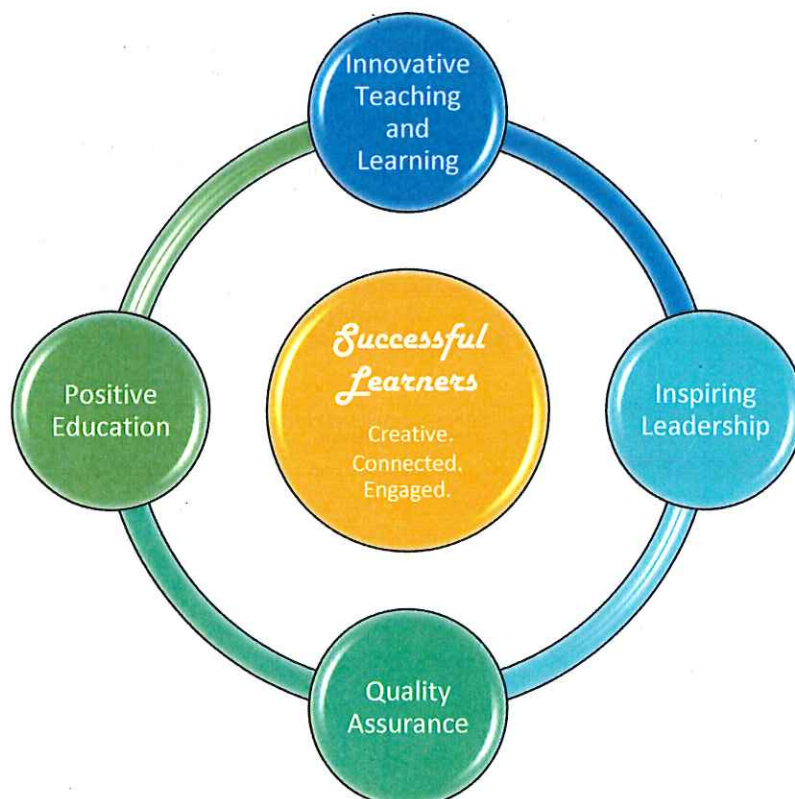
**Our students are expected** to be safe, be respectful and be a learner.



**Our measures** are student achievement, Year 12 outcomes, parent satisfaction, attendance and retention and engagement in education, employment or training.

**Our strategies** are to:




- Nurture the wellbeing of all children and young people, ensuring they are safe, valued and respected.
- Engage families to play an active role in their child's learning and development.
- Support culturally responsive learning for Aboriginal and Torres Strait Islander children and young people.
- Build resilience for learning to reduce the impact of vulnerability.
- Support positive transitions from early education, to school and on to further education, training and employment pathways.
- Empower every student to engage in learning and achieve growth each year.
- Support schools to continue their improvement journey.

**Our strategic priorities**



DoE Strategic Plan 2017-2021 Every student succeeding State Schools Strategy 2018-2022		Key Improvement Strategies	Success Indicators Performance Targets	Evidence Source
Successful Learners	<p><b>Successful Learners</b></p> 	<p>Strengthen our safe, supportive and inclusive school by monitoring school culture, student wellbeing and engagement</p> <p>Implement the school's Flourish Positive Education Model.</p> <p>Implement systemic curriculum delivery as per P-12 Curriculum, Assessment and Reporting Framework.</p> <p>Embed school-wide implementation of the Academic Success Process to use data for prevention and intervention for student growth and achievement.</p> <p>Prioritise the explicit teaching of reading and writing as outlined in the school's Pedagogical Framework.</p> <p>Enhance an inclusive learning culture by ensuring differentiated curriculum, teaching and assessment programs are delivered across the school in response to individual student learning and achievement data.</p> <p>Source innovative physical, human and ICT resources to support the engagement and achievement of students across all learning areas.</p>	<p>100% of students achieve C or higher in all subjects.</p> <p>40% of students achieve A or B across KLAs.</p> <p>80% of Year 7 and 9 students meeting NMS in NAPLAN.</p> <p>20% of Year 7 and 9 students in U2B in NAPLAN.</p> <p>40% ATAR eligible students.</p> <p>100% of Year 12 students attaining QCE or QCIA; 100% of Year 9 students attaining JCE or JCIA.</p> <p>90% average attendance rate for all students.</p> <p>45% students achieving STAR criteria for effort and behaviour.</p> <p>Continued reduction in School Disciplinary Absences and frequency and severity of behaviours.</p> <p>Levels of agreement in SOS are 80% or similar to or better than the state for parents, students and staff.</p>	<p>OneSchool Unit Plans</p> <p>School Data Profile; Headline Indicators Report.</p> <p>Annual School Opinion Survey</p> <p><i>DoE Student Learning and Wellbeing Framework</i>; CTSHS <i>Flourish</i> Positive Education Model.</p> <p>Academic Success Process; Student Learning Journals</p>
	Great People	<p><b>Teaching Quality</b></p> 	<p>Review and embed school wide implementation of Pedagogical Framework for an expert teaching team and effective pedagogical practices.</p> <p>Coordinate an annual school Professional Learning Plan for teaching and non-teaching staff which provides access to multiple modes of professional learning aligned individual's identified ADPD goals as well as system priorities and the school's explicit improvement agenda.</p> <p>Embed a culture of collegial engagement and feedback to staff and strengthen our community of learners to enhance agreed teaching and learning practices.</p> <p>Embed use of the <i>Australian Professional Standards for Teachers</i> to enhance professional knowledge, practice and engagement.</p>	<p>100% of staff engage in school professional learning program annually.</p> <p>100% of staff complete the APR process annually.</p> <p>Levels of agreement in SOS are 80% or similar to or better than the state. Staff S2085, S2086, S2100, S2103</p>



DoE Strategic Plan 2017-2021 Every student succeeding State Schools Strategy 2018-2022	Key Improvement Strategies	Success Indicators Performance Targets	Evidence Source
<p><b>Principal Leadership and Performance</b></p> 	<p>Create a shared beliefs and understandings of, and commitment to, school vision, values, agreements, the explicit improvement agenda, positive school environment and signature teaching practices.</p> <p>Develop and implement school-wide 'Capability Development Plan' which builds school leadership capacity and teacher capacity to be an effective leader of the classroom environment.</p> <p>Facilitate engagement in intra- and inter-school collaborative professional learning and targeted inquiry cycles through Professional Learning Communities (PLCs) and Senior Networked Learning Communities (SNLCs).</p> <p>Align the school improvement agenda with high-yield, evidence-based pedagogical practices identified by reputable educational research.</p> <p>Review the implementation of key school priorities utilising the DoE School Improvement Model.</p>	<p>All teachers and teacher aides engage in collaborative PLC opportunities annually.</p> <p>All senior teachers engage in collaborative SNLC opportunities annually.</p> <p>Levels of agreement in SOS are 80% or similar to or better than the state. Staff S2094, S2102</p>	<p>School Professional Learning Plan</p> <p>School AIP</p> <p>School Pedagogical Framework</p> <p><i>DoE Capability Development Framework; School Future Teachers and Leaders Plan.</i></p> <p>Annual School Opinion Survey</p> <p>School Improvement Model; School Review Report</p>
<p><b>School Performance</b></p> 	<p>Implement the School Data Plan to track, monitor and respond to emerging attendance, achievement or engagement concerns.</p> <p>Embed the use of quality assurance strategies including endorsement, moderation, case management approach (prevention and intervention) to inform validation in student achievement outcomes.</p> <p>Participate in state-wide action research opportunities and inquiry cycles linked to key school improvement priorities.</p>	<p>Headline Indicators are green or orange for attendance, literacy and numeracy, English, Maths and Science, Behaviour, Satisfaction.</p> <p>Levels of agreement in SOS are 80% or similar to or better than the state. Parents: S2013 Staff S2077, S2099</p>	<p>School Review Report</p> <p>School Data Profile</p> <p>Headline Indicators Report</p> <p>Annual School Opinion Survey</p> <p>School Data Plan</p>
<p><b>Local Decision Making</b></p> 	<p>Engage school community stakeholders in consultation process regarding the school's improvement priorities.</p> <p>Implement the school's Parent and Community Engagement (PaCE) plan</p> <p>Enhance the transition and orientation programs for primary students.</p> <p>Provide a range of co- and extra-curricular programs to strengthen the support and engagement of students with parents, business, industry and community groups.</p> <p>Build the parent / carer capability to support student learning at home and at school.</p>	<p>Levels of agreement in SOS are 80% or similar to or better than the state. Parents: S2011, S2023, S2024, S2025, S2027, S2032 Staff: S2076, S2083, S2098, S2105, S2106 Students: S2043, S2047, S2065</p>	<p>School Performance Profile</p> <p>DoE PaCE Framework; School PaCE Plan</p> <p>Annual School Opinion Survey</p> <p>Supporting Successful Transitions Plan</p>
<p>This school plan was developed in consultation with all school community stakeholders and is a statement of strategic direction for school improvement and systemic requirements.</p>			



Kaye Corcoran  
Principal



Pamela Coffison  
President Parents & Citizens Association



Dianne Neumann  
Assistant Regional Director

