

DETE Strategic Plan 2014-2018	State Schools Strategy 2014-2018	Strategies	Performance Measures	Evidence Source
Successful Learners	Successful Learners	<p>Core Priority: <b>Whole school Curriculum</b></p> <p>Provide quality schooling through curriculum programs that cater for individuals, educational initiatives and societal expectations.</p> <ul style="list-style-type: none"> <li>Embed Australian Curriculum Learning Areas: English, Mathematics, Science, History and Geography.</li> <li>Implement and embed Australian Curriculum Learning Areas: Civics and Citizenship, Business and Economics, Health, Physical Education, Technology, LOTE and the Arts as they are released.</li> <li>Continue to monitor, evaluate the use of Curriculum into the Classroom (C2C) for efficient and effective implementation.</li> </ul>	<ul style="list-style-type: none"> <li>100% of parents are satisfied that Clare State School is developing their child's Numeracy and Literacy skills.</li> <li>&gt; 95% of students achieving C standard or better on the end of semester report cards in Maths, English and Science.</li> <li>All teaching staff are effectively adapting and implementing the Australian curriculum to suit our school context.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school Curriculum plans</li> <li>SOS Parents – S2017 and S2018</li> <li>Semester 1 &amp; 2 reports</li> <li>One school unit plans and teacher planning.</li> </ul>
		<p>Core Priority: <b>Student performance</b></p> <p>Cater for Individuals by providing explicit feedback to students on their progress and areas of development while embedding the use of individualised learning goals and targets.</p> <ul style="list-style-type: none"> <li>Develop Individual Curriculum Plans (ICP) for students who are accessing learning above or below their year level.</li> <li>Embed culture of goal setting through further developing student skills in setting and enacting their own learning goals.</li> <li>Refine and enhance current processes of collecting and displaying student data.</li> <li>Embed consistent processes and expectations of feedback to inform students of progress within all learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students are satisfied that 'teachers provide me with useful feedback about my school work'.</li> <li>100 % of parents are satisfied the 'teachers at this school provide my child with useful feedback about his or her school work'.</li> <li>All students setting, displaying and enacting individual learning goals.</li> <li>ICPs are completed for all students accessing Curriculum above or below their year level.</li> </ul>	<ul style="list-style-type: none"> <li>SOS Students - S2040 and S2059</li> <li>SOS Parents – S2006</li> </ul>
		<p>Core Priority: <b>Reading</b></p> <p>Continue to implement and embed whole school approach to guided reading.</p> <ul style="list-style-type: none"> <li>Dedicated reading program with focus on retell and comprehension strategies.</li> <li>Continue to review, implement and embed current research based practices.</li> <li>Ensure all staff are trained in and are implementing school wide reading processes.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff are embedding the explicit teaching of Reading.</li> <li>100% P-3 students achieving at or above targets identified in the school assessment overview and in line with regional regression analysis for PM reading levels.</li> <li>100% of students show improvement in PAT R effect size by greater than 0.4 per year.</li> <li>100% of Students achieve or surpass PAT R Scale score targets as per Assessment overview.</li> <li>70% of students achieving in the Upper 2 Bands on NAPLAN for Reading by 2018.</li> </ul>	<ul style="list-style-type: none"> <li>School PM collection data</li> <li>PAT results T4</li> <li>NAPLAN results T3</li> <li>School Data Profile</li> </ul>
		<p>Core Priority: <b>Writing</b></p> <p>Continue to implement and embed whole school approach to writing.</p> <ul style="list-style-type: none"> <li>Embed use of Students Achieving Success (SAS) program for year 4 and 6 students via the Charters Towers School of Distance Education (CTSDE).</li> <li>Embed school spelling program in year 3 – 6.</li> <li>Maintain school phonics program for Prep.</li> <li>Investigate high yield strategies for the teaching of grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff are embedding the explicit teaching of spelling and writing strategies and concepts.</li> <li>100% of students show improvement in PAT S effect size by greater than 0.4 per year.</li> <li>100% of students achieve or surpass PAT S Scale scores as per Assessment overview.</li> <li>70% of students achieving in the Upper 2 Bands on NAPLAN for Spelling, Grammar and Punctuation and Writing by 2018.</li> </ul>	<ul style="list-style-type: none"> <li>PAT results T4</li> <li>NAPLAN results T3</li> <li>School Data Profile</li> </ul>
		<p>Core Priority: <b>Numeracy</b></p> <p>Implement whole school approach to numeracy.</p> <ul style="list-style-type: none"> <li>Investigate Problem Solving strategies to implement across the whole school in line with the Australian Curriculum.</li> <li>Embed dedicated Numeracy block which incorporates mental mathematics and problem solving with sequenced, explicit teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff are embedding the explicit teaching of problem solving strategies.</li> <li>100% of students show Improvement in PAT M effect size by greater than 0.4 per year.</li> <li>100% of students achieve or surpass PAT M Scale scores as per Assessment overview.</li> <li>70% of students achieving in the Upper 2 Bands on NAPLAN for Numeracy by 2018.</li> </ul>	<ul style="list-style-type: none"> <li>PAT results T4</li> <li>NAPLAN results T3</li> <li>School Data Profile</li> </ul>
Great People	Teaching Quality	<p>Core Priority: <b>Curriculum Planning</b></p> <p>Embed consistent teaching practices and processes for school wide planning, assessment and delivery of the Australian Curriculum.</p> <ul style="list-style-type: none"> <li>Build teacher capacity in the use of classroom dashboard to plan, assess and differentiate for students.</li> <li>Continue to promote and engage teachers in collaborative planning, assessment, moderation and validation procedures to achieve consistency in judgements across cluster schools.</li> <li>Deepen teacher knowledge and capacity of how to enhance curriculum differentiation and delivery.</li> <li>Maximise student access to learning ensuring learning programs for all students with learning disabilities are suitably adjusted and resources are clearly targeted</li> </ul>	<ul style="list-style-type: none"> <li>100% teachers are satisfied that they are confident using student assessment data to improve student achievement.</li> <li>100% teachers are confident in engaging all of their students in learning at this school.</li> <li>100% of staff use One School as the single point of analysis for diagnostic, formative and summative assessment.</li> <li>All Students with disability have verified and approved learning plans to ensure targeted resourcing and documented teaching and learning strategies.</li> <li>All teaching staff engaged in targeted professional development centred on One School and its dashboard capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>SOS Teacher - S2116 and S2118</li> <li>One School</li> <li>Individual student profiles</li> <li>Professional Development plan</li> </ul>
		<p>Core Priority: <b>Improving practice</b></p> <p>Extend, refine and embed observation and feedback processes to build staff capacity</p> <ul style="list-style-type: none"> <li>Enhance staff capacity through focused classroom observations, walkthroughs and data conversations.</li> <li>Provide staff with ongoing feedback through the teacher review process using Professional Standards for Teachers.</li> <li>Embed the 14 parameters (Fullan &amp; Sharrat) across the school in strategic timeframes</li> <li>Encourage staff to shadow other colleagues at neighbouring or high performing schools to strengthen their professional work practices.</li> </ul>	<ul style="list-style-type: none"> <li>All staff involved in annual Performance and Capability review processes.</li> <li>All staff participating in classroom observations, walkthroughs and data conversation.</li> <li>Evidence of Fullan and Sharrat work in every classroom and school data collection room.</li> <li>All staff utilising 'Know and Able to do' charts and Learning journey artefacts are clear and present throughout the school.</li> <li>All staff have opportunities to shadow and work with experienced and high performing peers.</li> </ul>	<ul style="list-style-type: none"> <li>Individual performance plans</li> <li>Class curriculum displays</li> </ul>



# Clare State School

2016 - 2019

	<b>Principal Leadership &amp; Performance</b>	<p>Core Priority: <b>Principal Leadership</b> Continue to model and develop professional learning and development.</p> <ul style="list-style-type: none"> <li>Develop and refine leadership attributes using Professional Standards for Principals.</li> <li>Engage and focus leadership learning through participation in Principal Learning Communities (PLCs)</li> <li>Extend leadership capacity across cluster schools through mentoring and assisting future leaders and newly appointed Principals.</li> </ul>	<ul style="list-style-type: none"> <li>Annual completion of Principal Performance and Development Plan goals.</li> <li>Principal participation at Regional Leadership forums, PLC / Cluster Meetings, State Schools Strategic Planning Team, Learning Fairs.</li> <li>Principal work shadowing and mentoring opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>PPDP</li> <li>ARD Feedback</li> <li>SOS Principal – S2127, S2132</li> </ul>
		<p>Core Priority: <b>Culture of high expectation and connectedness</b> Maintain high expectations for self and whole of school community</p> <ul style="list-style-type: none"> <li>Continue to promote a culture of High Expectations in regards to teaching delivery, student learning and community relationships.</li> <li>Investigate strategies to improve student enrolments – how can we draw people to Clare State School?</li> </ul>	<ul style="list-style-type: none"> <li>Walkthroughs and data conversations are underpinned by high expectation philosophy.</li> <li>Students have high learning expectations and can clearly articulate their learning goals.</li> <li>Increased student enrolments over the 4 year cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Written feedback documentation – individual teachers</li> </ul>
<b>High Standards</b>	<b>School Performance</b>	<p>Core Priority: <b>Evidence based decision making</b></p> <ul style="list-style-type: none"> <li>Further develop teachers' skills in the routine use of data so that they are self-reflective of their efforts in improving their teaching and in meeting school wide targets</li> <li>Review, develop, implement and embed the school's data action plan and data storage processes, including One School dashboard audits.</li> <li>Collect and collate all student achievement, intervention and behaviour information in One School.</li> <li>Develop a consistent whole school process for differentiation so that it is evident in planning documents and classroom practices.</li> <li>Embed cluster moderation process to ensure Level of Achievement is consistent and evidenced based.</li> </ul>	<ul style="list-style-type: none"> <li>100% teachers are satisfied that they are confident using student assessment data to improve student achievement.</li> <li>Teachers using One school for data recording and analysis as a single point for all student performance data.</li> <li>Teachers including differentiation for identified students in all unit plans from 2016</li> <li>All student Case Management and Individual Curriculum Plans are listed in support provisions in One School</li> <li>Consistent moderation processes in place with Cluster schools.</li> </ul>	<ul style="list-style-type: none"> <li>SOS Teacher – S2116</li> <li>One School Student data</li> <li>Teacher planning</li> <li>Case Management meeting notes</li> </ul>
<b>Engaged Partners</b>	<b>Local Decision Making</b>	<p>Core Priority: <b>School and community engagement</b></p> <ul style="list-style-type: none"> <li>Strengthen existing relationships between school and stakeholders by working in partnership to identify needs and aspirations of students and communicating clear expectations.</li> <li>Maintain a safe, supportive, inclusive and disciplined learning environment.</li> <li>Investigate and establish connections and partnerships with Early Years Education facilities.</li> <li>Continue to foster relationships with local high schools to enable successful transitions to high school.</li> <li>Investigate and establish connections with local community businesses, sporting groups and other organisations.</li> </ul>	<ul style="list-style-type: none"> <li>100% of parents are satisfied the 'school asks for my opinion'.</li> <li>100% of parents are satisfied the 'school keeps me well informed'.</li> <li>100% of parents are satisfied the 'school encourages me to take an active role in my child's education'</li> <li>Responsible Behaviour Plan for Students is reviewed and embedded in school practice.</li> <li>&gt;95% of parents and students are satisfied that 'Student behaviour is well managed at this school'.</li> <li>Students are involved in open days and transition days with all local high schools to ensure successful transitions continue to occur.</li> <li>Professional relationships in place with Early Years centres to ensure successful transition into Prep.</li> </ul>	<ul style="list-style-type: none"> <li>P&amp;C minutes</li> <li>Responsible behaviour plan</li> <li>SOS parent – S2012, S2024, 2026, 2027</li> <li>SOS student – S2044</li> </ul>

The 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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Principal

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P & C President

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Assistant Regional Director