**Welcome to Charleville State High School**

**The Charleville High Way**

**Our Vision**

**School Wide**

**Explicit Improvement Agenda (EIA)**

- Quality Teaching
  - provide quality lessons that are contextual for the diversity of every student's learning style and needs

- Literacy and Numeracy
  - every student being able to achieve the required benchmarks for achievement in Literacy and Numeracy

**Pedagogical Framework**

- Based upon the Dimensions of Teaching and Learning (DoTL) with Explicit Instruction embedded as part of our pedagogical practice

**Whole School Curriculum**

- Based upon the Australian Curriculum and QCAA Senior Syllabi documentation as reflected within the whole school curriculum plan. Our curriculum is contextualized based on student needs.

**Targets**

<table>
<thead>
<tr>
<th>Subject Achievement</th>
<th>Attendance</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- 20%</td>
<td>Greater than 92%</td>
<td>Increase the % of students reading at least equal to or greater than their chronological age</td>
</tr>
<tr>
<td>B- 30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C- 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D- 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E- 5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Closing the Gap
  - Reduction in gap between non Indigenous and Indigenous students.

- Positive Behaviour for Learning
  - 80% of our students identified in the green tiered section of the PBL triangle

**Our School Values**

- Organisation
- Integrity
- Cooperation
- Resilience

**Our School Rules (4 B's)**

- Be Respectful
- Be Responsible
- Be a Learner
- Be Safe

**NAPLAN (all students improving their relative gain between NAPLAN testing junctures)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Writing</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Spelling</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>G &amp; P</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95%</td>
<td>95%</td>
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</table>

**Successful Learners:**

- Teachers regularly review data relevant to student engagement, behaviour and wellbeing and collaboratively develop strategies to address areas of concern.
- Explicitly teach social and emotional capabilities necessary for students through the PeerMate program.
- Encourage innovation and creativity through diverse pathways and opportunities that meet the needs of our students.
- Essential Model Response explicitly taught.
- Assessment for impact.
- Differentiated curriculum based on student need.

**Local Decision Making**

- Regularly communicate explicit targets for improvements in achievement levels, effort and behaviour to the wider school community.
- Communicate with parents/students to provide information about where students are up to in their learning, what progress they have made and what priorities/expectations may be made to support their child's further learning.
- Establish partnerships that support student learning.
- Contextualise curriculum based upon what students already know and what students are required to know at the completion of the unit.

**Regional Support**

- Encourage strategies and practices aligned with regional priorities.
- Aim to develop consistency of practice across the school and regions.
- Share successful practices within and across our cluster and region.

**Teaching Quality**

- Teaching staff work to implement the junior secondary/junior secondary Pedagogical Focus Experience.
- Consistency of practice across all classrooms.
- Accountable and responsible for student improvement.
- Teaching staff are skilled in using structured improvement targets.
- Differentiated explicit strategies of teaching and learning designed based on diagnostic and other data sets.
- Improved teacher training capability through continued focus on coaching and feedback.
- Work collaboratively to plan curriculum, share professional expertise and address student welfare issues.
- Common Curriculum Elements explicitly taught across all subject areas.

**Principal Leadership and Performance**

- Heads of Department, HEADS must maintain positive and ensure consistency across the school.
- Leadership team are strong instructional leaders ensuring success for every student within each classroom.
- Continue to share “best practices” across classes and faculties.

**School Performance**

- Triangulate A&P, Data Profile, HOD Indexes to measure performance and goals.
- Regular communication of targets and achievements to all members of the school community through newsletter, standing orders, parent information sessions etc.

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