



*The sky's the limit*

<b>Our Vision</b>	<i>The sky's the limit</i>		<b>Our School Rules</b> (4 Be's) Be Respectful Be Responsible Be a Learner Be Safe
<b>School Wide Explicit Improvement Agenda (EIA)</b>	<p><b>Quality Teaching</b></p> <ul style="list-style-type: none"> <li>provide quality lessons that cater for the diversity of every students learning style and needs</li> </ul> <p><b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>every student being able to achieve the required benchmarks for achievement in Literacy and Numeracy</li> </ul>		<p><b>Student Outcomes</b></p> <ul style="list-style-type: none"> <li>we provide our students with the required support to achieve to the best of their ability</li> </ul> <p><b>Positive Partnerships</b></p> <ul style="list-style-type: none"> <li>form partnerships within and outside of the school to assist students succeed and achieve to their learning potential</li> </ul>
<b>Pedagogical Framework</b>	Based upon the <a href="#">Dimensions of Teaching and Learning (DoTL)</a> with <a href="#">Explicit Instruction</a> embedded as part of our pedagogical practice		<b>Our School Values</b> (4 V's) Organisation Integrity Cooperation Resilience
<b>Whole School Curriculum</b>	Based upon <a href="#">Australian Curriculum</a> and <a href="#">QCAA Senior Syllabi</a> documentation as reflected within the whole school curriculum plan. Our curriculum is contextualised based on student needs.		

<b>Targets</b>	<b>Subject Achievement</b>	<b>Attendance</b>	<b>Reading</b>	<b>NAPLAN</b> <i>(all students improving their relative gain between NAPLAN testing junctures)</i>			
				<b>NMS</b>		<b>U2B</b>	
				<b>Year 7</b>	<b>Year 9</b>	<b>Year 7</b>	<b>Year 9</b>
	A- 20% B- 30% C- 35% D- 10% E- <5%	Greater than 92%	Increase the % of students reading at least equal to or greater than their chronological age	Reading 85% Writing 70% Spelling 85% G & P 80% Numeracy 95%	Reading 85% Writing 70% Spelling 85% G & P 80% Numeracy 95%	Reading 20% Writing 15% Spelling 20% G & P 20% Numeracy 15%	Reading 15% Writing 15% Spelling 20% G & P 15% Numeracy 20%
	<b>Closing the Gap</b>		<b>Positive Behaviour for Learning</b>	<b>Senior Secondary Outcomes</b>			
	<ul style="list-style-type: none"> <li>Reduction in gap between non indigenous and indigenous students.</li> </ul>		80 % of our students identified in the green tiered section of the <a href="#">PBL triangle</a>	<ul style="list-style-type: none"> <li>100% of students graduate with Certificate II qualification</li> <li>QCE target 100%</li> <li>Increased OP 1- 5</li> <li>85% of all OP students receiving an OP 1 – 15</li> <li>All eligible students receiving an offer from QTAC</li> </ul>			

<b>Our Expectations of Students</b>	<ul style="list-style-type: none"> <li>strive for academic excellence in their studies</li> <li>have high expectations of themselves</li> <li>display the "Charleville High Way" by following the 4 Be's and 4 V's in all aspects of their time at school</li> <li>actively participate and engage both within and outside the school community whilst maintaining the high standards that reflect CSHS's standing in the community</li> <li>set goals for achievement in consultation with staff for each subject studied</li> </ul>
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<b>Our Expectations of Staff</b>	<p><b>Successful learners:</b></p> <ul style="list-style-type: none"> <li>Teachers regularly review data relevant to student engagement, behaviour and wellbeing and collaboratively develop strategies to address areas of concern</li> <li>Explicitly teach social and emotional capabilities necessary for students through the Pastoral Care program</li> <li>Encourage innovation and creativity through diverse pathways and opportunities that meet the needs of our students</li> <li>Exemplar Model Responses explicitly taught</li> <li>Assessment front ended</li> <li>Differentiated curriculum based on student need</li> </ul> <p><b>Local Decision Making</b></p> <ul style="list-style-type: none"> <li>Regularly communicate explicit targets for improvement in achievement levels, effort and behaviour to the wider school community.</li> <li>Communicate with parents/carers to provide information about where students are up to in their learning, what progress they have made and what parents/carers may do to support their child's further learning</li> <li>Establish partnerships that support student learning</li> <li>Contextualised curriculum based upon what students already know and what students are required to know at the completion of the unit.</li> </ul> <p><b>Regional Support</b></p> <ul style="list-style-type: none"> <li>Ensure strategies and practices align with regional priorities</li> <li>Aim to develop consistency of practice across the school and region.</li> <li>Share successful practices within and across our cluster and region.</li> </ul>	<p><i>Every Student Succeeding – State Schools Strategy 2014-2018</i></p>	<p><b>Teaching Quality</b></p> <ul style="list-style-type: none"> <li>Teaching staff practice and implement the junior secondary/senior secondary Pedagogical Minimum Expectations</li> <li>Consistency of practice across all classrooms.</li> <li>Accountable and responsible for student improvement</li> <li>Teaching staff set achievable yet aspirational achievement targets</li> <li>Differentiated explicit strategies of reading and numeracy based on diagnostic and other data sets.</li> <li>Improved teacher capability through continued focus on coaching and feedback.</li> <li>Work collaboratively to plan curriculum, share professional expertise and address student welfare concerns.</li> <li>Common Curriculum Elements explicitly taught across all subject areas</li> </ul> <p><b>Principal Leadership and Performance</b></p> <ul style="list-style-type: none"> <li>Heads of Department, HOSES meet to moderate practice and ensure consistency across the school</li> <li>Leadership team are strong instructional leaders ensuring success for every student within every classroom.</li> <li>Continue to share "best practice" across classes and faculties</li> </ul> <p><b>School Performance</b></p> <ul style="list-style-type: none"> <li>Triangulate AIP, Data Profile, Headline Indicators to monitor performance and guide practice</li> <li>Regular communication of targets and achievements to all members of the school community through newsletter, schoolbag app, parent information sessions etc.</li> </ul>
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