





Our Vision	The sky's the limit						Our School Rules (4 Be's) Be Respectful Be Responsible Be a Learner Be Safe							
School Wide Explicit Improvement Agenda (EIA)	<div><div><div>Quality Teaching</div><div>Literacy and Numeracy</div><div>Positive Partnerships</div><div>Student Outcomes</div></div><div>EIA</div></div> <div>Quality Teaching<ul style="list-style-type: none">provide quality lessons that are cater for the diversity of every students learning style and needs</div> <div>Student Outcomes<ul style="list-style-type: none">we provide our students with the required support to achieve to the best of their ability</div> <div>Literacy and Numeracy<ul style="list-style-type: none">every student being able to achieve the required benchmarks for achievement in Literacy and Numeracy</div> <div>Positive Partnerships<ul style="list-style-type: none">form partnerships within and outside of the school to assist students succeed and achieve to their learning potential</div>						 Our School Values (4 V's) Organisation Integrity Cooperation Resilience							
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 Australian Curriculum and QCAA Senior Syllabi documentation as reflected within the whole school curriculum plan. Our curriculum is contextualised based on student needs.													
Targets	Subject Achievement		Attendance		Reading		NAPLAN (all students improving their relative gain between NAPLAN testing junctures)							
							NMS				U2B			
	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		Year 7		Year 9		Year 7		Year 9	
							Reading	85%	Reading	85%	Reading	20%	Reading	15%
							Writing	70%	Writing	70%	Writing	15%	Writing	15%
							Spelling	85%	Spelling	85%	Spelling	20%	Spelling	20%
							G & P	80%	G & P	80%	G & P	20%	G & P	15%
							Numeracy	95%	Numeracy	95%	Numeracy	15%	Numeracy	20%
	Closing the Gap			Positive Behaviour for Learning			Senior Secondary Outcomes							
	<ul style="list-style-type: none">Reduction in gap between non indigenous and indigenous students.			<ul style="list-style-type: none">80 % of our students identified in the green tiered section of the PBL triangle			<ul style="list-style-type: none">100% of students graduate with Certificate II qualificationQCE target 100%Increased OP 1- 585% of all OP students receiving an OP 1 – 15All eligible students receiving an offer from QTAC							
Our Expectations of Students	<ul style="list-style-type: none">strive for academic excellence in their studieshave high expectations of themselvesdisplay the “Charleville High Way” by following the 4 Be’s and 4 V’s in all aspects of their time at schoolactively participate and engage both within and outside the school community whilst maintaining the high standards that reflect CSHS’s standing in the communityset goals for achievement in consultation with staff for each subject studied													
Our Expectations of Staff	<div>Successful learners:<ul style="list-style-type: none">Teachers regularly review data relevant to student engagement, behaviour and wellbeing and collaboratively develop strategies to address areas of concernExplicitly teach social and emotional capabilities necessary for students through the Pastoral Care programEncourage innovation and creativity through diverse pathways and opportunities that meet the needs of our studentsExemplar Model Responses explicitly taughtAssessment front endedDifferentiated curriculum based on student need</div> <div>Local Decision Making<ul style="list-style-type: none">Regularly communicate explicit targets for improvement in achievement levels, effort and behaviour to the wider school community.Communicate with parents/caregivers to provide information about where students are up to in their learning, what progress they have made and what parents/caregivers may do to support their child’s further learningEstablish partnerships that support student learningContextualised curriculum based upon what students already know and what students are required to know at the completion of the unit.</div> <div>Regional Support<ul style="list-style-type: none">Ensure strategies and practices align with regional prioritiesAim to develop consistency of practice across the school and region.Share successful practices within and across our cluster and region.</div> <div><p>Every Student Succeeding – State Schools Strategy 2014-2018</p></div> <div>Teaching Quality<ul style="list-style-type: none">Teaching staff practice and implement the junior secondary/senior secondary Pedagogical Minimum ExpectationsConsistency of practice across all classrooms.Accountable and responsible for student improvementTeaching staff set achievable yet aspirational achievement targetsDifferentiated explicit strategies of reading and numeracy based on diagnostic and other data sets.Improved teacher capability through continued focus on coaching and feedbackWork collaboratively to plan curriculum, share professional expertise and address student welfare concerns.Common Curriculum Elements explicitly taught across all subject areas</div> <div>Principal Leadership and Performance<ul style="list-style-type: none">Heads of Department, HOSes meet to moderate practice and ensure consistency across the schoolLeadership team are strong instructional leaders ensuring success for every student within every classroom.Continue to share “best practice” across classes and faculties</div> <div>School Performance<ul style="list-style-type: none">Triangulate AIP, Data Profile, Headline Indicators to monitor performance and guide practiceRegular communication of targets and achievements to all members of the school community through newsletter, skoolbag app, parent information sessions etc.</div>													