



# Capella State High School

## Strategic Plan 2017 - 2020



### School Profile

Capella State High School attracts students from mining, grazing, grain and farming properties within the Central Highlands in Queensland. One hundred and thirtystudents from the towns of Capella and Tieri attend the school from Years 7 to 12. The school promotes a curriculum that provides opportunities for all; and every effort is made to provide a course of study which caters to the individual needs of all students. A whole school approach to Responsible Behaviour and Bully Prevention is underpinned by the school's social skilling program 'Skilling for RIGHTS'. The school is a registered training provider to Level 2. Approximately 4% of students in any one year are ascertained as having a disability and less than 9% of students identify as Indigenous. The school is committed to providing quality teaching and learning and a quality curriculum as well as a safe supportive school environment

### Vision

Capella State High School provides quality education in a rural setting. At Capella State High School our vision is to provide authentic learning contexts which inspire versatile citizens to confidently navigate future pathways.

### Values

- Success "I achieve my goals. I strive to new heights"
- Teamwork "I consider others. I show support"
- Attitude "I am enthusiastic and ready to learn"
- Respect "I show respect for self, others and property"





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### Improvement Priorities

#### Embedding Reading and Writing across the curriculum

##### Success indicators

1. Embedding of Australian Curriculum across the curriculum
  - 90% teaching staff can articulate the Australia Curriculum to meet their learners needs
  - 90% of year 10 students having completed the Literacy Continuum
  - Staff will receive 3 written observations to improve their teaching and learning
2. Student improvement of 15% or higher Upper Two Bands in Writing at year junctures
3. Maintain 90% or higher for students achieving %C or better in English, Math and Science
4. National Minimal Standards above Nation in Reading and Writing for years 7 and 9.
5. Attendance remains at 90% or higher to continue to close the gap for indigenous and non indigenous students to ensure 'Every Student Succeeds'

##### Strategies

	2017	2018	2019	2020
Building teacher capability and understanding of the reading and writing demands across the curriculum	✓	✓	✓	✓
Ensuring consistent pedagogical approach of embedding reading and writing across the curriculum to improve reading and writing for all student's.	✓	✓		
Building on a culture of feedback to teachers and students where the next stage of learning is articulated	✓	✓		
Continue with moderation process across schools to authenticate standards to improve academic achievements for all students.	✓	✓	✓	✓





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### Improvement Priorities

#### Science Technology Engineering and Math (STEM) / Marketing

Success indicators				
1. Improved student engagement and academic achievement A-C in Numeracy and Science in years 7,8,9 and 10.				
2. Percentage of teachers have been provided with opportunities to further develop their skills to teach STEM across the curriculum.				
3. Increase percentage to 90% Student and Parent satisfaction with Technology in School Opinion Survey				
Strategies	2017	2018	2019	2020
Building and providing staff with the skills, competencies, training and continuing support to deliver STEM initiatives across the curriculum.	✓	✓	✓	✓
Establishing strong, innovative and strategic partnerships that expand opportunities that contribute to greater student success		✓	✓	
Developing a STEM strategic school plan that incorporates marketing within the school community and wider community.	✓			
Collaborating with Capella SS and Tieri SS community to highlight Science and Technology week and other activities.	✓	✓	✓	✓
Communicating with staff on the ongoing development and implementation of STEM	✓	✓		
Create a STEM master class to build on student knowledge to engaged in Robotics and Coding to showcase to community and partner schools.		✓		
Create a four year plan to secure signage to upgrade school facilities	✓	✓		

#### Teaching Quality

Success indicators				
1. 90% of teachers implementing Explicit Instruction to align with Pedagogical Framework.				
2. 100% teachers to be involved in Peer observations, feedback, differentiated coaching to improve teaching practice.				
3. A researched feedback protocol implemented to provide students with strategies to improve learning outcomes.				
4. Students with disabilities inclusive in all subjects.				
Strategies	2017	2018	2019	2020
Providing professional learning opportunities to deepen understanding of the schools' differentiated model to target learning experiences for all students and ensure all students are appropriately engaged, challenged and extended.		✓		
Continuing to develop teachers' skills in Explicit Instruction through modelling and coaching to ensure consistency across the curriculum.	✓	✓	✓	✓
Provide professional development to improve the participation and achievement for students with disabilities.	✓	✓	✓	✓





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### Improvement Priorities

#### Workplace Plan

Success indicators	2017	2018	2019	2020
1. A workplace plan to be devised and sustainable to carry the school into the future				
2. Staff satisfaction increase to 95% School Opinion Survey at different junctures for overall rating.				
3. Staff will be provided professional development opportunities to teach outside of area expertise.				
Strategies	2017	2018	2019	2020
Implementing a three year workplace plan cycle to recruit staff in expert teaching areas.	✓	✓	✓	
Clear communication involving staff and wider community in school wide decision making process	✓	✓	✓	✓
Increase OP 1-15 over four years by 20% each juncture		✓		
Creating a culture for students in senior to investigate further education opportunities	✓	✓	✓	✓
Providing ongoing professional development to up skill teachers across the curriculum.		✓	✓	

#### Senior Assessment and Tertiary Entrance (SATE)

Success indicators	2017	2018	2019	2020
1. In 2020 Senior Assessment and Tertiary Entrance (SATE) will be fully introduced for Year 11 and 12 student's.				
2. Successful communication with Staff, Students and Parents for transition into new senior requirements.				
3. Successful transition in new senior assessment and tertiary entrance system with Year 11 students in 2019.				
Strategies	2017	2018	2019	2020
Provide ongoing professional development in new senior assessment and tertiary entrance for 2019	✓	✓	✓	✓
Provide community awareness and information sessions to advise of new SATE that will impact on 2017 current year 9 in 2019.	✓	✓	✓	✓
Ongoing discussions with 2017 year 10 cohort and parents in preparation for selecting new senior subjects this year. This cohort will complete Year 12 in 2019.	✓	✓	✓	✓
Consideration of new subject offerings to ensure capabilities can be sustainable.	✓	✓	✓	✓

#### Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

