



Present Achievement
Future Success

Calliope State School
STRATEGIC PLAN 2017 – 2020

1. WELLBEING (THE “WHO” OF TEACHING AND LEARNING)

1.1 SCHOOL VALUES					
STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION			PERFORMANCE MEASURES	
<ul style="list-style-type: none"> Underpin all school operations with the school values to create a Safe and Supportive Learning Environment Embed the Positive Behaviour for Learning philosophy into school routines Development of the Calliope SS Learning and Wellbeing Framework 	2017	2018	2019	2020	<ul style="list-style-type: none"> High levels of staff, parent and student satisfaction in School Opinion Survey data Student and staff attendance rates above Qld average Increase in external reviewer rating of PBL implementation Establishment of Learning and Wellbeing Framework
	EM	EM	RE	RE	
	2017	2018	2019	2020	
	IA	EM	RE	RE	
	2017	2018	2019	2020	
	RRD	IA	EM	RE	
1.2 ENGAGED PARENTS AND COMMUNITY					
STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION			PERFORMANCE MEASURES	
<ul style="list-style-type: none"> Create a school Parent and Community Engagement Plan to expand opportunities for parents and community members to directly contribute to greater student success Clear and unwavering commitment to improving outcomes for indigenous and vulnerable students Enhance the number and diversity of strategic school partnerships that can support the delivery of commitments 	2017	2018	2019	2020	<ul style="list-style-type: none"> Improved Parent Satisfaction levels in School Opinion Survey Indigenous attendance rates at or above school average Gap in outcomes closed for indigenous students Lift outcomes for students with a disability Increase in financial sponsorships and number of school partnerships
	RRD	IA	EM	EM	
	2017	2018	2019	2020	
	RRD	IA	EM	EM	
	2017	2018	2019	2020	
	RRD	IA	EM	EM	
1.3 INSPIRING SUCCESS					
STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION			PERFORMANCE MEASURES	
<ul style="list-style-type: none"> Enhance school processes that support, celebrate and inspire student, staff, community and school achievement Embed Learning and Wellbeing framework to guide development, implementation and review processes 	2017	2018	2019	2020	<ul style="list-style-type: none"> School communications, media reports and parent and community feedback recognise successful performance in diverse fields Learning and Wellbeing audits reveal positive school culture and continued improvement
	RRD	IA	EM	EM	
	2017	2018	2019	2020	
	IA	EM	RE	RE	
1.4 FOCUS ON IMPROVEMENT					
STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION			PERFORMANCE MEASURES	
<ul style="list-style-type: none"> Establish a clear and concise improvement strategy to plan and action priority school improvement that meets the expectations and needs of a growing school and changing world 	2017	2018	2019	2020	<ul style="list-style-type: none"> Facility, HR and Financial plans in place to meet ongoing school demands Annual Implementation Plans aligned to Calliope SS's 2020 strategic direction
	IA	EM	EM	RE	

The typical cycle of strategy implementation

RRD Review/Research & Development

IA Implementation & Analysis

EM Embed & Measure

RE Reflect & Enhance

2. CURRICULUM (THE “WHAT” OF LEARNING)

2.1 READING EXCELLENCE

STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION	PERFORMANCE MEASURES								
<ul style="list-style-type: none"> Provide students with the opportunity to excel in reading achievement through ongoing research and development and implementation of best practice processes and program(s) Establish a Community Reading Partnership to support and enhance reading excellence and development 	<table border="1"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>IA</td> <td>EM</td> <td>EM</td> <td>RE</td> </tr> </table>	2017	2018	2019	2020	IA	EM	EM	RE	<ul style="list-style-type: none"> Improved Reading NAPLAN data Creation of a developmental program and approach to teaching reading Increase in trained parent and community volunteers to support at school and home reading Partnership with Reading Centre
	2017	2018	2019	2020						
	IA	EM	EM	RE						
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2017	2018	2019	2020							
IA	EM	EM	RE							

2.2 EARLY YEARS SUCCESS

STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION	PERFORMANCE MEASURES								
<ul style="list-style-type: none"> Engage students in a quality Early Years Program through age appropriate teaching and learning, evidence based programs, strong partnerships and positive transitions Focus on Oral Language to underpin literacy development Enhanced partnerships with local Kindergarten and Early Years Centres 	<table border="1"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>IA</td> <td>EM</td> <td>RE</td> <td>RE</td> </tr> </table>	2017	2018	2019	2020	IA	EM	RE	RE	<ul style="list-style-type: none"> Improvement in A-E data in Prep and Year 1 for English, Mathematics and Science 100% feeder Early Years Centres attending planning sessions and transition events Reduction in number of students requiring additional intervention after prep year Improved Prep readiness
	2017	2018	2019	2020						
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2.3 TARGETED TEACHING / DATA LITERACY FOR TEACHERS

STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION	PERFORMANCE MEASURES								
<ul style="list-style-type: none"> Embed a Targeted Teaching for Learning approach using informative data to map and plan for individual student learning progression 	<table border="1"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>IA</td> <td>EM</td> <td>RE</td> <td>RE</td> </tr> </table>	2017	2018	2019	2020	IA	EM	RE	RE	<ul style="list-style-type: none"> Improved % of students in upper two bands (U2B) in NAPLAN 100% of students to achieve above minimum standards
	2017	2018	2019	2020						
IA	EM	RE	RE							

2.4 ACADEMIC ACHIEVEMENT FOR ALL STUDENTS

STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION	PERFORMANCE MEASURES								
<ul style="list-style-type: none"> Develop a deep knowledge of the Australian Curriculum and quality assessment Embed school wide expectations for student goal setting, feedback for learning, and providing clear learning intentions with success criteria Deliver a curriculum that allows students to excel in Literacy and Numeracy Update whole school Literacy and Numeracy programs to enhance student learning 	<table border="1"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>RRD</td> <td>IA</td> <td>EM</td> <td>EM</td> </tr> </table>	2017	2018	2019	2020	RRD	IA	EM	EM	<ul style="list-style-type: none"> Highly engaging curriculum and assessment framework tailored to meet and respond to student needs Improved frequency and quality of feedback on student progress Student personal goals identifiable and tracked School performs above State and National averages Student improvement rates outperform national average Increase in number of students in upper two bands (U2B) of NAPLAN
	2017	2018	2019	2020						
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The typical cycle of strategy implementation

RRD

Review/Research & Development

IA

Implementation & Analysis

EM

Embed & Measure

RE

Reflect & Enhance

3. PEDAGOGY (THE “HOW” OF TEACHING)

3.1 QUALITY TEACHING PRACTICE

STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION	PERFORMANCE MEASURES								
<ul style="list-style-type: none"> Continue to refine the school’s pedagogical framework and embed into teaching practice Provide high quality induction, mentoring and coaching programs for all staff Staff Professional Learning Plans to ensure all staff continue to build capacity in contemporary teaching methods 	<table border="1"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>IA</td> <td>IA</td> <td>EM</td> <td>RE</td> </tr> </table>	2017	2018	2019	2020	IA	IA	EM	RE	<ul style="list-style-type: none"> All staff demonstrate evidence of pedagogical practice aligned to school framework Every Beginning Teacher assigned a trained mentor All teachers actively engage with Pedagogical Leaders Every new teacher to complete induction program
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IA	EM	RE	RE							

3.2 DIGITAL LITERACY & STEM

STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION	PERFORMANCE MEASURES								
<ul style="list-style-type: none"> Embed a STEM (Science, Technology, Engineering and Mathematics) approach into classroom experiences Enhance use of E-Learning and 21st Century skills into everyday curriculum delivery 	<table border="1"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>RRD</td> <td>IA</td> <td>IA</td> <td>EM</td> </tr> </table>	2017	2018	2019	2020	RRD	IA	IA	EM	<ul style="list-style-type: none"> Increase in number of students entering STEM pathways in Yr 7 and engaged in school extra-curricular STEM programs Digital Curriculum developed and embedded within school learning programs Evidence of greater connection with digital world via School Opinion Survey
	2017	2018	2019	2020						
RRD	IA	IA	EM							

3.3 STRATEGIC LEADERSHIP

STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION	PERFORMANCE MEASURES								
<ul style="list-style-type: none"> Provide opportunities that support leadership development and pathways that are strategic, deliberate and individualised Provide aspiring leaders with opportunity to lead school programs that align to priorities and individual development plans High Performing Teams professional development for school leaders 	<table border="1"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>RRD</td> <td>IA</td> <td>EM</td> <td>RE</td> </tr> </table>	2017	2018	2019	2020	RRD	IA	EM	RE	<ul style="list-style-type: none"> Increase in the number of teaching staff assuming leadership responsibilities for student and school improvements Clear roles and responsibilities evident Greater evidence of shared/distributive leadership across school Highly structured administrative, communication and leadership processes Engagement in high performance leadership behaviours as the precondition for school and student success
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3.4 KNOWLEDGEABLE STAFF

STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION	PERFORMANCE MEASURES								
<ul style="list-style-type: none"> Develop a deep knowledge of the Australian Curriculum and quality assessment Enhance professional learning opportunities for staff aligned to school priorities and personal development plans 	<table border="1"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>IA</td> <td>EM</td> <td>RE</td> <td>RE</td> </tr> </table>	2017	2018	2019	2020	IA	EM	RE	RE	<ul style="list-style-type: none"> Curriculum Framework and assessment profile endorsed by external experts All staff to have current and active personal development plans All staff actively engaged in collaborative planning and assessment development relevant to Calliope SS context
	2017	2018	2019	2020						
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Review/Research & Development



Implementation & Analysis



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Reflect & Enhance

4. CONNECTING TO THE REAL WORLD

4.1 MAXIMISING OPPORTUNITIES					
STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION				PERFORMANCE MEASURES
<ul style="list-style-type: none"> Enhance student pathways in Academics/STEM, Sport, The Arts and Community to provide a diverse range of learning experiences connected to student strengths, interests and learning styles Establish learning opportunities that link learning to real life contexts and world issues 	2017	2018	2019	2020	<ul style="list-style-type: none"> Increase in the number and diversity of learning experiences within each pathway
	RRD	IA	EM	EM	
	2017	2018	2019	2020	
	RRD	IA	EM	EM	
4.2 INNOVATIVE TECHNOLOGIES					
STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION				PERFORMANCE MEASURES
<ul style="list-style-type: none"> Enhance the IT Platform and available resources to support future-based learning within a digitally rich learning environment 	2017	2018	2019	2020	<ul style="list-style-type: none"> Increasing range and number of available resources Increase in School Opinion data for questions relating to the access and use of technologies
	RRD	IA	EM	RE	
4.3 SECONDARY SCHOOL PATHWAYS					
STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION				PERFORMANCE MEASURES
<ul style="list-style-type: none"> Provide diverse pathways and create strong partnerships with Secondary School staff to enhance student access, transition and success within future schooling pathways 	2017	2018	2019	2020	<ul style="list-style-type: none"> Increase in the number of students receiving scholarships in Junior Secondary Increase in the number of students entering Junior Secondary School Excellence pathways
	EM	EM	RE	RE	
4.4 EVIDENCE BASED RESEARCH					
STRATEGY	TIMELINE FOR STRATEGY IMPLEMENTATION				PERFORMANCE MEASURES
<ul style="list-style-type: none"> Challenge current practices through research, data, performance analysis and feedback 	2017	2018	2019	2020	<ul style="list-style-type: none"> Evidence of research based practice responding to student learning needs throughout the school
	RRD	IA	EM	EM	



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Implementation & Analysis



Embed & Measure



Reflect & Enhance



SAFE

RESPECTFUL

RESPONSIBLE

Values

Calliope State School strives to build positive relationships that value difference. We believe that education is a shared responsibility between school, families and the wider community. We value respectful, responsible and safe behaviour. We believe that everyone has the right to learn, be safe and respected, and have the responsibility to respect themselves, others and property.

We promote a safe and supportive environment that optimises student success and well-being through a Positive Behaviour for learning approach. We promote a spirit of fun, belonging and cooperation amongst students, staff, parents and the community. We aim to create an environment that encourages students to take pride in themselves and their school.

Calliope State School offers dynamic, 21st century learning and teaching experiences, in a rural setting with traditional values. The school caters for students from Prep to Year 6 and provides meaningful transition experiences both into Prep and beyond Year 6.

Our motto, 'Present Achievement, Future Success', reflects our belief that every student can achieve, every day, in every classroom, with the ultimate goal to become healthy, happy and productive citizens. Calliope State School students are Safe, Respectful and Responsible, and learn in a supportive learning environment.

The Calliope State School Special Education Program caters for students with disabilities. All students are supported by a Guidance Officer, Chaplain and Support Teacher: Literacy and Numeracy and speech pathologist/therapist. A focus on literacy and numeracy is enhanced by digital learning experiences across a number of platforms. All classrooms are equipped with electronic whiteboards, computers and other digital learning tools to enhance teaching and learning.

Students participate in a wide range of intra- and inter-school sports, including rugby league, soccer, volleyball and softball, and are able to participate in the Instrumental Music program (Strings and Woodwind, Brass and Percussion) from Year 3. The school is well resourced with a modern Resource Centre, swimming pool (open to the wider community outside of school hours), two large ovals, and a Multipurpose Hall. In 2017 we moved into our new Administration and General Learning building which houses six classes and provides students with access to a dedicated Science Lab, Outdoor Learning Area, Art Space and Practical Learning Area including a kitchen. These recent facility improvements and development have been strategically designed to serve the Calliope community for many years to come.

'Everyone at Calliope State School is working together to ensure that every day, in every classroom, every student is learning and achieving.'