



Charters Towers State High School

2017 EXPLICIT IMPROVEMENT AGENDA

MOTTO:
Cupiendiora Quam Aurum
(More to be desired than gold)

VISION:
Quality Teaching for Quality Learning

PRIORITIES:
The Pedagogy, The Individual, The Future.

SCHOOL-WIDE EXPECTATIONS:
I am Safe
I am a Learner
I am Respectful

SCHOOL-WIDE PRACTICES:
High Expectations
Evidence based decisions
A growth mindset

SCHOOL COMMUNITY EXPECTATIONS:
Quality Education: A choice school in our community
Future Pathways: A diverse curriculum for quality outcomes

ALIGNMENT

FOCUS

STRATEGY

OUTCOMES

RESPONSIBLE OFFICER



Pedagogical Practice

Alignment of Dimensions of Teaching and Learning (DoTL) with effective practices Quality Teaching and Learning (QT&L)

Embedding all aspects of QT&L (clarity, evidence driven instruction, gradual release of responsibility, monitoring learning) within focused teams

Lead instructional coaching teams to support whole school systemic delivery of QT&L

Engage with CAPS team for regional support

85% of students in Year 7-10 achieving a C or better

100% of students in Year 11-12 achieving a C or better

Increase Year 7&9 NMS and UB2 in NAPLAN domains

Correlation between NAPLAN MSS and LOA

Maintain 100% QCE/QCIA and achieve 100% VET

OP eligible students achieve an OP of 1-15

P

DPs

HODs/HOSES

Teachers



STEM

Implementation of vertical STEM class in Years 7-9

Incorporate digital technologies curriculum into JS to promote future senior pathways

Build teacher capacity to incorporate STEM initiatives into teaching practice

Aligned QT&L with STEM initiative in Maths and Science as digital Learning Wall

Increased engagement in STEM subjects in JS

Increased enrolment in STEM subjects in SS beyond 2017

Improved LOA & engagement data in STEM subjects

Teacher innovation in use of ICT in curriculum areas

JS DP

JS HODs

Lead STEM Teacher/s



STUDENT SERVICES

Explicit focused behaviour expectations taught in Roll Class every day

Development of behaviour 'road map' for explicit support of Traffic Light Policy

Use of support staff (CEC, YSC) to improve student engagement and close the gap between Indigenous and non-indigenous students

Develop the individual thought a well-being program delivered weekly through Life Choices

Decrease in short and long term suspension data

95% attendance across all cohorts

Improved Indigenous LOA data through increased attendance engagement

Improved retention data

Leadership Team

Roll Class Teachers

CEC & YSC