



Charleville State School

2026 - 2029 SCHOOL STRATEGIC PLAN

School Profile Charleville State School is a united community that strives to create a safe and supportive learning environment for our young people. With an enrolment of approximately 125 students, we pride ourselves on providing a range of academic, cultural and sporting opportunities that build capable and confident learners. Situated in the Murweh Shire, Southwest Queensland, our school promotes a culture of inclusion and celebrates our community's diversity.		Vision and values CSS - where every learner belongs, grows and is empowered to create a life of choice Values – Respect, Accountability, Growth and Teamwork
School improvement strategies - Develop leaders' instructional leadership capabilities, including supporting curriculum and teaching delivery in a multi-age context, to evaluate the impact of improvement strategies and monitor progress towards AIP targets - Systematically enact quality assurance processes in the 3 levels of planning to meet the K-12 curriculum, assessment and reporting framework (K-12 framework) requirements and support leaders in driving a coherent, sequenced curriculum for systematic delivery. - Strengthen staff capabilities in classroom management strategies and practices responsive to the diverse needs of all students, to support and encourage a culture of learning. - Build leaders' and teachers' knowledge and skills in unit planning processes to effectively and consistently incorporate the explicit teaching and assessment of reading through the AC. - Formalise opportunities for teachers to monitor students' progress throughout the teaching and learning sequence, to better inform their next steps in teaching. - Systematically enact induction processes for beginning and early career teachers, aligned to school initiatives and system expectations, to support successful transition into the profession and school.		School Priorities our improvement priorities are: - Excellence in teaching and learning - School culture – Charleville Champions - Powerful Partnerships – one community working together for our young people Achieved through a sharp improvement agenda, clear actions, targeted resourcing, capability building and monitoring for impact
School priority 1: <i>Excellence in teaching and learning</i> Strategies - Build and enact a whole school systematic approach to curriculum delivery through the three levels of planning, incorporating quality assurance processes - Co-design a whole school approach to pedagogy using evidence-based approaches and enact agreed processes that enable leaders and teachers to discuss, model, observe and provide feedback on effectiveness of pedagogies. - Develop leaders' instructional leadership capabilities, including supporting curriculum and teaching delivery in a multi-age context, to evaluate the impact of improvement strategies and monitor progress towards AIP targets - Formalise intentional collaboration for teachers and leaders to monitor students' progress throughout the teaching and learning sequence, using data to better inform their next steps in teaching. - Build staff capability in enacting differentiated approaches to teaching and learning, to ensure all students are appropriately engaged, challenged and extended. Measures Performance - Exceeding Relative Educational Achievement Performance Measures e.g. P – 2 A-C English – 69% 63% of SWD A-C LOA for English and Maths (2025 Regional Average) 70% of First Nations students A-C LOA for English and Maths (Above 2025 State Average) - NAPLAN – Meeting regional proficiency scale targets - Strong inter-assessment alignment (summative, standardised and diagnostic assessments) Behaviour Students can/will: - Know their learning goals, how to achieve them and receive feedback on their progress - Experience low variance in learning routines between classes Teachers can/will: - Effectively enact planned curriculum in all learning areas using school-wide processes - Implement whole school approach to pedagogy and use data to monitor impact and inform next steps in teaching and learning	School priority 2: <i>School Culture – Charleville Champions</i> Strategies - Define and enact <i>The Charleville Champion Culture</i> – our whole school approach to a positive learning culture to maximise engagement and a sense of belonging - Collaboratively review the Student Code of Conduct to renew shared responsibilities across the school for supporting student behaviour. - Strengthen staff capabilities in classroom management strategies and practices responsive to the diverse needs of all students, to support and encourage a culture of learning - Establish performance and development processes with all staff, aligned with school and system priorities and individual needs, to foster a culture of continual growth. Measures Performance 85% Attendance & 25% Students with Chronic Absenteeism <85% (SORD) - Reduction in SDAs and behaviour incidents - Closing the gap for First Nations students' attendance to above targets - Youth Resilience Survey – targets to come from baseline data set early 2025 90% SOS Agreeance – School Culture (Students) 74% Staff Morale (SOS) Behaviour Students can/will: - Demonstrate The Charleville Champion Expectations – Be Safe, Be Respectful, Be Responsible and Be Active Learner - Develop a stronger sense of belonging and increased attendance at school Staff can/will: - Explicitly teach The Charleville Champion Expectations and deliver agreed Tier 1 strategies in all learning environments - Embed Real Schools Restorative Practice 2.0 framework in their classrooms and playground as the cornerstone of our Champion Culture - Commit to a culture of growth by engaging in the performance development cycle (SPGs) Leadership team can/will: - Lead the co-design of our Charleville Champion Culture and model expected behaviours that promote a strong sense of belonging - Support teaching and non-teaching staff with student engagement and consistently enact the Student Code of Conduct	School priority 3: <i>Powerful Partnerships</i> Strategies - Develop a parent and community engagement framework that provides opportunity for regular consultation and communication with key stakeholders about school priorities, collective actions and celebrate progress. - Implement a co-teaching partnership model between classroom teachers and SWD teachers to increase engagement and outcomes for all learners - Leverage partnerships with community to embed local context learning opportunities to connect the learning at school outside the school gate. - Consolidate cluster arrangements with local state schools and early childhood providers to build alliances that support curriculum planning and delivery, effective transitions and sharing of resources. - Collaboratively review Aboriginal and Torres Strait Islander Community Partnership Group roles and responsibilities to lift engagement and attendance of our Aboriginal and Torres Strait Islander students. Measures Performance - Attendance at cluster moderation/PD with neighbouring small schools - One powerful partnership for every class with an external community organisation that meets students' learning and engagement needs 50% of parents attend parent teacher interviews - SOS - 50% of parents completing survey and agreeance alignment with DDSW Behaviour Students can/will: - Engage in learning experiences with a community partnership that aligns to the school curriculum plan - Provide student voice in school priorities, curriculum, teaching and learning environment improvement Parents and carers can/will: - Engage with child's learning journey and school events, including Parent Teacher interviews and special ceremonies - Provide feedback to school staff about schooling experience and culture through communication modes outlined in PACE framework Staff can/will: - Enact school processes for communicating home - Participate in cluster moderation and professional learning - Promote school culture and encourage partnerships in the community Leadership team can/will:

• Provide feedback that identifies the learner's next steps to improve their knowledge and understanding Teacher aides can/will: • Collaborate with the teacher to deliver curriculum, enact assigned teacher planned learning sequences and provide feedback on student learning Leadership team can/will: • Prioritise instructional leadership to support curriculum delivery through a structured support system of intentional collaboration, modelling, feedback and data-informed decision making • Review and refine whole school curriculum plan to align with AC V9 and DOE's CARF and sharpen planning and moderation processes • Build and strengthen staff capability in enacting differentiated approaches to teaching and learning through professional learning, co-teaching and intentional collaboration										• Model and maintain commitment to promoting effective feedback between students, parents/carers, staff and community that achieve positive student outcomes • Establish processes to create powerful partnerships with external organisation, review current partnerships and monitor impact of relationships				
Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029	Phases	2026	2027	2028	2029
Developing	✓				Developing	✓				Developing	✓			
Implementing		✓	✓		Implementing		✓	✓		Implementing		✓	✓	
Embedding				✓	Embedding				✓	Embedding				✓
Reviewing	✓	✓	✓	✓	Reviewing	✓	✓	✓	✓	Reviewing	✓	✓	✓	✓
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.														
Principal					P&C/School Council					School Supervisor 				