



Strategic Plan 2023-2026





CHSS COMMITMENT

Our strategic plan is underpinned by our commitment to provide opportunities for our school community to challenge, enrich, connect, inspire and create.

The Clover Graduate

Explicit Improvement
Agenda

Discussion &
Analysis of Data

A Culture that
Promotes Learning

Expert Teaching
Team

Differentiated Teaching
& Learning

Effective Pedagogical
Practices

Targeted Use of
School Resources

Systematic Curriculum
Delivery

School Community
Practices



CHSS Vision

At Clover Hill State School we believe in providing a future focused learning journey that empower our students to be confident, capable, and curious problem solvers within an environment that nurtures and values relationships and individuals.





CHSS Key Priorities (AIMS)

1 CHSS STUDENTS

- » Inspire our students to bring their A-GAME.
- » Foster socially responsible students who positively contribute to our school and the local and global community.
- » Empower students to take ownership of their learning.
- » Nurture our students to possess strong responsible voices and feel valued and to value.

2 CHSS STAFF

- » Enhance our culture of high expectations and a sense of belonging for all staff.
- » Embed a culture of continuous professional learning with staff who are evidence-informed and focused on their contribution to the success of every student.
- » Cultivate individual and collective efficacy to ensure the success of every student.
- » Develop all staff as leaders of learning who actively contribute to improving school culture.

3 CHSS LEARNING

- » Prioritise strong foundation skills in student learning.
- » Attend to the diverse learning needs of all students by shaping teaching and learning to maximise engagement and impact on student learning.
- » Utilise high quality, evidence-based teaching and learning practices.
- » Australian Curriculum (V9) is expertly enacted across the school through our TLAPs which promotes a culture of growth and challenge of each individual learner.

4 CHSS COMMUNITY

- » Refine and strengthen avenues for authentic school-community communication to support student learning and well-being of our children.
- » Boost flourishing and prosperous community partnerships which provide mutual benefits for the school and our partners.
- » Collaborate with multiple community organisations/groups/schools to embed authentic learning experiences.
- » Enhance genuine partnerships between school and home to nurture a culture of collaboration and unity.

1. CHSS Students

- » Inspire our students to bring their A-GAME.
- » Foster socially responsible students who positively contribute to our school and the local and global community.
- » Empower students to take ownership of their learning.
- » Nurture our students to have strong responsible voices and to feel valued and to value.

OUR STRATEGIES

Review, embed and refine whole-school A-GAME approach leading to full implementation.

Further develop cross-curriculum priorities to authentic extra-curricular learning focussed on developing consciousness and awareness of responsible citizenship

Develop assessment literate learners through high quality feedback, based upon the whole school feedback framework.

Deepen understanding of Australian Curriculum standards in order to develop high quality goal setting practices which enables students to articulate clear next steps in their learning based upon evidence and linked to success criteria.

Implement feedback and feed-in forums, with clearly articulated procedures and policies, in order to encourages students to have input into school improvements.

OUR MEASURES OF SUCCESS

- Improved student data – academic, behaviour, retention and attainment.
- A-GAME framework embedded with fidelity contributing to improved student well-being and SOS responses.
- Extensive suite of extra-curricular activities involving authentic links to cross-curriculum priorities.
- Evidence of student involvement in activities contributing community outcomes.
- Learners use school feedback framework to clearly articulate learning goals and next steps for learning while also celebrating successes. Goals and improvement steps are evident in all classrooms.
- Parents are able to discuss student goals and progress towards these, with children.
- Feedback and feed-in forums are scheduled and well-attended and result in authentic actions originating from student feed-in.

SUPPORTING POLICIES, FRAMEWORKS & INITIATIVES

CHSS Vision and Values
 CHSS Student Code of Conduct
 CHSS A-GAME Framework
 CHSS Whole School Data Plan
 CHSS Unit Plans
 CHSS Feedback Framework (TBD)
 Pre-prep Transition Statements
 SOS
 Australian Curriculum V9
 Feed-in Forum Protocols and Agendas
 A-E Data
 Celebration of Learning Protocols
 Overview of Extra-Curricular Activities
 Learning Enhancement Statement and Framework (TBD)



Through a focus on learners and their learning



Through a positive teaching and learning environment



Our global citizens of the future



With effective feedback to move learning forward



Well organised, focussed and explicit learning opportunities

2. CHSS Staff

- » Enhance our culture of high expectations and a sense of belonging for all staff.
- » Embed a culture of continuous professional learning with staff who are evidence-informed and focused on their contribution to the success of every student.
- » Cultivate individual and collective efficacy to ensure the success of every student.
- » Develop all staff as leaders of learning who actively contribute to improving school culture.

OUR STRATEGIES

Celebration, affirmations and authentic feedback

Collaboratively developing year level goals/targets

Further develop and embed our Collegial Engagement Framework with a focus on

Refine conversations around student improvement data.

Evaluate the effectiveness of teaching practices through the use of an instructional coaching cycle.

Utilise intentional collaboration to develop expert teaching teams.

Intentionally developing professional learning opportunities for leadership density.

Provide a platform for teachers to engage in self-directed research with a focus on effective teaching strategies.

OUR MEASURES OF SUCCESS

- Increased student achievement data- A-E, Naplan and standardised assessment
- Improved SOS responses
- High engagement in professional learning
- Positive qualitative staff feedback
- Attainment of year level targets/goals
- Attendance to social events
- Collective understanding of whole school targets

SUPPORTING POLICIES, FRAMEWORKS & INITIATIVES

Collegial Engagement Framework
CHSS Curriculum Framework
CHSS Pedagogical Approach and Signature Practices (High Impact Teaching Playbook- TBD)
APRs
Annual Needs Assessment
Well-being Framework
CHSS Staff Induction Planner
Instructional Coaching Protocol (TBD)
CHSS Beginning Teacher Program



Signature Programs

**Explicit
Instruction**

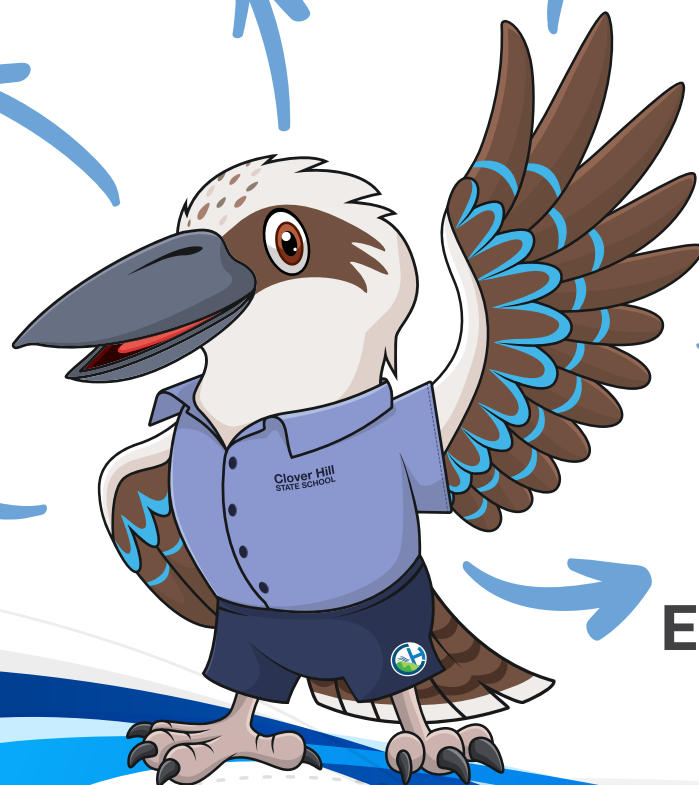
A GAME

PBL

**The Writing
Revolution**

PLD

**Collegial
Engagement**



3. CHSS LEARNING

- » Prioritise strong foundation skills in student learning.
- » Attend to the diverse learning needs of all students by shaping teaching and learning to maximise engagement and impact on student learning.
- » Utilise high quality, evidence-based teaching and learning practices.
- » Australian Curriculum (V9) is expertly enacted across the school through our TLAPs which promotes a culture of growth and challenge of each individual learner.

OUR STRATEGIES

Embed literacy, numeracy and critical and creative thinking capabilities across the curriculum.

Deepen teacher understanding of all aspects of ACV9.

Focus on developing teacher capability to articulate and describe above standard achievement in relation to the year level achievement standards ACV9.

Utilise professional learning protocols, staff communication channels in order to embed explicit teaching of above standard tasks in daily lessons.

Monitor and quality-assure practices to maximise impact on student learning.

OUR MEASURES OF SUCCESS

- Improve student achievement data- A-E, Naplan and standardised assessment
- Improved SOS data
- Quality of whole school pedagogical approach and signature practices
- Opportunity for extension and documented
- Increased alignment of the ACV9 in units of work

SUPPORTING POLICIES, FRAMEWORKS & INITIATIVES

Collegial Engagement Framework

CHSS Curriculum Framework

CHSS Pedagogical Approach and Signature Practices
ACV9

CHSS Induction Planner

CHSS Beginning Teachers Program

Equity And Excellence In Schools



Starting strong in the early years supports lifelong wellbeing. It builds the foundation to put students on track for success and a better future. Schools are uniquely placed to partner with families, local communities and early years services to provide integrated and wrap-around support to ensure every child has the best possible transition to school.

Consolidating strong foundations for lifelong learning and nurturing confidence of students to thrive in their future schooling years.



Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary.



4. COMMUNITY

- » Refine and strengthen avenues for authentic school-community communication to support student learning and well-being of our children.
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- » Collaborate with multiple community organisations/groups/schools to embed authentic learning experiences.
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OUR STRATEGIES

Consult and develop a Parent and Community Engagement (PACE) Framework.

Maintain and strengthen community connections with our CHSS culture through school events.

Build on our pre-prep/high school transition programs to ensure student success and parent/carers engagement (Strong Start, Growing Success)

Support the P&C to utilise existing networks to promote parent/carers engagement.

Establish relationships with community organisations including disability services to access expertise and perspectives that support improved learning and wellbeing outcomes for all students.

Empower parents/carers to take an active role in their child's learning by providing tools of engagement including a share language.

Lever regional resources and personal to collaborate with other schools within our state.

OUR MEASURES OF SUCCESS

- Development of the PACE Framework
- Increased engagement in school events and communication platforms
- School Opinion Survey
- Improved Year 7 A-E, PAT and Naplan data
- Increased engagement with early childhood providers
- Increased parent/carers involvement at P&C meetings
- Increased student attendance
- Increased Prep readiness

SUPPORTING POLICIES, FRAMEWORKS & INITIATIVES

Parent and Community Engagement (PACE) Framework (TBD)
CHSS P&C
QCAA Prep Transition Statements
Whole School Assemblies

