



# Cherbourg State School

## Strategic Plan 2021 - 2024

### School Profile

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Cherbourg State School, a former mission, is a Band 8 school catering for students from Kindy to Year 6. The school is in the Cherbourg Aboriginal Council local government area and the majority of school staff are Indigenous. There remain many complexities and challenges as families navigate through multiple layers of disadvantage. However there are also significant reserves of resilience, strength, talent, optimism and future vision. It is through these that we choose to make a difference. We are very proud of the innovative, inclusive and holistic approach to schooling that we shape and proudly lead at Cherbourg State School. We constantly challenge mindsets and maintain high aspirations and expectations of ourselves, our students, our families, and our community. Our intentionally inviting, high quality, tailored programs build on strengths to accelerate and sustain outcomes. They are strengthened and enriched by strong partnerships and respectful positive relationships. Our approach is designed to enable every one of our Aboriginal students to reach their full potential -to become 'STRONG; SMART; and SAFE. By this we mean strong, resilient, knowledgeable and proud of their Aboriginality, smart enough to match it with students anywhere, and safe in their decision and actions that they make as individuals or a collective on a daily basis.

### Vision

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*Connecting community and school strengths to enrich students' lives.*

### Values

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- Strong
- Smart, and
- Safe.





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### Improvement Priorities

#### Performance

##### Success indicators

1. Collegial Engagement Framework completed. Including classroom walkthroughs, observations and providing and receiving feedback for PBL lessons and Explicit Instruction.
2. Yearly RSAS Action Plan documented and implementing Attendance Strategies.
3. Annual overall Student Attendance above 80%
4. Annual Assessment and Data collection schedule documented and implemented by 100% of teachers.
5. Annual Explicit Improvement Agenda documented and simplified to one page with 100% of staff able to articulate it.
6. Whole school Pedagogy approach documented, with Explicit Instruction being the signature pedagogy, and implemented by 100% of teaching staff.
7. Specific Cherbourg State School Specific Teacher roles and teacher assistant roles documented that reflect PDPs, role statements and schools EIA are being implemented by teachers and Teacher assistants.

##### Strategies

	2021	2022	2023	2024
Design and implement action plans for key strategies aligned to the EIA that are inclusive of indicators of success, timelines and accountable officers.	✓	✓	✓	✓
Refine the EIA to a sharp and narrowly focused priority and align targeted resourcing, capability development, and QA measures.	✓	✓	✓	✓
Develop and implement a schedule of assessment and data collection that is aligned to the EIA.	✓			
Develop short-, mid- and long-term targets that assist staff members in measuring and celebrating increments of progress of the EIA.	✓	✓		
Measure the impact of all discretionary funding being used to support school initiatives aimed at improving student learning outcomes.	✓	✓	✓	✓
Design and implement case management action plans to improve attendance for all students.	✓	✓		





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### Improvement Priorities

#### Teaching

Success indicators				
1. 100% of teaching teams implementing the Explicit Instruction Pedagogy				
2. 100% of teaching teams trialling, implementing and embedding a chosen focus Age Appropriate Pedagogy				
3. Whole School curriculum, assessment and reporting plan k - 6 documented with 100% of teachers implementing the document.				
4. 100% of teaching staff participating in internal and external moderation.				
5. 100% of teaching teams implementing the whole school phonics and phonemic awareness program of PLD.				
6. 100% of teachers engaged in planning feedback loops utilising data analysis every term.				
7. Prep - 2 Wakka Wakka Language curriculum, assessment and reporting completed ready for implementation in 2022. K - 6 Wakka Wakka Language curriculum, assessment and reporting completed ready for implementation in 2023.				
8. 80% of students receiving an A - C range in English, mathematics and science.				
9. S2016 My child is getting a good education at this school. Parent agreement is >95%				
Strategies	2021	2022	2023	2024
Develop the capability of teaching staff to analyse and interpret data to support next steps for teaching.	✓	✓	✓	
Schedule regular data conversations to ensure a line of sight into classroom practice.		✓		
Develop a consistent and collaborative approach to curriculum planning to ensure that all required aspects of the AC are taught and assessed.	✓	✓		
Establish a systematic process across the school to quality assure curriculum planning, delivery and reporting for all elements of the AC.	✓	✓	✓	
Develop a systematic approach to student data collection and analyse to inform next steps in teaching and learning for Indigenous students for whom English is an additional language or dialect.		✓	✓	✓
Establish and document agreed teaching strategies such as Explicit Instruction, aligned to priority areas of improvement	✓	✓		





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### Improvement Priorities

#### Capability

##### Success indicators

1. 100% of staff utilising Sharepoint as a daily communication method.
2. 100% of staff being provided with access to professional learning.
3. staff induction program inclusive of cultural and historical elements documented and being implemented by 100% of school staff.
4. 100% of teaching staff participating in walkthroughs, professional conversations and observations of current practices with timely feedback and support given.
5. 100% of staff actively involved in Developing Performance discussions and agreed to plans.

##### Strategies

	2021	2022	2023	2024
Develop electronic systems to support timely and efficient day-to-day communications.		✓		
Build the instructional capability of all leaders to implement, monitor and evaluate areas of priority improvement that allows a strong line of sight into classroom practice.	✓	✓	✓	
Develop and implement an induction program that builds the cultural competence of staff members and supports capability aligned to school expectations and priority areas.		✓	✓	✓
Document and implement a professional learning plan to build the capability of all staff members to achieve priority areas of improvement.	✓	✓	✓	✓
Schedule regular PD that builds teachers' deep understanding of the AC.	✓	✓	✓	✓
Implement regular opportunities for modelling, coaching and feedback for all staff members aligned to priority areas of improvement.	✓	✓		





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### Improvement Priorities

#### Partners

##### Success indicators

1. 100% Principal or designated officer attendance and participation at designated community forums such as the community Early childhood Group, monthly Cherbourg Interagency meetings and monthly Cherbourg Aboriginal Council meetings.
2. Once per term Cherbourg State School Elders Group Meetings as a forum for EIA and community feedback.
3. Once per semester Cherbourg State School Elders reference group meetings to discuss the schools Wakka Wakka Language program and Language and Culture Centre's curriculum, assessment and reporting.
4. Fortnightly School representation on Cherbourg Radio utilising the student leaders to also speak.
5. Fortnightly publication of school newsletter.
6. Regular, relevant, student learning and school success focused photos of school facebook page.
7. Established regular meetings with Gundoo Early Childhood Centre with a documented handover system for the successful transition of Kindergarden students.
8. Year 6 Transition program with weekly visits to MSHS in Term 4 documented and implemented.
9. 100% school participation in major annual Cherbourg community events such DV and RUOK marches, ANZAC Day ceremony and NAIDOC week.

##### Strategies

	2021	2022	2023	2024
Review, enhance and sustain systems that improve attendance and align the strategies and partnerships with school and community stakeholders.	✓	✓		
Enhance partnerships with groups and organisations that provide services and supports for students.	✓	✓	✓	✓
Work with Elders and organisations to enhance parent and community engagement in the school.	✓	✓	✓	✓





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### Improvement Priorities

#### Wellbeing

Success indicators				
1. 100% of teaching staff implementing Zones of Regulation (checkins and lessons), Yarning Circles, Whole School Behaviour Chart and Positive Reward Systems.				
2. 100% of teaching staff with clear expectations and a consistent approach to Positive Behaviour for Learning by implementing weekly explicit PBL lessons and showing classroom artefacts (Matrix, fortnight focus).				
3. 100% of staff have a clear understanding of the DET Code of Conduct and implementing a Systems Leadership approach to working in teams.				
4. A completed school student/community and staff wellbeing Garden.				
Strategies	2021	2022	2023	2024
Build upon and implement the PBL and behaviour management systems with appropriate professional learning, consistent practices and timely feedback and support.	✓	✓		
Build the commitment of all staff to a culture of high expectations for interpersonal relationships that are based upon trust, professionalism and respect.	✓	✓	✓	✓
Plan, develop and implement a student/ community and staff 'School Wellbeing Garden' that is inclusive of local indigenous knowledge of bush tucker, sensory plants, productive vegetable plots and a student calming space.	✓	✓		

#### Inclusion

Success indicators				
1. 100% Teachers using effective differentiation of teaching and learning and target use of human resources to improve student outcomes.				
2. OneSchool Dashboard shows clear case management of student services students i.e. SWD, NCCD, trauma etc. which is then reflected in individual learning adjustments.				
3. Complex Case Management of identified students process, actions and outcomes documented on a confidential secure tab on OneNote and Oneschool.				
4. STLaN employed with developed programs to target teach students and supporting staff in their capacity re differentiation.				
Strategies	2021	2022	2023	2024
Ensure that student support services processes are regularly actioned and implemented including systematic student case management.	✓	✓	✓	✓





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### Endorsement

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

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Principal

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P and C / School Council

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Assistant Regional Director

