



Clermont State School

Strategic Plan 2017 - 2020



School Profile

Clermont State School is a Prep to Year 6 school, situated in Queensland's Central Highlands. Our mission, 'Preparing students to be confident individuals in a changing society' together with our values, 'doing your best, fair go, responsibility and friendship' underpin school programs and operations. Our curriculum programs are based on the Australian Curriculum using C2C as a resource in the Learning Areas of English, Mathematics, Science, HaSS, HPE, The Arts, Technologies and LOTE. Distinctive features of our curriculum include a whole-school approach to early intervention and support, instrumental music program as well as a range of arts and sporting opportunities. Our Teachers' commitment to the personal, all-round development of their students is evident through a high level of involvement in a variety of activities and programs. The school is an active part of our local rural community, participating in local events and competitions. The value of parents' role in education is well recognised at Clermont State School. Parents are encouraged to become actively involved in the school, both in the classrooms and through our small but active Parents and Citizens Association.

Vision

To prepare our students to be confident individuals in a changing society.

Values

- Friendship
- Responsibility
- Doing Your Best
- Fair Go

Improvement Priorities

CURRICULUM

Success indicators				
1. All Learning Areas of the Australian Curriculum fully implemented and resourced.				
Strategies	2017	2018	2019	2020
Continue to refine the Clermont State School Curriculum, Assessment and Reporting Framework to align with the latest version of the Australian Curriculum.	✓			
Continue to maintain the progress around the teaching of Reading.	✓	✓	✓	✓
Continue to maintain the progress around the teaching of Writing.	✓	✓	✓	✓
Developing teacher capability around curriculum knowledge in Mathematics.	✓	✓		





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Improvement Priorities

DIFFERENTIATION THROUGH DATA DRIVEN DECISION MAKING

Success indicators				
1. All staff are using consistent school-wide processes and practices to make data driven decisions to plan for and monitor differentiation.				
2. All students' learning needs are catered for resulting in improved student learning outcomes.				
Strategies	2017	2018	2019	2020
To use data-driven decisions to address the learning needs of all students through differentiated teaching and learning.	✓	✓	✓	✓
Develop and document school wide expectations around the provision of feedback to all students.	✓	✓		
Continue to progress the Individual Learning Goal process by increasing to include English, Maths and Engagement learning goals that students can communicate and discuss.	✓	✓	✓	✓

TEACHER CAPABILITY AND PEDAGOGY

Success indicators				
1. The school's Pedagogical Framework will be enacted in every day in every classroom.				
2. Annual Performance Review Process completed with all staff each year.				
Strategies	2017	2018	2019	2020
To continue to develop staff capability around highly effective pedagogical practices aligned with the school's Pedagogical Framework.	✓	✓	✓	✓
To develop, document and implement a plan for mentoring, coaching and providing feedback to staff.	✓			
Develop a Whole School Professional Learning Plan for staff to ensure alignment of Professional Development with school focuses and the Annual Performance Reviews.	✓	✓		
To continue to develop Instructional Leadership capacity within the school and provide opportunity and support to Teacher Leaders.	✓	✓	✓	✓
Developing teacher capability around highly effective pedagogical practice in Mathematics.	✓	✓		





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Improvement Priorities

INCLUSION AND WELLBEING

Success indicators

1. Improved mindset around inclusive education within the school and wider community.
2. Improved understanding of the links between social emotional learning, attendance, engagement, wellbeing and academic achievement by the whole school community.

Strategies

	2017	2018	2019	2020
To collaboratively develop and implement an Inclusion Framework and a Wellbeing Framework for the school.	✓	✓		

ENGAGEMENT

Success indicators

1. A Parent and Community Engagement Framework will be developed and implemented.
2. Improved overall attendance rates to 94% and less behaviour management referrals in One School.

Strategies

	2017	2018	2019	2020
To continue to refine the school's process around engagement and attendance.	✓	✓	✓	✓
Continue to systematically interrogate attendance, achievement and behaviour data to develop and review interventions.	✓	✓	✓	✓
Continue to celebrate and build on the high standards of student behaviour across the school to maintain high levels of engagement and academic achievement.	✓	✓	✓	✓
To collaboratively develop and enact a parent and community engagement framework.	✓	✓		

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director



