



Capella State School

Strategic Plan 2015 - 2018



School Profile

Capella State School is situated in the township of Capella, which is located in the local government catchment of the Central Highlands Regional Council. We are a coeducational school offering students from Prep to Year 6 individualised programs according to their needs and interests through flexible classroom programs, learning support and special needs programs. Extension programs are provided to further develop the talents of higher achieving students. Teaching approaches vary from single classroom with delivery by one teacher to full team teaching in double teaching spaces. Composite classes are formed to meet class size targets. Specialist lessons are provided in physical education, music and LOTE. An instrumental music program offers instruction to students in woodwind, brass and percussion. Capella has a strong tradition of participation in sport, arts and cultural events, with four teams competing in local touch football competitions. Students in Years 4 to 6 participate in dynamic outdoor education programs.

Capella State School is a Positive Behaviour for Learning School. **Positive Behaviour for Learning (PBL)** is a comprehensive, integrated whole school approach to student wellbeing and **behaviour**. PBL is a process that supports school leadership teams to create **positive learning** environments that enable student **learning** and wellbeing. This is based under the premise of four areas:

Be Safe

Be Respectful

Be Responsible

Be a Learner

Parents make valuable contributions to the growth of our school through their involvement with the Parents and Citizens Association.

Vision

Educated. Positive. Happy.

Values

Capella State School Students value:

- Accuracy - We do things right
- Persistence - We don't give up
- Excellence - We strive to do our best
- Life Long Learning - We prepare for our future
- Attitude - We are positive, caring and respectful.





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Improvement Priorities

Reading

Success indicators

1. Increase the achievement of Year 3 students in U2B for Reading.
2. Increase the achievement of Year 5 students in U2B of Reading.

Strategies

Improve student literacy achievement. - Reading.

2015 2016 2017 2018

✓ ✓

Writing

Success indicators

1. Increase the achievement of Year 5 students in U2B for Spelling.
2. Increase the achievement of Year 5 students in U2B for Grammar and Punctuation.

Strategies

None

2015

Numeracy

Success indicators

1. Increase the achievement of Year 3 students in U2B for Numeracy.
2. Increase the achievement of Year 5 students in U2B for Numeracy.
3. Increase the achievement of Year 6 students in PATM.
4. Increase the percentage of Year 1 students achieving C or better in Mathematics.

Strategies

Improve student Numeracy achievement.

2015 2016 2017 2018

✓ ✓

Science

Success indicators

1. Quality and relevance of science program and consistency with ACARA content descriptors.
2. School Science curriculum and pedagogy is aligned to ACARA syllabus.

Strategies

None

2015





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Improvement Priorities

Retention

Success indicators	
None	
Strategies	2015
None	

Attainment

Success indicators				
1. To have an agreed set of whole school protocols for classroom management.				
2. 0.2 FTE Curriculum Position is created. Increased staff understanding of the P-12 curriculum, assessment and reporting framework.				
3. The range of diverse needs of students are supported.				
Strategies	2015	2016	2017	2018
Develop and implement an agreed set of protocols in regard to classroom management in consultation with staff and community.	✓			
Investigate options through human resources to create a leadership role for curriculum, teaching and learning.	✓			
Provide case management that supports student achievement in literacy and numeracy.	✓	✓		

Transition

Success indicators	
None	
Strategies	2015
None	

Attendance

Success indicators				
1. The percentage of students attending less than 85%.				
Strategies	2015	2016	2017	2018
Investigate and research strategies to improve attendance.	✓			





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Improvement Priorities

Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Success indicators	
None	
Strategies	2015
None	

Quality Teaching

Success indicators				
1. Use of OneSchool Dashboard by staff to analyse, track and monitor attendance and attainment in literacy and numeracy.				
2. School staff professional learning plan and individual staff performance plans are developed, implemented and reviewed annually.				
Strategies	2015	2016	2017	2018
Provide professional development to develop and grow staff capability in the use of the OneSchool platform (Data Literacy & Curriculum programming).	✓	✓		
Develop and implement staff professional engagement in staff capability engagement through the use of Australian Professional Standards for Teachers.	✓	✓		
Implement a model to monitor school performance and inform practice through the use of CQ3S.	✓	✓		
Developing and implementing staff professional engagement/capabilities in the usage and application of the Australian Professional Standards for Teachers.			✓	✓





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Improvement Priorities

Curriculum

Success indicators

1. A tracking system developed and implemented.
2. Whole school programs implemented in all classrooms and an improvement in student data/results.

Strategies

	2015	2016	2017	2018
Develop and implement school wide curriculum systems to address multi-age aspects of the school and tracking methods of curriculum coverage within the Australian Curriculum.	✓	✓		
Ensuring authenticity in A-E Data using the Australian Curriculum Achievement Standards and giving accurate grading.			✓	✓
Supporting students and teachers with the Literacy and Numeracy demands of the curriculum.			✓	✓
Implementing a whole school approach to the teaching of Science.			✓	✓
Implementing a whole school pedagogical approach to the consistent teaching of Reading, Writing, Grammar and Punctuation and Spelling.			✓	✓

Positive Behaviour for Learning

Success indicators

1. Data will indicate a decrease in behavioural issues and an increase in positive behaviour records.

Strategies

	2015	2016	2017	2018
Ensuring students are enacting the Positive Behaviour for Learning mantra and to continue with the PBL roll-out process			✓	✓

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

