



Caravonica State School

Strategic Plan 2023 - 2026

Vision

Our school community expects every child will reach their potential with intentional, high-quality teaching differentiated to meet the needs of all learners. As a school we are focused on student outcomes and progress, delivered through the Australian Curriculum and data informed, evidence-based teaching practices.

Values

- Strong relationships
- High expectations and quality teaching for all
- High levels of bookwork presentation and correction of all work
- High levels of presentation - classroom displays
- Positive and respectful classroom tone
- Quality timely feedback for all

School Priorities

Responsive and dynamic teaching and learning programs

Long-term targets/desired outcomes				
1. 90% of students receive C or above in English, Mathematics and Science; 60% receive A or B				
2. >95% of parents agree that their child's learning needs are being met by school, and their child is making good progress (SOS)				
3. 100% of teaching staff modify teaching practice after reviewing student assessment data (SOS)				
4. 100% of teaching staff use Australian Curriculum (AC) for planning, teaching and assessment (SOS)				
5. V9 of AC embedded				
6. 100% of identified students receive appropriate intervention, with data tracking and 5 weekly review cycles (RTII: Response to Instruction and Intervention)				
Strategies	2023	2024	2025	2026
Unpack V9 AC and refine all units of work to reflect new achievement standards and content descriptors.	✓	✓	✓	✓
Use data to inform planning, including adjustments/refinements to units of work [cohort level and class level]	✓	✓	✓	✓
Embed phases of moderation	✓	✓		
Refine and embed RTII [Instruction and Intervention] model	✓	✓	✓	✓





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School Priorities

Well-being and engagement

Long-term targets/desired outcomes

1. 100% of parents agree our teachers are interested in student well-being
2. Overall student attendance - 94%
3. < 15% of students attend less than 80% of time
4. >90% of students in Tier 1 - PBL behaviour
5. >95% of staff, parents and students agree expectations and rules are clear
6. >95% of staff, parents and students agree this is a good school

Strategies

	2023	2024	2025	2026
Refine The Resilience Project [TRP] as whole of school strategy for addressing/teaching well-being	✓	✓		
Review data for TRP to evaluate success of program for students	✓	✓		
Refine RTI model - addresses wellbeing, attendance, engagement and behaviour in model	✓	✓	✓	✓
Embed PBL processes/practices	✓	✓	✓	✓
Refine/embed staff well-being strategy	✓	✓	✓	✓





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School Priorities

Strong, inclusive partnerships

Long-term targets/desired outcomes

1. Authentic partnership with traditional custodians
2. Indigenous perspectives embedded in English. Mathematics and Science - with 100% of teaching staff in agreement that they are confident embedding Aboriginal and Torres Strait Islander perspectives across the curriculum
3. 100% of staff agree we have an inclusive culture where diversity is valued and respected (SOS)
4. >95% of staff, students and parents agree respectful student relationships are fostered at Caravonica
5. Purposeful, quality, sustainable partnerships are formed that value add to the work of the school [and improve outcomes for students]
6. All pre-prep students, their families and our staff participate in a quality transition program [universal program for all, and targeted program for some]
7. All students, their families and our staff participate in a quality through school transition program [universal for all, targeted for some]
8. All Y6 students, their families and our staff participate in a quality transition program [universal program for all, and targeted program for some]

Strategies	2023	2024	2025	2026
Form management team for Indigenous Perspectives work of school - develop shared understanding of work at CSS	✓			
Develop units of work with local perspectives embedded		✓	✓	✓
Embed Respectful Relationships work into school planning as per DoE expectations	✓	✓		
Refine into school transition program	✓	✓		
Refine through school transition program	✓	✓		
Develop out of school [Y6 into 7] transition program	✓	✓		
Refine out of school [Y6 into 7] transition program			✓	✓
Review/map partnerships formed with outside agencies - how are they enhancing outcomes, what gaps are there, what opportunities are there?	✓			
Develop strategic new partnerships with outside agencies - based on needs analysis from 2023		✓	✓	
Develop cluster model with neighbouring schools - commonalities, points of difference, learning opportunities.	✓	✓		
Review/refine cluster model [based on work from 2023/2024]			✓	✓





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A modern and innovative learning environment

Long-term targets/desired outcomes

1. All teaching and learning spaces have the infrastructure needed to deliver our programs [connectivity, teaching tools, flexibility of space].
2. All cohort groups have access to outdoor spaces that meet their physical and developmental needs
3. All teachers/classes have access to the ICT infrastructure required to enrich the teaching and learning programs delivered - classroom lessons and specialist lessons.
4. All support areas of the school are modern, well equipped and inviting [administration building, tuckshop, Guidance Officer/Psychologist room, intervention and extension breakout spaces]

Strategies	2023	2024	2025	2026
Develop master plan for school - staff, student and school community input	✓			
Refine infrastructure plan [facilities] to reflect refurbishment and modernisation needs of school]	✓	✓	✓	✓
Map ICT needs of school for next 4 years	✓			
Refine ICT infrastructure plan to meet the ICT delivery demands of the curriculum		✓	✓	✓

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

Assistant Regional Director


**Queensland
Government**