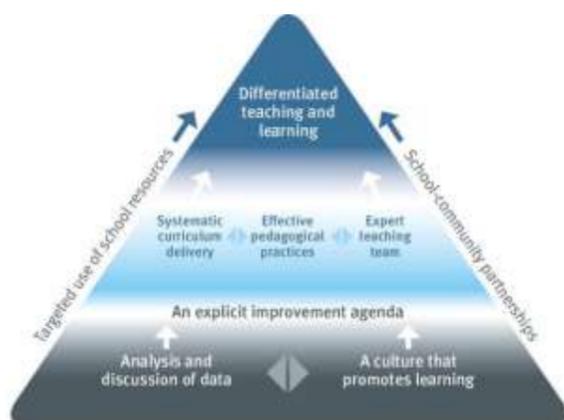


# Rochedale South State School Strategic Plan 2017-2020



School Curriculum	High Quality Teaching Practice	Leadership and School Capability	School and Community Partnerships
<p><b>Systemic Delivery of Curriculum</b></p> <ul style="list-style-type: none"> <li>Develop whole school documentation based on AC including:                             <ul style="list-style-type: none"> <li>year level and term overviews,</li> <li>assessment/monitoring plan (both formative &amp; summative), and</li> <li>common A-E assessment, criteria for marking and exemplars</li> </ul> </li> <li>Common understanding of the Australian Curriculum and achievement standards developed through collaborative year level planning.</li> <li>Curriculum plans are systematically shared with families and the wider community during curriculum cycles.</li> <li>Cross curriculum &amp; General Capability priorities, explicitly high order and critical and creative thinking, to be embedded.</li> </ul>	<p><b>Effective Pedagogical Practices</b></p> <ul style="list-style-type: none"> <li>Review and embed <i>signature pedagogies</i> (explicit instruction, gradual release, feedback and goal setting) and expectations as detailed in the Pedagogical Framework.</li> <li>The <i>Annual Performance Review</i> process is embedded to strengthen teaching quality through reflection, goal setting, development and feedback.</li> <li>Teaching methods are targeted at students securing U2B achievement in Literacy and Numeracy.</li> <li>Developing school wide pedagogies to embed digital technologies to enhance teaching and learning.</li> </ul>	<p><b>An Explicit Improvement Agenda</b></p> <ul style="list-style-type: none"> <li>Targets set for student success - SOS confidence at or above like schools, U2B performance at or above like schools, A-E data &gt;80% at C or above, attendance at or above State mean.</li> <li>Collaborative development and review of explicit improvements are progressively implemented over the planning cycle.</li> <li>Create opportunities to communicate and discuss the explicit improvement agenda with staff members which includes the achievement data, targets and progress.</li> <li>Formalise year level meetings to provide consistency opportunities for teaching staff to discuss student achievement, progress and strategies.</li> </ul>	<p><b>School Community Partnerships</b></p> <ul style="list-style-type: none"> <li>Expand the use of technology in communication to inform parent understanding in relation to curriculum, assessment and student achievement including – year level term overviews and assessment information.</li> <li>Build and maintain positive partnerships between students, staff, parents and wider community members that support a positive, respectful, inclusive learning environment.</li> <li>Expand current community partnerships to further enhance opportunities for students beyond the class curriculum. Increase parent participation in school activities and programs.</li> <li>Provide a forum (School Council) for increased parent engagement in the education agenda.</li> </ul>
<p><b>Differentiated Learning</b></p> <ul style="list-style-type: none"> <li>Establish data cycles to identify the achievements, progress, strengths and weaknesses of all students to inform decisions on teaching and learning.</li> <li>All staff deliver inclusive practices with high expectations for all learners.</li> <li>Opportunities for students to achieve and succeed across a variety of curricular and extracurricular activities.</li> <li>Extension and enrichment of students towards increased representation in the U2B Literacy and Numeracy.</li> <li>Develop consistent processes and guides to record differentiation and goal setting for students.</li> </ul>	<p><b>Analysis &amp; Discussion Of Data</b></p> <ul style="list-style-type: none"> <li>Discussions and analysis of Literacy and Numeracy data by teacher teams is a focus of year level meetings.</li> <li>Develop the data literacy skills of teaching staff to build confidence and capability of the whole school utilisation of summative assessment.</li> <li>Implement Quality Assurance processes on the administration of diagnostic data to ensure consistency of practice in administration, analysis and interpretation of data.</li> <li>Implementation of the RSSS Whole School Assessment and Reporting Overview, delivering a systematic plan for the collection and analysis of short, medium and long term data (Dufour et al. 2010; Dufour &amp; Marzano. 2011).</li> <li>OneSchool used as the single point of truth for student data with data collected in a central directory for point in time access, analysis and monitoring.</li> <li>Establishment of vertical and cluster moderation processes to ensure alignment of A-E data and teacher expertise in identifying student needs and learning goals.</li> </ul>	<p><b>An Expert Team</b></p> <ul style="list-style-type: none"> <li>Maintain a high quality, skilled workforce with a focus on continuous improvement through instructional leadership.</li> <li>Establish coaching, modelling and feedback culture aligned to Pedagogical Framework and the school Explicit Improvement Agenda.</li> <li>Master Teachers, Head of Curriculum, STLN and SEP support teacher capability throughout the teaching and learning cycle.</li> <li>Formalise meeting structures to provide consistent opportunities for year level teams to discuss curriculum planning and assessment, student achievement, progress and strategies.</li> <li>Staff collaborate through a whole school approach to mentoring, modelling, coaching and feedback to learn from each others practices, including Watching Others Work (WOW) and Learning Cafés, within and beyond school.</li> <li>Develop a professional learning plan aligned to the explicit improvement agenda and school priorities.</li> </ul>	<p><b>A Culture that Promotes Learning</b></p> <ul style="list-style-type: none"> <li>Establish <i>Positive Behaviour for Learning</i> as the foundational platform to support high expectations for appropriate behaviour.</li> <li>Actively monitor student engagement through attendance and PBL data in order to grow personal and social capability.</li> <li>Individuals are supported to reach their personal potential through programs which value diversity, the whole child, inter-cultural and ethical understandings.</li> <li>Increase student engagement in and ownership of their learning through goal setting and data tracking processes.</li> <li>Increase student efficacy in utilising digital resources for learning.</li> <li>Continue to enhance pre-prep and secondary transitions to support student readiness.</li> <li>Performing and visual arts, sport and extra-curricular opportunities provide a vehicle for building student confidence, capability and commitment.</li> </ul>



Signed on behalf of the school and community:  
Date: 27 February 2017

Michelle Butler, Principal

Liz Hage, President P and C Association