

Rochedale South State School
2025-2028 SCHOOL STRATEGIC PLAN
Empowered to Excel

School profile https://rochedalesouthss.eq.edu.au/our-school					Vision and values Creative, resilient, curious learners empowered to excel						
   Educational achievement  Wellbeing and engagement  Culture and inclusion  											
School review key improvement strategies - Further refine processes for designing summative assessment tasks, marking guides and monitoring strategies to ensure alignment of curriculum and assessment planning with system expectations. - Prioritise opportunities to enhance leaders' and teachers' understanding of the 3 principles of pedagogy to determine pedagogies most effective in supporting every student to learn and achieve. - Strengthen staff understanding of complex learning needs to support students to access, participate and progress through the curriculum. - Expand the suite of school-wide processes in the teaching and learning sequence to enhance student agency, engagement and promote intellectual rigour.					School priorities Empowered to Excel - School priority 1 – Expert teaching teams* empower all learners - School priority 2 – Leading excellence in learning *Expert teaching team = leaders, teachers and ES staff						
School priority 1: Expert teaching teams* empower all learners Strategies - Student agency in before and mid moderation - Student centred learning and decision making: eg Inquiry – Kath Murdoch / The Learner First – Rob Proffitt-White / Learning Walls and BIUW - Sharratt - Develop a common language for student engagement in learning - Continuum of engagement – Amy Berry 2020 / Dimensions of Belonging – Carter 2023 / 9 cognitive barriers to engagement - Chew & Cerbin 2020 / Doug Fisher through EFI - Data informed culture / formative data informs teaching and learning decisions - Explore and enhance pedagogies for digital learning Measurable outcomes - Academic achievement: reduce variance for priority student groups to within 5% of all students - First Nations students - Students with a disability - Students with English as an additional language/dialect - Out of home care students - Students accessing tier 3 behavioural supports - Defined processes to provide extension opportunities for high performing students - Attendance >95% - Student SOS I am interested in my schoolwork and My school takes student opinion seriously – 100% Success criteria Behaviourally: Students can/will: Apply metacognition and assessment literacy to drive their own learning and contribute to school decision making. Teachers can/will: Empower all learners to reach their full potential through a deep understanding of, and agreed practices for, agentic, emotional, cognitive and behavioural engagement ES team can/will: Draw from a suite of strategies to support a range of diverse learners, included high performing students, to reach their full potential Leadership team can/will: collaboratively monitor and provide resourcing and capability development for achievement, wellbeing and engagement of all students Resourcing Targeted RAR funding, School Priority Time					School priority 2: Leading excellence in learning Strategies - Collaborative inquiry cycles involving all staff - investigate best practice in education globally to design context-specific applications - Develop partnerships with educational providers delivering excellence in education within or beyond the Queensland system - Instructional leadership across all levels of staff - Curriculum rigour and clarity through shared assessment literacy / Engaging curriculum and summative task variety - Implement effective pedagogies appropriate to students and their context – Principles of pedagogy – The Learning Measurable outcomes - RSSS Whole school approach to pedagogy developed and implemented schoolwide - Student A-B English and Maths – performing above relative schools 5% increase A-B English / 10% increase A-B Maths Starting Strong 9% increase A-B English / 12% increase A-B Maths Building on Foundations - Student A-C English and Maths – performing above relative schools 7% increase A-C English / 3% increase A-C Maths Starting Strong 6% increase A-C English / 7% increase A-C Maths Building on Foundations Success criteria Behaviourally: Students can/will: Achieve their personal best in achievement and engagement. Teachers can/will: Employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students. ES team can/will: Actively contribute to a culture of excellence through agreed schoolwide practices. Leadership team can/will: Systemise instructional leadership practices focused on managing the instructional program to quality assure implementation fidelity. Resourcing School funded Deputy Principal, school funded HOD-C, professional learning as required Close To Above & Well Above Below & Well Below School Performance - Above & Well Above - Data informed culture - Responsive to data through formative collection in the T and L cycle - Student Agency In before and mid moderation - Collaborative Inquiry cycles involving all staff - Student centered learning and decision making - Instructional Leadership across all levels of staff in these school - Everyone and every structure aligned to strategic agenda - Engaging curriculum and summative task variety.						
The priorities of Rochedale South State School are underpinned by a sustained commitment to our positive school culture and our valued community partnerships. Our learning community will continue to flourish through our ongoing focus on student, staff, and community wellbeing.											
Phases		2025	2026	2027	2028	Phases		2025	2026	2027	2028
Developing		✓	✓			Developing		✓	✓		
Implementing		✓	✓			Implementing				✓	
Embedding				✓	✓	Embedding					✓
Reviewing						Reviewing					
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. Principal Sty W-d P&C/School Council craki School Supervisor Mary Cook											