



ROSEDALE STATE SCHOOL (K-12 CAMPUS)

STRATEGIC PLAN 2024-2027



School Vision & Values

At Rosedale State School, we are dedicated to cultivating a positive school culture where everyone is **safe, respectful, and responsible**. By ensuring engagement in our learning environments and building a strong inclusive community that values individual contributions and fosters collective growth, we are: **Preparing Today for Life Tomorrow**.

We focus on Community, Culture and Classroom through Consultation Collaboration and Communication

School Review Findings:

Domain 5: An expert teaching team - Initiate the development of an organisational structure with collaboratively developed leadership and key staff roles and responsibilities to ensure clarity and accountability for delivery of the school and system priorities. Initiate appropriate support and professional learning to strengthen the instructional leadership of key staff to focus on continuous improvement of quality teaching and learning.

Domain 3: A culture that promotes learning - Implement formalised, consultation, collaboration and communication processes with staff to foster a supportive workplace with transparent decision-making relating to school improvement and operations. Consolidate and strengthen staff understanding of, and commitment to, PBL, including quality assuring the enactment of agreed expectations and processes to ensure consistency to support student behaviour.

Domain 6: Systematic curriculum delivery - Scale-up curriculum planning to a full K–12 plan, starting with English, to support teachers to align teaching, assessment and reporting to the curriculum.

Domain 7: Differentiated teaching and learning - Embed a school-wide shared vision for inclusive education and the use of evidence-informed approaches, to enable staff to confidently support students from priority equity groups to participate on the same basis as other students.

School Priority Areas:

- Curriculum & Pedagogy: Design, implement and deliver a whole school K-12 curriculum plan and pedagogical approach
- Inclusion: Embed a school-wide shared vision for inclusive education and evidence-informed approaches to ensure all students are equitably supported to achieve excellence
- Professional Learning: to enhance the instructional leadership skills of key staff, focusing on continuous improvement in quality teaching and learning
- School Governance: is crucial for ensuring transparent decision-making, accountability, and resource allocation, which together drive educational excellence and equity for all students.



Educational achievement



Wellbeing and engagement



Culture and inclusion



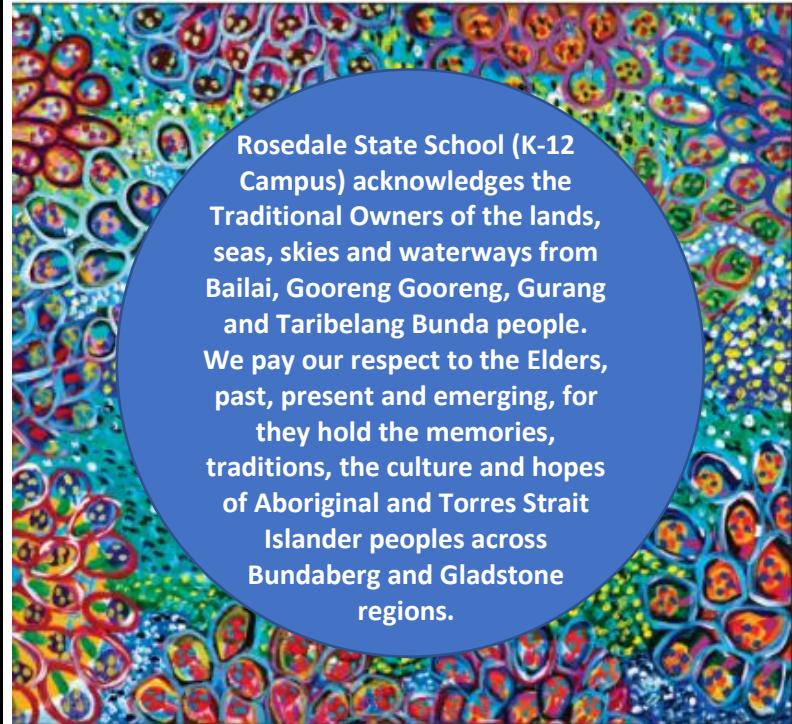
Embedding First Nations outcomes across every priority



Priorities	Strategies	Phases Developing Implementing Embedding Reviewing				Measurable Outcomes & Success Criteria
		2024	2025	2026	2027	
Curriculum & Pedagogy – Design, implement and deliver a whole school K-12 curriculum plan and pedagogical approach	<ul style="list-style-type: none"> Strengthen staff capability in understanding, designing and delivering quality teaching and learning through a collaboratively developed K-12 Curriculum Plan and QKLG for Kindy 					<ul style="list-style-type: none"> K-12 Whole School Curriculum Plan shared on TEAMS site
	<ul style="list-style-type: none"> Refine the whole school pedagogical approach to promote student engagement and ensure consistency of practice from K-12 by: <ul style="list-style-type: none"> Engaging a working party to research high impact teaching strategies and collaboratively design a suite of age-appropriate pedagogy consistently enacted and visually evident in every classroom 					<ul style="list-style-type: none"> Suite of Signature Pedagogical Practices evidenced in classrooms utilising a gradual release model and outlined in whole school Pedagogical Approach document and shared on TEAMS
	<ul style="list-style-type: none"> Ensure appropriate pathways in senior school to safeguard success for students exiting year 12 by: <ul style="list-style-type: none"> Activating student and parent voice to align subjects of interest and promote access to desired careers Ensuring seamless pathways in curriculum options through all junctions Timetable electives to enable completion of electives across 2-year band plans of Australian Curriculum Strengthen external and alternate study and work-based options for senior students in years 10-13 for career opportunities beyond the school 					<ul style="list-style-type: none"> Timetables and staffing align to electives and pathways Subject selection processes and options will reflect student voice as will be evident in SET and JET planning Increase in satisfaction scales noted on School Opinion Survey – This is a good school: <ul style="list-style-type: none"> Parent 68.2% -> 90+% Student 65.6% -> 90+% Staff –86% - 90+% Increase in student attendance to 90-95%
	<ul style="list-style-type: none"> Create opportunities for student voice to build assessment literacy and to share in the design of their own teaching and learning 					<ul style="list-style-type: none"> Each sector will have established assessment literacy practices such as Learning Walls and Goal Setting processes
	<ul style="list-style-type: none"> Strengthen the Explicit Teaching of Reading by: <ul style="list-style-type: none"> Developing a whole school reading strategy to embed consistent practice K-12 Structure a Professional Learning Plan to outline the roll out of key skills in how to teach reading and opportunities to share practice 	K-6	7-9			<ul style="list-style-type: none"> Improved NAPLAN Reading levels in years 3,5,7 and 9 in NMS and U2B: <ul style="list-style-type: none"> Year 3 NMS 40->20 - %; U2B 40->50+% Year 5 NMS 35-> 20- %; U2B 47-60+ %

					<ul style="list-style-type: none"> Year 7 NMS 47-> 20-%; U2B 27->50+ % Year 9 NMS 37->20- %; U2B18->30+ % Improved Level of Achievement – English <ul style="list-style-type: none"> Above C level: 86.2-> 90+% A & B level: 40->50+%
	<ul style="list-style-type: none"> Refine Moderation Processes to ensure curriculum is implemented with fidelity and standards applied in reporting cycles are appropriate for student achievement by: <ul style="list-style-type: none"> Aligning resources and quarantining time for collaborative moderation processes in each phase 				<ul style="list-style-type: none"> Timetables, staffing and budgets reflect quarantined time Moderation reflects evidence of shared pedagogical practices and standards aligned to Australian and QKLG curriculum
Inclusion - Embed a school-wide shared vision for inclusive education and evidence-informed approaches to ensure all students are equitably supported to achieve excellence	<ul style="list-style-type: none"> Connecting a shared understanding for inclusion within the existing school vision of “Preparing today for life tomorrow” and values of safety, respect and responsibility 				<ul style="list-style-type: none"> Whole school inclusion plan
	<ul style="list-style-type: none"> Consolidate and strengthen staff understanding and commitment to Positive Culture for Learning (PCL) by ensuring clear processes in the quality assurance of the enactment of agreed expectations and processes to maintain consistency and effectively support student behaviour. 				<ul style="list-style-type: none"> Visible signage of PCL around the school grounds and in classrooms Known and documented expectations and processes of PCL for staff and students stored on TEAMS PCL enacted in all aspects of schooling as observed by strategic learning walks 100% commitment to PCL by staff, students and community
	<ul style="list-style-type: none"> Scale up existing strategies to provide transition opportunities for all students, supporting their success and confidence in subsequent schooling stages. <ul style="list-style-type: none"> Strengthen relationships and opportunities within and beyond the school at various junctures such as years K and P, 2-3;6-7; 9-10 and exit to desired pathways Review processes for transition at each juncture 				<ul style="list-style-type: none"> Increased enrolments at key junctures K, P & 7 Improved destination data for year 12 exit Retention rates improvement years 10-12
	<ul style="list-style-type: none"> Build the capability of all staff to implement effective differentiation practices and processes, ensuring that all students receive age-appropriate, tailored supports to facilitate successful learning by: <ul style="list-style-type: none"> Review systems to enact support, including the use of Inclusion Teams, regional staff and external providers Review the documentation of supports, including the consistency of support plans utilised, such as ICP, PLP, PTEP, Safety and medical plans Strengthen support in moderation cycles for curriculum and pedagogical differentiation Establish clear differentiation processes for assessment and learning Establish case management protocols for use with all students 				<ul style="list-style-type: none"> Key support plans and documents for individual students stored on OneSchool Support systems known, documented and stored on TEAM Evidence of differentiation in moderation templates and teacher curriculum planning documentation Student data improvements in Achievement A-C LOA as per yearly AIP & Data Plan NCCD data reflects 100% adjustments required
	<ul style="list-style-type: none"> Develop a whole school Cultural Capability Framework <ul style="list-style-type: none"> Build the cultural capability of staff to maximize engagement and learning outcomes for First Nations and other equity group students. Strengthen links with local First Nations traditional owners of our school land – Bailai, Gooreng Gooreng, Gurang and Taribelang Bunda- to support school improvement in teaching and learning Engage in the regional CLC: Realising the Potential of Indigenous Students to build and share capacity in pedagogical practices that support First Nations students 				<ul style="list-style-type: none"> Cultural capability Framework published on TEAMS Explicit pedagogical practices for First Nations students embedded within teacher 3 levels of planning documents and Whole School Pedagogical Approach First Nations student engagement gap decreases in: <ul style="list-style-type: none"> Attendance Achievement A-C SDA
Professional Learning - to enhance the instructional leadership skills of key staff, focusing on continuous improvement in quality teaching and learning	<ul style="list-style-type: none"> Strengthen instructional leadership to enhance the delivery of curriculum, supports and other aspects of teaching and learning in every learning environment 				<ul style="list-style-type: none"> Instructional Leadership Framework 100% staff engaged in professional learning
	<ul style="list-style-type: none"> Collaboratively develop a formalized whole-school approach for collegial engagement, including regular observation, feedback, and coaching to improve classroom teaching and learning. 				<ul style="list-style-type: none"> Suite of shared practices, templates and protocols to participate in collegial engagement opportunities published on TEAMS with time quarantined in termly calendars
	<ul style="list-style-type: none"> Prioritize ongoing staff development in data literacy to effectively use data for informing and monitoring differentiation practices and overall teaching strategies 				<ul style="list-style-type: none"> Whole school data plan 100% engagement in data use to improve learning outcomes by staff and students
	<ul style="list-style-type: none"> Provide professional learning opportunities to build teacher aide capability to support quality teaching and learning. 				Whole school Professional Learning Plan

School Governance - is crucial for ensuring transparent decision-making, accountability, and resource allocation, which together drive educational excellence and equity for all students.	<ul style="list-style-type: none">• Collaboratively develop systems and processes for effective school governance by reviewing:<ul style="list-style-type: none">• Workforce plan with aligned roles and responsibilities inclusive of line management structures and processes.• Infrastructure plan, including IT to enhance the use of digital technology• Community engagement plan to foster relationships and opportunities for staff and students by creating opportunities for collaboration and establishing formal consultation processes for all stakeholders to contribute to school strategic planning and school improvements so decisions are transparent					<ul style="list-style-type: none">• Workforce Plan• Infrastructure plan• Digital Technologies Framework• Community Engagement Plan• Systems and processes in place for good governance to occur including but not limited to: meeting schedules for collaboration, review and accountability processes etc• Enactment of agreed processes for asset replacement schedules
	<ul style="list-style-type: none">• Strengthen P&C and other community partnerships through formal engagement processes including:<ul style="list-style-type: none">• Ensuring consultation opportunities and processes are embedded practice• Review of communication modes such as social media, newsletter, SMS, webpage, Q Parents etc• Review meeting protocols and membership opportunities for P&C• Review calendar of events and curriculum to create further opportunities for collaboration and participation of community within the school• Strengthen connections by ensuring visibility of school leaders at events and around the school grounds• By increasing the publication of key successes and celebrations for all to contribute and share					



Approvals

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

Principal

P&C/School Council

School Supervisor

