


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

Priorities 2024-2027 Strategic Plan	Strategies	Actions	Team Leader	Budget & Resources	Measurable Outcomes & Success Criteria (Including artefacts)	Impact	Monitoring Not Started Developing Embedded			
							T1	T2	T3	T4
 Educational achievement Curriculum & Pedagogy – Design, implement and deliver a whole school K-12 curriculum plan and pedagogical approach	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"> Plan a rollout for curriculum planning across all subjects and sectors and provide professional development (PD) for V9 & QKLG to familiarise and establish consistent planning processes and requirements Create 3 levels of planning and store in TEAMS whole school P-12 Framework by developing and or refining existing programs to align to V9 requirements Share successful examples of practice and enable teachers to observe strategies being utilised 	DP Secondary	\$10K TRS for PD & planning	<ul style="list-style-type: none"> K-12 Whole School Curriculum Plan shared on TEAMS site 	Student <ul style="list-style-type: none"> Know what they are learning and why Demonstrate greater engagement in own learning Teacher, Teacher Aide & Support Staff <ul style="list-style-type: none"> Collaboratively develop engaging and aligned teaching programs Mentor developing staff and shadow proficient staff to improve practice Leader <ul style="list-style-type: none"> Conduct a collaborative inquiry to develop map of school needs and actions required Build capability by providing or accessing PD, particularly in new subject areas or new staff to school Collaborate with staff to develop, monitor and review programs Quality assured programs ensuring alignment with agreed school processes Access cluster networks if required to bridge gaps or provide smaller KLAs with support 				
	Strengthen the Explicit Teaching of Reading	<ul style="list-style-type: none"> Use MultiLit as a consistent tool for teaching reading and tracking student levels and progress across K-10 Developing a whole school reading strategy to embed consistent practice K-12 Create a teaching and learning reading team Provide professional development to teaching staff Collaborate with regional reading clusters for years P-2, 3-6 and 7-9 to share best practices 	DP Primary	\$25K Multi Lit (initial one-off cost for PD and hard copy resource packs for all year levels K-9) CLC Regional Reading Cluster	<ul style="list-style-type: none"> Improved Level of Achievement – English to exceed beyond state targets of 50% A & B and 80% above C level: Years P-2: Above C level: 51.4% -> 65% (80%+ by 2027); A & B level: 21.6% -> 35% (50%+ by 2027) Years 3-6: Above C level: 92.7% -> maintained above 80%+ A & B level: 35.2% -> 50%+ Years 7-10: Above C level: 92% -> maintained above 80%+; A & B level: 50% -> 50%+ 	Student <ul style="list-style-type: none"> Participate in reading activities across all subjects and levels Understand level of reading and how to improve or access support Students can demonstrate the elements of reading as appropriate to age Teacher, Teacher Aide & Support Staff <ul style="list-style-type: none"> Utilise pre and post testing to determine reading levels and needs Implement reading activities in all classes in context with teaching and learning Collaborate in teams to share reading strategies Moderate and review literacy requirements in curriculum Participate in PD explicit to reading Review student reading data and implement supports for students below reading age Leader <ul style="list-style-type: none"> Undertake collaborative inquiry to key needs required of staff and data gaps for students Develop and implement PD plan for reading Review reading data and liaise with key staff Facilitate time to collaborate and share best practices Conduct learning walks to monitor the use of reading strategies in the classroom 				
	Build the capability of all staff to implement effective differentiation practices and processes , ensuring that all students receive age-appropriate tailored supports to facilitate	<ul style="list-style-type: none"> Review systems & evidence to enact support, including the use of inclusion teams, regional staff and external providers, including the establishment of case management protocols for use with all students Strengthen support in teaching & learning to establish clear differentiation processes for assessment and learning: <ul style="list-style-type: none"> Establish adjustment to assessment and differentiation profiles for all NCCD students 	HOSES	Broker regional support \$10k TRS for PD & planning	<ul style="list-style-type: none"> Key support plans and documents for individual students stored on OneSchool Support systems known, documented and stored on TEAMS Evidence of differentiation in moderation templates and teacher curriculum planning documentation 	Student <ul style="list-style-type: none"> Establish individual goals in teaching and learning Actively participate in the planning and reviewing of curriculum delivery If required, will add voice to develop support or other individual plan Communicate needs and seek support when required Teacher, Teacher Aide & Support Staff <ul style="list-style-type: none"> Understand roles and responsibilities regarding differentiation for teaching and learning including: <ul style="list-style-type: none"> Expectations, processes and policies Planning cycles and documentation Moderation and assessment Recording and use of data including the accurate entry of NCCD data into OneSchool 				

