

**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 & Behaviours	Monitoring Not Started Developing Embedded			
							T1	T2	T3	T4
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	- Continue developing 3 levels of planning to create a whole school K-12 Framework by accessing the Curriculum Gateway resources and using the Quality Assessment resources to meet V9 requirements - Create processes and protocols for Moderation, focusing on Before Moderation to ensure quality curriculum delivery in all classrooms focusing on non-negotiable teaching elements and assessment literate learning - Strengthen support in teaching & learning to establish clear differentiation processes for assessment and learning within the Before Moderation process	DP Secondary	\$300K TRS for PD & planning SRS used to purchase updated teaching resources and texts	- K-12 Whole School Curriculum Plan shared on TEAMs site - Moderation Cycles and processes enacted - Evidence of differentiation in moderation templates and teacher curriculum planning documentation - English & Math achievement a priority	Student - Know what they are learning and why - Demonstrate greater engagement in own learning - 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 individual plan - Communicate needs and seek support when required Teacher, Teacher Aide & Support Staff - Collaboratively develop engaging and aligned teaching programs - Collaboratively undertake regular moderation processes, ensuring quality Before Moderation occurs prior to teaching - Utilise a range of strategies for monitoring learning at regular intervals - Understand roles and responsibilities regarding differentiation for teaching and learning including: - Expectations, processes and policies - Planning cycles and documentation - Recording and use of data including the accurate entry of NCCD evidence into student PLR on OneSchool Leader - 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 assures programs ensuring alignment with agreed school processes - Access cluster networks if required to bridge gaps or provide smaller KLAs with support - Enable key stakeholders' collaboration time to develop and implement effective processes and policy for moderation that will support student success in the classroom				
	Strengthen the Explicit Teaching of Reading	Strengthen the whole school reading strategy to embed consistent practice K-12	DP Primary	\$10K TRS for PD & planning \$5K reading resources	- 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 - 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 - 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 - 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				

Line of sight for all stakeholders strengthened by the gradual release of responsibility

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