



# Rosella Park School

## School Strategic Plan 2012-2015

Our Context	Our Values
<p>Rosella Park School is a co-educational campus providing individualised education programs for students with a disability aged between 5-18 years. Rosella Park is the only school exclusively for students with an Intellectual Impairment within a 125km radius and only one of four in the Central Queensland region. A significant number of our students present with complex and challenging behaviours in addition to their disability diagnosis. Our programs are built on the philosophy of showing <i>respect</i>, being <i>positive</i>, staying <i>safe</i> and <i>rising to the challenge</i>.</p>	<ul style="list-style-type: none"> <li>* Working with Energy, Enthusiasm and Persistence</li> <li>* High Expectations and Excellence</li> <li>* Productive Partnerships</li> <li>* Celebrating and Embracing Diversity</li> <li>* Healthy and Safe Environment</li> </ul>

Improvement Agenda	Key Directions
<p><b>Schools &amp; Community Partnerships</b></p>	<ul style="list-style-type: none"> <li>• <b>Strengthen quantity and quality of parent involvement</b> within the school community, school activities and their students' learning</li> <li>• <b>Establish interschool networking relationships</b> at all levels of school operation (including principal, Head of Curriculum, teachers and teacher aides)</li> <li>• <b>Improve our process of responding to the complex and challenging behaviours of students</b> through co-ordination of school, community and Education Queensland resources</li> <li>• Actively seek and <b>engage in external opportunities for our students</b> to increase their community involvement and enable them to be contributing members of our society</li> <li>• <b>Focus on our early intervention</b> and early childhood programs</li> </ul>
<p><b>Teaching &amp; Learning Practices</b></p>	<ul style="list-style-type: none"> <li>• <b>Successfully transition to a whole-school curriculum</b> aligned with the <i>Australian Curriculum</i> that caters for the needs of <u>all</u> our students and shows vertical progression through cohorts</li> <li>• Implement school-specific <b>Social and Emotional Development Program</b></li> <li>• <b>Build a data-analysis culture</b> within the school to <b>measure student progress</b> and <b>effective teaching</b> and ensure evidence-based decision making</li> <li>• Establish <b>peer coaching program</b> in school to improve teacher practice, strengthen collaboration and provide constructive feedback on improving pedagogy to improve student outcomes</li> <li>• <b>Implement a whole-school pedagogical model</b> across the school to guide teaching practice</li> <li>• <b>Recognising the diversity of our learners</b> in all decisions and in establishing diverse pathways</li> </ul>
<p><b>Staff Capacity &amp; Principal Leadership</b></p>	<ul style="list-style-type: none"> <li>• <b>Strengthen our culture of high expectations, high standards and constant professionalism for all staff members across the school</b></li> <li>• Establish a school-specific <b>implementation of the Developing Performance Framework</b> that engages all school staff and values a constructive feedback culture</li> <li>• <b>Focus on school-specific professional development priorities:</b> <ul style="list-style-type: none"> <li>* Effective behaviour support and intervention</li> <li>* Understanding of brain development and the impact of disability</li> <li>* Embedding ICTs in to learning to support curriculum implementation</li> <li>* Implementing the <i>Australian Curriculum</i></li> <li>* Strengthening data-literacy and analysis skills</li> </ul> </li> <li>• <b>Principal to be an instructional leader</b> by focusing on: core learning priorities; quality curriculum, student achievement and improvement; pedagogical practice; teacher feedback; quality assessment</li> </ul>
<p><b>Learning Environment &amp; Facilities</b></p>	<ul style="list-style-type: none"> <li>• <b>Improve the implementation of ICTs to support learning</b>, transitioning to a culture where ICTs are embedded in learning activities and enhance the educational experience of all students</li> <li>• <b>Target specific areas of the school to improve student and staff access</b> while maximising the positive input these environments have on learning and student development. Areas include: school library; therapy room; sensory room; sensory garden</li> <li>• <b>Create spaces in our school where parents, staff and/or students can come together and meet in a relaxed, supportive environment</b></li> <li>• <b>Focus on improving the presentation and feel of the school environment</b> to make it a place people want to work and learn</li> </ul>

The Rosella Park School Strategic Plan 2012-2015 was developed in consultation with the school community and states the key directions that meet school needs and departmental requirements.

Endorsement of Plan		
<p><b>Melissa Daniels (Principal)</b> October 21, 2011</p>	<p><b>Lisa Lowe (P&amp;C President)</b> October 21, 2011</p>	<p><b>Ian Hall (Acting ARD)</b> October 21, 2011</p>

