

ROSELLA PARK SCHOOL STRATEGIC PLAN

2021-2024

	Focus Area	School Priorities	Strategies	2021		2022		2023		2024	
				Sem 1 2021	Sem 2 2021	Sem 1 2022	Sem 2 2022	Sem 1 2023	Sem 2 2023	Sem 1 2024	Sem 2 2024
The Rosella Way of Working <i>"Individualised learning to maximise quality of life for students with diverse learning needs, whilst forging relationships and breaking down barriers for successful participation of our students in the Gladstone region."</i> We strive to: - Know our students - Support AAC to give each student a voice - Individualise learning to maximise quality of life and community participation - Be passionate about the wellbeing of staff, students and families Our Vision <i>Every child can learn and experience success.</i> Our School Rules Be Positive  Positive Pete Stay Safe  Safe Sally Show Respect  Respectful Ronald	Strategic direction	Align school strategic documentation with the Inquiry Cycle to ensure strategic goals are being monitored and reviewed.	Review the roles of all school leaders to drive the explicit improvement agenda, and establish protocols to enable leadership teams to deliver school improvement outcomes, clearly linked to targets, timelines and accountabilities.	✓				R			
		Collaboratively review the pedagogical framework to set the agreed evidence-based teaching approaches to be utilised across the school.	- Explore examples of best practice pedagogical frameworks to ensure we are meeting the requirements for a whole school approach to pedagogy. - Define the Rosella 'ways of working' by establishing with all staff the agreed upon pedagogies to be adopted within the framework.		✓						
		Research, develop and implement a whole-school evidence-based approach to the teaching of mathematics.	- Research, identify and implement an evidenced-based numeracy program across the school - Research, identify and implement evidence-based diagnostic tools			✓	✓				
		Review delivery of senior schooling curriculum to ensure it is meeting the need of current and projected student population.	- Refine and embed senior school curriculum planning to support all transitioning students to achieve positive QCIA outcomes. - Review and modify current senior documents to ensure accountability and timelines are clear and evident. - Establish intentional collaboration opportunities with like schools to build staff capability to inform senior schooling practice.			✓			R		
	Accountability	Review current processes to ensure systematic monitoring of student performance.	- Develop teacher capabilities to use assessment tool and analyse data to inform curriculum decision making. - Review the data plan to align with the whole-school curriculum plan to explicitly identify data to be collected and how it is used to inform ICP's		✓			R		R	
		Ensure there is regular monitoring of the agenda including sharing and celebrating success.	- Monitor, review and modify AIP goals regularly during the planning cycle. - Share and celebrate success with all staff and school community via multi media notifications, School Events, P&C meetings and parent information sessions.			✓	✓	✓	R		
	Capability	Embed the capability framework to inform staff practice and build staff expertise through observation, feedback, mentoring and instructional coaching.	- Build teacher instructional skills in literacy through embedding the capability framework. - Build teacher instructional skills in numeracy through embedding the capability framework. - Introduce study tours for all staff, in areas of interest that are linked to school priorities.	✓	✓	✓	R				
		Continue to build teacher capabilities to understand and enact the whole-school curriculum plan aligned to the Australian Curriculum.	- Establish partnerships with regional curriculum experts to quality assure curriculum documents and processes, ensuring they align with mandated expectations, as well as processes in our local schools where possible. - Use the inquiry cycle and chains of evidence to systematically work through identified problems of practice aligned to teacher capability and enactment of the Australian Curriculum.	✓				R			R
		Develop the capability of classroom teachers to clearly identify and plan for the learning needs of every student in their class	Develop expectations for planning, recording and implementing classroom differentiation strategies that support the learning needs of students.			✓					
		Embed opportunities for all staff to engage in intentional collaboration focused on school priorities and positive student outcomes	Continue to foster a culture of collaboration, providing opportunities for staff to work together to unpack problems of practice linked to student learning			✓	✓				
	Collaboration	Continue to develop a culture of high expectations and excellence, upholding the school's motto 'Rising to the Challenge.'	- Establish a committee to align current practices that support student and staff wellbeing. - Document a Student Learning and Wellbeing Framework (SLAW) and Staff Wellbeing Framework.		✓					R	
		Continue to strengthen relationships within the school community, as well as valuing existing and forging new links with people/businesses in the local Gladstone area.	- Refine and consolidate the PaCE Framework to encourage parent participation in learning. - Develop strategies to monitor effectiveness of community partnerships that support student learning outcomes.			✓			R		
		Improve positive student outcomes with increased student attendance	Review the school attendance policy and strategies to engage families in improving attendance of students who attend less than 85 per cent of school days.		✓			R			R

Rosella Park School is
"Rising to the Challenge"