

Redlynch State College

2024 - 2027 STRATEGIC PLAN

<p>School profile</p> <p>At Redlynch State College we are all life-long learners and we model this to all students to instil a love of learning. Our goal is to foster optimal individual learning through Prep to Year 12. We are continuously thinking beyond the hills to provide every student with diverse pathways to their preferred future. The community spirit from the early days as a community school has remained with a friendly and inviting feel to the College. Learning in our valley makes the connection between valleys as being safe havens in nature and our safe learning and working environment. Our approach to teaching and the rapport and relationships we develop with students impacts positively impacts on their learning. The three focus areas of the equity and excellence strategy; educational achievement, wellbeing and engagement and culture and inclusion underpin all aspects of an education at RSC.</p>	<p>Vision and values</p> <p>Redlynch State College has a long and proud tradition of providing high quality education to students in the Redlynch Valley and neighbouring areas. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Redlynch State College's ethos has five core values;</p> <p>Relationships with self, family, friends, school and community</p> <p>Success is achieving our goals</p> <p>Connections linking school, home, community and the world</p> <p>Equity ensuring everyone has the opportunity to succeed</p> <p>Quality is doing your best and being proud.</p>
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<p>School review key improvement strategies</p> <p>Domain 1: Driving an explicit improvement agenda</p> <ul style="list-style-type: none"> Collaboratively review whole-college vision, beliefs, and systems to support a strategic, distinctive and effective P-12 ethos and identity. Strengthen the instructional leadership capabilities of all leaders, targeting consistent curriculum delivery, rigorous monitoring of student performance, and supportive evaluation of pedagogy, to drive improvement across the college. <p>Domain 6: Leading systematic curriculum implementation</p> <ul style="list-style-type: none"> Prioritise the college's systematic practices for developing and endorsing curriculum and assessment to support teachers to work within the college and Department of Education's (DoE) shared curriculum expectations. <p>Domain 5: Building an expert teaching team</p> <ul style="list-style-type: none"> Collaboratively develop and systematically enact a whole-college collegial engagement framework that includes observation, feedback, coaching and mentoring, to develop staff capability and provide line of sight for leaders on the implementation of expected practices. <p>Domain 8: Implementing effective pedagogical practices</p> <ul style="list-style-type: none"> Collaboratively review and refine the evidence-informed whole-college approach to pedagogy, to support every student to be engaged, challenged, and learning successfully. <p>Domain 7: Differentiating teaching and learning</p> <ul style="list-style-type: none"> Collaboratively develop a whole-college vision for inclusive education, to drive attitudes, behaviours and practices designed to ensure all students are able to access and participate in high-quality education along their same-aged peers. 	<p>School priorities</p> <ul style="list-style-type: none"> School Priority 1: Systematic practices are in place for developing and endorsing curriculum and assessment, ensuring alignment with the Department of Education's curriculum expectations. These practices support consistent curriculum delivery, rigorous monitoring of student performance, and supportive evaluation of pedagogy, to drive improvement across the college. School Priority 2: A whole college vision for inclusive education drives attitudes, behaviours and practices designed to ensure all students are able to access and participate in high-quality education along their same-aged peers. School Priority 3: A collaboratively designed collegial engagement framework is in place and is systematically enacted across the college to develop staff capability and provide line of sight for leaders in ensuring that expected practices are enacted across the college. School Priority 4: A whole college approach to pedagogy is aligned with Education Queensland's Whole School Approach to Pedagogy to support every student to be engaged, challenged and learning successfully. School Priority 5: The school and community has clarity around the P-12 ethos and identity and this is reflected in the vision, beliefs and systems that support this.
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<p>School priority 1:</p> <p>Systematic practices are in place for developing and endorsing curriculum and assessment, ensuring alignment with the Department of Education's curriculum expectations. These practices support consistent curriculum delivery, rigorous monitoring of student performance, and supportive evaluation of pedagogy, to drive improvement across the college.</p> <p>Primary ACv9 will follow EQ schedule for roll out. Secondary ACv9 schedule as below:</p> <ul style="list-style-type: none"> Developing ACV9: Year 8 in 2024, Year 9 in 2025, Year 10 in 2026 Implementation ACV9: Year 7 in 2024, Year 8 in 2025, Year 9 in 2026, Year 10 in 2027 Reviewing ACV9: Year 7 in 2024-27, Year 8 in 2025-27, Year 9 in 2026/27, Year 10 2027/28 Embedding ACV9: Year 7 in 2025, Year 8 in 2026, Year 9 in 2027, Year 10 in 2028 	<p>Strategies</p> <ul style="list-style-type: none"> DPTaL and HODTaL lead the familiarisation, planning and implementation of the ACv9 to quality assure curriculum and assessment and ensure alignment with CARF. Teachers engage in rigorous moderation processes/practices to quality assure units, assessment and level of achievement data. Secondary DPTaL to provide support for admin, HODs and teachers in scheduled planning sessions. Coaches, DPs and HODs support teachers to strengthen capability in pedagogical approaches and practices to help students become self-motivated, confident learners and active participants in relevant and challenging experiences. Provide opportunity for leaders to systematically observe classrooms and student learning to ensure that the intended curriculum is successfully enacted in all classrooms. <ul style="list-style-type: none"> Admin and HODs scheduled observation lessons and feedback sessions. Provide opportunities for leaders to further strengthen skills in instructional leadership. 	<p>Measurable/desired outcomes</p> <ul style="list-style-type: none"> A quality curriculum aligned to EQ expectations is enacted in all classrooms across the college with fidelity, as evidenced through observation, feedback, coaching and mentoring. Improvement in student LOA data is evident in college achievement data. Equity and Excellence support measures are used to monitor and review College data for improvement and drive decision making for future improvement strategies. <p>Success Criteria:</p> <ul style="list-style-type: none"> Quality assured systems and processes are in place and enacted across the college for developing and endorsing curriculum and assessment. Effective and supportive line management structure and processes are in place. Enhanced precision in the use of student data to improve attendance, engagement and academic outcomes for all. All planning documentation for Secondary faculties is stored in Sharepoint. 										
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<p>School priority 2:</p> <p>A whole college vision for inclusive education drives attitudes, behaviours and practices designed to ensure all students are able to access and participate in high-quality education along with their same-aged peers.</p>	<p>Strategies</p> <ul style="list-style-type: none"> DP Diverse Learning and HOSE Primary lead a collaborative review of existing processes using the inquiry model. Develop and refine processes, roles and responsibilities to support a systematic approach to inclusive education <ul style="list-style-type: none"> Cross campus collaboration – consistency of process Develop school-based documents to clarify processes Inform staff of processes, roles and responsibilities 	<p>Measurable/desired outcomes</p> <ul style="list-style-type: none"> Primary students with an ICP or HICP achieve intended outcomes or C or better. Identified secondary students have an ICP or HICP. Marker groups E.g., FN / OoHC are monitored against E&E priority support measures and show improvement in college data sets. <p>Success Criteria:</p> <ul style="list-style-type: none"> An inclusive education culture is evident and is defined by a collective understanding of relevant legislation and the moral imperative of inclusion for all. 					
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<p>School priority 3: A collaboratively designed collegial engagement framework* is in place and is systematically enacted across the college to develop staff capability and provide line of sight for leaders in ensuring that expected practices are enacted across the college. *replaced by Collaborative Capability Development Framework to align with new joint statements from DoE and QTU March 2024.</p>					<p>Strategies</p> <ul style="list-style-type: none"> Establish a cross college working party to lead and collaboratively review current capability development practices through an inquiry model to inform the development of the framework. Investigate existing models of capability development in other schools. Design a collaborative capability development framework using evidence-based research and best practice, and in alignment with the Collaborative Capability Development joint statements: setting professional goals and classroom observation and feedback. Present to all stakeholders for feedback. Finalise the framework and communicate to all staff to provide clear process and expectations. Develop instructional leadership capability in identified leaders and coaches through professional learning, coaching and mentoring. Prioritise instructional leadership – formalise opportunities to systematically observe classrooms and student learning in alignment with the Collaborative Capability Development: Classroom observation and feedback joint statement. 	<p>Measurable/desired outcomes</p> <ul style="list-style-type: none"> All staff participate in a Collaborative Capability Development model that supports systems, school and individual capability development needs. All BT and ECT are supported to reach full registration. All staff participate in the Setting Professional Goals process and have a current and relevant SPG plan. <p>Success Criteria:</p> <ul style="list-style-type: none"> Our college Collaborative Capability Development framework informs our annual capability development practices and focus areas. Leaders demonstrate proficiency in instructional leadership and have a consistent presence in learning environments. Staff systematically engage in the capability development practices included in the framework. E.g. observation and feedback, coaching and mentoring, induction, profiling.
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<p>School priority 4: A whole college approach to pedagogy is aligned with Education Queensland’s Whole School Approach to Pedagogy to support every student to be engaged, challenged and learning successfully.</p>					<p>Strategies</p> <ul style="list-style-type: none"> Establish a cross college working group to collaboratively review the current RSC teaching practices against the 2024 Whole School approach to pedagogy placemat. Use the inquiry model to scan and assess current classroom practices to prioritise areas for improvement or refinement. Adapt, refine, adopt to align the RSC Teaching Practices with the EQ Whole School Approach to Pedagogy. Communicate the revised model and forefront for staff as an agreed model of effective pedagogical practices and high impact strategies at RSC. 	<p>Measurable/desired outcomes</p> <ul style="list-style-type: none"> Students engaged and learning successfully, measured by: <ul style="list-style-type: none"> Engagement – 90% attendance, reduction in the number of SDAs Educational achievement – 100% students receive a QCE/QCIA, improvement in English and Mathematics LOA <p>Success Criteria:</p> <ul style="list-style-type: none"> All teaching staff demonstrate mastery in employing effective pedagogical practices considering the interconnecting nature of the curriculum, the learning and the learner in determining and employing these approaches, practices and teaching strategies. All teaching staff utilise high impact strategies that have significant positive impact on student engagement, wellbeing and achievement.
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<p>School priority 5: The school and community has clarity around the P-12 ethos and identity and this is reflected in the vision, beliefs and systems that support this.</p>					<p>Strategies</p> <ul style="list-style-type: none"> DP Secondary and DP Primary to lead a collaborative review into RSC identity with all stakeholders (staff, students, parents and community) Identify and coordinate a group of key stakeholders to develop an action plan, based on gathered data, to prioritise next steps for rebranding or revisioning of RSC identity and ethos. Enact identified strategies from the action plan to further clarify the vision, beliefs and systems. Communicate ideas and proposals to all stakeholders for feedback. Implement recommendations. 	<p>Measurable/desired outcomes School and community articulate positive transitions through each phase of equity and excellence in education at RSC evidenced by:</p> <ul style="list-style-type: none"> Pathways – PET (5/6), JET (7/8/9), SET (10+) plans 100% of students Retention – 100% are completing year 12 or have an alternative pathway Engagement – 90% attendance, reduction in the number of SDAs Destination – post education 100% of students are earning or learning Seamless curriculum delivery – ACv9 fully implement by 2028 Educational achievement – 100% students receive a QCE/QCIA, improvement in English and Mathematics LOA <p>Success Criteria:</p> <ul style="list-style-type: none"> The vision, beliefs and systems support an agreed P-12 ethos and identity of RSC and provide clarity for school and community.
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<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>						
Principal	P&C/School Council	School Supervisor				