Redlynch State College Strategic Plan 2020 to 2023

Improvement priority – Stretching Student Success

Domain 1. Explicit Improvement Agenda			
	Targets	**Timelines**	**Responsible Officer/s**
Further refine and clarify the scope of the identified EIA to enhance college-wide understanding of, commitment to, and communication of identified priorities. • Continue the internal school review process at the end of each year • Develop the Strategic Plan based on the 9 domains of the National School Improvement Tool. AIP to focus on 2 key priorities within the strategic plan • Differentiate the strategies in reference to College Leaders and Teachers • Teachers will have a clear understanding of the EIA strategies related to their core business		October 2020 onwards	Principal
Investigate opportunities to further enhance intentional P-12 staff collaboration regarding curriculum and capability building. • Identify further curriculum areas to engage in intentional collaboration across P-12	All College Executive and middle leaders workshop x 4	One per year	Principal
Domain 2. Analysis and discussion of data			
	Targets	**Timelines**	**Responsible Officer/s**
Identify further opportunities for staff to build data literacy to enable deep analysis of student data. • Confirm data champions to lead teams in data analysis. • Source PD for P-3 staff in Early Start testing and data analysis. • Develop a schedule for HODs to analyse a range of data to stretch student success – end semester 1 and start of year – meeting schedule. • Identify and prepare data for departments to analyse. • Work with HODs in line management to guide them through data • HOCs, DPs and HODs lead "Talking Data" sessions with teachers around analysis of data in faculty/year level meetings.	All P-3 teachers All secondary teachers All KLAs All KLAs	2020 End of each Semester Each semester Each semester	Head of Campus HODs Head of Campus HODs/DPs/HOC

	Targets	Timelines	Responsible Officer/s
Collaboratively review college-wide use of data, articulating the purpose for collecting, analysing and displaying this information in identifying gaps in learning and to monitor progress over time. • Survey staff re: current data collected and analyse responses to inform adjustments to the Data Capture Plan, including the addition of how data is used and where it is to be stored. • Present any changes to the Data Capture Plan to the Local Consultative Committee for endorsement. • Inform staff of changes and clarify purpose for collecting data. • Review what data is collected and for what purpose. • Update the Data capture plan with identified timelines.	Data plans that are responsive and purposeful to effect change in teaching practice	Annual Annual Annual Each year Ongoing	Principal Heads of Campus Heads of Campus
Build on the use of dedicated time for teachers to explore and analyse student diagnostic, formative and summative data to inform the next steps for teaching and student learning. • Formalise "Talking Data" processes for analysis and discussion in team meetings. • Dedicate time in the staff meeting schedule for analysis of data. • Plan for "Talking Data" release time. • Dedicate faculty meeting time to analyse data	Sufficient budget available to action	Ongoing	Line Managers

Domain 3. A culture that promotes learning

	Targets	Timelines	Responsible Officer/s
Quality assure enactment of the Student Code of Behaviour to ensure consistent understanding and implementation of PBL across the college • Monitoring of PBL lesson to ensure skills are taught by teachers. Leaders to conduct walkthroughs & observations with teachers. • Present the PBL focus for the fortnight on parades • Focus on the Ethos links with PBL focus • Develop new Code of Student Behaviour 2020 document	Reduction in short term SDAs	ongoing	Heads of Campus
Develop strategies to further enhance the understanding of the college Ethos RSCEQ across the two campuses in order to strengthen its place in defining college identity. • Maintain & enhance Ethos RSCEQ through parades, meetings and conversations with students and staff. • Ensure students and staff adopt the ethos as College identity • Student Leaders & Wellbeing Warriors model ethos on parades	All students to embrace the College ethos	By 2021	Principal Heads of Campus

Domain 4. Targeted use of school resources

	Targets	Timelines	Responsible Officer/s

Further develop the internal college review process to include systematic appraisal of resource allocations to ensure clear alignment with improved learning outcomes.
• Admin / HODs inclusive of Budget processes enabling more transparency with Budget allocations
• Revisit all financial transactions flowchart ensuring adherence to DoE policy.
• Train leadership team in SBS Planning Module enabling implementation in 2021.
• Line Managers to review budget spending on regular basis ensuring adherence to college's anticipated learning outcomes.
• Build up carryover balances for key College cost centres:
    ○ College provisions
    ○ Assets replacement
	All middle managers
	
	Monthly line meetings
	
	$500,000
	$300,000
		2020
		
		Monthly
		
		2020
		
		2020 onwards
		
		2022
		2022
			BM

Domain 5. An expert teaching team

	Targets	Timelines	Responsible Officer/s
Clarify and quality assure expectations regarding systematic enactment of the Teacher Capability Development Framework. • Framework reviewed and endorsed through the Local Consultative Committee (LCC)	Reviewed every year	Term 4 process	Principal
Investigate opportunities to enhance the focus on peer observation and feedback processes linked to pedagogical practices and the EIA. • Identify expertise within the teaching staff in EIA areas (Teacher Trainers) • Selection process for lead coaches endorsed through LCC • Lead Coaches to facilitate engagement with Teacher Trainers	Reviewed each year	Term 4	Principal
Further enhance the role of the staff coaching and mentoring team, as key drivers in staff capability development in line with key priorities and the EIA. • Beginning Teacher Mentors to facilitate the work of the Lead Coaches in alignment with staff Personal Development Plans (PDPs)		Term 1 each year	Beginning Teacher Mentors

Domain 6. Systematic curriculum delivery

	Targets	Timelines	Responsible Officer/s
Enhance the focus on building capability of all teachers as Australian Curriculum experts. • Support classroom and specialist teachers to deepen understanding of the Australian Curriculum (AC) to meet 3 levels of planning expectations. • Provide Australian Curriculum Planning days in identified Learning Areas (LAs) • Strengthen literacy and numeracy strategies across the LAs • Lead development of student-friendly checklists for English assessment for all primary year levels. • Identify staff requiring PD to enhance knowledge / depth / structure in AC. • Redevelop marking guides to reflect the language of the Achievement Standards • All faculties use One Note through Sharepoint to store and access curriculum.	All year levels Technology The arts All year levels All KLAs	Ongoing 2020 2020 2020 to 2021 2022	HODs
Collaboratively review the whole school curriculum, assessment and reporting plan to incorporate the general capabilities and locally relevant units, providing learning experiences that are accessible, engaging and challenging for all students. • Lead curriculum innovation to build capability of all teachers in fore fronting the General Capabilities and Cross-Curriculum Priorities, focussing on the General Capability of Literacy. • Begin to map general capabilities, 21st Century skills and ATSI perspectives to ensure they are represented across the range of LA's. • Build general capabilities into band plans/unit overviews as they are redeveloped • Initiate cross College mapping of application of general capabilities.	All teachers All teachers All band plans Overview	2020-2023 2020 2021 2021	HODs
Strengthen internal and external moderation processes, further building teacher confidence in determining LOAs across the learning areas. • Refine moderation processes in alignment with the Assessment and Moderation Hub- key stages. • In-service staff on moderation expectations • Provide ways to link with other schools/faculties. • Provide time within meeting structure/lunch time to formalise moderation processes.	Curriculum Leaders All teachers All KLAs	2020 2020 2022 2020	HODs

Domain 7. Differentiated teaching and learning

	Targets	Timelines	Responsible Officer/s
Capitalise on existing differentiation expertise of staff, as a model of practice to drive capability development and ensure quality differentiation is enacted across the college • Appoint a team to develop a College strategic approach to differentiation • Provide Professional Development / modelling coordinated by the lead coaches for differentiation. Align with PDP process. • Standardise the recording in One School and provide training. • Develop a College "Placemat" template	Formalise coaching team	2020 term1 Ongoing Term 4 2020	Principal Differentiation coaches
Implement processes to enhance the clarity of expectations and consistent college-wide practices regarding the use of student learning goals. • Expand on the current 'College NCCD process' model to roll out expectations: • Develop a whole College approach to setting student learning goals. Investigate Lynn Sharratt model • Provide PD in implementing the College model • Continue to build bank of resources to share across College staff	All Tier 3 LS students All staff	Immediate 2020-2021 2021 Ongoing	Principal

Domain 8 Effective pedagogical practices

	Targets	Timelines	Responsible Officer/s
Collaboratively define the college signature pedagogical practices, in conjunction with clear expectations for consistent implementation. • Collaboratively develop a signature set of pedagogical practices that are common to all pedagogical approaches. • In-service all staff in RSC's signature set of pedagogical practices, approaches and characteristics - see attachment. • Review how the Signature Pedagogical Practices is incorporated into the current Pedagogical Framework.	All teachers	Sem 1 2020 Sem 1 2020	Working group HODs
Embed a whole-college commitment to observation, feedback, coaching and mentoring, as a driver for consistent, site-wide pedagogical practice, and include a clear articulation of the expected accountability for every staff member. • Continue to build culture of acceptance of formal feedback on teaching practice • Continue current beginning teacher mentoring program. • Revise the data tracking process and tool. Refer to current tracking tools. • Align PDP processes with Coaching Model, incorporating timely observations and feedback.	All teachers Beginning teachers	Ongoing Ongoing 2020 Sem 1 Ongoing	Principal and Heads of Campus

Domain 9. School community partnerships			
	Targets	**Timelines**	**Responsible Officer/s**
Prioritise the development of strategic partnerships to further enhance the college identity and reputation as a quality and unique destination for international students. • Marketing differences eg Spanish, Outdoor Recreation • Market access to local facilities eg Equestrian Centre • Fully utilize testimonials and personal profiles for promotion • Enhance opportunities for students to become global citizens	40 international students	2021	DP and HOD of International Students
Enhance strategic partnerships to extend the range of opportunities for students to explore school-based traineeships and school-based apprenticeships as transition and employment pathways. • SAT's coordinated by HOD of Secondary Pathways • Formalise the work experience/industry placement programs commencing in year 10 and embedding in cert 1, 2 and 3 VET at school and TAFE. Investigate associated partnerships to assist in placement. • Build on industry visits with all VET programs • Increase our number of SAT's • Link SET plans to apprenticeship opportunities and beyond • Introduce certificate 1 in construction	All VET subjects 30 SATs	2020 2023 2021 Ongoing 2020 Sem 1	HOD Senior Schooling
Maintain and enhance connection with families and community in support of student learning • Enhance transition and orientation programs at key junctures across the College • Build on communication links with parents/guardians • Enhance opportunities to link community with student learning experiences			

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

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Principal   School Council