

# Rainworth State School

## STRATEGIC PLAN 2022 – 2025



### Strengthen & Empower



#### STRATEGIES

- Strengthen teacher capability in the AC, prioritising the provision of collaborative planning time, with consistent expectations for unit planning to support curriculum rigour in priority learning areas
- Strengthen the precision of student achievement data discussions between school leaders and teachers, ensuring the rigorous monitoring of student progress in their learning
- Strengthen the practices of formal observation and feedback, coaching, mentoring and Watching Others Work (WOW) aligned to the school's EIA
- Strengthen and monitor the consistent application of Bump It Up Walls to assist all students identify the next steps in their learning
- Clearly define and add rigour to the practices and processes that strengthen both staff expertise and expert teaching teams.
- Ensure regular cycles of review are embedded in school practices, measuring the impact of all resources in improving student learning outcomes

#### OUTCOMES

- Whole school Curriculum Plan reflects learning that is innovative and meaningful
- Data is used with precision to inform teaching and learning
- Empower students to take ownership of their learning
- Culture of continuous improvement and innovation focussed on the success of every student

### Collaborate & Challenge



#### STRATEGIES

- Collaboratively develop specific measures for success and aspirational targets for student achievement
- Collaboratively develop a vision that clearly identifies our school's values and expectations for teaching and learning
- Collaboratively review the delivery of the school's teaching and learning programs for their impact on time allocations and alignment to the AC
- Collaboratively refine the school's agreed assessment items that inform teaching and learning, building the data literacy of staff and a shared understanding of the expectations for student achievement
- Collaboratively explore innovative practices that value add to students' learning experiences, strengths and interests
- Develop clearly defined expectations for the implementation of the agreed pedagogical approaches, supported through regular modelling, coaching, observation and feedback processes
- Embed QA processes, including the implementation of formal and consistent four-phase moderation, with a focus on priority learning areas

#### OUTCOMES

- All staff engage in continuous, high quality professional learning
- All students are challenged and progress in their learning
- Culture of high expectations and a sense of belonging for staff
- High performance leadership team which drives school improvement and student achievements

### Connected & Inclusive



#### STRATEGIES

- Build a leadership team that is strategic and focussed with clearly defined roles, responsibilities and accountabilities
- Build a common understanding and implement a consistent approach to student goal setting
- Establish review processes to guide the future resourcing of ICTs, and digital devices to enhance teaching and learning
- Develop a shared understanding of best practice differentiation to meet the needs of the full range of students, including a focus on meeting the needs of high achieving students
- Formalise and implement a wellbeing framework, outlining the expected practices and protocols for supporting the wellbeing of students and staff
- Enhance partnerships with local families, community organisations and business to support the school's academic, wellbeing and enrichment programs

#### OUTCOMES

- Students, staff and community are inclusive and respect diversity
- A range of experts enrich our learning
- Student and staff Well-Being is evident.
- Rich and productive partnerships that unite our community through our school's vision and values

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

Lee Martin  
Principal

Alex Stanojevic  
School Council Chair