



**Central Queensland**

<b>School Context</b>	<b>Vision/Statement of Purpose</b>
<p>Rolleston State School is located in the Central Queensland Highlands and lies 140 kilometres South-east of Emerald and 70 kilometres from Springsure. The current school population is 66 students from Years Prep to 7, comprised of children from the town and (the majority) surrounding rural properties. All classes in the school are all multi-age, offering all children quality curriculum programmes across the eight key learning areas. Our inclusive curriculum caters for the diverse needs of our students, with the support of the learning support teacher and teacher aides and the Guidance Officer. A high level of (teaching) staff turn over exists in the school. The School Climate is currently supported by a Responsible Behaviour Plan that focuses on positive strategies and Restorative Justice.</p>	<p><b>Our vision at Rolleston State School is to:</b></p> <ul style="list-style-type: none"> <li>• Promote a supportive environment where all are safe and happy;</li> <li>• Take pride in all tasks and be independent, enthusiastic learners;</li> <li>• Show respect to self, others and surroundings;</li> <li>• Have a community that are active and engaged, and are proud of our school;</li> <li>• Strive for excellence in learning and achieve personal best.</li> </ul> <p style="text-align: center;"><i>Care Courtesy Commitment.</i></p> <p>Through this vision our school community will provide opportunities for every student to develop the skills to become a life-long learner and be an active participant not only in the Australian context, but also in the global community.</p>

*School Strategic Plan 2009 – 2011*

<i>Focus</i>	<i>Rationale</i>	<i>Key Strategic Strategies</i>	<i>Desired Outcomes</i>
<i>Curriculum – Literacy</i>	<p>Reading and spelling continue to be an area for improvement – including explicit teaching strategies that embed literacy (in particular these focus areas) in all Key Learning Areas (KLA's).</p>	<ul style="list-style-type: none"> <li>• Review School Reading &amp; Spelling programs</li> <li>• Develop an English Curriculum Plan that aligns with the Essential Learnings (information which is readily available to staff and parents to work collaboratively)</li> <li>• Ensure all staff have accessed PD in QCAR(F) and implement this in their planning.</li> <li>• Analyse internal &amp; external data to identify strengths, and focus areas, to inform class planning (catering for all students).</li> <li>• Undertake moderating sessions with other teachers and professionals analysing student work samples.</li> <li>• Implement THRASS in all year level teaching programs and supporting resources (providing PD for staff and parents).</li> <li>• Access Professional Development in reading and comprehension for all staff (and parents).</li> <li>• Timetable literacy blocks of 2 hours from 9-11am daily for all classes (where possible)</li> <li>• Undertake moderation with other teachers, professionals analysing student work samples.</li> <li>• Implement/utilise Support-a Reader, Support-a-Talker and Support-a-Writer programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal &amp; external data reviewed, collated and stored appropriately.</li> <li>• Explicit testing programs utilised for Internal Monitoring (Waddington Reading and Spelling, SAS Test, PROBE, PM Benchmarks, PAT Vocabulary, Comprehension, Spelling).</li> <li>• Students achieving age appropriate benchmarks in half yearly testing</li> <li>• Improvement in ALL individual performances in NAPLAN Tests with performance = or &gt; State Mean</li> </ul>
<i>Curriculum – Numeracy</i>	<p>Key number concepts and mental strategies required to meet the <b>numeracy demands</b> of the essentials need to be explicitly taught in ALL year levels. (Year 3, 5 and 7 performance for the past three years has been below the State Mean).</p>	<ul style="list-style-type: none"> <li>• Review school Mathematics program – align with Mathematics Essentials</li> <li>• Develop a Mathematics Curriculum Plan that aligns with the Essential Learnings (information which is readily available to staff and parents to work</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Monitoring using explicit testing programs (PAT Maths, GO Maths – GO Check &amp; Half yearly tests) implemented</li> <li>• Internal &amp; external data reviewed and collated annually to inform programs.</li> </ul>

**Central Queensland**

		<ul style="list-style-type: none"> <li>collaboratively)</li> <li>Analyse internal &amp; external data to identify strengths and focus areas, to inform class planning</li> <li>Undertake moderating sessions with other teachers/professionals analysing student work samples.</li> <li>Timetable mathematics blocks of 1.5 hours from 11:30-1pm daily (where possible) for all classes.</li> <li>Implement GO MATHS in all year levels and provide professional development opportunities for staff (and parents)</li> <li>Implement/utilise Support-a-Number program.</li> </ul>	<ul style="list-style-type: none"> <li>Moderation tasks - QCATs and maths investigations developed and implemented.</li> <li>Establish Maths benchmarks – map student performance</li> <li>Improvement in NAPLAN and Year 2 Net data</li> <li><b>Improvement</b> in ALL individual performances in NAPLAN Tests with performance = or &gt; State Mean</li> </ul>
<i>Behaviour</i>	At Rolleston State School we aim to promote an environment where all students and staff are safe and happy. Addressing bullying is the key element in providing a supportive and fair culture in the school.	<ul style="list-style-type: none"> <li>Revise/review the current Responsible Behaviour Plan for Students (incorporating use of the 5 Keys to Success) – and consistent consequences across the board.</li> <li>Survey Student Bullying (Term by term basis)</li> <li>Develop a Bullying Prevention Policy for Rolleston SS that is founded on proactive social skills.</li> <li>Implement the Codes of Behaviour for Students/Parents/Staff</li> <li>Review implementation of 'You Can Do It' program and designate lesson times in weekly timetable.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>A safe and supportive school climate</li> <li>Improvements in School Opinion Survey data</li> </ul>
<i>Communication</i>	Communication between the school and community requires strengthening based on the satisfaction with School-community relations in the SOS and level of Parent Involvement in the school.	<ul style="list-style-type: none"> <li>Review communication strategies within school (in particular school newsletter).</li> <li>Survey staff perceptions of school-community relations – to identify effective practices</li> <li>Professional Development (for all interested parties) in effective communication strategies</li> <li>Survey parents to identify communication strategies (e.g. Email, newsletter format, communication books, school website, etc)</li> <li>Invite community participation and involvement in school decision-making</li> </ul>	<ul style="list-style-type: none"> <li>School image enhanced in community</li> <li>Greater parent involvement in school activities</li> <li>Improved satisfaction in SOS survey responses</li> <li>Parent decision-making processes developed and effectively used</li> </ul>
<i>Community Involvement</i>	Promoting an environment where the community feels welcome and valued within the school community.	<ul style="list-style-type: none"> <li>Invite community participation and involvement in school decision-making and school events (e.g. fetes, dinners, etc).</li> <li>Investigate opportunities for community sponsorship of school events/functions</li> </ul>	<ul style="list-style-type: none"> <li>School image enhanced in community</li> <li>Greater wider community involvement in school activities</li> <li>Improved satisfaction in SOS survey responses</li> </ul>