

A large stone sign for Robina State School. The word "Robina" is written in a large, dark, cursive font, and "STATE SCHOOL" is written in a smaller, dark, sans-serif font below it. The sign is set against a background of green grass and yellow flowers.

Robina STATE SCHOOL



STRATEGIC PLAN 2022-2025

OUR SCHOOL

FRIENDSHIP • PRIDE • RESPECT

At Robina State School we deliver a *high-quality* education for every student.

We aim to do this by:

- ◆ Building, embedding, reviewing and refining our school programs and practices to support improved student learning outcomes
- ◆ Further developing the skills of our school workforce to deliver high quality teaching that is responsive to the learning needs of all students and contemporary society
- ◆ Continuing to build the reputation of the school as a high performing school – benchmarked against other high performing schools in the region, state and nation
- ◆ Closing the gap in Literacy and Numeracy achievement between Indigenous and Non-Indigenous students
- ◆ Maintaining excellence in our Academic, Innovation and Music Program

OUR VALUES

At Robina we believe....

- ◆ In inclusive education, by providing rigorous, challenging and engaging learning programs to all students
- ◆ Every student can learn and achieve in a safe, supportive, inclusive and disciplined environment
- ◆ In differentiated teaching to meet the learning styles and needs of all students to ensure success
- ◆ Students have the right to learn in a safe, caring and supportive environment which is inspiring, flexible and challenging
- ◆ In a shared commitment to high quality student learning

OUR STUDENTS

Successful learners

Further strengthen planning processes implementing all of the Australian Curriculum cross-curriculum priorities and general capabilities with a focus on critical and creative thinking and Aboriginal and Torres Strait Islander Histories and Culture

- ◆ All Curriculum Plans will include cross-curriculum priorities and contain a focus on the general capabilities – critical and creative thinking and Aboriginal and Torres Strait Islander Histories and Culture
- ◆ All teachers engage in planning sessions during Professional Learning Team Meetings throughout each term

2022	Investigate	2023	Trial	2024	Embed	2025	Maintain
Lead Learner:		Head of Department Curriculum					

Strengthen teacher capability to differentiate for all students, collaboratively building a shared and agreed understanding of highly effective differentiated practices

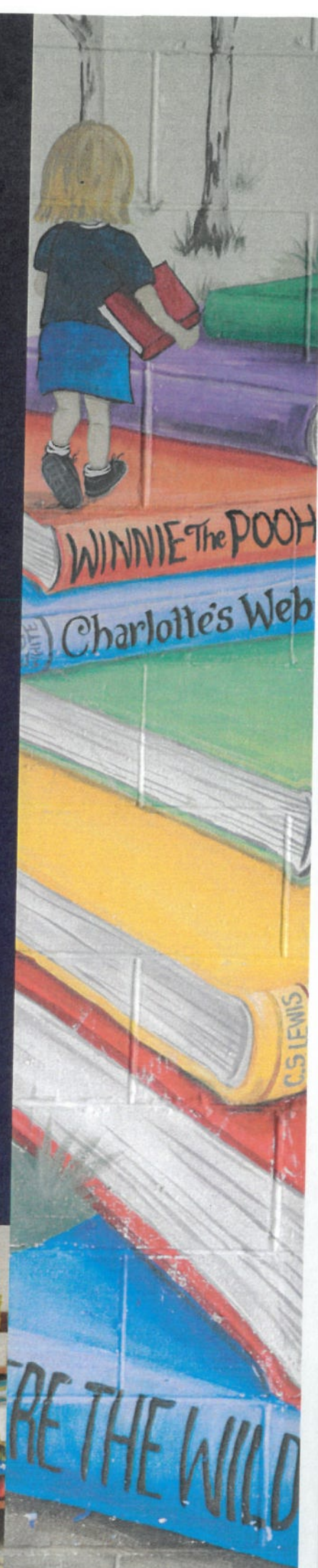
- ◆ All curriculum unit plans will include a suite of highly effective differentiation strategies
- ◆ All teachers' individual plans will show the targeted differentiation strategies designed to meet individual students' learning needs
- ◆ All students receive regular formative feedback throughout each term

2022	Trial	2023	Embed	2024	Maintain	2025	Maintain
Lead Learner:		Deputy Principal P-3		Deputy Principal 4-6			

Collaboratively review and refine a whole school approach to inclusion and inclusive practices, with clearly understood roles responsibilities and accountabilities for all staff

- ◆ All teachers, target teachers and support staff have clearly articulated roles and responsibilities to facilitate effective differentiated delivery of the curriculum including support and intervention for all students
- ◆ Implementation of support services inclusive of differentiated, focussed and intensive support as documented in Robina State School Whole School Approach

2022	Trial	2023	Embed	2024	Maintain	2025	Maintain
Lead Learner:		Principal		Head of Inclusive Practices			



SUCCESS CRITERIA

Increase of 5% in students achieving Upper 2 bands in Year 3 NAPLAN Numeracy and Year 5 NAPLAN Reading and 10% increase in Year 5 NAPLAN Writing and Numeracy.

Increase of 5% in students achieving B and 7% achieving A in English across all year levels and increase of 10% in students achieving A in Mathematics across all year levels.

Increased engagement of students evidenced by greater level of satisfaction in Student Opinion Survey

Increased fostering of Respectful Relationships among students, staff and school community evidenced in School Opinion Survey

<10% of students attending < 85% of time



OUR STAFF

Highly effective teachers

Further strengthen a culture of reflection that enables deeper discussions of student achievement data, monitors progress over time and informs differentiated teaching practices

All teachers discuss student achievement data:

- ◆ with Deputy Principal each term identifying individual students' learning needs
- ◆ with year level colleagues during Professional Learning Team meetings throughout each term identifying both individual and group learning needs during moderation and pre-moderation meetings each term

2022	Embed	2023	Maintain	2024	Maintain	2025	Maintain
Lead Learner: Principal Deputy Principal P-3 Deputy Principal 4-6							

Further strengthen teachers' understanding of the school's agreed pedagogical approaches and practices, providing ongoing professional learning opportunities and experiences to enhance teaching and learning

- ◆ All teachers evidence use of school's agreed pedagogical practices in their teaching and learning plans
- ◆ All teachers participate in Professional Learning meetings each fortnight throughout the school year

2022	Embed	2023	Maintain	2024	Maintain	2025	Maintain
Lead Learner: Head of Department Curriculum							

Collaboratively review, strengthen and differentiate the agreed models of coaching, mentoring, observation and feedback and peer observation to enhance teacher practice aligned to key school priorities.

Strengthen processes enabling all school leaders to positively monitor the implementation of the school's agreed pedagogical practices and approaches gauging their impact on student learning

- ◆ All teachers and teacher aides have Annual Performance Plans aligned to the school's Annual Improvement Plan
- ◆ All teachers actively participate in the Collegial Engagement Process to enhance their practices

2022	Embed	2023	Maintain	2024	Maintain	2025	Maintain
Lead Learner: Principal Deputy Principal P-3 Deputy Principal 4-6							

Sustain a deep focus on the EIA with collaborative cycles of review to ensure agreed practices and approaches are producing further improvements in student learning outcomes

- ◆ Whole teaching staff involved in the analysis of student achievement data sets each term to determine improvement in student achievement resulting from the use of agreed practices and approaches

2022	Embed	2023	Maintain	2024	Maintain	2025	Maintain
Lead Learner: Principal							

OUR COMMUNITY

Productive partnerships

Sustain a focus on the learning and wellbeing of all students and on continually improving the capability of all staff to support the wellbeing needs of students

- ◆ Review and further develop Robina's Student Learning and Wellbeing Program following Education Queensland's Student Learning and Wellbeing Framework and in response to the Queensland Student Wellbeing and Engagement Survey results
- ◆ All teaching staff conduct fortnightly reviews of OneSchool data to determine areas of focus for the management of student conduct

2022	Trial	2023	Embed	2024	Maintain	2025	Maintain
Lead Learner:				Principal			

Collaboratively develop a school community engagement strategy to authentically increase parent and community engagement to enhance student learning, wellbeing and engagement

- ◆ Parent and Community Engagement Framework developed in collaboration with the Parents and Citizen's Association and P&C Business Manager
- ◆ Regular additions to the Parent Online Information tab in SkoolBag focussing on Learning, Engagement and Wellbeing

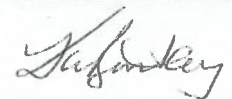
2022	Investigate	2023	Trial	2024	Embed	2025	Maintain
Lead Learner:				Principal			



Principal



President of P&C Association



Assistant Regional Director

