

Redbank Plains State School Strategic Plan 2026-2029

<p>School Information At Redbank Plains State School, our school vision is to create <i>'a community where we belong, engage and love to learn'</i>.</p> <p>As a team of educators, we acknowledge that creating a sense of belonging at school has a significant impact on student learning and wellbeing.</p> <p>When our students experience and feel a sense of belonging, they will be able to give their best effort, take risks, learn from failure and experience success. This growth mindset will encourage determination, promote resilience, enhance intrinsic motivation, build confidence and encourage a love of learning.</p>	<p>Our Mental Models As a team of educators, we believe:</p> <ul style="list-style-type: none"> • Everyone in our school community is to feel welcomed, safe, valued, and heard • Every student has a right to access education and to be a successful learner • Unconditional positive regard for all • High expectations for all students (learning, behaviour and attendance) • Respect, teamwork and communication are at the core of how the school team works to improve student learning outcomes 	<p>School Vision <i>A community where we belong, engage and love to learn.</i></p> <p>School Expectations</p> <ul style="list-style-type: none"> • I am <i>safe</i> • I am <i>respectful</i> • I am a <i>learner</i>
<p>School review key improvement strategies</p> <ul style="list-style-type: none"> • Consolidate recently established change initiatives to provide time for staff to understand, embed new practices consistently across the school and evaluate their impact. • Build on the established pre-conditions for learning to prioritise academic achievement and intellectual rigor, and increase English Levels of Achievement (LOA). • Clarify the whole-school approach to reading through the curriculum, aligned to the AC, to provide a common understanding and support consistency of teacher practice. • Formalise roles and responsibilities for individual and collective curriculum leadership to support the systematic alignment of planning, teaching and assessment of learning in all classrooms. • Strengthen staff data literacy and analysis processes to enhance differentiation practices and monitor student learning progress. • Strengthen staff capability in using effective teaching practices for differentiating teaching and learning to support all students to be appropriately engaged, challenged and extended in their learning. <p>School priorities</p> <ol style="list-style-type: none"> 1. Strengthen teacher knowledge, understanding and implementation of the Australian Curriculum to all students aimed at increasing the percentage of students achieving A-C. 2. Build on the school's culture of belonging and engagement for learning, with an emphasis on prioritising academic achievement and intellectual rigor. 		
<p>School Priority 1: Strengthen teacher knowledge, understanding and implementation of the Australian Curriculum to improve outcomes for all students, with a focus on increasing the percentage of students achieving A–C.</p> <p>Instructional leadership</p> <ul style="list-style-type: none"> • Enact a whole-school approach to building staff capability, ensuring the annual professional learning plan aligns with the Annual Implementation Plan (AIP) and the Setting Professional Goals (SPG) process. • Implement ongoing cycles of review to evaluate the effectiveness of initiatives aimed at improving A–C achievement and use findings to inform refinement and next steps. • Strengthen visible instructional leadership presence through regular classroom walkthroughs, formal observations, monitoring and whole school feedback to calibrate expectations for teaching and learning. <p>Buidling teacher capability</p> <ul style="list-style-type: none"> • Provide teachers with multiple opportunities to engage with the school's <i>Collegial Engagement Framework</i> to strengthen capability and support the systematic alignment of teaching and learning. • Develop and embed a shared language and understanding of evidence-based pedagogy to support collaborative, informed decision-making focused on <i>the learner, the learning and the curriculum</i>. • Strengthen unit planning practices to build shared understanding and consistency in the explicit teaching of reading aligned to the Australian Curriculum. • Sharpen the whole-school approach to explicit reading instruction to ensure a common understanding and consistent teacher practice across year levels. • Provide targeted professional learning to increase teacher confidence and capability in embedding Aboriginal and Torres Strait Islander perspectives across all learning areas. <p>Strengthening data analysis</p> <ul style="list-style-type: none"> • Review and refine data analysis processes to ensure the equitable and responsive deployment of human resources to maximise impact on student learning. • Strengthen teacher data literacy to support effective differentiation and responsive teaching practices. • Broaden and strengthen moderation processes to improve monitoring of student learning progress, inform teaching practices, and increase the percentage of students achieving A–C. • Sharpen the school-wide approach to the collection and analysis of reading data to ensure consistency of practice and the use of relevant, high-quality data to support improved student outcomes. <p>Performance Measures</p> <ul style="list-style-type: none"> • 80% of students achieving A–C in all learning areas (LOA). • 50% of students achieving A–B in all learning areas (LOA). • 90% teacher agreement on the staff opinion survey item: <i>"I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas."</i> <p>Behaviour</p> <ul style="list-style-type: none"> • Students will demonstrate the essential knowledge, skills and understanding of reading through the Australian Curriculum to be successful in all learning areas. • Teachers will employ effective pedagogy using the principles (learner, learning, curriculum) to support students achievement, wellbeing and engagement. • Teacher aides will provide support aligned to classroom instruction and identified student needs. • The leadership team will maintain a visible and intentional presence across the school, actively engaging with students, staff, families and the wider community. 		

School Priority 2: Build on the school's culture of belonging and engagement for learning, with an emphasis on prioritising academic achievement and intellectual rigor.

Belonging and Engagement for learning

- Refine and evaluate established whole-school initiatives to ensure they effectively support student engagement and academic achievement.
- Systemise and strengthen belonging strategies to maintain consistency of practice in relation to the school vision of *A community where we belong, engage and love to learn.*
- Maintain the capability development of all staff in trauma-informed practice.
- Identify the learning dispositions within the Australian Curriculum to foster intellectual rigor.
- Establish and implement whole-school strategies and processes to improve student attendance.
- Strengthen the MTSS framework to ensure responsive and tiered supports for all learners.
- Implement the process to teach a First Nations language within the school.

Community Engagement

- Create and implement opportunities to strengthen home-school partnerships.
- Develop and implement a Reconciliation Action Plan (RAP) to promote First Nations cultural inclusion and understanding.
- Employ an Indigenous Community Coordinator and/or Community Education Counsellor to strengthen community connections and support the implementation of social and cultural protocols.

Performance Measures

- 88% average student attendance.
- 95% positive student agreement on the Student Opinion Survey item: *"My school encourages students to respect one another."*
- ≤ 2% suspension rate for students in Prep-Year 2.
- ≤ 4% suspension rate for students in Years 3–6.

Behaviour

- Students will be motivated to attend school daily.
- Students will experience a strong sense of belonging within their classroom.
- Students will receive proactive, responsive supports to enhance engagement in learning.
- Teachers will implement consistent belonging and engagement strategies for learning and to support students' social and emotional learning needs.
- Teacher aides will apply trauma-informed practices to support students' learning and social and emotional wellbeing.
- The leadership team will lead and monitor belonging and engagement strategies to reinforce a strong culture for learning.

Approvals

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

Principal  27 March 2026

P&C/School Council  27 March 2026

School Supervisor 