

# SEVILLE ROAD STATE SCHOOL

## 2024-2027 STRATEGIC PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<b>School Profile</b>	Indigenous land name:	Yuggera country We acknowledge the shared lands of the Yuggera nation and the Yuggera people of the Yuggera language region.	<b>Vision and Values</b> <b>Vision:</b> At Seville Road State School, we empower and engage students by providing an excellent well-rounded education. We are committed to the provision of highly effective evidence-based teaching, inclusive practices and the utilization of enriching and learning environment and resources. <b>School Mantra:</b> Being the best me I can be <b>School Motto:</b> Honour Before Honours <b>School Expectations:</b> Be Respectful, Be Responsible, Be Safe <b>School Values:</b> Be Honest, Be Creative, Be Kind	<b>Strategies to promote SRSS vision and values to the wider community</b> <ul style="list-style-type: none"><li>Launch Seville Road Seven: the promise of seven enrichment opportunities across seven years of schooling</li><li>Update Website and Facebook to reflect vision and highlight priority progress</li><li>Seek and establish interschool, regional and district academic and sporting opportunities</li><li>Continuing community events: Sports Days, Family Picnic, End of Year Awards night</li></ul>	<b>School Review Key Improvement Strategies</b> <b>Domain 3: A culture that promotes learning</b> Refine school strategies for student support at universal, targeted and intensive levels, including staff capability building and Quality Assurance (QA) mechanisms, to enable a consistent and effective approach to supporting student engagement across the school. <b>Domain 8: Effective pedagogical practices</b> Develop collaboratively agreed pedagogical approaches to build consistent language and practice across the school to support student engagement with the curriculum. <b>Domain 6: Systematic curriculum delivery</b> Refine school curriculum documentation, planning and moderation processes to include discussion of teaching sequences, pedagogy and opportunities for identifying and recording differentiation to further engage students in learning. <b>Domain 1: An explicit improvement agenda</b> Develop short- and long-term actions to address school improvement priorities, including systems and processes to drive the implementation of strategies. <b>Domain 7: Differentiated teaching and learning</b> Collaboratively review the school approach for inclusive education to establish a shared knowledge and understanding of inclusive practices to drive the allocation of human, physical and financial resources.
	Education region:	Metropolitan Region			
	Year levels:	Prep to Year 6			
	Enrolment:	118			
	Indigenous enrolment percentage:	14.8%			
	Students with disability percentage:	24.3%			
Index of Community Socio-Educational Advantage (ICSEA) value:	972				

**Our School Priorities:** Through Instructional Leadership establish an engaging and inclusive environment promoting high expectations and supporting all students to be academically successful.  
**Priority 1: Clear Improvement Agenda - Priority 2: Quality Practice and Assurance - Priority 3: Curriculum Clarity - Priority 4: Inclusion and Engagement**

**Our School Priority 1: Drive a Clear Improvement Agenda with transparent accountability processes**

**Strategies**

- D1.1 Develop short- and long-term actions to address school improvement priorities, including systems and processes to drive the implementation of strategies.
- D1.2 Collaboratively build with staff, students, parents and community, a shared future vision for school improvement expressed in terms of measurable student outcomes.
- D1.3 Develop QA strategies to measure the impact of actions on wellbeing and learning outcomes for students.
- D4.1 Review school organisational structures and teams to align with the emerging school vision and to systematically support the work of classroom teachers to improve outcomes for all students.
- D4.2 Develop transparent budget, resourcing and QA processes to enhance staff understanding, confidence and shared decision-making, and to measure the impact of resource investments.
- D5.2 Build distributive leadership capability across the team to provide clarity of teaching and learning expectations, aligned to school priorities and to ensure agreed practices are enacted.

**Measurable Outcomes**

- Culture of regular feedback cycles aligned to AIP actions
- Annually AIPs aligned budget, staffing and roles
- Stakeholder comprehension of AIP improvement agenda

**Success Criteria**

**Behaviourally:**  
*Students can/will:* Share vision for school improvement through Student Council  
*Staff can/will:* Engage in consultation of development and review of the AIP, Build capability to support success of AIP improvement agenda  
*Leadership team can/will:* Empower leaders and lead teachers to quality assure AIP actions measuring impact and informing strategic direction, Align resourcing and actions through AIP

**Resourcing**  
 Forum for collaboration with staff, students, community  
 Resourcing aligned to annual AIP

**Our School Priority 2: Develop Quality Practice and Assurance through a strong feedback culture**

**Strategies**

- D5.1 Implement the collegial engagement framework to ensure all staff are involved in regular observation, feedback, modelling and mentoring processes that builds their capability.
- D7.2 Further develop teacher capability to provide targeted, differentiated teaching for individuals and groups of students, including high-achieving students.
- D8.1 Develop collaboratively agreed pedagogical approaches to build consistent language and practice across the school to support student engagement with the curriculum.
- D8.2 Implement processes that enable teachers to engage in formal observation and feedback to reflect on and refine the use of agreed pedagogical approaches.

**Measurable Outcomes**

- Whole School Approach to Pedagogy: consistent practices
- Sustainable feedback cycles improving teaching practice
- Development of knowledgeable others within the staff
- School Opinion Survey: 100% staff receive feedback

**Success Criteria**

**Behaviourally:**  
*Students can/will:* engage in learning through a range of pedagogy  
*Teacher aides can/will:* deliver learning through agreed pedagogical strategies  
*Teachers can/will:* flexibly use strategies aligned to the Whole School Approach to Pedagogy, seek continual professional development  
*Leadership team can/will:* Develop and embed processes of assurance of quality pedagogy and practice to inform a differentiated support for teachers

**Resourcing**

- Staffing aligned to AIP actions and teacher need

**Our School Priority 3: Create Curriculum Clarity with embedded processes**

**Strategies**

- D6.1 Refine school curriculum documentation, planning and moderation processes to include discussion of teaching sequences, pedagogy and opportunities for identifying and recording differentiation to further engage students in learning.
- D6.2 Develop year or band plans for each learning area that describe how all aspects of the achievement standards will be covered to ensure every student is provided with and has access to the Australian Curriculum (AC).
- D6.3 Implement monitoring processes, including moderation at multiple junctures, to align teacher planning to the AC and to support the enactment of the AC in classrooms.

**Measurable Outcomes**

- 95% students at/above C standard, above 50% students at B/A standard
- Moderation informs differentiation of teaching and learning
- Assessment judgements aligned to achievement standards
- Curriculum conversations anchored in language of Australian Curriculum

**Success Criteria**

**Behaviourally:**  
*Students can/will:* demonstrate clarity of expected learning through the lens of AC  
*Teacher aides can/will:* Engage with teachers to support students in the classroom to achieve the Learning Intention of the lesson  
*Teachers can/will:* Engage in moderation processes to inform teaching and learning of AC in the classroom  
*Leadership team can/will:* Embed three levels of planning aligned to V9.0 AC, Develop and embed processes for moderation at multiple junctures anchored to AC

**Resourcing**

- Investment and scheduling of moderation processes
- Composite Teaching Pods

**Our School Priority 4: Foster a culture Inclusion and Engagement supported by data driven practices**

**Strategies**

- D2.1 Develop a whole-school data plan that describes what, when, how and purpose of data collection to inform teacher discussions on next steps for learning and differentiation strategies.
- D3.1 Refine school strategies for student support at universal, targeted and intensive levels, including staff capability building and QA mechanisms, to enable a consistent and effective approach to supporting student engagement across the school.
- D3.2 Develop strategies to address attendance barriers for students to increase the number of students attending school more than 85% of the time.
- D7.1 Collaboratively review the school approach for inclusive education to establish a shared knowledge and understanding of inclusive practices to drive the allocation of human, physical and financial resources.
- D7.3 Refine the case management approach to provide targeted support for individual and priority equity cohorts.
- D9.1 Strengthen relationships with local pre-Prep programs to support the successful transition of children into Prep.
- D9.2 Strengthen partnerships with the local high school to facilitate opportunities to help support positive transitions for Year 6 students into Year 7.

**Measurable Outcomes**

- Sustained processes in place to inform planning for tiers of intervention at classroom and whole school level
- More than 90% of students attending more than 85%
- Whole school approach to Inclusion embedded

**Success Criteria**

**Behaviourally:**  
*Students can/will:* Engage in intervention and adjustments that support their present need  
*Teacher aides can/will:* Build knowledge and application of agreed strategies for intervention and adjustments  
*Teachers can/will:* Engage in processes that develop a deep understanding of the range of student needs, targeted intervention and educational adjustments including quality assurance measures  
*Leadership team can/will:* Develop and embed processes to support staff in planning for inclusion and engagement and use quality assurance measure to monitor impact and refine leadership support

**Resourcing**

- Staffing aligned to AIP actions and student needs
- Engagement with knowledgeable others to support leadership and/or teachers

Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027
Developing	✓				Developing	✓	✓			Developing	✓				Developing	✓	✓		
Implementing	✓				Implementing		✓	✓		Implementing		✓			Implementing		✓	✓	
Embedding		✓			Embedding				✓	Embedding			✓		Embedding				✓
Reviewing			✓	✓	Reviewing				✓	Reviewing				✓	Reviewing				

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

Principal *C Bushell*      P&C      Student Council      School Supervisor

