



Roma State College

Strategic Plan 2020 - 2023

Vision

We inspire and empower all students to become lifelong learners within the school community and beyond.

Values

Respect

Strive

Contribute

School Priorities

Curriculum, Pedagogy and Learning

Long-term targets/desired outcomes				
1. All Indigenous students will receive their QCE / QCIA at the completion of Year 12.				
2. 95% of Indigenous students will continue from Year 10 to Senior Schooling.				
Strategies	2020	2021	2022	2023
Develop, implement and document a whole college approach to inclusive practices.	✓	✓	✓	✓
Develop, implement and document a whole college approach to differentiation.		✓	✓	✓
Establish clear learning intentions and success criteria for all learning areas through CPT and Learning Walls. (P-6)		✓		
Establish cross-curricular literacy connections in all learning areas through the use of the Literacy Continuum and teaching the literacy demands of the curriculum from P-6.		✓	✓	✓
Develop and document the school's approach to Feedback for Learning.	✓			
Case manage at risk student to support them attain a QCE.	✓	✓	✓	✓
Facilitate the use of data to drive continuous improvement in teaching practice and student outcomes in relation to the EIA.	✓	✓		
Develop and document the school's Assessment and Reporting Framework in relation to the EIA.	✓			✓
Develop and document the school's Pedagogical Framework in relation to the EIA.	✓			✓
Develop and document the school's Curriculum Framework in relation to the EIA.	✓			✓





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School Priorities

An Explicit Improvement Agenda

Long-term targets/desired outcomes				
1. In regards to Prep achievement in reading. In 2020 – 75% at or above regional benchmark; 80% in 2021 and 85% in 2022.				
2. 85% of students in Year 7-10 core subjects will achieve an A-C (Maths, Science, English and Maths)				
3. All Year 12s will receive their QCE/ QCIA at the completion of Year 12s				
4. 20% of Year 7 & 9 students will be in the U2B for Reading, Writing and Numeracy NAPLAN				
5. 85% of students will be reading at benchmark or above in Year 7 & 8.				
Strategies	2020	2021	2022	2023
High School to adopt a Focused Reading Framework to support and develop reading comprehension in all learning areas.	✓	✓		
Consistent practices across all year levels P-12 in the teaching of cognitive verbs.	✓	✓	✓	
Develop and document the school's approach to supporting Prep student improve their oracy skills.		✓	✓	✓
Implement a home reading program throughout the primary sector of the college.	✓	✓	✓	✓
Establish clarity and consistent planning and teaching practices for all staff with a focus on Feedback for Learning, Visible Learning and the teaching of Reading, Writing and Number.	✓	✓	✓	✓
Introduce STEM elective in Junior Secondary.	✓	✓	✓	✓
Stream year 10 classes with an intent to adequately prepare and engage students of senior sciences.	✓	✓	✓	
Develop and document an explicit approach to phonemic awareness and phonics.	✓			





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Leadership and Capability Development

Long-term targets/desired outcomes				
1. All staff will be actively participating in school-based moderation processes across Years P-12				
2. By the end of 2022, 85% of primary students achieving A-C in English, Maths and Science.				
3. By the end of 2022, 100% of Yr 3,5,7 students meeting NMS in Reading, Writing and Number.				
4. By 2022, 50% of Yr 3 students to be in the U2B in Reading and Writing.				
5. By 2022, 40% of Yr 5 students to be in the U2B in Reading and Writing.				
Strategies	2020	2021	2022	2023
Develop and document the School Professional Learning Plan in relation to the EIA.	✓	✓	✓	✓
Align staff Annual Performance Development Plans with EIA.	✓	✓	✓	✓
Facilitate Professional Conversations, Coaching and Feedback, and Professional Development in relation to the EIA.	✓	✓	✓	✓
Ensure consistent and timely Moderation processes occur.	✓	✓	✓	✓
Embed data analysis practices (data wall) and regular data meetings (5 week cycles) to improve outcomes through early intervention and building teacher capability.	✓	✓	✓	✓
Embed regular WOW, Classroom Profiling, Coaching and Feedback sessions to develop teacher capability.	✓	✓	✓	✓
Build staff capacity to embed differentiation practices to cater for diverse learners	✓	✓	✓	✓
Invest in a reading and writing coach to support primary teachers.	✓	✓		
Invest in professional learning of teachers in Primary Connections.	✓		✓	

School and Community Partnership

Long-term targets/desired outcomes				
1. Retention of Beyond the Broncos students through to senior.				
2. 100% Indigenous students attaining a QCE.				
3. A documented Professional Development Plan listing CLAW related support.				
Strategies	2020	2021	2022	2023
Share and discuss the school's EIA with the staff and community.	✓	✓	✓	✓
Consult with community on the achievement of strategic priorities, improved student outcomes and targets.	✓		✓	
Provide comprehensive communication and information to all parents/ care givers.	✓	✓	✓	✓
Continue to support and develop the Beyond the Broncos program.	✓	✓	✓	✓
In consultation and partnership with the P&C, continue to advocate to relocate the Junior Campus to the Middle Campus.	✓	✓	✓	
Wonders of Science (UQ) to support students in Yrs 5 -8.	✓	✓	✓	✓





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School Improvement Processes

Long-term targets/desired outcomes

1. Recognised Tier 2 PBL by the end of 2021.
2. Every student will have an attendance rate of 90% or above

Strategies	2020	2021	2022	2023
Review Responsible Behaviour Plan for Students	✓			
Review PBL		✓		✓
Review and Respond to Internal Audit Requirements	✓			✓
Develop the School Infrastructure Plan (ISP)		✓		
Develop a consistent approach to managing student attendance across the College.	✓			✓
Form strong links with external agencies to support disengaged students and their families.		✓		
Develop a wellbeing framework	✓			✓
Implement a two hour uninterrupted literacy block in primary.	✓			
Embed Case Management meetings to enhance student outcomes and teacher capability. (P-6)	✓	✓	✓	✓
Provide early and ongoing intervention for all students below regional benchmarks.	✓	✓	✓	✓

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

Assistant Regional Director



**Queensland
Government**