



SCHOOL VISION:



CURRICULUM, TEACHING and LEARNING

2021 GOAL:

Responding to student reading and writing achievement requires a deep and precise understanding of what students know, can do and are yet to achieve; a profound knowledge of the intended curriculum; and a capacity to align these to plan and teach next step learning for all students. It is this precision, which will build capacity and yield higher achievement for our diverse range of learners.

2021 TARGETS:

Reading - % of students reading at or above benchmark

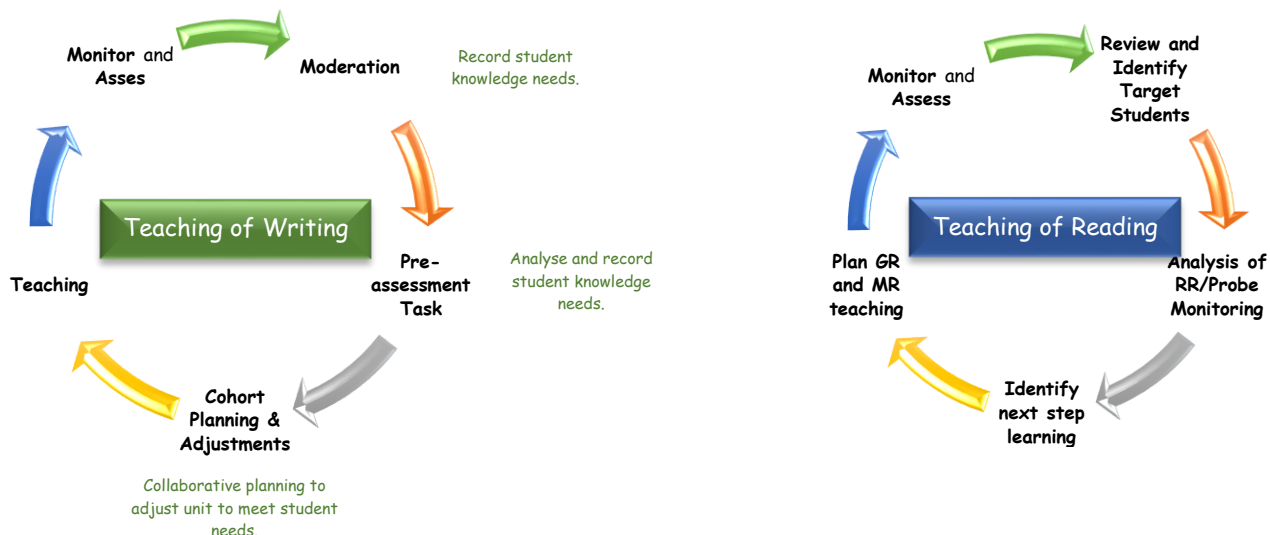
A to C - % of students achieving A to C in English

PREP		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
Reading	A to C	Reading	A to C	Reading	A to C	Reading	A to C	Reading	A to C	Reading	A to C	Reading	A to C
S1 - 50%	S1 - 60%	S1 - 60%	S1 - 60%	S1 - 50%	S1 - 60%	S1 - 60%	S1 - 65%	S1 - 55%	S1 - 60%	S1 - 65%	S1 - 65%	S1 - 65%	S1 - 70%
S2 - 70%	S2 - 70%	S2 - 70%	S2 - 70%	S2 - 70%	S2 - 75%	S2 - 65%	S2 - 70%	S2 - 60%	S2 - 65%	S2 - 70%	S2 - 70%	S2 - 70%	S2 - 75%

Capacity Building

- 100% of teaching staff are engaged in building their capacity through whole school professional learning and individualised differentiated coaching.
- 100% of specialised and support staff are engaged in professional learning to support the academic achievement of all students.

2021 PLAN:



Relevant school documents:

- Richlands East State School Three Levels of Planning
- Richlands East State School Teaching of Reading & Teaching of Writing Frameworks
- Richlands East State School Assessment and Reporting Framework

CURRICULUM, TEACHING and LEARNING

2021 GOAL:

Differentiated teaching and learning relies on a deep knowledge of the intended curriculum (Australian Curriculum). Our goal is to respond to the diverse learning needs of our students by identifying differentiated teaching and learning in all three levels of planning. Building capacity of teaching staff to have a deep and authentic knowledge of the needs of each student, and align this with a deep understanding of the intended curriculum in order to make reasonable adjustments at a tier 1 (universal), 2 (focused) and 3 (intensive) level.

At RESS, we provide a number of tier 2 and tier 3 adjustments for student learning; and teachers make adjustments at all three tiers within the classroom. In addition, we have spent a number of years developing a thorough knowledge of our learners through monitoring, reviewing and analysis of a range of student data.

2021 PLAN:

Become precise at differentiated teaching and learning by:

- Develop consistency of practice across all year levels commencing with a 'deep dive' into the Australian Curriculum.

2022 PLAN:

- Identify and provide professional learning in Tier 1, 2 and 3 best practice differentiated teaching and learning for teachers to draw from when making reasonable adjustments for students learning.
- Produce a RESS Framework of Differentiated Teaching and Learning providing teachers with Tier 1, 2 and 3 best practice.

Relevant school documents:

- Richlands East State School Differentiation Framework

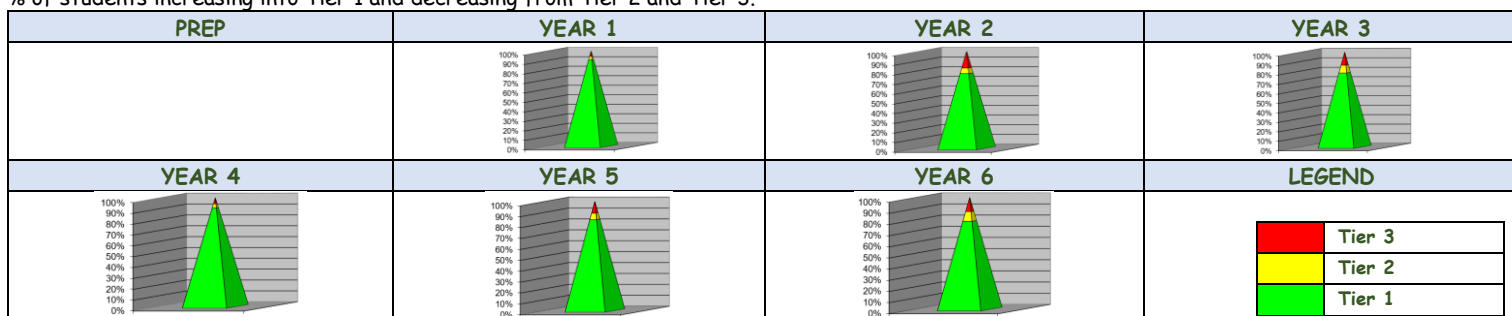
STUDENT WELLBEING

2021 GOAL:

Our goal is to be a Trauma-Informed Practices school, moving earnestly towards implementation of trauma informed procedures into our everyday practices.

2021 TARGETS:

% of students increasing into Tier 1 and decreasing from Tier 2 and Tier 3.



Data	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0 to 1		50	57	60	65	55	52
2 to 5		3	4	6	3	5	7
6+		3	5	5	4	4	5

2021 PLAN:

- Employ Student Engagement Teacher and Social Worker to implement and embed Tier 2 (Focused) and Tier 3 (Intensive) practices within the school.
- Engage with Metro Region 'Communities of Practice: Trauma Informed Practices'.
- Implement and embed agreed Tier 2 (Focused) and Tier 3 (Intensive) practices within the school.
- Continue to send teachers to Berry Street Education Model professional learning.
- Continue to access trauma informed practices to keep professional knowledge current.

Relevant school documents:

Richlands East State School Student Wellbeing Framework
 Richlands East State School Student Code of Conduct

STAFF WELLBEING

2021 GOAL:

Our goal is to empower staff to adopt self-health and school-health practices, which help create a personal and collective health and wellbeing work environment.

2021 TARGETS:

- 100% of staff engaged in Psychological First Aid professional development.
- Continue to promote Department of Education Staff Wellbeing promotions and practices - (OnePortal Staff Wellbeing)

2021 PLAN:

- Analyse data from **People At Work** survey and use DoE Staff Wellbeing Planning Guide (<https://intranet.qed.qld.gov.au/Services/HumanResources/payrollhr/healthwellbeing/Documents/wellbeing-planning-guide.pdf>) to develop RESS Staff Wellbeing Framework.
- Continue to provide Psychological First Aid to all staff on a yearly basis.



CERTIFICATION

KSchembri

Ms Kim Schembri
Principal

Mrs Bec Taua
P&C President

Mr Rob Van den Heuvel
ARD - Metropolitan Region

