Rochedale State School
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

School priority 1	Educational Achievement Enhance educational excellence by aligning our curriculum, assessment, and reporting with the Australian Curriculum Version 9 (AC V9) to improve student outcomes for highly capable students and priority groups.	Monitoring				School priority 2	Belonging and engagement Supporting staff and students' wellbeing and engagement will establish a strong foundation for learning outcomes.	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Priority 1: **Excellence in Teaching and Learning (Educational Achievement)** Rochedale State School has high expectations for all students to realise their potential; academic, personal and social, cultural and sporting . The Australian Curriculum is delivered through the International Baccalaureate Primary Years Program (IB PYP) to engage, challenge and extend all students.					Link to school improvement strategy:	Priority 2: **Belonging, Wellbeing and Engagement (Belonging and Engagement)** We are committed to supporting staff and student wellbeing and engagement to create a positive environment for teaching and learning. We know each student and vary the pathways for students to achieve success. Priority 3 : **Embracing Diversity and Community Partnerships (Belonging and Engagement)** The diversity of our staff, students and community is our strength. We embrace our diversity through inclusive teaching and learning practices, authentic relationships and engaging learning environments.				
Strategy/ies	1. Embed pedagogical practices to implement the Australian Curriculum V.9 - English. 2. Differentiate learning experiences to support, develop and extend student learning outcomes.					Strategy/ies	1. Embed explicit teaching of behaviour and social-emotional competencies using Switch4Schools and Australian Curriculum. 2. Implement wellbeing strategies to support staff and student wellbeing				

Actions: including Responsible role(s)	Responsible officer(s):	Resources	Actions: including Responsible role(s)	Responsible officer(s):	Resources
1.1 Implement structured literacy blocks incorporating aligned components of reading: word reading and spelling instruction; fluency; shared dialogic reading and responding to knowledge rich curriculum texts and responding to texts. **1.2** Develop consistent understandings and practices of synthetic phonics and the teaching of spelling. **1.3** Implement DIBELS assessment to measure and track the acquisition of literacy skills from Prep – Year 6. **1.4** Record Aboriginal and Torres Strait Islander Histories and Culture in Level 2 and 3 planning documents. **2.1** Strengthen the capability of all staff and leaders to collaboratively design and embed inclusive and differentiated practices that maximise the outcomes of all students through tailored supports, reasonable adjustments and reduction of barriers to learning. **2.2** Strengthen staff capability to meet the learning needs of high achieving, students with disability and EAL/D students. **2.3** Develop a whole school approach to differentiated teaching and learning that aligns with v9.0 of the Australian Curriculum. **2.4** Support all staff, including, specialists, to embed the use of personalised learning plans to review and implement reasonable adjustments.	• Teachers • HODC • HODC PYP • HOI • GO • DPs • Principal	• A-E data • PLT - collaborative planning (specialist timetable) • Co-Teaching Planning CTP (specialist timetable) • DoE pedagogical practices for learning resource • Literacy Hub and DoE Reading Hub • Brighter Futures Strategic Plan • Inclusive Education Policy • IB PYP framework • Curriculum Gateway	Actions: **1.1** Embed implementation of Switch4Schools and the explicit teaching of Personal and Social Capabilities to build a positive and inclusive learning environment. **1.2** Embed school-wide behaviour expectations and positive reinforcements across Rochedale State School Community. **2.1** Embed Switch4Schools to support student social emotional learning, teachers and Deputies use data from daily check ins to monitor student wellbeing. **2.2** 2.2 Through the Wellbeing Leaders, review and strengthen the Staff Wellbeing Framework to include clear actions and opportunities to provide information to staff on wellbeing strategies/initiatives.	• All teaching and non-teaching staff • Leadership Team • Parents and students • Wellbeing Leaders • Student Engagement Teacher • Guidance Officer	• Brighter Futures Strategic Plan • Inclusive Education Policy • DoE Student Learning and Wellbeing Framework resources • Daniela Falecki Teacher Wellbeing

		Performance:				Performance:
End of Year Success Criteria	**Measures**	**AIP measurable/desired outcomes (target)** By December 2026, we will maintain the number of students achieving an A standard in English and Mathematics. **ENGLISH** Increase the percentage of students achieving an A-B in English from 68.1% to 70%. Increase the percentage of students achieving an A- C in English from 90.6% to 92%. **MATHEMATICS** Maintain the percentage of students achieving an A-B in Maths 75.3%. Maintain the percentage of students achieving an A in Maths 94.3%. • NAPLAN participation and performance • DIBELS data		**End of Year Success Criteria**	**Measures**	**1.1** All classroom teachers are delivering weekly social and emotional learning lessons and expected behaviour lessons and using Switch 4Schools to have a daily check in with students. **1.2** Teachers and Teacher Aides implement consistent behaviour expectations across the school. **2.1** Review and revitalise Staff Wellbeing Framework to have a shared approach and clear actionable goals. **2.2** Improved SOS data
	Artefacts	Level 3 planning English and Maths. DIBELS process documented. DIBELS data entered into a spreadsheet.			**Artefacts**	Staff Wellbeing Framework SEL Level 3 planning. Bank of Explicit behaviour lessons available for teachers.

Reduction of red tape in day-to-day work, planning and processes include:
- Employment of a Teacher Aide to enter DIBELS, Year 1 Phonics Check data.
- Review Report Card comments to identify comment areas that can be reduced or eliminated.
- Recording of behaviour incidences – major behaviour and if a pattern of low level disruptive behaviour is emerging.
- Excursions/ Incursions – reminder emails will not be sent out by class teachers. Reminders will be sent by front office using QParents.
- Year Level Teams allocated additional PLT session in week 10 or week 1 terms 1 2 and 3, the year level decides how the time will be used.

Supporting red tape reduction in Queensland state schools
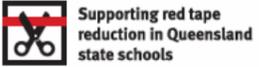
Approvals

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

Melissa Provost-Boyle Rochedale SS Principal   **Rob Timms P&C President**   **Hugh Goodfellow School Supervisor**

Queensland Government