

ROCHEDALE STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Educational Achievement High impact strategies to maintain improved student outcomes</p>	Monitoring				<p>Long term measurable/desired outcomes: (smart goal) By the end of 2024, teachers will select and use high impact pedagogical practices to meet the demands of the curriculum and differentiate learning to maintain improved student outcomes.</p>	<p>AIP measurable/desired outcomes (target) By December 2024, we will maintain the number of students achieving an A standard in English and Mathematics. ENGLISH Maintain the percentage of students achieving an A-B in English 79%. Maintain the percentage of students achieving an A in English 52%. MATHEMATICS Maintain the percentage of students achieving an A-B in Maths 78%. Maintain the percentage of students achieving an A in Maths from 52%.</p>
<p>Strategies</p> <ol style="list-style-type: none"> 1. Plan for and implement the Australian Curriculum V.9 - English. 2. Refine and embed pedagogical practices. 3. Differentiate learning experiences to support, develop and extend student learning outcomes. 	Term 1	Term 2	Term 3	Term 4	<p>Responsible officer(s):</p> <ul style="list-style-type: none"> • Teachers • HODC • HODC PYP • HOI • GO • DPs • Principal 	<p>Resources:</p> <ul style="list-style-type: none"> • A-E data • PLT - collaborative planning (specialist timetable) • Co-Teaching Planning CTP (specialist timetable) • DoE pedagogical practices for learning resource • Reading Modules • Equity and Excellence Strategic Plan • Inclusive Education Policy • IB PYP framework
<p>Actions:</p> <ol style="list-style-type: none"> 1.1 Familiarise and plan for the implementation of Australian v.9 English. 1.2 Monitor implementation of Australian Curriculum in all other learning areas. 1.3 Review reading practices in reading P-2 English to align with DoE reading statement. 1.4 Introduce folio moderation process to quality assure A-E ratings for report cards. <p>2.1 Continue to build capability through school pedagogical practices such as pre assessment, modelled responses and bump it up walls.</p> <p>2.2 Further develop teachers' understanding of the inquiry process to embed inquiry teaching.</p> <p>2.3 Introduce Co-Lab lessons to build capability and strengthen pedagogical practices.</p> <ol style="list-style-type: none"> 3.1 Continue to embed co-teaching model across the school with a focus on differentiating the curriculum to teach at the A B level. 3.2 Continue to embed inclusion model, resourcing student support based on equity. 3.3 Continue to build teacher knowledge of Personalised Learning Records (PLRs) and NCCD matrix to record tailored supports and reasonable adjustments used to support students to access the curriculum. 					<p>Long term measurable/desired outcomes: By the end of 2024, staff will use consistent practices to engage students in positive behaviour.</p> <p>Improved staff and student wellbeing.</p> <p>Rochedale State School will continue to connect with parents and community to create valued partnerships to improve student wellbeing and learning outcomes.</p>	<p>AIP measurable/desired outcomes:</p> <ol style="list-style-type: none"> 1.1 All classroom teachers are delivering weekly social and emotional learning lessons and using Switch 4Schools to have a daily check in with students. 1.1 Teachers and Teacher Aides implement consistent behaviour expectations across the school. 2.1 Collaboratively review Student Learning and Wellbeing Framework supported through Workplace Health and Safety Committee, regional resources and the Student Wellbeing Team. 2.1 Collaboratively review Staff Wellbeing Framework supported through Workplace Health and Safety Committee and regional resources. 2.2 Improved SOS data 3.1 Establish Reconciliation Action Plan (RAP) Committee and ongoing engagement of staff, students and parents in class, school and community with a First Nations focus. 3.3 Maintain collaborative partnerships. 3.3 Continued parent engagement as a whole school community 3.4 Early Years Network continue to meet regularly to share information, best practice to enhance transitions to Prep. 3.4 High school network/partnership and enrichment programs for the transition to high school
<p>School priority 2: Wellbeing and engagement Supporting staff and students' wellbeing and engagement will establish a strong foundation for learning outcomes.</p>	Monitoring					
<p>Strategies:</p> <ol style="list-style-type: none"> 1. Build staff capability to embed a consistent whole school approach to positive behaviour. 2. Implement wellbeing strategies to support staff and student wellbeing 3. Strengthen student, parent and community engagement. 	Term 1	Term 2	Term 3	Term 4	<p>Responsible officer(s):</p> <ul style="list-style-type: none"> • All teaching and non- teaching staff • HODC • HODC PYP • HOI 	<p>Resources:</p> <ul style="list-style-type: none"> • Equity and Excellence Strategic Plan • Inclusive Education Policy • Education Queensland Student Learning and Wellbeing Framework resources
<p>Actions:</p> <ol style="list-style-type: none"> 1.1 Review Student Code of Conduct. 1.2 Develop consistent school-wide behaviour expectations across Rochedale State School Community. 1.3 Whole staff book club <i>When the adult changes, everything changes</i> Paul Dix. 1.4 Develop a consistent system for responding to behaviour incidences. 						

- 2.1 Through the Workplace Health and Safety Committee and Student Wellbeing Team, review and strengthen the Student Learning and Wellbeing Framework and the Staff Wellbeing Framework.
- 2.2 Implement Switch4Schools to support student social emotional learning.
- 2.3 Explicit teaching of social emotional learning across all year levels.
- 2.4 Investigate and implement wellbeing strategies to support staff.

- 3.1 Establish connections with Yuggera elders and Indigenous community groups to develop a Reconciliation Action Plan.
- 3.2 Continue to connect with Rochedale State School parent community through; Parent Information Sessions, Celebrations of Learning (invitation for parents to visit for classrooms to celebrate learning), Under 8's, Book Week Parade, Exhibition.
- 3.3 Continue community connections - Rochedale High School, local Kindy, Early Years Network, Moreton Bay Environmental Education Centre, IB south East Queensland Network.
- 3.4 Maintain relationships with Pre Prep Providers and feeder High Schools to support successful transitions.
- 3.5 Continue to embed IB as the school's learning philosophy within the school community.

- GO
- DPs
- P&C Association
- Parents
- Students
- Principal
- Reconciliation Action Plan (RAP) Committee
- Indigenous elders and community groups

- Guest speakers e.g. Switch4Schools, Karen Young, Think U Know
- Funding for indigenous community events
- Switch4Schools
- IB PYP framework

Approvals

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



Melissa Provost-Boyle Rochedale SS Principal



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