

ROCHEDALE STATE SCHOOL

2025 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

<div><div></div>achievement</div> <div><div></div>engagement</div> <div><div></div>inclusion</div>						
<div>School priority 1: Educational Achievement</div> <div>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.</div>	Monitoring				<div>Long term measurable/desired outcomes: (smart goal)</div> <div>By the end of 2025, teachers will select and use high impact pedagogical practices to meet the demands of the curriculum and differentiate learning to maintain improved student outcomes.</div>	<div>AIP measurable/desired outcomes (target)</div> <div>By December 2025, we will maintain the number of students achieving an A standard in English and Mathematics.</div> <div>ENGLISH</div> <div>Maintain the percentage of students achieving an A-B in English 73.3%.</div> <div>Maintain the percentage of students achieving an A- C in English 92.8%.</div> <div>MATHEMATICS</div> <div>Maintain the percentage of students achieving an A-B in Maths 78.1%.</div> <div>Maintain the percentage of students achieving an A in Maths from 95.4%.</div>
	Term 1	Term 2	Term 3	Term 4		
<div>Strategies</div> <div>1. Embed pedagogical practices to implement the Australian Curriculum V.9 - English.</div> <div>2. Differentiate learning experiences to support, develop and extend student learning outcomes.</div>					<div>Responsible officer(s):</div> <div><div>Teachers</div><div>HODC</div><div>HODC PYP</div><div>HOI</div><div>GO</div><div>DPs</div><div>Principal</div></div>	<div>Resources:</div> <div><div>A-E data</div><div>PLT - collaborative planning (specialist timetable)</div><div>Co-Teaching Planning CTP (specialist timetable)</div><div>DoE pedagogical practices for learning resource</div><div>Literacy Hub and DoE Reading Hub</div><div>Equity and Excellence Strategic Plan</div><div>Inclusive Education Policy</div><div>IB PYP framework</div><div>Curriculum Gateway</div></div>
<div>Actions:</div> <div>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.</div> <div>1.2 Develop consistent understandings and practices of synthetic phonics and the teaching of spelling.</div> <div>1.3 Align assessments to v9.0 achievement standards to implement Australian Curriculum with fidelity.</div> <div>1.4 Refine practices such as bump it up walls; learning walls and feedback to ensure appropriate scaffolding is in place to support student learning.</div> <div>1.5 Record Aboriginal and Torres Strait Islander Histories and Culture in Level 2 and 3 planning documents.</div> <div>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.</div> <div>2.2 Strengthen staff capability to meet the learning needs of high achieving, students with disability and EAL/D students.</div> <div>2.3 Develop a whole school approach to differentiated teaching and learning that aligns with v9.0 of the Australian Curriculum.</div> <div>2.4 Support all staff, including, specialists, to embed the use of personalised learning plans to review and implement reasonable adjustments.</div>						
<div>School priority 2: Wellbeing and engagement</div> <div>Supporting staff and students' wellbeing and engagement will establish a strong foundation for learning outcomes.</div>	Monitoring				<div>Long term measurable/desired outcomes:</div> <div>By the end of 2025, staff will use consistent practices to engage students in positive behaviour.</div> <div>Improved staff and student wellbeing.</div>	<div>AIP measurable/desired outcomes:</div> <div>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.</div> <div>1.2 Teachers and Teacher Aides implement consistent behaviour expectations across the school.</div> <div>2.1 Review and revitalise Staff Wellbeing Framework to have a shared approach and clear actionable goals.</div> <div>2.2 Improved SOS data</div>
	Term 1	Term 2	Term 3	Term 4		
<div>Strategies:</div> <div>1. Embed explicit teaching of behaviour and social-emotional competencies using Switch4Schools and Australian Curriculum.</div> <div>2. Implement wellbeing strategies to support staff and student wellbeing</div>					<div>Responsible officer(s):</div> <div><div>All teaching and non- teaching staff</div><div>Leadership Team</div><div>Parents and students</div><div>Wellbeing Leaders</div><div>Student Engagement Teacher</div><div>Guidance Officer</div></div>	<div>Resources:</div> <div><div>Equity and Excellence Strategic Plan</div><div>Inclusive Education Policy</div><div>DoE Student Learning and Wellbeing Framework resources</div><div>Daniela Falecki Teacher Wellbeing; Karen Young</div></div>
<div>Actions:</div> <div>1.1 Embed implementation of Switch4Schools and the explicit teaching of Personal and Social Capabilities to build a positive and inclusive learning environment.</div> <div>1.2 Embed school-wide behaviour expectations and positive reinforcements across Rochedale State School Community.</div> <div>2.1 Embed Switch4Schools to support student social emotional learning, teachers and Deputies use data from daily check ins to monitor student wellbeing.</div> <div>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.</div> <div>2.3 Review Student Learning and Wellbeing Framework to further enhance and strengthen wellbeing strategies for learners.</div>						
<div>Approvals</div> <div>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</div> <div><div>Melissa Provost- Boyle</div><div>Rob Timms</div><div>Hugh Goodfellow</div></div> <div>Melissa Provost- Boyle Rochedale SS Principal</div> <div>Rob Timms P&C President</div> <div>Hugh Goodfellow School Supervisor</div>						