2025 Annual Implementation Plan

Consultation and data collected in 2024 indicates:

Data

Starting strong (Prep-Year 2)

SDA Rate	AVG SDA Days	Attendance Rate	English C+	Maths C+	English B+	Maths B+
0.00	0.0	90.4%	87.7%	92.5%	57.8%	69.5%

Building on foundations (Year 3-6)

SDA Rate	AVG SDA Days	Attendance Rate	English C+	Maths C+	English B+	Maths B+
1.91	2.0	90.6%	83.6%	89.1%	49.8%	57.4%

Student Performance

Percentage of students by category

High — Medium — Low

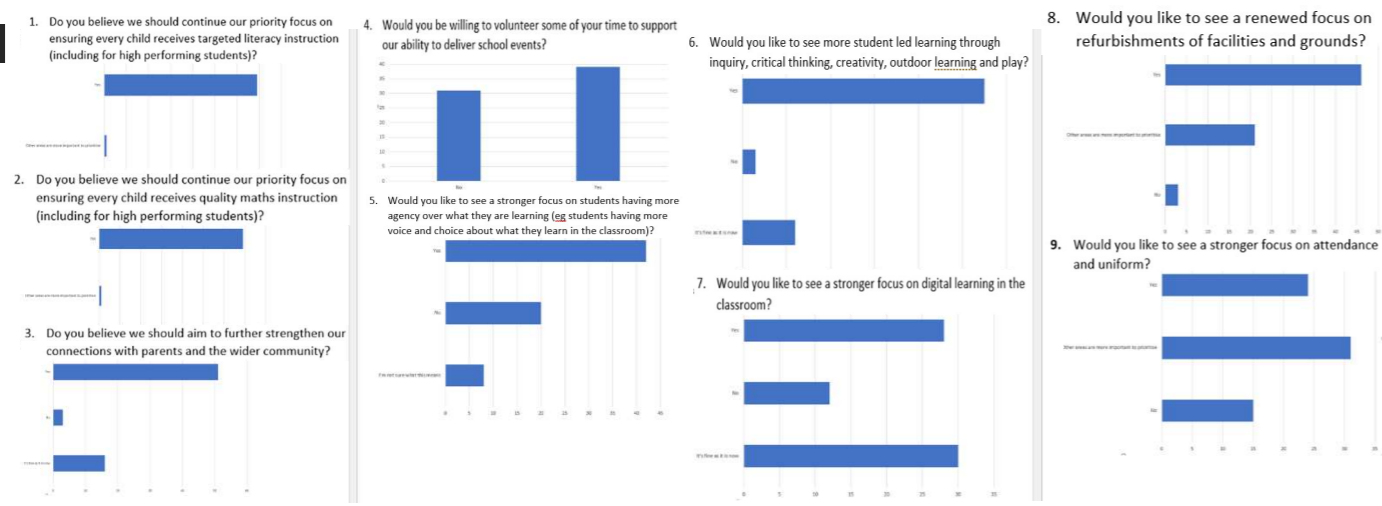| Year	High	Medium	Low
2024	49%	39%	12%
2023	52%	38%	10%

Motivation and perseverance
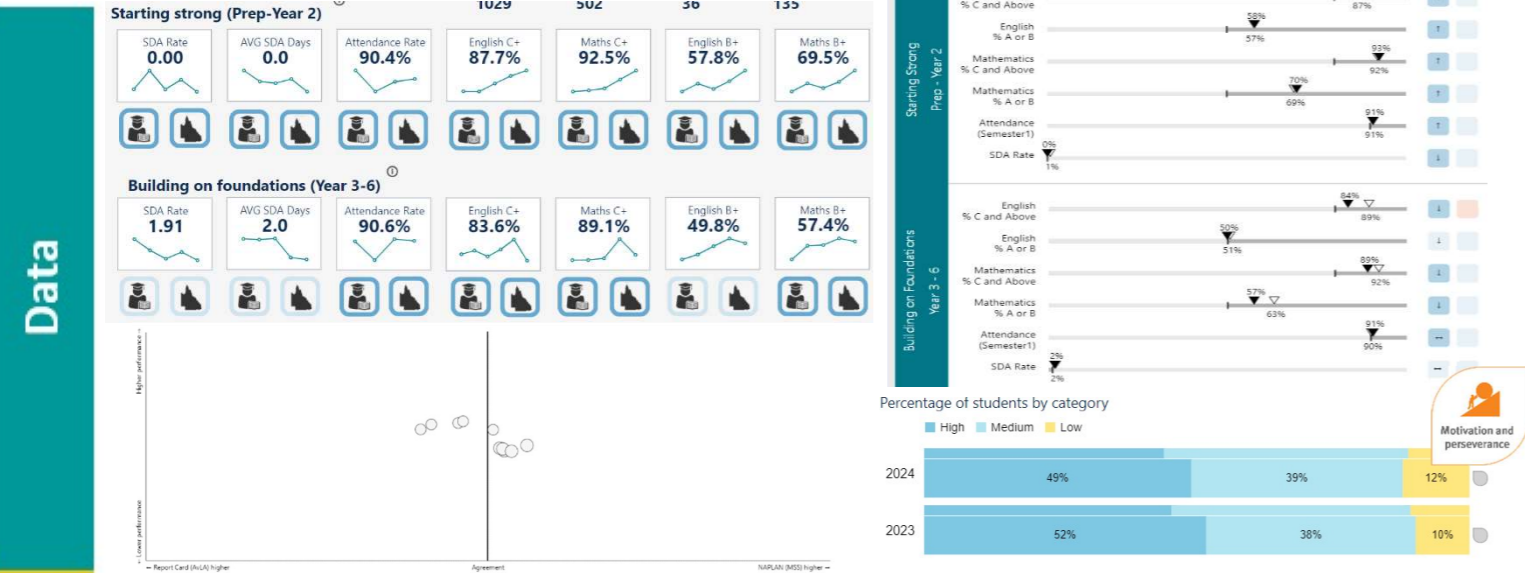
Staff Voice

- Sustain positive impacts through an ongoing focus on wellbeing and morale of staff and students
- Staff wellbeing can be further supported through enhanced student engagement in learning
- Explore sub-types for student engagement
- Enhance suite of pedagogical practices to engage students – focus on belonging and student agency
- Clear and consistent systems of support for students with challenging behavioural needs
- Embed before moderation practices (planning, collaborative check ins and learning walks)
- Revisit evidence base for bump it up walls and learning walls / *Learning Intentions* and *Success Criteria*

Parent Voice

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1. Do you believe we should continue our priority focus on ensuring every child receives targeted literacy instruction (including for high performing students)?
2. Do you believe we should continue our priority focus on ensuring every child receives quality maths instruction (including for high performing students)?
3. Do you believe we should aim to further strengthen our connections with parents and the wider community?
4. Would you be willing to volunteer some of your time to support our ability to deliver school events?
5. Would you like to see a stronger focus on students having more agency over what they are learning (eg students having more voice and choice about what they learn in the classroom)?
6. Would you like to see more student led learning through inquiry, critical thinking, creativity, outdoor learning and play?
7. Would you like to see a stronger focus on digital learning in the classroom?
8. Would you like to see a renewed focus on refurbishments of facilities and grounds?
9. Would you like to see a stronger focus on attendance and uniform?

Student Voice

Prep:	Yr1:	1	Yr 2:	8	Yr 3:	25	Yr 4:	18	Yr 5:	40

What is really great about our school?
- " It's respectful; kind"
- "We learn, have friends, staff are very lovely"
- "Our teachers care about us and help us to learn"

What could our school do better?
- "Upgrading bathrooms"
- "Less carpet time and more fun learning activities so I can learn while having fun"
- "More activities before/after school and during breaks."

Priority 1:
Pedagogies for Student Agency

Priority 2:
Engagement through Belonging

Educational achievement   Wellbeing and engagement   Culture and inclusion

Rochedale South State School
2025 Annual Implementation Plan
Empowered to Excel

School priority 1	*Pedagogies for Student Agency*		Phase	D *Developing*	School priority 2	*Engagement through Belonging*		Phase	D *Developing*
Link to school review improvement strategy:	Prioritise opportunities to enhance leaders' and teachers' understanding of the 3 principles of pedagogy to determine pedagogies most effective in supporting every student to learn and achieve.				**Link to school review improvement strategy:**	Strengthen staff understanding of complex learning needs to support students to access, participate and progress through the curriculum.			
Strategy/ies	- To lift LOA in English and Maths by developing staff knowledge and capability of pedagogies that support student agency for engagement in learning.				**Strategy/ies**	- To improve engagement in learning for students, including those with complex learning profiles, by enhancing staff understanding of the dimensions of belonging. - To improve behavioural engagement for Year 2 and 4 cohorts through targeted resourcing.			

Actions		Resp Officer	Resources	Actions		Resp Officer	Resources

- Embed systemised instructional leadership model
- Embed before moderation phases
  o Deliver all before moderation junctures through facilitated full curriculum planning days
  o Embed collaborative check in process
  o Embed learning walks
- Continued development of capability for student centred learning: Inquiry – Kath Murdoch / The Learner First – Rob Proffitt-White / Learning Walls and BIUWs - Sharratt
- Develop common language for engagement with staff and students through *Continuum of engagement* – Amy Berry 2020
- Student led review each term/Semester – Survey pg 121 "Teaching students to drive their learning" Fisher et al
		Principal
		
		HOD-C w/ all leaders
		
		DPs
		
		All leaders
		
		Principal and students
			SPT time, Leadership meeting time, planning week inc TRS, LW & BIUW resources, Collaborative Capability Development observation t'tabling, TLF	- Implement actions to increase student sense of belonging - Doug Fisher series / *Dimensions of Belonging* – Carter 2023
				- Develop capability of staff to diagnose and address barriers to engagement *9 cognitive barriers to engagement* - Chew & Cerbin 2020
				- RAR funding target Year 2 and 4 cohort
				- Develop capability of staff to implement Universal Design for Learning principles – focus on Year 2 and 4 cohort and students across the school receiving tier 3 behaviour supports
				- Create an engaging, safe and supportive physical school environment
				- Student led review each term/Semester – Survey pg 15-17 "Belonging in school" Smith et al
						All staff
						DPs
						HIE
						HIE
						BM and Principal
						Principal and students
							Doug Fisher series, RAR funding, HOD SS or Engagement Teacher through DoE Behaviour Boost, Classroom Profiling PD and t/tabling

	Measurable outcomes				Measurable outcomes	

End Term 4	• 3% increase A-B English – all year levels
	• 3% increase A-C English - all year levels
	• 3% increase A-B Maths – all year levels
	• 2% increase A-C Maths - all year levels
	• Less than 10% variance for Semester LoA between classes within the same cohort
	• Student SOS
	  o *I am interested in my schoolwork* – 85% (7.3% increase)
	  o *My school takes student opinion seriously* – 90% (9.6% increase)
				End Term 4	• QEW "Motivation and perseverance" > 50%
					• First Nations A-C English reduce variance by 3% (Sem 2 2024 A-C Eng = 6% variance)
					• NCCD A-C English reduce variance by 5% (Sem 2 2024 A-C Eng = 18% variance)
					• **Year 2 cohort** – NCCD students >60% A-C English / All students - >85% A-C English / All students - >63% A-B English / <187 major behaviour incidents
					• **Year 4 cohort** – NCCD students >50% A-C English / All students - >88% A-C English / All students - >50% A-B English / <86 major behaviour incidents	

	Success criteria	**Behaviourally:** Students can/will: drive their own learning in age appropriate ways eg set meaningful learning goals, seek and give feedback, take risks, contribute actively, ask questions. Teachers can/will: share practices for student agency with colleagues within and beyond the school. Education Support staff can/will: support students to drive their own learning Leadership team can/will: Share instructional leadership practices with colleagues beyond the school.			**Success criteria**	**Behaviourally:** Students can/will: share a common language for how they connect with staff and peers to engage within and beyond the classroom Teachers can/will: support student belonging through diagnosing and removing barriers to learning Education Support staff can/will: support teachers in their diagnosis and response to student disengagement from learning Leadership team can/will: intentionally sustain a positive school climate/culture
	Artefacts	Staff learning wall (Curriculum Hub), Leadership meeting plan, Leadership Roles and responsibilities 2025, classroom LWs and BIUWs, draft Whole school approach to pedagogy			**Artefacts**	Student Code of Conduct, complex learner profile case management process, draft UDL @ RSSS,

	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	Collaborative check ins – evidence of learning progression aligned with AC through student work samples.	**Behaviourally:** Students can/will: describe the levels of engagement; can articulate their next steps in learning Teachers can/will: explicitly teach continuum of engagement; provide clear LI and SC; explicitly teach LWs and BIUWs ES staff can/will: support students to access learning tools within the classroom Leadership team can/will: provide professional learning and feedback opportunities to develop pedagogies for student agency	Leadership Roles and responsibilities 2025	*Green –on track Yellow – underway Magenta – yet to commence*	**End Term 1**	Qualitative staff feedback – impact of strategies for belonging. Behavioural engagement measures – attendance /incidents.	**Behaviourally:** Students can/will: positively connect with staff and students for their duration of time at school Teachers can/will: greet all students by name at the door daily ES staff can/will: greet all students by name at the door daily / engage in 2x10 strategy Leadership team can/will: Actively develop positive interactions with students who have complex learner profiles and their families	**Student Code of Conduct**	*Green –on track Yellow – underway Magenta – yet to commence Complete end of each term*
End Term 2	**Sem 1 LoA**	**Behaviourally:** Students can/will: talk more Teachers, ES and Leadership team can/will: talk less	Staff learning wall (Curriculum Hub) **Student led review**	*Shade cell at the end of each term after reflection based on progress.*	**End Term 2**	SEM 1 LoA for NCCD students and students with complex learning profiles.	**Behaviourally:** Students can/will: explore self-regulation strategies (with support as required) Teachers can/will: explore UDL practices to support a range of learners include students with complex learner profiles ES staff can/will: explore UDL practices to support a range of learners Leadership team can/will: provide ongoing capability development for UDL practices within the school	Complex learner profile case management process **Student led review**	*Shade cell at the end of each term after reflection based on progress.*
End Term 3	Collaborative check ins – evidence of learning progression aligned with AC through student work samples.	**Behaviourally:** Students can/will: set meaningful goals for improvement across learning areas; explain their growth in learning Teachers can/will: provide authentic opportunities for agency in learning eg LWs, BIUWs, goal setting, task variety (inc multi-modal), assessment portfolios; (Ease students into decision making regarding choice of tasks, provide opportunities for students to problem solve issues that affect students directly ES staff can/will: support students to drive their own learning Leadership team can/will: develop sustainable practices for student agency beyond the classroom	Student generated examples of engagement continuum. Student led conferences	*. Shade cell at the end of each term after reflection based on progress.*	**End Term 3**	Qualitative staff feedback – impact of strategies for belonging. Behavioural engagement measures – attendance /incidents.	**Behaviourally:** Students can/will: Actively contribute to decisions within and beyond the classroom Teachers can/will: implement UDL practices to support a range of learners include students with complex learner profiles ES staff can/will: implement UDL practices to support a range of learners include students with complex learner profiles Leadership team can/will: follow a consistent approach to supporting students with complex learner profiles	draft UDL @ RSSS	*Shade cell at the end of each term after reflection based on progress.*