Rosedale SS
2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement · Wellbeing and engagement · Culture and inclusion

School priority 1	Teaching and Learning Skill Set leading to an Expert Teaching Team	Phase	*Developing – D Implementing – I Embedding – E Reviewing - R*	School priority 2	Engagement Strategies to improve attendance, positive climate of the classrooms and wider school.	Phase	*Developing – D Implementing – I Embedding – E Reviewing - R*
	School Strategic Plan priority Strengthen instructional leadership of all staff to ensure continuous improvement of quality teaching and learning, initiating appropriate support, professional learning and feedback. **SDK Guidelines** Element 1.3.1 **Assessment and planning cycle** Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection. Element 1.3.2 **Critical reflection** Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.				**School Strategic Plan priority** Consolidate and strengthen staff understanding of, and commitment to PBL, including quality assuring the enactment of agreed expectations and processes to ensure consistency to support student behaviour. **SDK Guidelines** Element 5.1.1 **Positive educator to child interactions** Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. Element 5.2.2 **Self-regulation** Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.		
Link to school review improvement strategy:	**Restructuring Instructional Leadership will develop an expert teaching team, generating improved pedagogical practices across the school and improved academic results**			**Link to school review improvement strategy:**	**Review the ethos, roles and processes associated with PBL to improve the efficacy of class instruction, student engagement and facilitate an authentic development of positive learning behaviours across all sectors of the school**		

Strategy/ies	• *Walk throughs with direct targeted feedback re pegagogy, following observations*
	• *Principal holding initial weekly meetings with each member of the leadership team (HODs , DP's, HOSES and GO, transitioning to fortnightly, once practices have been cemented with key staff). Ensuring accountability of expected classroom practice.*
	    ◦ *Key focus - classroom practice, aligned with agreed roles and relationships document*
	• *Term 1 Walkthrough Data collated to provide future specificity in relation to professional learning communities and planning sessions in Terms 2 – 4. (Agreed pedagogy practices, including assesment literacy priorities, are a key focus.)*
	    ◦ *Collated Term 1 Data provides baseline evidence from which to build professional capacity*
	    ◦ *Data represented in a Box Graph will provide whole school performance in relation to pedagogy implementation (HOD Sen Secondary to record)*
	    ◦ *Individual data allows each teacher to develop a personal pedagogy improvement plan which will be recorded in their ADP*
	• *Teacher Aides will engage in professional learning communities through monthly PD sessions*
	• *Teacher Aides (maximum hours) will attend staff meeting per week (developing awareness of key improvement strategies/ CARF/ strategic planning processes, differentiation and behaviour management support)*
	• *Teacher aides will engage in moderation sessions*
	• *Teacher Aides are provided with a computer to access CARF and staff planning*
				Strategy/ies	• *Redefine Rosedale SS' commitment to PBL*
					• *Engage the entire community in the commitment to positive behaviours*
					• *Educate teachers about the benefits of PBL and emphasize the associated outcomes*
					• *Provide direct opportunity for staff engegement and staff agency of the process*
					• *Lead teachers present Effective Classroom Management, following agreed pathway set by teachers*
					• *Observe the key elements of PBL within lessons (Routines/ Clear instruction/ differentiation and attainable student work)*
					• *Provide feedback to staff in relation to PBL strategies and processes*
					• *Utilise PLC's in order to build teacher efficacy in relation to delivery of the program*		

Actions Including Responsible officer(s) Leadership team and whole staff	Resources	Actions Including Responsible officer(s) Admin and PBL Team	Resources
• ***Leadership team** will complete Walkthroughs in Term 1 to develop a baseline of evidence. (At least 3 Walk throughs completed per week by each member of admin)* • ***All staff** observed at least 3 times throughout the term* • *Walkthroughs focus on agreed pedagogy with feedback provided to staff (via checklist) following visits. (Within a 24 Hour timeline.) **Leadership team*** • *Term 2 – 4 **Teaching staff** will engage in observation and feedback loops that relate initially to the collated data at the end of Term 1. Further observations will be aimed at tracking improvement in pedagogy implementation* • *Processes will be reviewed, and improvement strategies sought in a collegial and collaborative manner through PLC's. **Leadership Team*** • ***Each staff member** to engage in the ADP process, with emphasis on improving staff efficacy in relation to pedagogy and engagement strategies **Line Manager***	*Walkthrough document (Based on ASOT and Sharratt Foci)* *Box Graph – EXCEL* *Collegial Engagement Plan* *Walk Through document* *PLC's* *Teacher release time*	• *Provide planning time for the PBL Team so they can best deliver the program and then observe practice **(Principal)*** • *Collaboratively develop an agreed delivery plan, led by the PBL team with teachers taking the lead **(PBL Steering Committee)*** • *Provide room for staff agency and ownership through planning and consultation after each information session **(PBL Steering Committee)*** • *Professional reading occurring across the staff **(PBL Steering Committee)*** • *Feedback provided to staff on processes in walkthroughs and when following up on behaviours **(Leadership Team)*** • *Implementation of authentic PBL delivery evaluated by leadership team and reviewed in PLC's **(Leadership Team)*** • *Deliver the Resilience Project to students and the community **(All teachers)*** • *Use PLC's to build teacher PBL skill sets and knowledge **(PLC chairs)***	*Walkthroughs and observations Planned PD sessions* *PLC time to establish agreed processes in each schooling sector* *PBL Regional Coach* *PBL network meetings* Foundational classroom Management resources Book *Behaviour Flowchart*

End Term 4	**Measurable outcomes**	• *LOA's* • *Improved Attendance* • *Reduced SDA's* • *Pulse Survey* • *150 Walk through observations – all teachers observed*	End Term 4	**Measurable outcomes**	• *Reduced SDA's* • *Improved attendance* • *Behaviour referrals* • *Resilience Survey – TRP* • *School Opinion Survey*

(CM 23/626529)

Queensland Government

Success criteria	**Behaviourally:**		Success criteria	**Behaviourally:**

Left panel — top section:

Success criteria	**Behaviourally:** *Students can/will:* • *Expect the required consistent pedagogy and use Learning Walls/ BIUW / Success criteria when completing assessment* *Teachers can/will:* • *Use effective pedagogy to establish consistent class processes, enact the agreed pedagogical approach, to improve student outcomes* *Leadership team can/will:* • *Monitor and evaluate the implementation of agreed processes and student outcomes* • *Develop collaboratively a plan to build the professional learning priorities for Term 2 – 4* • *Use data from completed Term 1 walkthroughs to plan future improvement of whole school pedagogy* • *Teacher Aides will be able to access curriculum, support students more effectively and contribute to planning and differentiation practices.* ***All staff are able to clearly explain the pedagogy plan and how it supports more effective teaching and learning and student engagement***
Artefacts	• *Pedagogy Plan* • *Walk through document* • *Box Graph* • *PLC minutes* • *Professional Learning Plan* • *Learning Walls document* • *SORD data*

Right panel — top section:

Success criteria	**Behaviourally:** *Students can/will:* • *Engage in PBL processes and expect calm and measured learning environments* • *Use self-regulation to manage personal behaviours* • *Respond to positive student teacher relationships* *Teachers can/will:* • *Have a clear set of expectations and processes which will support calm, measured classrooms* • *Use restorative conversations to manage student behaviour* • *Implement de-escalation strategies* • *Differentiate effectively for their classes and support all students* *Leadership team can/will:* • *Observe PBL implementation and provide feedback to staff* • *Provide differentiated support to teachers and teacher aides to support positive learning strategies* • *Model positive relationships and provide calm responses to student behaviour* • *Provide consistent consequences to major behaviours* ***All members of the school community are aware of high expectations and appreciate a supportive response to managing student behaviour*** ***All students have a greater personal resilience and engage positively within the school environment*** ***Students appreciate consistent responses from all staff when managing behaviours***
Artefacts	• *TRP Survey* • *SOS* • *PBL Learning Plan* • *SORD Engagement Data* • *Attendance Rates* • *Rosedale Staff and Student Wellbeing plan*

Bottom section — left table:

Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1 *Completion of 150 Walkthroughs* *All teachers receive an overview of their viewed pedagogy which will be included in ADP's* P – 2 English C+ 80% English B+ 40% Maths C + 90% Maths B+ 55% Yr 3 – 6 English C+ 95% English B+ 40% Maths C + 95% Maths B+ 50% Yr 7 – 9 English C+ 83% English B + 51% Maths C+ 85% Maths B+ 45%	**Behaviourally:** *Students can/will:* • *Utilise Learning Walls and record lesson reviews and record Learning Intentions and Success Criteria* *Teachers can/will:* • *Engage in PLC's and consider walkthrough feedback to consider potential improvements in pedagogy delivery* • *Use the agreed pedagogy and create Learning Walls linked to GTMJ* • *receive an individualised report of their practice indicating alignment with school plan and leading to further development* *Leadership team can/will:* • *Collate data and prioritise teacher feedback and collaboration* • *Complete 3 walkthroughs a week each* • *Provide feedback within 24 hours on observed school implementation of pedagogy* *All full time Teacher Aides commit to staff meetings and professional learning* ***All staff are building their professional capacity with the delivery of quality pedagogical practices***	*Walk Through feedback documents* *Box graph analysis of observations* *Learning Walls BUIW's* *Professional learning Plan*	*Green –on track* *Yellow – underway* *Magenta – yet to commence*
End Term 2 P – 2 English C+ 82% English B+ 42% Maths C + 92% Maths B+ 45% Yr 3 – 6 English C+ 92% English B+ 42% Maths C + 97% Maths B+ 47%	**Behaviourally:** *Students can/will:* • *Engage in construction of Learning Walls and understand the importance of Learning Intentions/ Success Criteria and how they relate to assessment* • *See more consistent pedagogy practices across the school* *Teachers can/will:* • *Co Construct Learning Walls with students* • *Implement suggested improved pedagogy strategies raised within PLC's* *Leadership team can/will:*	*Walk through Documents* *Learning Walls BUIW's* *PLC Minutes* *Walk Through feedback documents*	*Shade cell at the end of each term after reflection based on progress.*

Bottom section — right table:

Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1 **Attendance Rates** P – 2 92% ATSI 90% OoHC 90% SWD 90% SDA Rate 0% Yr 3 – 6 90% ATSI 85% OoHC 90% SWD 95% SDA Rate 0% Yr 7 – 9 90% ATSI 90% OoHC 90% SWD 90% SDA Rate 0%	**Behaviourally:** *Students can/will:* • *See calm and consistent classrooms with staff implementing PBL strategies (Foundational Classroom Management Resources Book)* • *Respond to de-escalation strategies* • *Appreciate positive teacher student relationships* • *Have explicit behaviour skills taught in teachable moments* *Teachers can/will:* • *Trial PBL strategies (Foundational classroom Management resources book) and provide feedback to PLC's on their effectiveness* • *Develop growth mindset characterized by seeking feedback on their delivery of PBL strategies* • *Use teachable moments to emphasize appropriate behaviours* • *Praise and provide recognition to students for demonstrating appropriate expectations* *Leadership team can/will:* • *Provide feedback through the Walk-Through observation document in relation to engagement and consistent practice* • *Promote a growth mindset with engagement in PLC's and strategizing with teachers and teacher aides* *All full time Teacher Aides commit to staff meetings and professional learning* *Teacher aides discuss strategies in Teacher Aide professional meetings* ***The school is characterized by a calm, supportive and understanding learning environment***	*TRP Survey* *Pulse satisfaction survey* *SORD data* *PBL Behaviour data (referrals/ Major& Minor behaviours)* *Tracking improvement of key behaviours*	*Green –on track* *Yellow – underway* *Magenta – yet to commence* *Complete end of each term*
End Term 2 . **Attendance Rates** P – 2 92% ATSI 90% OoHC 90% SWD 90% SDA Rate 0%	**Behaviourally:** *Students can/will:* • *Respond to clear expectations and processes and engage effectively with consistent lesson structures and processes* • *Espouse the school's clear and consistent responses to negative student behaviours* *Teachers can/will:* • *Have an emerging skill set to cater for students and their differentiation needs* • *Use teachable moments effectively to strengthen positive behaviours*	*Pulse satisfaction survey* *SORD data* *PBL Behaviour data (referrals/ Major & Minor behaviours)*	*Shade cell at the end of each term after reflection based on progress.*

Yr 7 – 9 **English C+ 85%** **English B + 50%** **Maths C+ 87%** **Maths B+ 47%**	• Monitor and prioritise support for staff, providing a differentiated response • Provide feedback on pedagogy to staff • Create observation opportunities, using knowledgeable others *Teacher Aides commit to PLC's, providing feedback and indicate an increased engagement in pedagogy and confidence with assessment literacy processes* **Assessment literacy, aligned with quality pedagogy are recognised as having a direct influence on high quality academic outcomes**	*Individual peer observation requests and teacher release plans* *Professional learning Plan*		**Yr 3 – 6 90%** **ATSI 85%** **OoHC 90%** **SWD 95%** **SDA Rate 0%** **Yr 7 – 9 90%** **ATSI 90%** **OoHC 90%** **SWD 90%** **SDA Rate 9%**	• Support other staff in their personal development through feedback loops and observation protocols *Leadership team can/will:* • Facilitate observations and support collegial feedback and support options (HR DP) *Teacher Aides commit to PLC's, providing feedback and indicate an increased confidence with behaviour processes and develop improved relational skills* **Agreed class and school expectations are established and reinforced, utilised through teachable moments and authentic praise**	*Tracking improvement of key behaviours*
End Term 3 **P – 2** **English C+ 85%** **English B+ 45%** **Maths C + 95%** **Maths B+ 60%** **Yr 3 – 6** **English C+ 100%** **English B+ 45%** **Maths C + 100%** **Maths B+ 55%** **Yr 7 – 9** **English C+ 88%** **English B + 52%** **Maths C+ 90%** **Maths B+ 50%** **100% Staff engagement in ADP**	***Behaviourally:*** *Students can/will:* • Relate to success criteria and use this to effectively complete assessment • Access a range of supports to complete assessment, leading to independent learners • Expect consistent pedagogy and use the key terms in Walk Through discussions • Receive feedback specific to Learning Walls and through agreed pedagogy *Teachers can/will:* • Prioritise agreed pedagogical practices and seek support from peers for feedback • Engage in peer observation and feedback • Have a growth mindset • Have improved efficacy, from initial data, collated end of Term 1 *Leadership team can/will:* • Support peer evaluation and feedback loops • Analyse improved walkthrough data • Analyse teacher improved efficacy • Provide targeted feedback in relation to pedagogy and assessment literacy strategies *Teacher aides receive feedback in relation to their practice and support of pedagogy* **Students can express confidence that consistent pedagogy and assessment literacy strategies support their academic progress** **Teachers espouse a growth mindset in relation to consistent pedagogy supporting academic attainment**	*Walk through Documents Learning Walls BUIW's PLC Minutes* *Walk Through feedback documents* *Individual peer observation requests and teacher release plans* *Professional learning Plan*	. **End Term 3**	**TRP Survey Results** • **Resilient Learners increased to 42%** • **Healthy Mind Characteristics 50%** • **Ready to learn 50%** **SOS Results** **Student Behaviour well managed** • **70% Parents** • **65% students** • **65% Staff** **Expectations & Rules** • **80% Parents** • **92%Students** • **80% Staff** **Behaviour Referrals** • ***Average of 5 referrals per day*** **Attendance Rates** **P – 2 92%** **ATSI 90%** **OoHC 90%** **SWD 90%** **SDA 0%** **Yr 3 – 6 90%** **ATSI 85%** **OoHC 90%** **SWD 95%** **SDA 0%** *Yr 7 – 9 90%* *ATSI 90%* *OoHC 90%* *SWD 90%* *SDA Rate 9%*	***Behaviourally:*** *Students can/will:* • Provide feedback on PBL Processes • Recognise the engagement strategies aligned to the school ethos of supporting all students *Teachers can/will:* • Refine PBL strategies in their classes • Support others with feedback and potential strategies *Leadership team can/will:* • Collate data to determine additional supports and provide ongoing opportunity for collegial support through PLC's and Feedback • Renew the PBL team for 2025 providing for succession planning *Teacher aides use a range of strategies to improve relationships with students and demonstrate improved student engagement strategies* **Confidence exists that the behaviour strategies implemented support students engaging positively at Rosedale SS**	*TRP Survey SOS* *Pulse satisfaction survey* *SORD data* *PBL Behaviour data (referrals/ Major& Minor behaviours)* *Tracking improvement of key behaviours*

Approvals

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

Principal   **P&C/School Council**   **School Supervisor**