Department of Education



ROSEDALE STATE SCHOOL (K-12 CAMPUS)

Annual Implementation Plan 2025



School Vision & Values

At Rosedale State School, we are dedicated to cultivating a positive school culture where everyone is **safe**, **respectful**, **and responsible**. By ensuring engagement in our learning environments and building a strong inclusive community that values individual contributions and fosters collective growth, we are: **Preparing Today for Life Tomorrow**.

We focus on Community, Culture and Classroom through Consultation, Collaboration and Communication											
Priorities 2024-2027 Strategic Plan	Strategies	Actions Theodoing First Nations outcomes across every priority	Team Leader	Budget & Resources	Measurable Outcomes & Success Criteria	Impact	Monitoring Not Started Developing Embedded		oping		
Curriculum & Pedagogy – Design, implement and deliver a whole school K-12 curriculum plan and pedagogical approach	Strengthen staff capability in understanding, designing and delivering quality teaching and learning through a collaboratively developed K-12 Curriculum Plan and QKLG for Kindy Strengthen the Explicit Teaching of Reading	 Plan a rollout for curriculum planning across all subjects and sectors and provide professional development (PD) for V9 & QKLG to familiarise and establish consistent planning processes and requirements Create 3 levels of planning and store in TEAMS whole school P-12 Framework by developing and or refining existing programs to align to V9 requirements Share successful examples of practice and enable teachers to observe strategies being utilised Use MultiLit as a consistent tool for teaching reading and tracking student levels and progress across K-10 Developing a whole school reading strategy to embed consistent practice K-12 Create a teaching and learning reading team Provide professional development to teaching staff Collaborate with regional reading clusters for years P-2, 3-6 and 7-9 to share best practices 	DP Secondary DP Primary	\$10K TRS for PD & planning \$25K Multi Lit (initial one-off cost for PD and hard copy resource packs for all year levels K-9) CLC Regional Reading Cluster	 (Including artefacts) K-12 Whole School Curriculum Plan shared on TEAMs site Improved Level of Achievement – English to exceed beyond state targets of 50% A & B and 80% above C level: Years P-2: Above C level: 51.4%-> 65% (80%+ by 2027); A & B level: 21.6% -> 35% (50%+ by 2027) Years 3-6: Above C level: 92.7%-> maintained above 80%+ A & B level: 35.2% -> 50%+ Years 7-10: Above C level: 92%-> 	Teacher, Teacher Aide & Support Staff Collaboratively develop engaging and aligned teaching programs Mentor developing staff and shadow proficient staff to improve practice Leader Conduct a collaborative inquiry to develop map of school needs and actions required Build capability by providing or accessing PD, particularly in new subject areas or new staff to school Collaborate with staff to develop, monitor and review programs Quality assured programs ensuring alignment with agreed school processes Access cluster networks if required to bridge gaps or provide smaller KLAs with support Student Participate in reading activities across all subjects and levels Understand level of reading and how to improve or access support Students can demonstrate the elements of reading as appropriate to age Teacher, Teacher Aide & Support Staff Utilise pre and post testing to determine reading levels and needs Implement reading activities in all classes in context with teaching and learning Collaborate in teams to share reading strategies Moderate and review literacy requirements in curriculum Participate in PD explicit to reading Review student reading data and implement supports for students below reading age Leader Undertake collaborative inquiry to key needs required of staff and data gaps for students Develop and implement PD plan for reading Review reading data and liaise with key staff	T1	T2	T3	T4	
	Build the capability of all staff to implement effective differentiation practices and processes, ensuring that all students receive age-appropriate tailored supports to facilitate	Review systems & evidence to enact support, including the use of inclusion teams, regional staff and external providers, including the establishment of case management protocols for use with all students Strengthen support in teaching & learning to establish clear differentiation processes for assessment and learning: Establish adjustment to assessment and differentiation profiles for all NCCD students	HOSES	Broker regional support \$10k TRS for PD & planning	maintained above 80%+; A & B level: 50% -> 50%+ • Key support plans and documents for individual students stored on OneSchool • Support systems known, documented and stored on TEAMS • Evidence of differentiation in moderation templates and teacher curriculum planning documentation	 Facilitate time to collaborate and share best practices Conduct learning walks to monitor the use of reading strategies in the classroom Student Establish individual goals in teaching and learning Actively participate in the planning and reviewing of curriculum delivery If required, will add voice to develop support or other individual plan Communicate needs and seek support when required Teacher, Teacher Aide & Support Staff Understand roles and responsibilities regarding differentiation for teaching and learning including: Expectations, processes and policies Planning cycles and documentation Moderation and assessment Recording and use of data including the accurate entry of NCCD data into OneSchool 					

Inclusion – Embed a school-wide shared vision for inclusive education and evidence- informed approaches to ensure all students are equitably supported to achieve excellence	Develop a whole school Cultural Capability Framework	Strengthen practices for making adjustments in the classroom for students with cognitive, social emotional and physical disabilities in the classroom Build the cultural capability of staff to maximize engagement and learning outcomes for First Nations and other equity group students; including employment of a dedicated staff member to mentor students and track performance, attendance and behaviour; assist participation in extracurricular First Nations activities and opportunities such as QATSF, Dorrie Day etc Strengthen links with local First Nations traditional owners of our school land – Bailai, Gooreng Gooreng, Gurang and Taribelang Bunda to support school improvement in teaching and learning Engage in the regional CLC: Realising the Potential of Indigenous Students to build and share capacity in pedagogical practices that support First Nations students to include in the school's K-12 Curriculum Framework Build on existing acknowledgments such as NAIDOC week to celebrate First Nations Culture by developing a calendar of key events and utilise local First Nation language, totems and art in alignment with PCL to ensure all members of school respect local culture	DP Secondary	CLC Indigenous Pedagogy \$10K PD & expert fees \$2k resources \$10K visibility eg signage/ artwork etc	NCCD (Nationally Consistent Collection of Data) reflects 100% adjustments made for students Cultural Capability Framework published on TEAMS Explicit pedagogical practices for First Nations students embedded within teacher 3 levels of planning documents and Whole School Pedagogical Approach First Nations student engagement gap decreases in:	Maintain flexibility in addressing the diverse needs of students Refer and case manage students as required Leader Facilitate professional development based on evidence collected from collaborative inquiry Review NCCD data, including PLR information, to verify accuracy Enable key stakeholders' collaboration time to develop and implement effective processes and policy for differentiation that will support student success in the classroom Facilitate Inclusion meetings for case managers and teams to case manage students to ensure all needs are met Student Have an awareness of First Nations perspectives and culture Participate in First Nation curriculum, activities and celebrations Teacher, Teacher Aide & Support Staff Promote and value First Nations culture and foster a positive sense of identity Develop appropriate and relevant curriculum and pedagogy for all students Leader Build relationships and opportunities for embedding First Nations content into the curriculum Provide culturally appropriate training and professional development opportunities for staff Create opportunities to promote, celebrate and value culture. Examples may include: Dorrie Day, NAIDOC week, Anniversary of National Apology Day, National Sorry Day, Storytelling and Harmony Day Engage with community elders and listen to their stories to gain data as part of a collaborative inquiry to school and First Nations culture and potential partnerships and opportunities		
Professional Learning — to enhance the instructional leadership skills of key staff, focusing on continuous improvement in quality teaching and learning	Develop collegial engagement approach	Collaboratively develop a formalized whole- school approach for collegial engagement, including regular observation, feedback, and coaching to monitor and improve the teaching and learning of K-12 Curriculum plan	Principal	\$5k TRS for staff release to complete observation & feedback cycles	Suite of shared practices, templates and protocols to participate in collegial engagement opportunities published on TEAMS with time quarantined in termly calendars	Student Contribute to pedagogical planning and review processes Provide feedback to teachers and leaders about teaching and learning at regular intervals Teacher, Teacher Aide & Support Staff Actively participate in observations, profiling sweeps and learning walks and apply feedback to future classroom practices Seek out opportunities for capability development through SPG process Leader Enact SPG process to build staff capability and create systems and processes for collegial engagement to occur Provide feedback and PD for continual improvement Use data gained to measure impact of school priorities and provide feedback to staff		

Line of sight for all stakeholders strengthened by the gradual release of responsibility

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



