



# ROSELLA PARK SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



Show Respect



Be Positive



Stay Safe

<p><b>School priority 1: Educational achievement – every student realises their potential</b></p>	<p><b>Monitoring</b> <i>Green – on track, Yellow – underway, Magenta – yet to commence</i></p> <table border="1"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p><b>Long term measurable/desired outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Research, develop and implement a whole-school evidence-based approach to the teaching of mathematics.</li> <li>2. Review current processes to ensure systematic monitoring of student performance. Develop the capability of staff to clearly identify and plan for the learning needs of every student in their class.</li> <li>3. Continue to build teacher capabilities to understand and enact whole-school curriculum plan aligned to the Australian Curriculum.</li> </ol>	<p><b>AIP measurable/desired outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Increase number of students achieving Sound or higher HICP Math by 25% / decrease number of students achieving developing and below by 25% (HICP 2023 18 C+ / 12 D &amp; lower &gt; 2024 21 C+ / 9 D &amp; lower).</li> <li>2. Shift 25% of students achieving a C level DYLP Prep English to B or higher (2023 19 C students &gt; 2024 14 C students). Shift 25% of students achieving a Sound level HICP English to High or very high (2023 31 Sound students &gt; 2024 24 Sound students).</li> <li>3. 100% of students accessing HICP – have an endorsed ICP by week 7 term 1 and term 3.</li> </ol>
Term 1	Term 2	Term 3	Term 4				
<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Develop and implement a whole-school evidence-based approach to teaching mathematics.</li> <li>2. Shift student data for HIC English from developing to sound by providing targeted collegial engagement and planning. Shift student data for DYLP English from C level to B or higher by providing targeted collegial engagement and planning.</li> <li>3. Build staff capabilities with V9 General Capabilities focusing on 2 Literacy, 1 Numeracy and 1 Social goal for all students accessing HIC.</li> </ol>		<p><b>Responsible officer(s):</b></p> <ol style="list-style-type: none"> <li>1. HOD C &amp; Mathematics PLC</li> <li>2. Principal / Deputy, HOD C &amp; teachers</li> <li>3. Principal / Deputy &amp; HOD C</li> </ol>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• \$1600 SECC registration.</li> <li>• \$5000 – whole school approach for mathematics.</li> <li>• \$20000 – staff PD (flights, accommodation, registration) with focus on curriculum development and implementation.</li> <li>• \$5000 – curriculum related resourcing – V9 focus.</li> </ul>				
<p><b>School priority 2: Wellbeing and engagement – support the engagement, health, safety and wellbeing for students and staff</b></p>	<p><b>Monitoring</b> <i>Green – on track, Yellow – underway, Magenta – yet to commence</i></p> <table border="1"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p><b>Long term measurable/desired outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Build staff capability to identify and plan for the learning needs of every student. Document a SLAW framework / establish committee to align current practices to student wellbeing.</li> <li>2. Continue to strengthen relationships within the school community. Refine and consolidate the PACE framework to encourage parent participation in learning.</li> <li>3. Embed opportunities for staff to engage in intentional collaboration focused on priorities and student outcomes. Document a staff wellbeing framework / establish committee to align current practices to staff wellbeing.</li> </ol>	<p><b>AIP measurable/desired outcomes:</b></p> <ol style="list-style-type: none"> <li>1. PBL data: Reduce 2023 Tier 3 by 15% (2023 T3: 36% &gt; 2024 T3: 30%). SDA data: 2022 7 short term suspensions – 2024 less than 4 STS Attendance data: Increase 2023 77.5% to 2024 85% attendance. LOA data semester 1 &amp; 2. SOS data yearly. Completed SLAW by end of 2024.</li> <li>2. Parent attendance numbers at parent teacher meetings. Random surveys with parents across semester 1&amp;2.</li> <li>3. 90% teachers engaged in collegial engagement framework. 2023 SOS staff morale 65% increase 70%+ in 2024 Completed staff wellbeing plan by end of 2024. 100% of teaching staff with completed APR plans. Reduce WPH&amp;S Data – OVA &amp; incident reports by 15% (2023 177 incidents / 66 OVA – 2024 150 incidents / 56 OVA)</li> </ol>
Term 1	Term 2	Term 3	Term 4				
<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Provide inclusive learning environments that support every student to manage their wellbeing and achieve success.</li> <li>2. Strengthen connections with parents, support services and the wider community.</li> <li>3. Build a school culture of professional collegial engagement for all staff within a safe, supportive and inclusive working environment.</li> </ol>		<p><b>Responsible officer(s):</b></p> <ol style="list-style-type: none"> <li>1. Principal, Deputy, HOD C, PBL Committee, teaching staff</li> <li>2. Leadership team, Admin, teaching staff, Families, Outside agencies.</li> <li>3. Leadership team, Guidance Officer, School Based Psychologist, teaching staff, WPH&amp;S Coordinator, Regional Wellbeing Coordinator.</li> </ol>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• \$5000 PBL budget cost centre.</li> <li>• \$10,000 support staff access to engage in CEF.</li> <li>• \$20,000 school-based activities to support student engagement at playtimes.</li> <li>• \$150,000 playground upgrades SSIP.</li> <li>• \$2000 &amp; established grants to support Breakfast club.</li> </ul>				
<p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. Develop strong systems for early intervention planning and documentation to support staff to respond appropriately to students at risk: monitor marker students' data for attendance, behaviour and learning. Review and implement PBL across whole school – focus on student recognition for PBL behaviours, sharing best practice between staff (collegial conversations &amp; classroom walkthroughs). Develop, share and embed Student Learning &amp; Wellbeing Framework.</li> <li>2. Promote shared responsibility for supporting students' needs by connecting with families, school and wider community support services, health professionals and other agencies. Provide families opportunities to engage actively across the school year through celebrations, parent teacher nights, surveys and interviews – with a focus on improving student outcomes.</li> <li>3. Develop and implement staff wellbeing framework. Embed the collegial engagement framework and regular planning days into school processes. Engage with Pilot Work Place Health, Safety and Wellbeing Coordinator to identify school wide risks for staff, and develop risk management plans to reduce work place incidents.</li> </ol>							

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

Principal: Geoff Miller

P&C President: Michelle Cuthbertson

School Supervisor: Ric Day