



Rangeville State School

2024 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Explicit Improvement Agenda: Quality Teaching & Learning with a precise focus on Reading

Long-term targets/desired outcomes

- Implementation of the school wide Reading Framework with a specific focus on the Science of Reading.
- Implementation & assessment of all learning areas of the Australian Curriculum with fidelity through the P-12 CARF.
- English Level of Achievement Data.
- NAPLAN Levels of Achievement Data.

AIP targets/desired outcomes

- 90% of Rangeville students will achieve a C or better Level of Achievement in English.
- 50% of Rangeville students achieve a B or better Level of Achievement in English
- 100% teachers have implemented an English Learning Wall, including the RSS non-negotiables
- 100% Marker Students will articulate their achievement using the English Learning Wall (Five Questions for Students questions during LWTs – Marker students)
- Consistent implementation of the school wide Reading Framework with a specific focus on the Science of Reading.
- Collective ownership and consistent implementation & assessment of all learning areas of the Australian Curriculum with fidelity - foci being implementation of V9 for English and Mathematics.
- English Level of Achievement Data

School Strategic Plan Strategy:	Implement the school wide Reading Framework with a specific focus on the Science of Reading.	
Actions		Responsible Officer(s)
Utilise the Pedagogical Leader and Curriculum Coordinators structure and process to support the consistent implementation of the Rangeville Reading agenda.		Principal, HOD, Year Coordinator
Embed high yield, research informed reading strategies and practices (Science of Reading, Big 6 and Gradual Release of Responsibility).		Principal, HOD, Year Coordinator
Implement Whole School Moderation Framework		Principal, HOD, Year Coordinator
School Strategic Plan Strategy:	Embed Sharratt's 14 parameters for school improvement.	
Actions		Responsible Officer(s)
Cont. Waterfall chart – RSS non-negotiables		Principal, HOD, Year Coordinator
Implementation and utilise of the RSS Data Wall to embed the shared understandings of the FACES.		Principal, HOD, Year Coordinator
School Strategic Plan Strategy:	Implement and assess all learning areas of the Australian Curriculum with fidelity through the P-12 CARF.	
Actions		Responsible Officer(s)



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Utilise curriculum leader structure to implement V9 Australian Curriculum Phase 2 Get Ready: Familiarisation and Planning for English and Mathematics.	Executive Principal, Principal, HOD, Year Coordinator
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School Strategic Plan - 2. Explicit Improvement Agenda Wellbeing: a whole school approach to supporting students' engagement, wellbeing and mental health

Long-term targets/desired outcomes

- Consistent implementation of our PBL Framework and Student Services processes.
- School Opinion Survey Data
- Student Attendance Data
- Student Wellbeing Data
- Student representation at higher levels of music and sport opportunities.

AIP targets/desired outcomes

- SOS: Fairness & Safety: Students: 90% satisfied
- SOS: School Culture: Students: 90%
- Attendance: 94%
- Music Participation: 90% of Year 3-6 students participating in Music Excellence Program
- Music Participation: Increase in time of student participation in Music Excellence Program from 707 mins/week to 715 mins/week.
- Sport Participation: Increase in time of student participation in Sport Program from 87 mins/week to 120 mins/week.

School Strategic Plan Strategy:	Implement a whole school approach for student engagement and social and emotional wellbeing that is supported through the PBL framework and Student Services processes.
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Actions	Responsible Officer(s)
Embed a trauma informed approach that encourages self-awareness and self-regulation in students in order to increase focus on learning and achievement.	Sue Hagley
Provide professional learning in BSEM to build capacity in using practical strategies to strengthen relationships and classroom strategies to integrate into curriculum practice.	Sue Hagley
Continue to implement PBL practices and processes with fidelity as the foundation to the EPBL strategy.	Sue Hagley, Jason Manttan, Leoni Ross
Embed a user-friendly and proactive approach to monitoring, rewarding and managing student attendance.	Sue Hagley, Jason Manttan

School Strategic Plan Strategy:	Embrace and maximise our Music Excellence Status, sporting expertise and opportunities to support and enhance academic achievement and wellbeing.
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Actions	Responsible Officer(s)
Partner with Centenary Heights High School and external higher education providers (QLD Con of Music, Griffith Uni) & The Empire Theatre to enhance student development & opportunities.	Naden Gray, Matthew Henry, Leia Jensen, Jessica Johansen
Partner with RSS P&C, local and state sporting organisations to enhance student development and opportunities, staff development and facilities.	Matthew Henry

School Strategic Plan Strategy:	Provide health and wellbeing learning opportunities for students, staff and families via curriculum opportunities and external partners focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of
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	physical activity, and personal and cyber safety	
Actions		Responsible Officer(s)
	Partner with the cyber safety team and external providers to deliver age appropriate learning conferences for students, staff and families.	Sue Hagley
School Strategic Plan Strategy:	Collaboratively develop, implement and monitor strategies to enhance the professional culture of the school, improve staff member morale, and promote staff wellbeing.	
Actions		Responsible Officer(s)
	Collaborate with Regional Office Wellbeing co-ordinator to create and implement staff wellbeing framework including occupational violence and aggression procedures and processes.	Brianne Forrest, Julie Franklin, Jacqui Mohr, Annabell Tonkin
School Strategic Plan Strategy:	Maintain our school learning environment as an asset of school and community pride.	
Actions		Responsible Officer(s)
	Implement Grounds and Facilities Improvement Plan	Craig Free, Kylie McCarthy

School Strategic Plan - 3. Teaching

Long-term targets/desired outcomes

- As per Explicit Improvement Agenda Targets and Outcomes

School Strategic Plan Strategy:	Develop teacher capability in building student self-efficacy through feedback cycles – provide timely feedback to students and make it clear to students the next steps for their learning & goal setting	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Embed the four stages of moderation – before, after, after and end across the Australian Curriculum	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Embed High Impact Planning processes currently used in English to plan curriculum units across all learning areas of the Australian Curriculum	
Actions		Responsible Officer(s)

School Strategic Plan - 4. Capability

Long-term targets/desired outcomes

- As per Explicit Improvement Agenda Targets and Outcomes

School Strategic Plan Strategy:	Build upon & embed the elements of the Collegial Engagement Framework that supports the capability development of all staff members and aligns to the school's Explicit Improvement Agenda - including peer observations, mentoring, walk and talks & opportunities to collaborate and share best practice	
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Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Enhance participation of staff in Professional Learning Teams	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Develop teacher capability in building student self-efficacy through feedback cycles – provide timely feedback to students and make it clear to students the next steps for their learning	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Plan and enact Annual Performance Plans (APP's) aligned to school priorities, professional status & professional standards for teachers & leaders	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Develop whole of school Professional Development plan to identify and support a differentiated capability development process for staff that provides access to a broad range of professional learning opportunities aligned to school priorities.	
Actions		Responsible Officer(s)

School Strategic Plan - 5. Performance

Long-term targets/desired outcomes

School Strategic Plan Strategy:	Enact the annual Data Literacy Framework with fidelity.	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Embed Putting 'Faces in the Data' with a focus on a case management approach to define appropriate instructional strategies for all	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Build data literacy skills for all teachers to support the identification of starting points for learning and to inform differentiation.	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Monitor and evaluate the efficiency, effectiveness and sustainability of human, physical & financial resource allocation in priority areas.	
Actions		Responsible Officer(s)

School Strategic Plan - 6. Inclusion

Long-term targets/desired outcomes



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School Strategic Plan Strategy:	Foster and promote an inclusive culture which respects diversity and acknowledges that with the right support, every student can succeed.	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Continue to promote the Inclusive education policy including promoting best practice across all settings and environments	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Continue to build teacher capability to make reasonable adjustments for teaching, learning and assessment and provide learning environments responsive to the diverse needs of students.	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Build the capability of staff to use Information and Communication Technologies to enhance access and engagement of students	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Provide opportunities for high achieving students within classroom learning programs and extension learning programs	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Support ECDP staff to collaborate with kindergartens and a child's future school to facilitate successful transitions to Prep	
Actions		Responsible Officer(s)

School Strategic Plan - 7. Partners

Long-term targets/desired outcomes

School Strategic Plan Strategy:	Plan and provide genuine opportunities to engage parents as partners in their children's education and the life of the school	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Partner with the P&C to effectively implement the P&C Strategic Plan	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Embrace technologies to enhance effective communication with all stakeholders	
Actions		Responsible Officer(s)



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School Strategic Plan Strategy:	Enhance partnerships with stakeholders to improve transitions for students, families and staff of ECDP, Kindy, Prep – Year 6 & into High School	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Partner with Centenary Heights State High School and external higher education providers (QLD Conservatorium of Music, Griffith University & USQ) & The Empire Theatre to enhance student development and opportunities, staff development and facilities as a Music Excellence School	
Actions		Responsible Officer(s)
School Strategic Plan Strategy:	Partner with RSS P&C, local and state sporting organisations to enhance student development and opportunities, staff development and facilities	
Actions		Responsible Officer(s)

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

School Supervisor



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