Rangeville State School

2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Wellbeing and engagement   Culture and inclusion

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RANGEVILLE STATE SCHOOL

Learning, Achieving & Growing Every Day

Explicit Improvement Agedna

KNOW YOUR IMPACT

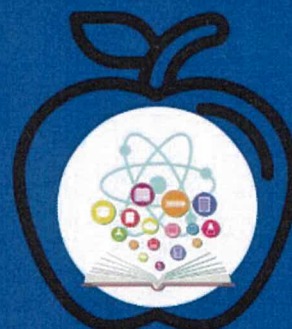Is your Instruction resulting in Learning?
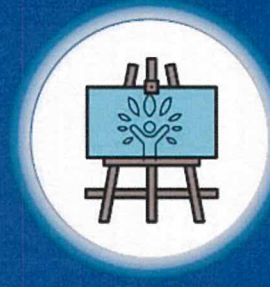
THE CURRICULUM
Australian Curriculum V9

Implementation: English, Maths

Familiarisation: Science, Technology, HPE

THE LEARNING

Pedagogical Practices for Learning (PP4L)

THE LEARNER

Berry Street Education Model

PBL

Inclusion & Diversity

Collective Efficacy

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1 Know students and how they learn	2 Know the content and how to teach it	3 Plan for and implement effective teaching and learning	4 Create and maintain supportive and safe learning environments	5 Assess, provide feedback and report on student learning	6 Engage in professional learning	7 Engage professionally with colleagues, parents/carers and the community

School priority 1: Know your impact

All staff reflect on the impact that short, mid and long-term decisions have on student learning outcomes.

2025 Review Key Improvement Strategy:
Domain 1: Driving an explicit improvement agenda
- Collaboratively establish systems, processes, protocols and accountabilities for leaders to provide consistent ways of working and opportunities to measure the impact of leadership in driving the Explicit Improvement Agenda.

Domain 5: Building an expert teaching team
- Sharpen discussions between leaders and teachers at Professional Learning Teams meetings to deepen the shared understanding of curriculum, teaching and learning.
- Broaden opportunities for all staff to engage in collegial learning, to foster reflections on professional practices and support the implementation of school priorities.

Strategies:
- Continue to develop a shared understanding of the Explicit Improvement Agenda.
- Strengthen processes for the analysis of student formative and summative data to inform teaching and learning cycles and determine the impact of practices.
- Implement a process and build staff capacity through collegial engagement and professional learning supported by PLT cycles, Timetabled WOW, implementation of processes including CPST.

Actions:
- Utilise Student Free Days and Staff Meetings to provide professional development and collaboratively define Highly Effective teachers and Collective Teacher Efficacy to build on shared understanding of the EIA
- Develop a leadership framework aligned with school priorities and the EIA
- Ensure consistent messaging and strategies from the Leadership Team to support teacher understanding and implementation of the EIA
- Schedule leadership meetings to support alignment and progress monitoring
- Implement Assessment Data Literacy sessions with staff through Staff Meetings and PLTs
- Evaluate data trends from SORD (A-C English, Math, A-B English, Math) and connected next steps in teaching and learning
- Review and analyse Inter Assessment Agreement data from SORD
- Lesson observations and feedback to align with AC9 implementation English & Math
- Collect and analyse data from Learning Walks and Talks in PLTs to determine next steps for improvement.
- Implement rigorous moderation opportunities.

AIP measurable/desired outcomes:

Increase and maintain percentage of students achieving A-C in English and Math to align with State Wide Targets (80%)
  Starting Strong
    English 76.8% to 80% (increase of 3%)
    Maths 88.5% (maintain)
  Building Foundations
    English 82% (maintain)
    Maths 86% (maintain)

Increase percentage of students achieve A-B in English and Math to align with State Wide Targets (50%)
  Starting Strong
    English 44.9% to 50% (increase 5%)
    Maths 58% (maintain)
  Building Foundations
    English 44% to 50% (increase 6%)
    Maths 61% (maintain)

Increase and maintain percentage of students attending 92% or greater.
Starting Strong: 91.1% to 92%
Building Foundations: 90.6% to 92%

School priority 2: The Curriculum

Staff implementation of V9 English & Math
Staff familiarisation of V9 Science, Technology & HPE

2025 Review Key Improvement Strategy:
Domain 6: Leading systematic curriculum implementation
- Formalise a range of collaborative curriculum planning processes and implementation practices to support teachers and leaders in consistently implementing the Australian Curriculum with integrity.
- Systematically enact moderation of student work at multiple junctures in the teaching and learning sequence to enhance consistency of teacher judgements and inform curriculum planning.

Strategy:
- Develop teacher understanding and use of curriculum including: three-levels of planning, teaching and learning cycle, data analysis and decision making, planning and programming, assessment, feedback, moderation and reporting.

Actions:
- Implement V9 Australian Curriculum – English & Math
- Review and implement 3 stages of planning with fidelity
- Build leadership team knowledge and understanding of V9 AC English and Math documents
- Develop a whole school curriculum planning cycle and documentation template
- Implement Planning Days led by sector-aligned DPs and HOD-C
- Continue to implement DP Conversations
- Develop leadership team knowledge and understanding of Reading using the English Curriculum
- Develop whole school approach to Reading using the English Curriculum
- Implement whole school approaches to Reading using the English Curriculum
- Develop Scope and Sequence to support teaching of Systematic Synthetic Phonics and Reading
- Review and ensure alignment of whole school approach to Spelling (Soundwaves) with English curriculum
- Sector aligned DP engagement in fortnightly PLTs to deepen shared understanding of curriculum, teaching and learning
- Familiarise V9 Australian Curriculum – Science, Technology & HPE
- Continue to focus on school-wide supports for Diverse Learners.
- Refine internal moderation processes.

AIP measurable/desired outcomes:

English & Math aligned to ACV9 3 levels of planning available on Sharepoint
Scope and Sequence document for the teaching o
f phonics P-Y2 and reading P-Y6
Whole school curriculum planning documents

Increase and maintain percentage of students achieving A-C in English and Math to align with State Wide Targets (80%)
  Starting Strong
    English 76.8% to 80% (increase of 3%)
    Maths 88.5% (maintain)
  Building Foundations
    English 82% (maintain)
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Increase percentage of students achieve A-B in English and Math to align with State Wide Targets (50%)
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    English 44.9% to 50% (increase 5%)
    Maths 58% (maintain)
  Building Foundations
    English 44% to 50% (increase 6%)
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Increase and maintain percentage of students attending 92% or greater.
Starting Strong: 91.1% to 92%
Building Foundations: 90.6% to 92%

Queensland Government

School Priority 3: The Learning

All staff know, understand, implement and reflect on their use of the Pedagogical Practices for Learning (PP4L) to improve student learning outcomes.

2025 Review Improvement Strategy:
Domain 8: Implementing effective pedagogical practices
- Enact opportunities for leaders and teachers to engage in discussions and professional learning, including modelling, to foster a shared language and understanding of pedagogical practices.

Strategies:
- Strengthen teachers' knowledge and application of the Pedagogical Practices for Learning (PP4L) to build staff capability in delivering high-quality student learning experiences.
- Develop Staff Handbooks and Instructional Playbook to strengthen understanding, consistency and application of the Rangeville Way.
- Continue to support positive transitions to school that are inclusive and responsive to community needs through building strong partnerships with ECECs and feeder high school.

Actions:
- Provide consistent messaging and professional development during Staff Meetings and SFD's
- Lesson observations and feedback to align with observable features of PP4Ls
- Collect and analyse data from Learning Walks and Talks in PLTs to determine next steps for improvement.
- Strengthen connections with ECECs and feeder high school.
- Continued engagement of students through implementation of School of Excellence - Music programs.

School Priority 4: The Learner

All staff know, understand, implement and reflect on their use of differentiation strategies to meet the specific learning needs of students. At Rangeville, we are committed to whole school practices that support the learning and wellbeing of all students through the Berry Street Education Model and PBL.

2025 Review Improvement Strategy:
Domain 7: Differentiating teaching and learning
- Develop teachers' capability in differentiating the curriculum to cater for the full range of learners.
- Refine staff knowledge of, and capability in using, contemporary differentiation approaches to inform teaching and support learning for all students.

Strategies:
- Refine the shared understanding of the whole school inclusive practices to build collective ownership in the implementation and recording of adjustments to maximise learning and engagement for all students.
- Develop a clear framework of intervention aligned to a multi-tiered systems of support that reflects behaviour, academic, social and emotional learning, attendance, mental health and wellbeing.
- Continue to implement PBL with fidelity to ensure safe, orderly environments that enable students to achieve academic and social success within a positive school climate.
- Continue to implement Berry Street Education Model with fidelity to ensure safe, respectful learners who are learning, achieving and growing every day.

Actions:
- Berry Street Education Model Professional Development and availability of catch-up sessions
- Provide consistent messaging and professional development during Staff meetings and SFD's
- Collect and analyse data from Learning Walks and Talks in PLTs to determine next steps for improvement
- Lesson observations and feedback to align with observable features of BSEM
- Implement processes to ensure consistent understanding and documentation of DDA-PLRs, PLRs.

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

Principal

P & C President

School Supervisor