

## HOWARD STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



School priority 1	Link to school review improvement strategy:	Improvement Strategies	Actions	Artefacts	Resources	Responsible Officers/	Phase	Embedding
	<p><b>Lift achievement in English of all students through whole-school moderation, case management and data-informed pedagogical decisions</b></p> <p>Domain 2: Analysis and discussion of data                      1. Build the data literacy of all teachers to enable active engagement in deeper data-informed conversations that inform next steps in teaching and learning.                      Domain 6: Systematic curriculum delivery                      2. Prioritise the implementation of whole-school moderation processes at multiple junctures to enhance collaborative planning, strengthen teachers' curriculum understanding and support them in selecting effective pedagogies.</p>	<p><b>1. Embed school-wide moderation in English, using the Before, After, End model</b></p> <p><b>2. Embed school-wide academic case management in English, using Lyn Sharratt (Clarity) as a model</b></p> <p><b>3. Develop, articulate and implement school-wide signature student feedback and learning goals practices in English, using Lyn Sharratt (Clarity) as a model</b></p>	<p>1. Continue to strengthen teachers' curriculum understanding and provide collaborative planning opportunities utilising the moderation cycle, ensuring precision and rigor through:                      o Pre-moderation: focusing on 'teaching to the A standard' and evidence of differentiation at the unit planning level (Level 3)                      o Quality assure moderated tasks via HOD:C or external colleague</p> <p>2. Utilise case management in all classrooms to 'lift' or 'maintain' academic achievement, ensuring precision and rigor through:                      o Commence creating a data wall, focussing on selecting effective pedagogies to drive learning</p> <p>3. Collaboratively develop signature feedback and learning goals practices that build the data literacy of all teachers and informs the next steps in teaching and learning</p>	<p>1. Staff capacity in the moderation cycle is developed and every term the moderation cycle is enacted.                      2. A data wall, focussing on case management students, is co-created, displayed and analysed                      3. Signature practices for student feedback and learning goals are data informed, aligned to the learning and inform the next steps in teaching and learning.</p>	<ul style="list-style-type: none"> <li>HOD:C</li> <li>Professional Development budget</li> <li>Teacher release</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>HOD:C</li> <li>Teaching staff</li> </ul>		
<b>Measurable outcomes</b>	85% of students in Prep – Year 6 achieving a C or better in English							
<b>Success criteria</b>	<p><b>Behaviourally:</b></p> <ul style="list-style-type: none"> <li>Students can/will:                             <ul style="list-style-type: none"> <li>Answer the 5 questions: 'What are you learning?', 'Where do you go for help?', 'How are you doing?', 'How do you know?' &amp; 'How can you improve?' indicating with precision and clarity</li> <li>Independently states their learning goal, as it relates to their own learning and the standards outlined in the marking guide (located on the learning wall)</li> <li>Independently applies descriptive feedback about their learning and independently articulate their next learning steps</li> </ul> </li> <li>Teachers can/will:                             <ul style="list-style-type: none"> <li>Use student work samples and marking guides to provide timely, descriptive feedback to students</li> <li>Create, clearly communicate and systematically monitor student learning goals that are aligned to the marking guide</li> <li>Strengthen curriculum understanding at multiple junctures through embedded moderation and case management cycles</li> <li>Actively engage in professional learning that impacts attitude/practice/culture and is aligned to the school improvement agenda and APDPs</li> </ul> </li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Maintain a line-of-sight from planning to teaching and learning by conducting learning walks, regular meetings with teachers and classroom walk-throughs</li> <li>Monitor and measure the impact of strategies as reflected in the school data plan</li> <li>Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> <li>Lead the learning relating to moderation, case management, student learning goals and feedback</li> <li>School-wide signature practices in feedback and learning goals that are clearly communicated to staff and used by all staff and students in every classroom</li> <li>Case management data walls, displaying evidence of selecting effective pedagogies and student progress</li> <li>Moderation artefacts, including differentiated anchor charts, moderated and quality assured summative assessment tasks</li> <li>Formal and informal feedback to teaching staff</li> <li>APDPs aligned to school improvement agenda and differentiated to specific teacher needs</li> <li>Line-of-sight artefacts that provide evidence for reflective practices</li> </ul>							
<b>Artefacts</b>								

Measurable outcomes	Success criteria	Artefacts
<p>Monitored through Term 1 summative English tasks:</p> <ul style="list-style-type: none"> <li>83% of students in Prep – Year 6 achieving a C or better in English</li> </ul> <p>38% student students in Year 3 – Year 6 achieving an A or B in English</p>	<p><u>Behaviourally:</u> <u>Students can/will:</u></p> <ul style="list-style-type: none"> <li>Answer the 5 questions; 'What are you learning?', 'Where do you go for help?', 'How are you doing?', 'How do you know?' &amp; 'How can you improve?' responding with greater precision and clarity</li> </ul> <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"> <li>Strengthen curriculum understanding at multiple junctures through embedded moderation and case management cycles</li> <li>Actively engage in professional learning that impacts attitude/practice/culture and is aligned to the school improvement agenda and APDPs</li> </ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> <li>Maintain a line-of-sight from planning to teaching and learning by conducting learning walks, regular meetings with teachers and classroom walk-throughs</li> <li>Monitor and measure the impact of strategies as reflected in the school data plan</li> <li>Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> </ul> <p><u>Behaviourally:</u> <u>Students can/will:</u></p> <ul style="list-style-type: none"> <li>Answer the 5 questions; 'What are you learning?', 'Where do you go for help?', 'How are you doing?', 'How do you know?' &amp; 'How can you improve?' responding with greater precision and clarity</li> <li>With support state their learning goal, as it relates to their own learning and the standards outlined in the marking guide (located on the learning wall)</li> </ul> <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"> <li>Create and clearly communicate student learning goals that are aligned to the marking guide</li> <li>Strengthen curriculum understanding at multiple junctures through embedded moderation and case management cycles</li> <li>Actively engage in professional learning that impacts attitude/practice/culture and is aligned to the school improvement agenda and APDPs</li> </ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> <li>Maintain a line-of-sight from planning to teaching and learning by conducting learning walks, regular meetings with teachers and classroom walk-throughs</li> <li>Monitor and measure the impact of strategies as reflected in the school data plan</li> <li>Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> <li>Lead the learning relating to moderation, case management and student learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Moderation artefacts, including differentiated anchor charts and moderated</li> <li>Formal and informal feedback to teaching staff</li> <li>Line-of-sight artefacts that provide evidence for reflective practices</li> <li>APDPs aligned to school improvement agenda and differentiated to specific teacher needs</li> </ul>
<p>Monitored through the end of semester 1 LOA data and Term 2 summative English tasks:</p> <ul style="list-style-type: none"> <li>83% of students in Prep – Year 6 achieving a C or better in English</li> <li>40% student students in Year 3 – Year 6 achieving an A or B in English</li> </ul>	<p><u>Behaviourally:</u> <u>Students can/will:</u></p> <ul style="list-style-type: none"> <li>Answer the 5 questions; 'What are you learning?', 'Where do you go for help?', 'How are you doing?', 'How do you know?' &amp; 'How can you improve?' responding with greater precision and clarity</li> <li>With support state their learning goal, as it relates to their own learning and the standards outlined in the marking guide (located on the learning wall)</li> </ul> <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"> <li>Create and clearly communicate student learning goals that are aligned to the marking guide</li> <li>Strengthen curriculum understanding at multiple junctures through embedded moderation and case management cycles</li> <li>Actively engage in professional learning that impacts attitude/practice/culture and is aligned to the school improvement agenda and APDPs</li> </ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> <li>Maintain a line-of-sight from planning to teaching and learning by conducting learning walks, regular meetings with teachers and classroom walk-throughs</li> <li>Monitor and measure the impact of strategies as reflected in the school data plan</li> <li>Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> <li>Lead the learning relating to moderation, case management and student learning goals</li> </ul>	<ul style="list-style-type: none"> <li>School-wide signature practices in learning goals that are clearly communicated to staff and used by some students in most classrooms</li> <li>Case management data walls</li> <li>Moderation artefacts, including differentiated anchor charts, moderated summative assessment tasks</li> <li>Formal and informal feedback to teaching staff</li> <li>APDPs aligned to school improvement agenda and differentiated to specific teacher needs</li> <li>Line-of-sight artefacts that provide evidence for reflective practices</li> </ul>
<p>Monitored through Term 3 summative English tasks:</p> <ul style="list-style-type: none"> <li>84% of students in Prep – Year 6 achieving a C or better in English</li> <li>42% student students in Year 3 – Year 6 achieving an A or B in English</li> </ul>	<p><u>Behaviourally:</u> <u>Students can/will:</u></p> <ul style="list-style-type: none"> <li>Answer the 5 questions; 'What are you learning?', 'Where do you go for help?', 'How are you doing?', 'How do you know?' &amp; 'How can you improve?' responding with greater precision and clarity</li> <li>State their learning goal, as it relates to their own learning and the standards outlined in the marking guide (located on the learning wall)</li> <li>With support applies descriptive feedback about their learning and with support articulate their next learning steps</li> </ul> <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"> <li>Use student work samples and marking guides to provide timely, descriptive feedback to students</li> <li>Create, clearly communicate and systematically monitor student learning goals that are aligned to the marking guide</li> <li>Strengthen curriculum understanding at multiple junctures through embedded moderation and case management cycles</li> <li>Actively engage in professional learning that impacts attitude/practice/culture and is aligned to the school improvement agenda and APDPs</li> </ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> <li>Maintain a line-of-sight from planning to teaching and learning by conducting learning walks, regular meetings with teachers and classroom walk-throughs</li> <li>Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> <li>Monitor and measure the impact of strategies as reflected in the school data plan</li> <li>Lead the learning relating to moderation, case management, student learning goals and feedback</li> </ul>	<ul style="list-style-type: none"> <li>School-wide signature practices in feedback and learning goals that are clearly communicated to staff and used by some students in every classroom</li> <li>Case management data walls, displaying evidence of selecting effective pedagogies</li> <li>Moderation artefacts, including differentiated anchor charts, moderated and quality assured summative assessment tasks</li> <li>Formal and informal feedback to teaching staff</li> <li>APDPs aligned to school improvement agenda and differentiated to specific teacher needs</li> <li>Line-of-sight artefacts that provide evidence for reflective practices</li> </ul>

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School priority 2	Enhance school culture to achieve a united approach to teaching and learning and school improvement in a productive, safe work environment.	Phase	Developing & Implementing
Link to school review improvement strategy:	Domain 3: A culture that promotes learning		
Improvement Strategies	Actions	Artefacts	Resources
<b>Develop and implement, in a collaborate process:</b> 1. A set of school-wide staff values, standards and protocols to guide staff communication, interactions and collaboration 2. Collaborative teams to drive student improvement 3. Roles, responsibilities and accountabilities for all staff	1. Establish working groups to unpack and develop a clear set of staff values, standards and protocols to guide staff engagement through: <ul style="list-style-type: none"> <li>o Concept such as; 'being heard', staff interaction expectations and staff feedback</li> <li>o Collaborative group skills and protocols</li> </ul> 2. Establish collaborative teams aligned to school improvement agenda to drive student improvement and develop a united approach to teacher and learning 3. Create roles, responsibilities and accountabilities for all staff <ul style="list-style-type: none"> <li>o A staff-wide clear process that can be used for under performance</li> </ul>	1. Clearly communicated and displayed staff values, standards and protocols 2. Formation of collaborative teams that inform teaching and learning approaches 3. Clearly communicated roles, responsibilities and accountabilities	Professional Development budget Teacher release Professional learning plan
<b>Measurable outcomes</b> <b>Success criteria</b>	85% of staff agree that I feel that staff morale is positive at this school. (Staff SCS data) 85% of staff agree that I feel useful feedback about my work. (Staff SCS data)		
<b>Responsible Officer/s</b>	Principal HOD:C Staff		
<b>Artefacts</b>	Leadership team can/will: <ul style="list-style-type: none"> <li>• Enact the shared staff values, standards and protocols</li> <li>• Implement regular meetings to allow collaborative groups to drive school improvement priorities</li> <li>• Provide staff with formal and informal feedback in an open, transparent and constructive manner</li> <li>• Monitor and measure the impact of improvement strategies through a range of line-of-sight strategies, such as:                             <ul style="list-style-type: none"> <li>o termly surveys, LLC meetings, and interactions with staffs</li> </ul> </li> <li>• Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> <li>• Lead the learning relating to developing a united approach to teacher and learning in a productive, safe work environment</li> <li>• Creation of collaboratively developed and clearly communicated whole-school values, standards and protocols.</li> <li>• Evidence of line-of-sight strategies and reflective practices</li> </ul>		

Measurable outcomes	Success criteria	Artefacts
<p>End Term 1</p> <ul style="list-style-type: none"> <li>• Termly surveys aligned to the measurable outcomes Feedback through LCC</li> </ul>	<p><u>Staff can/will:</u></p> <ul style="list-style-type: none"> <li>• Understand the need for shared staff values, standards and protocols as a foundation of a productive, safe work environment</li> <li>• Engage in teams that align to the school improvement priorities.</li> <li>• Participate in reflective and collaborative conversations that support building capacity</li> </ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> <li>• Implement regular meetings to allow collaborative groups to drive school improvement priorities</li> <li>• Provide staff with formal and informal feedback</li> <li>• Monitor and measure the impact of improvement strategies through a range of line-of-sight strategies, such as:                             <ul style="list-style-type: none"> <li>◦ termly surveys, LLC meetings, and interactions with staffs</li> </ul> </li> <li>• Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> <li>• Lead the learning relating to developing a united approach to teacher and learning in a productive, safe work environment</li> </ul> <p><u>Behaviourally:</u></p> <p><u>Staff can/will:</u></p> <ul style="list-style-type: none"> <li>• Enact the shared staff values, standards and protocols</li> <li>• Display commitment to the agreed improvement strategies</li> <li>• Engage collaborative teams that achieve a united approach to teaching and learning and school improvement.</li> <li>• Participate in collaborative conversations that support building capacity to create a productive, safe work environment</li> </ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> <li>• Enact the shared staff values, standards and protocols</li> <li>• Implement regular meetings to allow collaborative groups to drive school improvement priorities</li> <li>• Provide staff with formal and informal feedback in an open, transparent and constructive manner</li> <li>• Monitor and measure the impact of improvement strategies through a range of line-of-sight strategies, such as:                             <ul style="list-style-type: none"> <li>◦ termly surveys, LLC meetings, and interactions with staffs</li> </ul> </li> <li>• Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> <li>• Lead the learning relating to developing a united approach to teacher and learning in a productive, safe work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of collaboratively developed and clearly communicated whole-school values</li> <li>• Creation of collaborative team to drive school improvement</li> <li>• Evidence of line-of-sight strategies and reflective practices</li> </ul>
<p>End Term 2</p> <ul style="list-style-type: none"> <li>• Termly surveys aligned to the measurable outcomes Feedback through LCC</li> </ul>	<p><u>Staff can/will:</u></p> <ul style="list-style-type: none"> <li>• Enact the shared staff values, standards and protocols</li> <li>• Engage, in a professional manner, collaborative teams that achieve a united approach to teaching and learning and school improvement.</li> <li>• Participate in reflective and collaborative conversations that support building capacity to create a productive, safe work environment</li> </ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> <li>• Enact the shared staff values, standards and protocols</li> <li>• Implement regular meetings to allow collaborative groups to drive school improvement priorities</li> <li>• Provide staff with formal and informal feedback in an open, transparent and constructive manner</li> <li>• Monitor and measure the impact of improvement strategies through a range of line-of-sight strategies, such as:                             <ul style="list-style-type: none"> <li>◦ termly surveys, LLC meetings, and interactions with staffs</li> </ul> </li> <li>• Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> <li>• Lead the learning relating to developing a united approach to teacher and learning in a productive, safe work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of collaboratively developed and clearly communicated whole-school values, standards and protocols.</li> <li>• Creation of collaborative team to drive school improvement</li> <li>• Evidence of line-of-sight strategies and reflective practices</li> </ul>
<p>End Term 3</p> <ul style="list-style-type: none"> <li>• Termly surveys aligned to the measurable outcomes Feedback through LCC</li> </ul>	<p><u>Staff can/will:</u></p> <ul style="list-style-type: none"> <li>• Enact the shared staff values, standards and protocols</li> <li>• Engage, in a professional manner, collaborative teams that achieve a united approach to teaching and learning and school improvement.</li> <li>• Participate in reflective and collaborative conversations that support building capacity to create a productive, safe work environment</li> <li>• Display commitment to the agreed improvement strategies</li> </ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> <li>• Enact the shared staff values, standards and protocols</li> <li>• Implement regular meetings to allow collaborative groups to drive school improvement priorities</li> <li>• Provide staff with formal and informal feedback in an open, transparent and constructive manner</li> <li>• Monitor and measure the impact of improvement strategies through a range of line-of-sight strategies, such as:                             <ul style="list-style-type: none"> <li>◦ termly surveys, LLC meetings, and interactions with staffs</li> </ul> </li> <li>• Reflect on line-of-sight evidence and provide professional learning opportunities that align with the school improvement agenda</li> <li>• Lead the learning relating to developing a united approach to teacher and learning in a productive, safe work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of collaboratively developed and clearly communicated whole-school values, standards and protocols.</li> <li>• Creation of collaborative team to drive school improvement</li> <li>• Evidence of line-of-sight strategies and reflective practices</li> </ul>

Green – on track      Yellow – underway      **Magenta** – yet to commence

<p><b>AIP Monitoring</b></p>	<p><b>School Supervisor</b></p>
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*S. Poole*      *Keane*

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

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