

# HOWARD STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



|  |  |  |  |   |            |
|--|--|--|--|---|------------|
| School priority 1  | Quality assure the implementation of the Australian Curriculum to ensure quality curriculum, teaching and learning for all students.   |  |  | Phase   | Developing |
| Link to school review improvement strategy:  | <p><u>Domain 3: A culture that promotes learning</u></p> <ul style="list-style-type: none"> <li>Collaboratively develop a shared understanding of agreed ways of working as a team, utilising an external facilitator, to achieve a united approach to teaching and learning and school improvement.</li> </ul> <p><u>Domain 1: An explicit improvement agenda</u></p> <ul style="list-style-type: none"> <li>Initiate strategies to increase the capability of identified teacher leaders to drive school improvement priorities and develop the capability of all teaching staff.</li> </ul> <p><u>Domain 2: Analysis and discussion of data</u></p> <ul style="list-style-type: none"> <li>Build the data literacy of all teachers to enable active engagement in deeper data-informed conversations that inform next steps in teaching and learning.</li> </ul>  |  |  |   |            |
| Improvement Strategies   | Actions  | Artefacts  | Resources  | Responsible Officer/s   |            |
| <ol style="list-style-type: none"> <li>Collaboratively develop a whole-school approach to the teaching of <b>reading</b>, aligned with the DoE Reading Position statement, with a focus on word reading.</li> <li>Further refine <b>moderations</b> processes in English, using the <a href="#">Before, After, After, End</a> model, with a focus on the After stage.</li> </ol> | <ol style="list-style-type: none"> <li><u>All staff to undertake professional learning in the teaching of reading and develop school-wide approaches and practices:</u> <ul style="list-style-type: none"> <li>Scan and assess on the school's current approach to reading using the P-6 reading <a href="#">Implementation Guide and Signposts</a> and establish an agreed improvement pathway.</li> <li>Provide mentoring and modelling to all staff of agreed school-wide teaching of reading approaches (signature practices)</li> <li>Employ a teacher (0.2FTE) to provide mentoring and PD release</li> <li>Build the capacity of identified teachers to drive the teaching of reading across the school</li> <li>Employ evidence-informed <a href="#">teaching and learning</a> approaches in every classroom to drive student improvement.</li> </ul> </li> <li><u>Continue to embed the moderation cycle ensuring precision and rigour</u> <ul style="list-style-type: none"> <li>Build the capacity of identified teachers to drive the moderation process</li> <li>Provide mentoring to staff through the moderation cycle</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li><u>Effective teaching of reading</u> <ul style="list-style-type: none"> <li>Development of school-wide reading signature practices</li> <li>Staff Annual Capability Development Plan include the focus on building teaching staff pedagogy in the teaching of reading</li> <li>Updated school data plan, endorsed by the LCC, that includes the monitoring of reading</li> </ul> </li> <li><u>Precise and rigorous moderation cycle</u> <ul style="list-style-type: none"> <li>Key staff driving the moderation process</li> <li>Moderation process is embedded and informs teaching and learning and judgements</li> </ul> </li> </ol> | <ul style="list-style-type: none"> <li>HOD:C</li> <li>School purchased 0.2FTE for teacher mentoring/ release</li> </ul>  | <ul style="list-style-type: none"> <li>Principal</li> <li>HOD:C</li> <li>Teaching staff</li> </ul>  |            |
| End Term 4   | Measurable outcomes  | School-wide shift in the teaching of reading practices<br>Lift student achievement in NAPLAN Reading<br>Lift the % of students in Year 3-6 achieving a B/A in English  |  |   |            |
|  | Behaviourally  | <u>Students can/will:</u> <ul style="list-style-type: none"> <li>Display high levels of engagement in reading lessons</li> <li>Display increased levels of confidence in reading</li> <li>Use decoding strategies/approaches when reading and writing displaying growing levels of skill, understanding and complexity</li> <li>Use a range of phonemic awareness skills to decode and encode words</li> <li>Develop greater fluency and automaticity when reading texts at their developmental level</li> </ul>   | <u>Teaching staff can/will:</u> <ul style="list-style-type: none"> <li>Select developmentally appropriate texts (decodable or authentic) when teaching word reading</li> <li>Employ evidence-based reading instructional routines in all classrooms</li> <li>Use evidence-informed and agreed teaching and learning approaches when teaching reading</li> <li>Regularly monitor student reading development to inform teaching and learning</li> <li>Access mentoring and professional learning opportunities to reflect on and improve teaching and learning practice</li> <li>Display increased levels of confidence and understanding in relation to the DoE's Reading Position Statement</li> <li>Identified teachers leading stages of the moderation process</li> <li>Use the moderation process to inform teaching</li> </ul> | <u>Leadership team can/will:</u> <ul style="list-style-type: none"> <li>Provide access to quality professional learning, including mentoring, in the teaching of reading</li> <li>Lead data literacy activities that focus on the teaching of reading and moderation</li> <li>Monitor the impact of professional learning on teacher and student behaviours</li> <li>Promote to the parent and school community the current approach to the teaching of reading</li> <li>Ensure staff have access to resources to teach reading</li> <li>Provide opportunities for key staff to drive school improvement</li> <li>Provide opportunities for collaborative teams to inform the reading improvement agenda</li> <li>Employ a range of line-of-sight activities, including walk throughs and learning walks and talks</li> </ul> |            |

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| <b>School priority 2</b>  | <b>Create a school culture built on high expectations for all students, staff, families and community members that is inclusive, productive, safe and supportive.</b>  |   |   | <b>Phase</b>  | Developing |
| <b>Link to school review improvement strategy:</b>  | Domain 3: A culture that promotes learning<br><ul style="list-style-type: none"> <li>Collaboratively develop a shared understanding of agreed ways of working as a team, utilising an external facilitator, to achieve a united approach to teaching and learning and school improvement.</li> </ul> Domain 1: An explicit improvement agenda<br><ul style="list-style-type: none"> <li>Initiate strategies to increase the capability of identified teacher leaders to drive school improvement priorities and develop the capability of all teaching staff.</li> </ul>   |   |   |   |            |
| <b>Improvement Strategies</b>   | <b>Actions</b>   | <b>Artefacts</b>  | <b>Resources</b>  | <b>Responsible Officer/s</b>  |            |
| 1. Collaboratively create and implement whole-school <b>Multi-Tiered Systems of Support (MTSS)</b> processes and practices<br>2. Collaborate develop a set of agreed school-wide <b>standards-of-practice</b> to guide staff communication, interactions and collaboration<br>3. Embed our school-wide <b>staff values</b> to guide staff communication, interactions and collaboration | 1. <u>Research, implement and clearly communicate evidence-based approaches (Positive Behaviour for Learning, Trauma Informed Practices, Restorative Practices, Social and Emotional awareness, etc) and processes and reflect these in the school's Multi-Tiered Systems of Support (MTSS) processes and practices:</u> <ul style="list-style-type: none"> <li>Employ a teacher (0.2FTE) to focus on MTSS</li> <li>Enable key staff opportunities to mentor other staff in MTSS approaches</li> </ul> 2. <u>Collaboratively develop a set of agreed school-wide standards-of-practice</u> <ul style="list-style-type: none"> <li>Continue to embed our school-wide staff values, with a focus on holding each other to account, including agreed school-wide teaching of reading approaches</li> </ul> 3. <u>Strengthen formal and informal feedback to all staff that align to the school-wide staff values.</u> <ul style="list-style-type: none"> <li>Investigate feedback approaches, such as Staff Thanks And Recognition – STAR, for all staff to access</li> </ul> | 1. <u>Multi-Tiered System of Support (MTSS)</u> <ul style="list-style-type: none"> <li>Updated Student Code of Conduct and Inclusion processes and practices</li> <li>School-wide explicit teaching of supports</li> <li>Feedback provided to all staff regarding agreed processes and practices</li> </ul> 2. <u>Standards-of-practice</u> <ul style="list-style-type: none"> <li>Clearly communicated and displayed staff standards-of-practice</li> </ul> 3. <u>Formal and informal staff feedback process</u> <ul style="list-style-type: none"> <li>Implement staff feedback processes</li> </ul>                                | <ul style="list-style-type: none"> <li>School purchased 0.2FTE for teacher to oversee/ implement MTSS</li> <li>Professional learning plan</li> </ul>  | <ul style="list-style-type: none"> <li>Principal</li> <li>HOD:C</li> <li>Staff</li> </ul> |            |
| <b>Measurable outcomes</b>  | <ul style="list-style-type: none"> <li>MTSS (Behaviour Data): Reduction in key behaviours as identified through PBL team</li> <li>MTSS (School Opinion Survey Data): Lift the % of parents and non-teaching staff agreeing to the statement, 'Student behaviour is well managed at this school.'</li> <li>School Opinion Survey Data: Lift the % of staff agreeing to the statement, 'I feel that staff morale is positive at this school.'</li> <li>School Opinion Survey Data: Lift the % of staff agreeing to the statement, 'I am confident that poor performance will be appropriately addressed in this school.'</li> </ul>  |   |   |   |            |
| <b>End Term 4</b>   | <b>Behaviourally</b><br><u>Students can/will:</u> <ul style="list-style-type: none"> <li>Communicate all school behavioural expectations</li> <li>Display greater self-awareness of emotions and self-regulation skills</li> <li>Communicate increased levels of feeling 'safe', 'supported' and 'belonging' when at school.</li> <li>Increased level of student engagement and student-lead events through the student leadership team</li> <li>Increased access to supports</li> </ul>   | <u>Teaching staff can/will:</u> <ul style="list-style-type: none"> <li>Implement a range of agreed MTSS processes and practices</li> <li>Explicitly teach expected behaviours to all students.</li> <li>Utilise evidence-based MTSS approaches</li> <li>Use data to inform decisions in relation to support provided to students/staff</li> <li>Responsive support to meet the needs of students</li> <li>Display behaviours aligned with the staff values and standards-of-practice</li> <li>Accept and provide feedback aligned with personal Annual Capability Development Plan, staff values and standards-of-practice</li> </ul> | <u>Leadership team can/will:</u> <ul style="list-style-type: none"> <li>Lead the development of evidence-based MTSS approaches</li> <li>Provide support, professional learning and feedback to staff</li> <li>Allocate support in response to student need</li> <li>Communicate and promote to the parent and school community the student behaviour management approaches and practices</li> <li>Update the school's Student Code of Conduct and Inclusion policy to reflect updated practices</li> <li>Model behaviours aligned with the staff values and standards-of-practice</li> <li>Provide opportunities for key staff to drive school improvement</li> <li>Employ a range of line-of-sight activities, including walk throughs and learning walks and talks</li> </ul> |   |            |
| <b>AIP Monitoring</b>   | <span style="color: green;">Green</span> –on track <span style="color: yellow;">Yellow</span> – underway <span style="color: red;">Red</span> – yet to commence  |   |   |   |            |

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

Principal      P&C/School Council      School Supervisor