

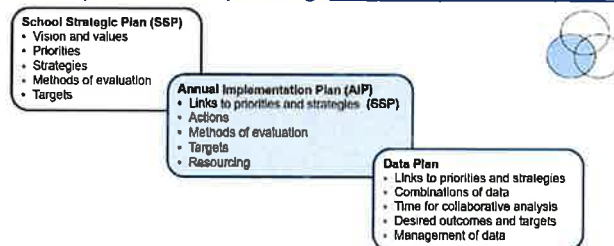
NCR Leadership Challenge  
Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.

# Howard State School

## Annual Improvement Plan 2022

**Key Improvement Priority:**  
Enacting the Australian Curriculum, with a focus on **English**.

School performance planning: [Annual implementation plan](#)



NCR Leadership Challenge

Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability.

Regional Improvement Plan Focus Areas	Quality	Baseline	6 Month progress	12 Month progress
<b>Every Student Succeeding</b>	Every school delivering the Australian Curriculum with fidelity	<b>English Achievement</b> P-2 – 78.1% A-C; 40.6% A-B P-6 – 82.2% A-C; 42.7% A-B	<b>English Achievement</b> P-2 – 79% A-C; 41% A-B P-6 – 84% A-C; 44% A-B	<b>English Achievement</b> P-2 – 80% A-C; 42% A-B P-6 – 85% A-C; 45% A-B
Regional Improvement Plan Focus Areas	Access and Engagement	Baseline	6 Month progress	12 Month progress
<b>All children making a great start</b>	Every child engaged in high quality learning Every OOHC child, every child with a disability case managed to Prep. Every OOHC has an ISP in place within four weeks of enrolment  Decrease the number of Prep students receiving an SDA by 50% Decrease the number of SDAs where possible	<b>English Achievement</b> ATSI 70.0% P-2 A-C ATSI 69.6% P-6 A-C SWD 40.0 % P-2 A-C SWD 63.0% P-6 A-C OOHC 100% P-2 A-C OOHC 90.9% P-6 A-C 2021 Prep SDAs 0 2021 SDAs 16	<b>English Achievement</b> ATSI 72%P-2 A-C ATSI 72% P-6 A-C SWD 41% P-2 A-C SWD 65% P-6 A-C OOHC 100% P-6 A-C OOHC 92% P-6 A-C 2022 Prep SDAs 0 2022 SDAs 7	<b>English Achievement</b> ATSI 75% P-2 A-C ATSI 75% P-6 A-C SWD 42% P-2 A-C SWD 68% P-6 A-C OOHC 100% P-2 A-C OOHC 95% P-6 A-C 2022 Prep SDAs 0 2022 SDAs 14
<b>Every Student Succeeding</b>	Leadership Challenge: <i>Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability</i>	2 Marker students per class	1 Marker students per class improving	2 Marker students per class improving
	Leadership Challenge: <i>Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.</i>	100% of Teachers and Teacher aides	100% of Teachers and Teacher aides	100% of Teachers and Teacher aides

### Endorsement

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

*S. Booby*

Principal

*G. Gale*

P and C / School Council

*D. Dan*

Assistant Regional Director



The 2022 Key Improvement Priority of Enacting the Australian Curriculum, with a focus on **English** will be led through actioning the key focus areas.

<p>Focus <b>PERFORMANCE</b></p> <p><i>lifting the performance of each child and student in our state schooling system.</i></p>	<p><b>Actions</b></p> <p>At the end of each term, A – E <b>English achievement data</b> is collected, through the <b>digital data wall</b>, inclusive of all student groups.</p> <p>Prior to M1 taking place, a <b>collaborative whole school analysis of A – E English data</b> is planned to identify number of students achieving a C or better and progress toward AIP target inclusive of all student groups.</p> <p>Every class teacher identifies <b>two marker students</b> for 'lift' to next achievement level.</p> <p><b>Student academic regression</b> is discussed with the Principal or Inclusion teacher.</p>	<p><b>Timelines</b></p> <p>Each term</p> <p>Each term</p> <p>Ongoing</p>	<p><b>Resources</b></p> <p>Data Plan I4S Budget</p> <p>I4S</p> <p>School budget</p>	<p><b>Responsible Officer</b></p> <p>Leadership team Teaching staff</p> <p>Teaching staff</p> <p>Teaching staff</p>	<p><b>AIP Progress</b> At 3, 6, 9 &amp; 12 months</p>
<p>Focus <b>TEACHING</b></p> <p><i>a focus on the capability and capacity to enact a deep understanding of the P12 CARF. Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment and using evidence of student learning to inform next steps for students and teachers.</i></p>	<p><b>Actions</b></p> <p>Every teacher delivering the Australian curriculum in classrooms using the <b>3 levels of planning</b> within the whole school CARP.</p> <p><b>Review the CARP</b> each semester to audit the enactment of level 1 planning.</p> <p>Every teacher engages in all stages of the <b>moderation cycle</b> (Collaborative Assessment of Student Work - CASW).</p> <p>Every classroom has a <b>learning wall</b> with minimum expectations of A, B, C samples of student work aligned to the GTMJ for the current term English unit.</p> <p>Every teacher develops an English <b>learning goal for each student</b> to support student improvement.</p>	<p><b>Timelines</b></p> <p>Every day</p> <p>End Semester 1 and 2</p> <p>Weeks 3, 5, 7 Each term</p> <p>Each term</p> <p>Each term</p>	<p><b>Resources</b></p> <p>CARP</p> <p>CARP Audit tool</p> <p>I4S CASW templates, NCR resources</p> <p>Teaching staff</p> <p>School budget</p>	<p><b>Responsible Officer</b></p> <p>Leadership team</p> <p>Leadership team</p> <p>Teaching staff Leadership team</p> <p>Leadership team</p> <p>Teaching staff</p>	<p><b>AIP Progress</b> At 3, 6, 9 &amp; 12 months</p>
<p>Focus <b>CAPABILITY</b></p> <p><i>supporting tailored professional learning</i></p>	<p><b>Actions</b></p> <p>Continue to lead research-based learning of <b>Dr Lyn Sharratt's</b> text Clarity through book study</p>	<p><b>Timelines</b></p> <p>Staff meetings</p>	<p><b>Resources</b></p> <p>Text Clarity</p>	<p><b>Responsible Officer</b></p> <p>Principal</p>	<p><b>AIP Progress</b> At 3, 6, 9 &amp; 12 months</p>

<i>pathways for our people and planning to learn from one another and share the lessons learnt.</i>	Provide <b>professional learning to all staff</b> – teachers and teacher aides – to continue to deepen knowledge of the 3 levels of planning.	Each term	CARP P-12 CARF	Leadership team	
	Whole staff engagement with the <b>moderation cycle</b> (CASW) through scheduled meetings. Every teacher engaged in case management aligned to teaching and learning in the focus area of English.	Each term	Region Resource Commissioning	Leadership team	
	Provision of <b>planning time</b> each term to engage in M1 with the leadership team.	Each term	School Budget	Leadership team	
	Purchase addition teacher aid resourcing to support <b>targeted intervention</b> .	Ongoing	I4S Budget	Principal	
	Align of <b>staff APDPs</b> to delivery of the Australian Curriculum with a focus English.	Term 1 – 4	School Budget	Principal	
	Development and implementation of <b>school-wide professional learning plan</b> at aligns toEIA and staff APDPs.	Term 1 – 4	School Budget	Leadership team	
	Build staff capability of <b>purpose of assessment types</b> and <b>effective use of the GTMJ</b> to guide judgement of student work.	Term 1 – 4	School Budget Regional Resources	Leadership team	
Focus <b>PARTNERS</b>  <i>fostering strategic partnerships that build understanding and expertise, and co-ordinating, collaborating or co-designing shared work with partners.</i>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>AIP Progress</b> At 3, 6, 9 & 12 months
	Strengthen partnerships with local high schools to foster <b>quality transitions</b> for students and families to <b>entering Year 7</b> .	Each term	I4S Teacher release	Principal Year 6 teachers	
	Strengthen partnerships with early year services and the Burrum Early Years Network to foster <b>quality transitions</b> for students and families <b>entering Prep</b> .	Term 2, 3, 4	I4S Teacher release	Principal Prep teachers	
	Support vulnerable students and families through <b>case management</b> partnerships.	Each term	School budget	Leadership team	
Focus <b>WELLBEING</b>  <i>creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.</i>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>AIP Progress</b> At 3, 6, 9 & 12 months
	Continue to promote <b>wellbeing</b> across the school community – self, staff, parents and community.	Ongoing	Wellbeing framework	Wellbeing team	
	Embedding school-wide <b>Positive Behaviour for Learning</b> processes (PBL).	Ongoing	School Budget	Wellbeing team	
	Embedding a school-wide <b>student wellbeing framework ‘PERMAH’</b> Positive emotion Engagement Relationships Meaning Accomplishment Health	Ongoing	<a href="#">Student Learning and Wellbeing Framework</a>	Wellbeing team	
	Continue to contribute to <b>Regional behaviour support</b> – GOSEW and PBL coach.	Ongoing	School Budget	Principal	

	Develop <b>Individual Support Plans</b> (ISPs) for students to support successful engagement.	As required	School Budget	Principal, Teachers	
	Continue to monitor <b>workload</b> and work practices through the Local Consultative Committee (LCC).	Each term	School Budget	Local Consultative Committee (LCC)	
Focus <b>INCLUSION</b>  <i>promoting, maintaining, and taking action on the expectation that all students will learn successfully and understanding the different strengths and barriers to learning that exist for each child and student, and planning how to partner with them to take action to promote learning.</i>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>AIP Progress</b> At 3, 6, 9 & 12 months
	Commence the development of a <b>school-wide inclusion framework</b> .	Ongoing	School budget	Inclusion team	
	Support teachers to <b>develop adjustments to the curriculum</b> at the M1 phase of the moderation cycle.	Each Term	I4S teacher release	Inclusion teacher	
	Establish processes and practices to <b>identify and record adjustments</b> to promote access and engagement in the curriculum for all students.	Ongoing	School budget	Inclusion team	
	Continue to embed the <b>co-teaching model</b> across some classrooms.	Ongoing	School Budget	Inclusion team	