

HARRISTOWN STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Know your impact <i>All staff reflect on the impact that short, mid and long-term decisions have on student learning outcomes.</i></p> <p>2023 Review Key Improvement Strategy: <i>Continue to strengthen shared understanding of the Explicit Improvement Agenda. Strengthen processes for the analysis of student data to inform teaching and learning cycles and determine the impact of practices.</i></p>	<p>Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i></p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes: Increase and maintain percentage of students achieving A-C in English and Math to align with State Wide Targets (80%)</p> <p>Starting Strong English 68.3% to 80% (increase 11.7%) Maths 84.7% (maintain)</p> <p>Building Foundations English 84.2% (maintain) Maths 85.4% (maintain)</p> <p>Increase percentage of students achieve A-B in English and Math to align with State Wide Targets (50%)</p> <p>Starting Strong English 33.8% to 50% (increase 16.2%) Maths 53.5% to (maintain)</p> <p>Building Foundations English 33.2% to 50% (increase 16.8%) Maths 48.2% to 50% (increase 1.8%)</p> <p>School Opinion Survey - Staff The expectations and rules are clear at this school - 98.2% This school looks for ways to improve - 98.2%</p> <p>Students can/will know their current level of understanding, know where they are going and they are confident to take on the challenge, select tools to guide their learning, seek feedback and recognise that errors are opportunities to learn, monitor their progress and adjust their learning, recognise their learning and teach others.</p> <p>Teachers can/will communicate clear learning intentions, have a challenging success criteria, teach a range of learning strategies, identify and plan for students who are not progressing, provide feedback and visibly learn themselves.</p> <p>Leadership team can/will use our school's common language of learning, evaluate, collaborate, engage as a change agent, take on challenges, give and take feedback, develop positive relationships, talk about learning more than teaching.</p>	<p>AIP measurable/desired outcomes: Increase and maintain percentage of students achieving A-C in English and Math to align with State Wide Targets (80%)</p> <p>Starting Strong English 68.3% to 72.3% (increase of 4%) Maths 84.7% (maintain)</p> <p>Building Foundations English 84.2% (maintain) Maths 85.4% (maintain)</p> <p>Increase percentage of students achieve A-B in English and Math to align with State Wide Targets (50%)</p> <p>Starting Strong English 33.8% to 39.2% (increase 5.4%) Maths 53.5% to (maintain)</p> <p>Building Foundations English 33.2% to 38.8% (increase 5.6%) Maths 48.2% to 50% (increase 1.8%)</p>
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<p>Strategies:</p> <ul style="list-style-type: none"> Continue to strengthen shared understanding of the Explicit Improvement Agenda. (2023 Review Key Improvement Strategy) Strengthen processes for the analysis of student data to inform teaching and learning cycles and determine the impact of practices. (2023 Review Key Improvement Strategy) Build staff capacity through collegial engagement and professional learning supported by PLT cycles, Instructional Coaching and Mentoring, Timetabled WOW. 											
<p>Actions:</p> <ul style="list-style-type: none"> Utilise Student Free Days, Staff Meetings and Twilights to provide professional development and collaboratively define Highly Effective teachers and Great Learners to build on shared understanding of the EIA Upskill Leadership Team in Instructional Coaching / Data Literacy Engage external experts aligned with EIA (PA-Autism, PA-PBL, Regional Youth Support Coordinator, Senior Education Officers, Peridot Education) Data Literacy sessions with staff through Staff Meetings and PLTs Evaluate data trends through SORD (A-C English, Math, A-B English, Math) and next steps in teaching and learning Lesson observations and feedback to align with observable features of HITs Learning Walks and collated whole school data to be collected through PLTs and analysed to determine next steps for improvement. 		<p>Responsible officer(s):</p> <p>P DP HoC EALD-HoD IEC GO HOSES STLaN</p>									
<p>School priority 2: Know your students <i>All staff know, understand, implement and reflect on their use of differentiation strategies to meet the specific learning needs of students. At Harristown it is our shared belief that all students can achieve high standards, given the right time and support and that every student has the ability to learn and can demonstrate progress in their learning.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> 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. (2023 Review Key Improvement Strategy) 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. Increased use of meaningful responses including restorative, reflective and instructional strategies. (Hannigan & Hannigan 2021) 	<p>Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i></p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes: Maximise student learning days</p> <p>School Opinion Survey – Parents Student behaviour is well managed at this school – 77.8% This school works with me to support my child's learning – 88.9% My child's learning needs are being met at this school – 88.9%</p> <p>School Opinion Survey – students Student behaviour is well managed at this school – 73.5% My teachers help me with my school work when I need it – 92%</p> <p>Success criteria Students can/will know school wide expectations and values and that Harristown is a positive place to learn.</p> <p>Teachers can/will know and follow the multi-tiered system of support, engage in the collaborative approach and implement strategies to support, establish rapport with families.</p>	<p>AIP measurable/desired outcomes: Increase the percentage of staff who 'feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas' from 96.8% to 100%.</p> <p>Decrease the number of Major behaviour incidents (2023-1500, 2024 - 900).</p>
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		<p>Leadership team can/will act on data triggers, prioritise students, initiate, monitor and review supports, establish working relationships with families and external agencies, be innovative in thinking in response to student need.</p>																			
<p>Actions:</p> <ul style="list-style-type: none"> Introduce IHH Learning Team – focussed on collective teacher efficacy with additional NCT provided to engage in shared conversation between IHH Intensive/Inclusion Teachers and Class teachers with a focus on Data Wall (Bandscale & A-E) and student learning. Individualised and small group interventions will be evidenced in 100% of staff planning and documented in Unit Plans / Teaching Sequence and Support (Oneschool e.g. Support Provisions or Personalised Learning Records etc). Develop a multi-tiered system of support that consolidates behaviour, academic, social and emotion, attendance and mental health and wellbeing data and information. Establish fortnightly meetings with portfolios present to determine wholistic wrap-around supports. Continue to gather, collect and analyse attendance, academic and behaviour data. 		<p>Responsible officer(s): EALD-HoD, IHH Teachers & Class Teachers HoC, IEC, EALD-HoD, STLaN, P, DP, BSTA, GO, HoC, SSO, CT, HOSES</p>																			
<p>School priority 3: Know your content <i>All staff know, understand, implement and reflect on their use of the Literacy Framework.</i></p> <p>2023 Review Key Improvement Strategy: Review the purposes for moderating at multiple junctures to reinforce alignment between assessment, curriculum and responsive pedagogical practices that contribute to improved student outcomes.</p>		<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th colspan="4"><small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Monitoring				<small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				Term 1	Term 2	Term 3	Term 4				
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<p>Strategy:</p> <ul style="list-style-type: none"> 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. 		<p>Long term 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 68.3% to 80% (increase) Maths 84.7% (maintain) Building Foundations English 84.2% (maintain) Maths 85.4% (maintain) Increase percentage of students achieve A-B in English and Math to align with State Wide Targets (50%) Starting Strong English 33.8% to 50% (increase) Maths 53.5% to (maintain) Building Foundations English 33.2% to 50% (increase) Maths 48.2% to 50% (increase) Percentage of students who know and can articulate their goals.</p> <p>Success criteria Students can/will articulate what and why they are learning, their level and progression towards goals (Teaching and learning 5 questions). Teachers can/will use the teaching and learning cycle and are accountable for planning specific to student learning needs. Leadership team can/will engage in asking reflective questions and learning walks and talks to ensure fidelity of implementation.</p>																			
<p>Actions: Implement V9 Australian Curriculum – English Familiarise V9 Australian Curriculum – Math Implement whole school approach to Spelling (Spelling Mastery) Continue whole school approaches to Reading Continue whole school implementation of the Curriculum, Teaching and Assessment Cycle Continue to embed priorities (Literacy programs, ATSI Histories and Cultures, English as an Additional Language / Dialect Learners, Students with a Disability) Refine moderation processes internally and with Cluster schools.</p>		<p>Responsible officer(s): P DP HoC EALD-HoD IEC HOSES GO STLaN</p>																			
<p>School priority 4: Know your pedagogy <i>All staff know, understand, implement and reflect on their use of the ten High Impact Teaching Strategies (HITS) to improve student learning outcomes.</i></p>		<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th colspan="4"><small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Monitoring				<small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				Term 1	Term 2	Term 3	Term 4				
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<p>Strategies:</p> <ul style="list-style-type: none"> Strengthen teachers’ knowledge and application of agreed High Impact Teaching Strategies (HITS) to build staff capability in delivering high-quality student learning experiences. (2023 Review Key Improvement Strategy) Continue to implement use of the Instructional Playbook to strengthen understanding and application of the Harristown Way. Continue to support positive transitions to school that are inclusive and responsive to community needs through strong partnerships with ECECs and feeder highschools. Intentionally plan for HITS in English / Math, increasing to other KLAs as V9 implementation continues. 		<p>Long term measurable/desired outcomes: Engagement Increased effort in English / Math, increase to other KLAs as V9 implementation continues. Decrease in behaviour referrals from daily average of 7.7 to 5.5. School Opinion Survey - Staff I receive useful feedback about my work at this school – 92.7%</p> <p>Collegial Engagement Framework 100% staff engage in APDP with goals linked to EIA</p> <p>Decision Making Tool Consultative phase for all 5 areas</p> <p>Success criteria Students can/will take ownership of their learning. Teachers can/will use the continuum (emerging, evolving, embedding, excelling) to reflect on practice, assess proficiency and set improvement goals to impact teacher and student learning.</p>																			
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		<p>AIP measurable/desired outcomes: 100% of students can articulate what and why they are learning, their level and progression towards goals (Teaching and learning 5 questions). Increase Effort percentages C and above. Starting Strong A-C 87.5% to 90% (2.5%) Building Foundations A-C 91.4% to 95% (3.6%) Positive transitions to school</p>																			

	<p>Leadership team can/will support the whole school implementation through professional learning and sustaining a supportive high performance learning culture, sustained focus on HITS through the Collegial engagement framework, coaching, modelling, observation and feedback.</p>	
<p>Actions:</p> <ul style="list-style-type: none"> • Provide consistent messaging and professional development during Staff meetings, SFD's and twilight sessions • Lesson observations and feedback to align with observable features of HITS • Learning Walks and collated whole school data to be collected through PLTs and analysed to determine next steps for improvement • Implement Step Up into Education Promising Practice 	<p>Responsible officer(s):</p> <p>P DP HoC EALD-HoD IEC HOSES GO STLaN</p>	
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal P&C/School Council School Supervisor</p>		