

Highland Reserve State School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



Develop 'Clever - Skilled - Creative' students

Educational Achievement

Wellbeing and Engagement

Culture and Inclusion

TEACHING AND LEARNING

Leading Question:

How are we implementing rigorous, purposeful and differentiated learning programs aligned to the Australian Curriculum to challenge and engage all students?

Strategies:

1. Further strengthen processes to quality assure the development of rigorous, engaging and contextualised units of work aligned to the Australian Curriculum.
2. Update the school's assessment framework to refine processes for data collection, analysis and actioning aligned to vertical, horizontal and cluster school moderation.
3. Continue ongoing research, refinement and implementation of school's agreed pedagogical approaches.
4. Enhance teachers' capacity to deliver differentiated instruction to cater for all students.

POSITIVE BEHAVIOUR FOR LEARNING

Leading Question:

How are we implementing the Positive Behaviour for Learning framework consistently and effectively to improve all students' social wellbeing and academic outcomes?

Strategies:

1. Further embed and document the revised school's agreed approach to Positive Behaviour for Learning (PBL).
2. Further build staff capacity through professional learning opportunities to ensure a whole school approach to PBL.
3. Explicitly teach social and emotional learning (SEL) alongside academic instruction.
4. Effectively use data to collaboratively review the success of the school's PBL framework.

INCLUSION

Leading Question:

How are we catering to individual needs by utilising shared responsibility and understanding within a whole school approach for inclusive education?

Strategies:

1. Further develop the shared understanding of the school's philosophy and whole school approach to inclusion which aligns to departmental policies and practices.
2. Enhance processes for allocation of roles, responsibilities and accountabilities of staff to maximise student learning outcomes.
3. Strategically review the effectiveness of all resource and facility allocations to ensure they are delivering maximum benefits for student learning and wellbeing.

PRIORITY MEASURES

- ✓ Proportion of students achieving C and above in English, Mathematics and Science
- ✓ Proportion of students achieving A or B in English, Mathematics and Science
- ✓ Increased attendance for all students
- ✓ Decreased school disciplinary absence
- ✓ Improved School Opinion Survey results

OUR VALUES

- Be a Learner
- Be Respectful
- Be Responsible
- Be Safe



School priority 1:
Identify and align leadership team responsibilities and accountabilities to deliver a cohesive approach to improving learning and wellbeing outcomes for all students, with a focus on Australian Curriculum (AC): English.

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

A-B Results		A-B Targets		A-B Targets	
Year	Sem 2, 2023 %	Year	Sem 1, 2024 %	Year	Sem 2, 2024 %
Prep	69.5	Prep		Prep	
Yr.1	54.2	Yr.1	70.5	Yr.1	72
Yr.2	59.3	Yr.2	55.2	Yr.2	54
Yr.3	52.1	Yr.3	60.3	Yr.3	52
Yr.4	52.2	Yr.4	53.1	Yr.4	55
Yr.5	43.4	Yr.5	53.2	Yr.5	55
Yr.6	53.1	Yr.6	44.4	Yr.6	46

AIP measurable/desired outcomes:

- Students:**
- Increased proportion of students achieving A-B in English.
- Staff:**
- All staff engaging in coaching/and or PD aligned to differentiation.
 - All teachers utilising differentiation bank and differentiation recording to enhance student results.
- Leadership:**
- All leadership team acting as knowledgeable others and engaging in PLTs.
 - Leadership team participating in Learning Walk and Talks

- Strategy/ies:**
- Leadership Team are united and ensure a cohesive and consistent approach to delivering school priorities – (Termly feedback from staff through pulse surveys)
 - Staff members have an increased knowledge of and engagement in the Australian Curriculum: English and use this to plan, teach, assess and moderate – with an emphasis on 'Before Moderation'. (Track/compare Sem 1 & 2 A-B results from P-6)
 - Teachers understand, engage with and are supported through purposeful Learning Walk and Talk process.
 - Students are able to articulate their learning using the framework of Lyn Sharratt's 5 questions through the Learning Walk and Talk process.

Behaviourally:
Students can/will: be aware of increased interest in their learning by the Leadership Team (LT).
Students can/will: know when the LT visits their classroom they will be asked about their learning.
Teachers can/will: know the LT will be visiting their classroom twice a term
Leadership team can/will: ensure LWT's are scheduled.

- Actions:**
- Utilise HRSS unit planning template to record differentiation and further refine and embed processes and timelines for planning and recording of differentiation.
 - Through Professional Learning Team meetings (PLT's) and PD with regional advisers to upskill staff in the implementation of differentiation strategies and recording (in planning).
 - Continue with Learning Walk and Talks (Clarity-Lyn Sharratt). - Leadership Team (LT) develop a collaborative set of protocols for Learning Walk and Talks (LWT). Start term 2 by completing whole school LWT's per term.
 - A-B progress displayed in Co+LaB for each year level – whole school learning wall.
 - Recording of student responses during LWT.
 - PLT before moderation focus
 - Continue with visible learning walls and 'Bump it up' walls.

- Responsible officer(s):**
- Leadership Team
- Principal
 - 3 x Deputy Principal's
 - HOSES
 - 2 x HOD-C's

- Resources:**
- HOD – x 2 (P-3 and 4-6) to drive coaching and planning
 - PLT's for each cohort
 - Planning Days – aligned to differentiation and V9 Curriculum
 - STLaN X 3 – Support and extension programs
 - Sector TA hours to support ST:LaN groups
 - Weekly TA Professional Development sessions
 - Budgets aligned to enhancing Teaching and Learning resources

School priority 2:
Define and document the school's agreed approach to PBL and build staff capability to ensure there is consistency in maintaining high expectations for student engagement and behaviour.

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

- Reduce SDA's each year
- Increased attendance to 92% or above

Year Level Attendance		Year Level Attendance		Year Level Attendance	
Year	Sem 2, 2023 %	Year	Sem 1, 2024 %	Year	Sem 2, 2024 %
Prep	92.4	Prep		Prep	
Yr.1	89.4	Yr.1	93.2%	Yr.1	95%
Yr.2	90.5	Yr.2	90.4%	Yr.2	92%
Yr.3	91.2	Yr.3	91%	Yr.3	93%
Yr.4	90.1	Yr.4	92.2%	Yr.4	94%
Yr.5	90.7	Yr.5	91.7%	Yr.5	93%
Yr.6	90.6	Yr.6	91.7%	Yr.6	93%

AIP measurable/desired outcomes:

- Students:**
- Increased proportion of students achieving A-B in English.
- Staff:**
- All staff engaging in coaching/and or PD aligned to SEL
- Leadership:**
- All leadership team trained in Berry Street model.


- Strategy/ies:**
- Increase student engagement by explicitly teaching social and emotional learning (SEL).
 - Participate in the Student Learning and Wellbeing Framework (SLAWF) survey
 - Embed Tier 1 processes with fidelity across the school.
 - Continue to upskill all staff to view behaviour through a functional lens – by promote unconditional positive regard for all.
 - Support to implement reasonable adjustments in curriculum planning.

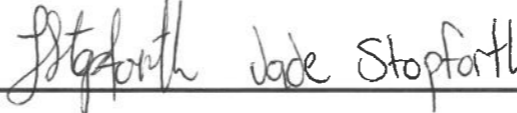
- Responsible officer(s):**
- Leadership Team
- Principal
 - 3 x Deputy Principal's
 - HOSES
 - Guidance Officer
 - Social Worker

- Behaviourally:**
Students can/will: know they are improving through personal goal setting.
Teachers can/will: implement SEL in their classrooms
Leadership team can/will: support the implementation of SEL.
- Resources:**
- PLT's for each cohort
 - STLaN X 3 – Support and extension programs
 - Weekly TA Professional Development sessions
 - Budgets aligned to Berry Street PD

- Actions:**
- Continue to train staff in the Berry Street model.
 - Explicit teaching of social and emotional learning.
 - Embed the implementation of Personalised Learning Plans.
 - Apply knowledge of students and what works best for them when creating student support/intervention and recording in personalised learning and teaching plans – inclusion, adjustments, differentiation and engagement.
 - Refine minor and major behaviour processes across the school.
 - Refine Tier 2 & 3 intervention systems

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

Principal  NICOLE STRIDE

P&C/School Council  Jade Stopforth


School Supervisor, Samantha Donovan