MURRAY RIVER UPPER STATE SCHOOL - 2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and inclusion

School priority 1: WAYS OF WORKING FOR FEEDBACK AND WOW	Monitoring *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				Long term measurable/desired outcomes: ->85% C or higher for all learning areas for 2025. -90 – 95% students able to answer the 5 questions for students by the end of 2025. -Paper or a digital 'handbook' that shows each practice.	AIP measurable/desired outcomes: ->80% C or higher for English LOA data each semester. -Pre and post HIP survey data (90-95% by 2024) linked to instructional coaching cycles. ->85% of students able to answer the 5 questions.
	Term 1	Term 2	Term 3	Term 4		
Strategy/ies: 8.0 Enhance the capability of the teaching team to utilise an agreed range of high impact teaching strategies, through coaching, observation and feedback and WOW processes.						
Actions: -Teachers to identify Developing Performance goals on the Learning Progression (high impact practices) by completing a pre and post survey each term. Check in at 5 weeks. -Teachers to Watch Others Work in English through viewing high impact practices (demonstration classroom). -Megan to unpack coaching, observation and feedback and co-identify DPP goals with teachers. -Review Visible Learning handbook with teachers and/or the cluster. -Megan to collect answers to the 5 questions to monitor progress on teachers' DPP goals every fortnight. -Teachers to ask students the 5 questions to monitor the development of Assessment Literate Learners.					**Responsible officer(s):** -Bec McLean – Demonstration classroom across the cluster. -Other teachers with a demonstration classrooom. -Lyn – K-2 class teacher -Megan – Co-teach, co-assess and co-reflect and release teachers to view a demonstration classroom.	**Resources:** -Survey checklists (progression tool or high impact surveys). -Wall space. -Document viewer camera. -Swivel camera or an ipad to capture lessons. -$5200 for TRS to implement coaching cycles (207000 I4S)
School priority 2: FULL MODERATION CYCLE	Monitoring *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				Long term measurable/desired outcomes: -Triangulated data aligns (e.g., Naplan, Level of Achievement and continuum data) by end of 2025. -90-95% of cluster schools have HIPs in 'circle of practice' by the end of 2025.	AIP measurable/desired outcomes: -100% summative assessments have accurate judgements. -90-95% of teachers have HIPs in 'circle of practice'. -Data plan has agreed on times for different moderation phases.
	Term 1	Term 2	Term 3	Term 4		
Strategy/ies: 6.0 Further develop teacher capability in planning, teaching and assessing the AC, engaging with the four phases of moderation and enhancing the rigour when allocating student levels. A - Engage in all four phases of moderation at school and with cluster schools and continue to enact the cluster chain of evidence.						
Actions: -Continue moderation phases across the year with cluster schools. -Before moderation with v.9 Australian curriculum for English and Maths. -Teachers develop the response to the 5 questions for teachers and students (Before Moderation). -Bandscale EAL/D students who are below a C for English. Implement adjustments to support their learning. -Access specialist support to implement adjustment for students with disabilities in support plans. -Unpack the Reading through the Australian Curriculum modules and reflect on the impact of the Low Variance routine.					**Responsible officer(s):** -Lyn, Bec and Megan. -Cluster principals. -Specialist staff (e.g., HOSES, GO, SLP, regional Autism coach etc).	**Resources:** -Assessment and moderation & Autism Hub. -EAL/D documents. -Curriculum Gateway, Reading through the AC v.9 modules and P-12 CARF. -$8320 TRS for collaborative planning (207000 I4S)
School priority 3: INTENTIONAL COLLABORATION	Monitoring *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				Long term measurable/desired outcomes: >85% C or higher for English and Maths LOA data for 2025. -90-95% of HIPS implemented every day, in every classroom by 2025. -All Kindy students at an exploring phase (QKLG) for literacy and numeracy by the end of 2024. >80% attendance for Kindy to Year 6 students.	AIP measurable/desired outcomes: ->85% C or higher for English LOA data each semester. >80% of students can answer the 5 questions for students. ->80% or higher for year level Literacy Continuum benchmarks. -All students meeting year level or individual goals set for Heggerty, Sparkle Screeners and QKLG guidelines. -$13068 TA time to support needs of students (207000 I4S)
	Term 1	Term 2	Term 3	Term 4		
Strategy/ies: 1.0 Monitor the effectiveness of programs and initiatives to measure their impact on the improvements on the LOA. A - Design collaboratively an agreed process for professional development that ensures staff have evidence that teaching is resulting in learning. 2.0 A – Build teacher capability to plan relevant curriculum using agreed data to inform the teacher practice in English and Maths.						
Actions: -Monitor impact through data collection (e.g., 5 questions, student work samples etc) for High Impact Practices. -Megan to collect and table the answers to the 5 questions from Marker Students about English work. -Teachers to share work samples of Marker Students in staff meetings. -Teachers use data to inform practice for all students (e.g., nimble planning from daily work samples and data). -Megan to have data meetings each semester to monitor progress of Prep to Year 6 students with staff.					**Responsible officer(s):** -Lyn, Bec and Megan.	**Resources:** -Heggerty, Early Start, Literacy Continuum and sparkle screener data and record sheets. -$3444 Literacy and Numeracy funds for TRS (TA) to help complete pre and post tests.

Approvals

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

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

Queensland Government