



Lowood State High School

2023 Annual Implementation Plan (AIP)

Priority 1 – Being prepared to engage in my learning (Preparing students to engage in their learning)

PRIORITY 1	GOAL	ACTION	OUTCOME	STUDENT IMPACT	EVIDENCE
Being prepared to engage in my learning Students choose positive behaviours and build the skills to achieve success in their learning	By the end of Semester One in 2023, we will increase the proportion of students receiving: <ul style="list-style-type: none"> Excellent/Very High effort achievement, from 55% to 57.5% Excellent/Very High behaviour achievement, from 64% to 66.5% 	<i>The Leadership Team identifies and implements with staff, whole school consistent learning behaviours across the curriculum and establishes common teacher practices, across the phases of teaching and learning, to gauge students' progress and contribution to their learning</i>	<i>Teachers model learning behaviours, identify and actively teach the necessary skills for all students to engage in learning</i>	<i>Students choose positive behaviours and build the skills to achieve success in their learning</i>	
	By the end of Semester One in 2024, we will increase the proportion of students receiving: <ul style="list-style-type: none"> Excellent/Very High effort achievement, from 55% to 60% Excellent/Very High behaviour achievement, from 64% to 69% 	4D INSTRUCTIONAL DESIGN What are we going to do? Monitor how teachers articulate the what, how and why for curriculum and behaviour (cueing behaviours), LI and SC of learning p33/34 How are we going to do this? Members of SLT conduct 10-minute pulse checks to review Instructional Design elements Why are we doing this? When students have clarity of what they are doing, and how they are to doing it, then they have greater opportunity to engage/be successful in their learning	Teachers are explicit in their expectations for student learning and are explicit in their articulation of the what, how and why	Students can articulate their learning and how LI and SC build their understanding	Pulse checks indicate that LI and SC are being used within the teaching sequence on a regular basis

Priority 2 – Being active in my learning (Planning for students to be active in their learning)

PRIORITY 2	GOAL	ACTION	OUTCOME	STUDENT IMPACT	EVIDENCE
Being active in my learning Students participate in their learning and can explain my progress, so they know how they can improve	By the end of Semester One in 2023 we will increase the proportion of students receiving: A to C Levels of Achievements (LOA) , from 72% to 74%	<i>Teachers are explicit in identifying the learning needs of students to actively build and implement the sequence of learning.</i> <i>Teacher provide multiple opportunities for students to practise skills and deepen their understanding.</i> <i>Teachers create explicit opportunities for all students to articulate their learning</i>	<i>Students participate in their learning and can explain their progress, so they know how they can improve</i>		
	By the end of Semester One in 2024 we will increase the proportion of students receiving: A to C Levels of Achievements (LOA) , from 72% to 76%	ACADEMIC CASE MANAGEMENT (7-12) What are we going to do? Implement a case management model, considering all students in all year levels How are we going to do this? Enact a focussed collaborative case management strategy Why are we doing this? When we focus on the needs of individual students we know we can have an impact on all students' learning outcomes	<ul style="list-style-type: none"> Teachers are engaged in collegial conversations across and within curriculum areas to identify the progress of students Teachers use critical information about their students to differentiate with key strategies/pedagogical practices for improved learning outcomes of all students Teachers have a Student Learning Plan for each student 	<ul style="list-style-type: none"> Students can, with their teacher's assistance, access learning Students are able to articulate their learning 	<ul style="list-style-type: none"> Student Learning Plans ELT Interviews SLT Academic Case Management

Priority 2 (continued) – Being active in my learning (Planning for students to be active in their learning)

PRIORITY 2	GOAL	ACTION	OUTCOME	STUDENT IMPACT	EVIDENCE
Being active in my learning Students participate in their learning and can explain my progress, so they know how they can improve	By the end of Semester One in 2023 we will increase the proportion of students receiving: A to C Levels of Achievements (LOA) , from 72% to 74% By the end of Semester One in 2024 we will increase the proportion of students receiving: A to C Levels of Achievements (LOA) , from 72% to 76%	<i>Teachers are explicit in identifying the learning needs of students to actively build and implement the sequence of learning.</i> <i>Teacher provide multiple opportunities for students to practise skills and deepen their understanding.</i> <i>Teachers create explicit opportunities for all students to articulate their learning</i>		<i>Students participate in their learning and can explain their progress, so they know how they can improve</i>	
		SYSTEMATIC CURRICULUM DELIVERY What are we going to do? Audit current curriculum planning (3 levels)	<ul style="list-style-type: none"> Teachers actively consider the learning needs of their students Teachers are consistently meeting the whole school expectation for curriculum planning Teachers are developing their capability to plan and implement the Australian Curriculum 	<ul style="list-style-type: none"> Students are able to articulate their learning 	ELT Interviews
		How are we going to do this? Review current documents Establish a set of whole school expectations for curriculum planning Assure systematic planning processes Establish a plan for moderation			
		Why are we doing this? We know that the way teachers teach is critical to empowering student learning. We also know that curriculum delivery has a significant effect on students progressively acquiring deep knowledge across the learning areas.			

Priority 3 – Well-being for my learning (Building well-being for learning)

PRIORITY 3	GOAL	ACTION	OUTCOME	STUDENT IMPACT	EVIDENCE
Well-being for my learning Students understand and apply the PERMAH Pillars across all aspects of their schooling	By the end of Semester One in 2023 we will increase the proportion of students with their: <ul style="list-style-type: none"> Well-being Index above 4.00, from 64% to 70% 	<i>The Leadership Team identifies and implements with staff, whole school strategies that provide opportunities for all students to develop a sense of belonging and build accomplishment in their endeavours</i>	<i>Staff develop for all students, a sense of belonging and accomplishment</i>	<i>Students understand and apply the PERMAH Pillars across all aspects of their schooling</i>	
		PERMAH FOR STUDENTS What are we going to do? Staff and students know the name of each pillar, the meaning of each pillar and staff are able to link the language of PERMAH to school events eg Athletics Carnival, Swimming Carnival, RUOK Day, SRC events etc	Staff will use and apply the PERMAH language across all aspects of the school	Students will be able to measure their own well-being with the focus on proactively looking after themselves	
		How are we going to do this? <ul style="list-style-type: none"> PERMAH Pillars are explicitly unpacked by well-being staff during the weekly well-being lesson Students complete PERMAH Pillars Pulse Checks in Term 1 and Term 3 House Leaders and teachers lead Personal Well-being Practices (PWP) to unpack the PERMAH Pillars in weekly House Rallies New staff are trained in the PERMAH framework by the House Deans Staff are provided with opportunities to enhance 			
		Why are we doing this? When students understand the PERMAH measurable components of their well-being, they will be able to proactively look after themselves.			

Priority 3 (continued) – Well-being for my learning (Building well-being for learning)

PRIORITY 3	GOAL	ACTION	OUTCOME	STUDENT IMPACT	EVIDENCE
<p>Well-being for my learning</p> <p>Students understand and apply the PERMAH Pillars across all aspects of their schooling</p>	<p>By the end of Semester One in 2023 we will increase the proportion of students with their:</p> <ul style="list-style-type: none"> Well-being Index above 4.00, from 64% to 70% 	<p><i>The Leadership Team identifies and implements with staff, whole school strategies that provide opportunities for all students to develop a sense of belonging and build accomplishment in their</i></p>	<p><i>Staff develop for all students, a sense of belonging and accomplishment</i></p>	<p>Students understand and apply the PERMAH Pillars across all aspects of their schooling</p>	<p>Students are able to articulate their learning</p>
		<p>SOCIAL/EMOTIONAL CASE MANAGEMENT (7-12)</p> <p>What are we going to do? Implement a collaborative case management model.</p> <p>How are we going to do this? Enact a focused collaborative case</p>	<p>Teachers:</p> <ul style="list-style-type: none"> Have an awareness of the social, emotional needs of students Use that information to differentiate with key strategies, pedagogical practices to improve outcomes for all students 		
	<p>By the end of Semester One in 2024 we will increase the proportion of students with their:</p> <ul style="list-style-type: none"> Well-being Index above 4.00, from 64% to 73% 	<p>Why are we doing this? When we focus on the needs of individual students we know we can have an impact on all students' learning outcomes</p>		<p>Staff will personally apply the PERMAH pillars</p>	<p>Staff will be able to measure their own well-being, with the focus on proactively looking after themselves</p>
	<p>STAFF WELL-BEING</p> <p>What are we going to do? Maintain the focus on staff well-being being self-directed and pro-active. Action Plan developed by the Social and Well-being Committee (SWC)</p> <p>How are we going to do this?</p> <ul style="list-style-type: none"> Staff lead the SWC Committee Embed PWP's in meetings Embed SOS Feedback in meetings 	<p>Why are we doing this? When staff understand the PERMAH measurable components of their well-being, they will be able to proactively look after themselves.</p>			