

Highland Reserve State School



Annual Improvement Plan

2020

HIGHLAND RESERVE STATE SCHOOL CORE PURPOSE

Vision:

To develop

Clever - Skilled - Creative
students who are inspired
to become successful life-
long learners

Achieved by:

- Creating **Successful Learners**
- Inspiring **Skilled Staff**
- Strengthening **School Culture**
- Developing **Global Citizens**

School Values:

Be a Learner
Be Responsible
Be Respectful
Be Safe

Aspiration:

Every Student Succeeding

- achieving individual learning goals



'Creating a school in which every student is understood, engaged and successful, going on to live a life of choice, not a life of chance.'



Clever • Skilled • Creative

HIGHLAND RESERVE STATE SCHOOL PEDAGOGICAL FRAMEWORK

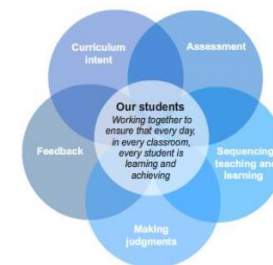
Our Vision: To develop CLEVER – SKILLED – CREATIVE students who are inspired to become successful life-long learners.

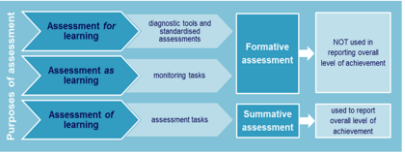
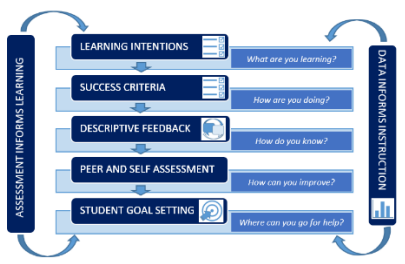



Our Values: For students to –

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

Our Aspiration:

'Every Student Succeeding'



Curriculum Intent	Assessment	Sequence Teaching & Learning	Making Judgements	Feedback
<p>Curriculum Intent is:</p> <ul style="list-style-type: none"> What we want students to know, understand and be able to do Alignment and implementation of the mandated curriculum <ul style="list-style-type: none"> Australian Curriculum C2C as a resource Professional Standards for Teachers 	<p>Assessment is:</p> <ul style="list-style-type: none"> for learning of learning as learning 	<p>Sequencing Teaching & Learning is:</p> <ul style="list-style-type: none"> the relationship between what is taught and how it is taught in order to maximise student learning 	<p>Making Judgements is:</p> <ul style="list-style-type: none"> teachers and students using standards to make evidence-based judgements in order to monitor and inform the next steps for learning using standards, evidence of student learning and guides to making judgements to achieve consistency with regards to levels of achievement calibration of unit expectations 	<p>Feedback is:</p> <ul style="list-style-type: none"> information and advice provided by and shared to a teacher, peer, student, parent or self, aimed at improving learning
<p>What it looks like at HRSS:</p> <ul style="list-style-type: none"> Whole school Curriculum Plan Whole school data plan Year level Curriculum Plans Reading, Writing, Spelling and Numeracy programs Differentiated daily / weekly plans ICPs where relevant 	<p>What it looks like at HRSS:</p> <ul style="list-style-type: none"> HRSS Waterfall Chart 	<p>What it looks like at HRSS:</p> <ul style="list-style-type: none"> Release of Responsibility  <ul style="list-style-type: none"> Use of age appropriate pedagogies in Early Years learning 	<p>What it looks like at HRSS:</p> <ul style="list-style-type: none"> Guide to making judgements Year level, school and cluster moderation A and C level exemplars 	<p>What it looks like at HRSS:</p> <ul style="list-style-type: none"> Feedback to students – <ul style="list-style-type: none"> verbal demonstrative written Feedback to staff – <ul style="list-style-type: none"> APRs Coaching and mentoring Professional Learning Teams (PLTs) Walk Throughs Feedback to parents – <ul style="list-style-type: none"> End of semester reporting End of T1 & T3 interviews Tools such as See Saw and Dojo
<p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ HRSS Curriculum and assessment plans ✓ Wk8 Year level planning meetings ✓ Weekly Professional Learning Team (PLTs) meetings ✓ Common assessment tasks 	<p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Visible: <ul style="list-style-type: none"> Learning Intentions and Success Criteria Bump it up / Learning walls Data walls Learning Goals ✓ Case Management processes ✓ Differentiated assessment tasks ✓ Students able to answer the five key walk through questions 	<p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Modelled, shared, guided, collaborative and independent pedagogy ✓ Use of age appropriate pedagogies employing a range of characteristics daily 	<p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Task moderation within Professional Learning Team meetings ✓ A-E moderation in end of Semester twilight sessions 	<p>Evidence we see:</p> <ul style="list-style-type: none"> ✓ Evidence of the three types of feedback aligned to GTMJ and success criteria ✓ High staff, student and parent satisfaction levels in School Opinion Survey

SCHOOL IMPROVEMENT: 2020

'Focus on Learning: Clever – Skilled – Creative'

2020 HRSS Priorities

WRITING

MATHS WARM UPS

Other ongoing school priorities:

➤ **READING**

- ✓ goal setting and feedback

➤ **NUMERACY**

- ✓ problem solving

➤ **SPELLING**

- ✓ Speech Sounds Pic (**SSP**) and Words Their Way (**WTW**) approach

ASPIRATION: *'Every Student Succeeding'*

HIGHLAND RESERVE STATE SCHOOL Annual Implementation Plan 2020

School Improvement Agenda:

- Implement **Sharp Writes** and **Maths Warm Ups** throughout Prep to Year 6

Ongoing Improvement Priorities:

- Maintain precision in learning and teaching of reading, aligned to school **Reading Program**, through PLT sessions and coaching cycles
- Maintain precision in learning and teaching of spelling to ensure precise alignment of school **Spelling Program** to classroom practice
- Embed a consistent, whole school problem solving approach aligned to the **HRSS problem solving toolbox and scope and sequence**

Additional Key Improvement Priorities:

- Implement new **Home Reading Program** from Prep to Year 2
- Embed the use of **Early Start Tools** for Literacy tracking and goal setting on entry and end of year in Prep – Year 2
- Maintain **Step Up program** to support at risk student progress towards attaining a C level of achievement in English.
- Develop and communicate our clear vision and philosophy for **inclusive learning** at HRSS.
- Clarify and enhance strategic processes to support **complex case management** within and beyond the school environment.
- Align DP to **Head of Teaching & Learning Team** to drive the sustainability and precision of the Lyn Sharratt work, including 'Assessment Waterfall', Case Management and Learning Walks and Talks.
- Provide **coaching and feedback** for all staff on 2020 school priorities through Heads of Teaching and Learning roles
- Develop a **school differentiation framework** for expectations on how to plan to meet students' needs
- Update **Code of School Behaviour** to align to Education Queensland policy.
- Design pathways for **Community and Sport Programs of Excellence** in readiness for implementation in 2021.
- Develop the knowledge of all staff of the **Zones of Regulation** approach that can be incorporated into classroom practices across the school.

Research to drive Future School Improvement:

- Embed learnings from **Lyn Sharratt's Leading Learning Collaborative research project** to enhance learning and achievement for all

2020 Priority School Improvement Action Plan

WRITING

ASPIRATION:

'To build confident, creative and engaged writers'

KEY WHOLE SCHOOL ACTIONS:

- Implementation of Sharp Writes across P-6
- Enhanced use of Bump It Up and Learning Walls across the school
- Consistent use of Learning Intentions and Success Criteria for set tasks
- Revised Guide to Making Judgements
- Introduction of HRSS Editing Tool

ROLES AND RESPONSIBILITIES:

Principal	Deputy Principal	Heads of Teaching & Learning	Classroom Teachers
<ul style="list-style-type: none"> - Develop a clear and concise vision and action plan for writing improvement - Communicate writing improvement priority throughout school community - Establish a budget and staffing structure that supports the implementation of planned actions - Meet once a term with each sector DP and Heads of Teaching & Learning to review sector progress - Revise, update and track whole school writing targets and benchmarks 	<ul style="list-style-type: none"> - Revise and communicate writing targets and benchmarks for sector year levels - Meet fortnightly with Heads of Teaching & Learning to review progress, adjust sector plans, develop necessary actions to achieve goals and establish timelines for achievement - Engage in targeted walk through, PLT sessions and observations to ensure intended approach matches the enacted within sectors - Align STLN and T/Aide timetables to meet sector needs for targeted writing support - Lead DPP processes within sector and collaborate with Heads of Teaching & Learning to develop and assign relevant professional learning programs to meet individual and team needs 	<ul style="list-style-type: none"> - Complete a coaching / mentoring cycle with every new teacher within the first term of their employment - Engage in coaching, mentoring, observations, teacher release and feedback processes aligned to teachers' individual DPP and team requirements - Lead weekly PLT sessions through data and planning cycles to meet year level needs - Collate, track and analyse student data and lead year level team interrogation and effective use of the data - Support the identification, creation and allocation of effective resources to meet student learning needs - Embed relevant systems and processes to ensure intended school writing approach is enacted within every classroom 	<ul style="list-style-type: none"> - Teach writing in alignment to the HRSS learning programs and approaches such as Sharp Writes. - Provide regular feedback to students that enables them to answer the following questions aligned to their writing development: <ul style="list-style-type: none"> • How are you doing with your learning? • How do you know? • How can you improve your learning? • How do you know your learning is improving? - Engage in relevant coaching and professional learning cycles with sector leader of learning - Implement processes that communicates student progress and achievement to parents
STLNs	Special Education Teachers	Specialist Teachers	Teacher-Aides
<ul style="list-style-type: none"> - Plan intervention programs collaboratively with teaching teams - Support students writing achievement through Step Up programs - Conduct relevant professional learning programs for Teacher-Aides - Identify and promote the use of Hub resources 	<ul style="list-style-type: none"> - Support teachers to implement relevant strategies aligned to SWD students' ISPs - Collaboratively establish SWD student's writing goals with teacher and student - Support teacher in communicating goals and progress towards achieving goals to SWD student's parents - Teach specific writing lessons to SWD students as determined by teaching team 	<ul style="list-style-type: none"> - Look for opportunities to embed writing strategies into specialist lessons - Actively participate in whole school professional learning programs on writing 	<ul style="list-style-type: none"> - Provide relevant student and staff support as communicated by year level team - Identify and communicate professional learning requirements to sector STLN

SUCCESS CRITERIA:

By the end of Semester 1	- Sharp Writes implemented in every classroom at least twice a week
By the end of 2020	- Students can clearly answer the 'Lyn Sharratt five walk through questions of learning'
	- Improved writing data as evidenced through NAPLAN and English A-C achievement

CREATING SUCCESSFUL LEARNERS

School Priorities	Actions	Performance Measures - Success Criteria	Responsible Officer	Resources
Reading Excellence	<ul style="list-style-type: none"> ✓ Implement new Home Reading Program throughout Prep to Year 2. ✓ Modify school iRead approach to meet the needs of teaching and learning from Prep to Year 6. 	<ul style="list-style-type: none"> ✓ Improved student achievement measured against school targets and previous data trends 	Abby Ross, Kelly Palmer, Helen Hawksford	<ul style="list-style-type: none"> ✓ Create parent volunteer group to change readers
Early Years Success	<ul style="list-style-type: none"> ✓ Implement Early Start Tools for Literacy tracking and goals setting on entry and end of year in Prep, Year 1 and Year 2. ✓ Actively engage in Lyn Sharratt's Leading Learning Collaborative research project to enhance learning and achievement for all. ✓ Enhance the use of Age Appropriate pedagogies in all Prep and Year 1 classes. 	<ul style="list-style-type: none"> ✓ Achievement of school based Early Years targets and benchmarks ✓ 100% Early Years staff engaging with school priority coaching cycles ✓ AAP is evident in planning and implementation is within all core learning areas 	Clare Ferguson	<ul style="list-style-type: none"> ✓ HR resourcing for PD and implementation of Early Start ✓ AAP resourcing, facilities and furnishing ✓ Funding for TRS to attend Lyn Sharratt PD and associated resources
Academic Achievement	<ul style="list-style-type: none"> ✓ Implement the Sharp Write and Maths Warm Ups programs within every classroom from Prep to Year 6. ✓ Maintain Step Up program to support at risk student progress towards attaining a C level of achievement in English. ✓ Further enhance spelling approach to ensure the focused teaching and learning of spelling is aligned to student needs 	<ul style="list-style-type: none"> ✓ 85%+ students achieving a C and above in English ✓ 90%+ students achieving a C and above in Mathematics 	Abby Ross, Kelly Palmer, Helen Hawksford	
Inclusive Learning	<ul style="list-style-type: none"> ✓ Develop and communicate our clear vision and philosophy for inclusive learning at HRSS. ✓ Enhance the connection and engagement of staff with data tracking systems for targeted student groups. ✓ Clarify and enhance strategic processes to support complex case management within and beyond the school environment. 	<ul style="list-style-type: none"> ✓ 100% of staff can communicate the school's vision and philosophy for inclusive learning. ✓ 100% of teaching staff know how to access data sets related to targeted student groups. ✓ Documented whole school process for complex case management, including clear roles and responsibilities of key stakeholders. 	Kathryn Field	<ul style="list-style-type: none"> ✓ Time allocated during staff meeting/PD schedule ✓ OneSchool dashboard

INSPIRING SKILLED STAFF

School Priorities	Actions	Performance Measures - Success Criteria	Responsible Officer	Resources
Quality Teaching Practice	<ul style="list-style-type: none"> ✓ Align DP to Head of Teaching & Learning Team to drive the sustainability and precision of the Lyn Sharratt work, including 'Assessment Waterfall', Case Management and Learning Walks and Talks. ✓ Mentoring and coaching process for all teachers, including every new teacher in their first term of employment. ✓ Refine APR process to align staff needs to differentiated professional learning programs. ✓ Develop whole school processes for walk throughs aligned to five questions of student learning 	<ul style="list-style-type: none"> ✓ 100% teaching staff involved in coaching cycles and case management meetings ✓ Increase staff satisfaction surveys for questions relating to professional learning 	Clare Ferguson	✓ Head of Teaching and Learning for each sector of the school
Knowledgeable Staff	<ul style="list-style-type: none"> ✓ Provide coaching and feedback for all staff on 2020 school priorities through Heads of Teaching and Learning roles ✓ Ongoing referencing of the Australian Curriculum within planning cycles ✓ Use of Inquiry Cycle within PLTs based on year level priorities 		Abby Ross, Kelly Palmer, Helen Hawksford	
Strategic Leadership	<ul style="list-style-type: none"> ✓ Develop a clear understanding of what 'success' means for students, staff, the community and the school ✓ Introduce updated school pedagogical framework that provides clear direction for curriculum and pedagogical intent within the school. ✓ Increase the level of engagement of school leaders in external networks and programs including cluster groups, IPS, Regional agendas and State associations. 	<ul style="list-style-type: none"> ✓ HRSS vision statement expanded to included statements of what 'success' means for our students, staff and school 	Stephen O'Brien	
Differentiated Teaching & Learning	<ul style="list-style-type: none"> ✓ Develop a school differentiation framework for expectations on how to plan and what strategies to use to meet students' needs ✓ Continued analysis of data to identify high yield strategies to implement for specific groups of students 	<ul style="list-style-type: none"> ✓ 55%+ students achieving an A or a B in English and Mathematics 	Abby Ross, Kelly Palmer, Helen Hawksford, Scott Williams	

STRENGTHENING SCHOOL CULTURE AND COMMUNITY ENGAGEMENT

School Priorities	Actions	Performance Measures - Success Criteria	Responsible Officer	Resources
School Values	<ul style="list-style-type: none"> ✓ Develop coaching cycles with class teachers around the effective implementation of the PBL Framework to improve social, emotional, behavioural and academic outcomes for students. ✓ Identify and teach school behaviour expectations aligned to the 4 school rules. ✓ Update Code of School Behaviour to align to Education Queensland policy. 	<ul style="list-style-type: none"> ✓ Every classroom teacher engages in a PBL coaching cycle. ✓ All classroom and school behaviour posters are updated to include school behaviour expectations. ✓ Code of School Behaviour is endorsed by community. 	Fiona Graham	<ul style="list-style-type: none"> ✓ TRS to support release for coaching conversations. ✓ Printing of new classroom and school posters. ✓ Code of School Behaviour updated on website.
Parent and Community Engagement	<ul style="list-style-type: none"> ✓ Enhance communications throughout the school, including calendars and the school website, to provide greater clarity of what and when school programs and events are occurring. ✓ Create 'Parent Central' on the school website to make available short instructional videos on learning processes and school systems. ✓ Offer regular opportunities for parents and staff to provide feedback on school processes and initiatives. 	<ul style="list-style-type: none"> ✓ Increase in school opinion data for questions relating to feedback being valued 	Stephen O'Brien	<ul style="list-style-type: none"> ✓ Updated calendar shared at the beginning of each term
Celebrating Success	<ul style="list-style-type: none"> ✓ Develop an aspirational achievement walls in specific areas of the school to showcase student leadership. ✓ Provide a summary of achievement at the end of each term to celebrate with the school community. 		Stephen O'Brien	
Student and Staff Wellbeing	<ul style="list-style-type: none"> ✓ Connect staff to Student and Staff Wellbeing Framework. ✓ Prioritise opportunities for staff and student wellbeing, utilizing school opinion survey data. ✓ Develop the knowledge of all staff of the Zones of Regulation approach that can be incorporated into classroom practices across the school. 	<ul style="list-style-type: none"> ✓ Increased student attendance data ✓ Increased satisfaction levels of staff and school opinion survey 	Clare Ferguson	

DEVELOPING GLOBAL CITIZENS

School Priorities	Actions	Performance Measures - Success Criteria	Responsible Officer	Resources
Future Focused Learning	<ul style="list-style-type: none"> ✓ Enhance the experience and opportunities for student engagement in internal & external STEAM programs and events. ✓ Develop a STEAM Program of Excellence Pathway in readiness for 2021. ✓ Investigate greater opportunities to build further partnerships with local Secondary schools to enhance student opportunities. ✓ Actively engage all teachers from Year3-6 in effective teaching practices to empower learners involved in the iLearn program. 	<ul style="list-style-type: none"> ✓ STEAM night is well supported by community ✓ Students successfully participate in STEAM challenges and events. ✓ Secondary schools support school STEAM initiatives. ✓ Teachers in Years 3-6 successfully implement the iLearn program. 	Fiona Graham	Budget allocation for: <ul style="list-style-type: none"> ✓ Resources for STEAM night ✓ Registration costs for external STEAM events ✓ Learning Cafes
Secondary School Pathways	<ul style="list-style-type: none"> ✓ Review ACE Electives Program for 2021 to enhance the links into Secondary Excellence programs. ✓ Invite local Secondary Schools to present to the Year 5 and 6 student cohorts. 	<ul style="list-style-type: none"> ✓ Increase in the number of students successfully entering Secondary excellence programs ✓ Increase in the number of students enrolling at local State Secondary schools 	Stephen O'Brien	<ul style="list-style-type: none"> ✓ Week set aside in Semester 2 for local Secondary Schools to present to Year 5 cohort
Maximising Opportunities	<ul style="list-style-type: none"> ✓ Design pathways for Community and Sport Programs of Excellence in readiness for implementation in 2021. ✓ Enhance processes for communicating learning opportunities beyond the classroom to both students and parents. ✓ Align playground duty roster to accommodate the increase and sustainability of additional programs. 	<ul style="list-style-type: none"> ✓ Program of Excellence pathways clearly communicated and implemented in 2021 for all four pillars of Academics, Music, Sport and Community. 	Kathryn Field	<ul style="list-style-type: none"> ✓ Documentation on school website and Facebook page ✓ Playground duty roster to allow for sustainable staffing

Endorsed by:



Stephen O'Brien
Principal
Highland Reserve State School



Emily Ritchie
School council chair
Highland Reserve State School

