

Highland Reserve State School



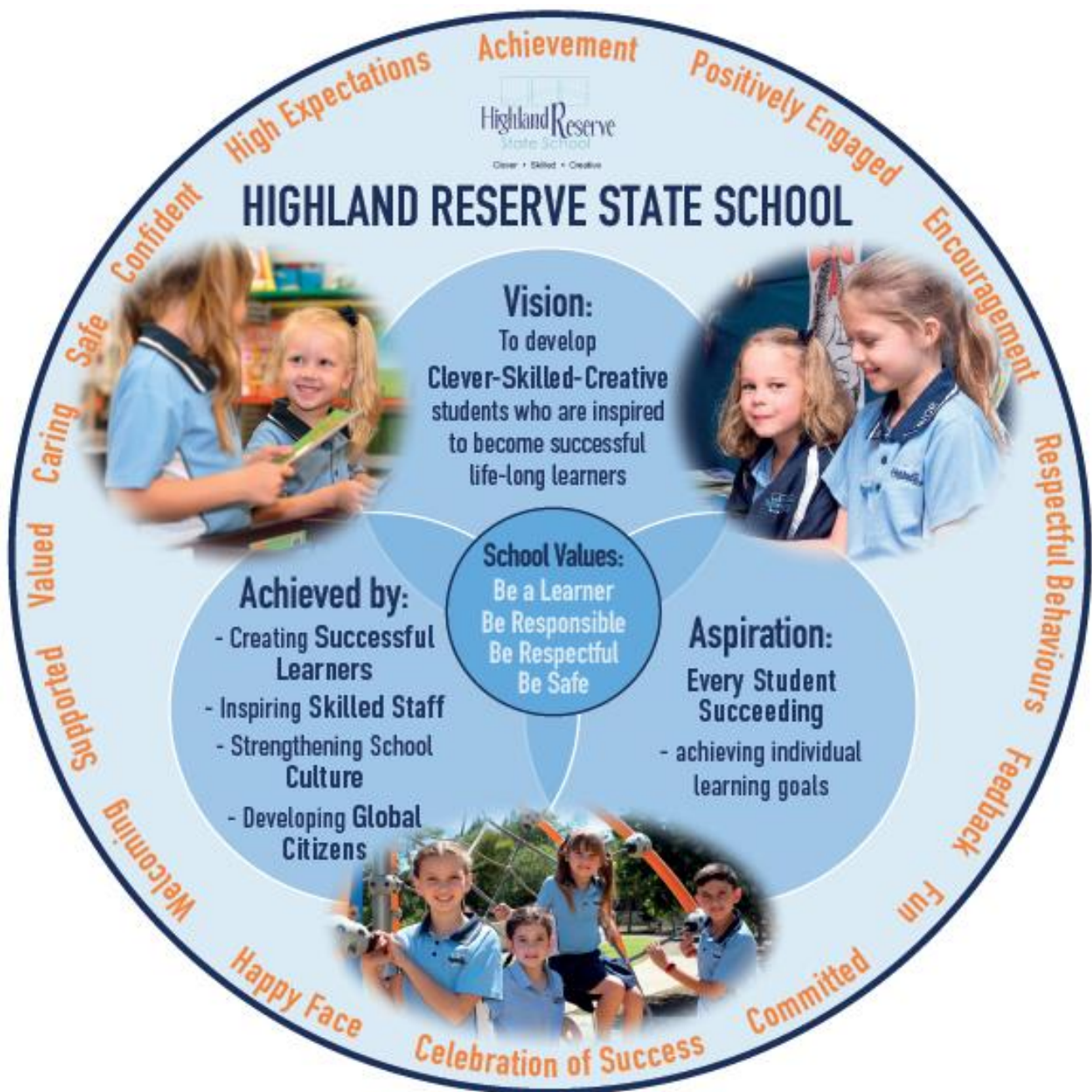
Clever • Skilled • Creative



ANNUAL IMPROVEMENT PLAN

2021

CORE PURPOSE



'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.'

HIGHLAND RESERVE STATE SCHOOL

EXPLICIT IMPROVEMENT 2021

'Focus on Learning: Clever – Skilled – Creative'

2021 HRSS Priorities

HIGHLANDER SPIRIT

ASSESSMENT



ASPIRATION: *'Every Student Succeeding'*

2021 Priority School Improvement Action Plan: **Highlander Spirit / Assessment**

HIGHLANDER SPIRIT

ASPIRATION	KEY WHOLE SCHOOL ACTIONS		
To increase the level of pride, fun and positive engagement throughout the Highland Reserve State School community.	➤ Sector SHINE TIME every Friday	➤ Celebratory postcards sent home each term	➤ Social Club programs and events
	➤ Teaching PBL lesson every Monday	➤ Silver / Gold assemblies each term	➤ Student Council programs/ events
	➤ Students of the Week every Friday	➤ Celebration of annual teacher / t-aide / support staff / tuckshop days	➤ Student Senior shirts & Staff shirts
	➤ Bee awards / PBL rewards day	➤ Sports carnivals and whole school events	➤ Student Assemblies
	➤ Positive partnership with P&C		➤ Parent involvement

ACTIONS		STAFF RESPONSIBLE	SUCCESS CRITERIA End of Sem 1	ACTIONS		STAFF RESPONSIBLE	SUCCESS CRITERIA End of Sem 2
SEMESTER 1	➤ Introduce HRSS War Cry and school theme song for 2021	Stephen	✓Planned clubs and programs of excellence running with evidence of an increased participation number of students	SEMESTER 2	➤ Competition to develop and name school mascot	Stephen	✓Increase in school opinion survey data for questions relating to culture
	➤ Introduction of The Highlander Cup	Stephen			➤ Design of school flag	Stephen	
	➤ Enhance involvement in community days such as 'Clean Up Australia Day'	Melissa			➤ Development of a school motto	Stephen	
	➤ Design updated staff shirt	Stephen & Juliette			➤ Align with the P&C to contribute to and engage in a school community event (Christmas Market)	Stephen	
	➤ Develop HRSS manners chart	PBL Team			➤ Develop an induction package to be introduced in every classroom within the first three weeks of 2022 that outlines mandated programs / rules / reminders	PBL Team	
	➤ Enhance visuals around the school including PBL signs and motivational quotes	PBL Team			➤ Conduct multi-cultural / diversity day to celebrate cultures	Melissa	
	➤ Teach weekly PBL lessons	Fiona & Stephen			➤ Develop a consistent staff email signature block	Fiona	
	➤ Enhance lunch break clubs to further engage students	Fiona & Clare			➤ Purchase of house sports banners / flags	Rob and Juliette	
	➤ Enhance buddy class opportunities	Fiona					
	➤ Enhance involvement of Adopt a Cop within school activities	Fiona					
➤ War cry practice leading up to each sports carnival	Rob & Juliette						
➤ Introduce Friday afternoon program for Yr5-6 to link with identified programs of excellence	Stephen & Fiona						
➤ Purchase Vocal / Soccer Excellence shirts	Stephen						

ASSESSMENT

ASPIRATION	KEY WHOLE SCHOOL ACTIONS
<p>To ensure:</p> <ul style="list-style-type: none"> - consistent practices throughout the school that align to the HRSS Curriculum and Assessment Framework. - multiple opportunities are provided for students to succeed through differentiated assessment tasks. - opportunities for contextualized learning through real life, authentic and purposeful assessments. 	<ul style="list-style-type: none"> ➤ Assessment Waterfall ➤ Assessment framework ➤ Quality Feedback ➤ Use of GTMJs ➤ Bump It Up Walls ➤ Learning Walls ➤ Lyn Sharratt and Deep Learning research groups ➤ Use of data to inform teaching ➤ Moderation processes ➤ Reporting ➤ Learning Intentions ➤ Success Criteria ➤ Professional Learning Teams

ACTIONS	STAFF RESPONSIBLE	SUCCESS CRITERIA End of Sem 1	ACTIONS	STAFF RESPONSIBLE	SUCCESS CRITERIA End of Sem 2		
SEMESTER 1	<ul style="list-style-type: none"> ➤ Embed Bump It Up / Learning Wall & Learning Intention / Success Criteria processes throughout P-6 ➤ Timetable coaching / data conversation time with Heads of Teaching and Learning ➤ Schedule 'Learning Walks' and observation time to share exemplary practices ➤ Implement Case Management processes across all year levels ➤ Personalize differentiation through OneSchool Dashboard Class groupings ➤ Review reporting processes to meet parents' needs, whilst aligning to Department Reporting Policy ➤ Differentiate assessment tasks to meet the needs of learners ➤ Review current assessments to identify opportunities to further develop engaging, contextualized assessments ➤ Refine and communicate ICP roles and responsibilities processes 	<p>HoT&L</p> <p>HoT&L</p> <p>P, DPs, HoT&L</p> <p>DPs</p> <p>HoT&L</p> <p>Stephen , Melissa</p> <p>HoT&L</p> <p>HoT&L</p> <p>Melissa , Scott</p>	<p>✓Evidence of Bump It Up / Learning Walls and Success Criteria / Learning intentions in every classroom</p>	SEMESTER 2	<ul style="list-style-type: none"> ➤ Review of summative, diagnostic testing tools ➤ revisit SAMR model to identify effective use of technologies within assessment tasks ➤ Showcase exemplar learning and bump it up walls in school newsletters and other school community communications ➤ Initiate student led Parent-Teacher conferences (Yr2-6) for Term 3 interview program ➤ Refine whole school system for storing of student work ➤ Introduce formative, pre-assessment tasks for mathematics units 	<p>DPs</p> <p>Kelly</p> <p>HoT&L</p> <p>Melissa, Fiona</p> <p>Clare</p> <p>HoT&L</p>	<p>✓ Pre-assessments used to differentiate Maths units of work</p>

HIGHLAND RESERVE STATE SCHOOL Annual Implementation Plan 2021

School Improvement Agenda:

- Develop and action the '**The Highlander Spirit**' improvement strategy to enhance the pride, spirit and engagement throughout the school community.
- Develop **differentiated, authentic assessment tasks** to enhance opportunities for students to showcase levels of achievement.

Ongoing Improvement Priorities:

- Maintain precision in learning and teaching of:
 - ✓ reading, aligned to school **Reading Program**, through PLT sessions and coaching cycles
 - ✓ spelling to ensure precise alignment of school **Spelling Program** to classroom practice
 - ✓ whole school problem solving approach aligned to the **HRSS problem solving toolbox** and **scope and sequence**
 - ✓ the **HRSS Maths Warm-Up strategy**
 - ✓ writing, including a consistent use of **Bump It Up** and **Learning Walls**, the implementation of the **Sharp Write** strategy, the use of the HRSS **Editing Toolbox** and

Additional Key Improvement Priorities:

- Maintain **Step Up program** to support at risk student progress towards attaining a C level of achievement in English.
- Communicate and embed our clear vision 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.
- Embed the use of consistent **school differentiation tools** to guide targeted teaching practices to meet the needs of learners.
- Implement **Student Code of Behaviour**.
- Introduce pathways for **Community and Sport Programs of Excellence**.
- Develop consistent practices for the use of **Zones of Regulation** 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.
- Engage key stakeholder team in the Regional **Deep Learning research project**.

CREATING SUCCESSFUL LEARNERS

School Priorities	Actions	Performance Measures - Success Criteria	Responsible Officer	Resources
Reading Excellence	<ul style="list-style-type: none"> ✓ Re-establish the HRSS Home Reading program for P-2 ✓ Re-establish the HIVE reading volunteer program ✓ Enhance opportunities to teach reading within cross curricula learning programs ✓ Align teaching practices to HRSS Reading Program through PLT sessions and coaching cycles 	✓ HRSS Reading targets achieved	Clare Stephanie HoT&L HoT&L	<ul style="list-style-type: none"> ✓ HIVE T/Aide ✓ English budget
Early Years Success	<ul style="list-style-type: none"> ✓ Embed a consistent approach to phonological awareness utilising the Heggerty's program across P-1 ✓ Ensure sustainable implementation of age appropriate pedagogies by creating expert teaching teams driven by the HRSS early years advocate ✓ Investigate the creation of a purposeful gross motor / social skills program 	✓ Students achieving Literacy Continua target levels	Clare Clare Clare	<ul style="list-style-type: none"> ✓ TRS days Term 1 and Term 4 for Early Start data collection ✓ Specialist Health lessons
Academic Achievement	<ul style="list-style-type: none"> ✓ Enhance and embed whole school support framework including the whole school Step Up approach ✓ Ensure planned reading, spelling, writing and mathematics approaches align to what is enacted in every classroom ✓ Restructure of resource storage and allocation to maximize use of current resources and identify gaps 	✓ 90%+ students achieving a C or above	HoT&L HoT&L HoT&L	<ul style="list-style-type: none"> ✓ Purchase of additional STLN ✓ Curriculum Cost Centre budgets
Inclusive Learning	<ul style="list-style-type: none"> ✓ Develop a HRSS G&T Policy ✓ Develop and implement the HRSS Inclusive Education Framework ✓ Creation of a yarning circle and increasing community involvement towards enhancing Indigenous perspectives and cultural capacity within the school ✓ Implementation of Complex Case Management processes 	<ul style="list-style-type: none"> ✓ 55%+ students achieving a B or above ✓ Reduction in disciplinary absences 	Melissa Scott Melissa Melissa	

INSPIRING SKILLED STAFF

School Priorities	Actions	Performance Measures - Success Criteria	Responsible Officer	Resources
Quality Teaching Practice	<ul style="list-style-type: none"> ✓ Develop an understanding of and embed co-teaching practices ✓ Embed Case Management processes through all sectors within PLT sessions ✓ Implement coaching cycles for all beginning and new teachers 	✓ Case management cycles conducted within each sector	HoT&L HoT&L HoT&L	✓ PLT sessions
Knowledgeable Staff	✓ Enhance teacher knowledge and confidence in embedding cultural perspectives within learning programs	✓ Increased satisfaction levels of indigenous perspectives in Opinion Survey data	Melissa	✓ PFD and PLT sessions
Strategic Leadership	<ul style="list-style-type: none"> ✓ Increase the level of engagement of school leaders in external networks and programs including cluster groups, IPS, Regional agendas and State associations. ✓ Vertical alignment of teaching and learning through intentional collaboration between key staff 		Stephen Clare	✓ Engagement in IPS, Cluster and Regional networks
Differentiated Teaching & Learning	<ul style="list-style-type: none"> ✓ Utilise class groupings within class dashboard to personalize differentiation ✓ Implement a range of formative assessments in Mathematics to inform differentiated teaching and learning ✓ Provide paper versions of core curriculum and assessments documents to ensure they are at the forefront of all teaching and learning conversations and planning cycles ✓ Introduce opportunities for teacher and Head of Teaching and Learning Data Conversations to drive differentiated teaching to meet student needs 	✓ Evidence of planning for differentiation within units of work	HoT&L HoT&L HoT&L HoT&L	<ul style="list-style-type: none"> ✓ Printed copies of priority planning documents ✓ Release time available

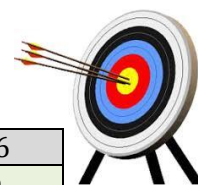
STRENGTHENING SCHOOL CULTURE AND COMMUNITY ENGAGEMENT

School Priorities	Actions	Performance Measures - Success Criteria	Responsible Officer	Resources
School Values	<ul style="list-style-type: none"> ✓ Develop the Highlander Spirit school priority throughout the school community ✓ Implement updated Student Code of Conduct Policy ✓ Embed the signature practices of the school's PBL Framework 	<ul style="list-style-type: none"> ✓ Increased % of students achieving Silver and Gold levels of behaviour 	Stephen Fiona Fiona	<ul style="list-style-type: none"> ✓ Enhanced signage around the school communicating rules and expectations
Parent and Community Engagement	<ul style="list-style-type: none"> ✓ Develop awareness and connection of HRSS Core Purpose statement and what it means for students, staff, parents and community members ✓ Enhance '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 Melissa Stephen	
Celebrating Success	<ul style="list-style-type: none"> ✓ Enhance the range of aspirational achievement areas in specific areas of the school to showcase student leadership and achievement. ✓ Provide a summary of achievement at the end of each term to celebrate with the school community. 	<ul style="list-style-type: none"> ✓ Consistent high levels of satisfaction that this is a good school in opinion survey 	Stephen Stephen	
Student and Staff Wellbeing	<ul style="list-style-type: none"> ✓ Raise community awareness of the Student and Staff Wellbeing framework ✓ Investigate opportunities to enhance Chaplaincy and Guidance Officer services ✓ Embed Zones of Regulation / Kimochis language and strategies throughout the school 	<ul style="list-style-type: none"> ✓ Increase in staff and student opinion survey data for questions relating to wellbeing 	Clare Clare DPs	

DEVELOPING GLOBAL CITIZENS

School Priorities	Actions	Performance Measures - Success Criteria	Responsible Officer	Resources
Future Focused Learning	<ul style="list-style-type: none"> ✓ Initiate STEAM Excellence pathway for high achieving students with links to external competitions and programs. 		Fiona	<ul style="list-style-type: none"> ✓ Timetabling Friday after lunch session for program implementation
Creating Innovative Thinkers	<ul style="list-style-type: none"> ✓ Engage in Deep Learning research project to guide curriculum and assessment reform. 	<ul style="list-style-type: none"> ✓ Evidence of Deep Learning concepts embedded into Year 6, Term 4 unit planning 	Fiona	<ul style="list-style-type: none"> ✓ Deep Learning Project annual fee and budget to support implementation
Secondary School Pathways	<ul style="list-style-type: none"> ✓ Develop connections with Secondary HODs to identify opportunities for curriculum and assessment links ✓ Strategically align to Secondary events and pathways to enhance opportunities and transitions for students 		Stephen Stephen	
Maximising Opportunities	<ul style="list-style-type: none"> ✓ Implement pathways for Community and Sport Programs of Excellence. ✓ Enhance the quantity and access of Clubs and Programs available to students across Prep – Year 6 	<ul style="list-style-type: none"> ✓ Netball and Soccer Excellence teams competing in competitions during the year 	Stephen Stephen	<ul style="list-style-type: none"> ✓ Alignment of duty roster to club structure

2021 HIGHLAND RESERVE STATE SCHOOL TARGETS



A-C ACHIEVEMENT LEVELS - % of students achieving A-C

Subject Area	2021 TARGETS	2020	2019	2018	2017	2016
English	90%	86%	85%	79%	81%	81%
Mathematics	90%	92%	92%	90%	88%	88%
Science	90%	93%	94%	92%	92%	93%

A-B ACHIEVEMENT LEVELS - % of students achieving A-B

Subject Area	2021 TARGETS	2020	2019	2018	2017	2016
English	55%	52%	52%	43%	41%	44%
Mathematics	55%	66%	63%	58%	56%	56%
Science	55%	57%	60%	50%	50%	54%

READING TARGET

	NMS						U2B					
	HRSS Target	2021 Target	2020	2019	2018	2017	HRSS Target	2021 Target	2020	2019	2018	2017
Prep	PM 5+	100%	78%	72%	81%	75%	PM 10+	60%	36%	22%	42%	21%
Year 1	PM 15+	100%	63%	75%	68%	77%	PM 20+	60%	32%	44%	38%	41%
Year 2	PM 22+	100%	75%	68%	79%	65%	PM 25+	60%	46%	42%	34%	25%
Year 3	PATR 103+	100%	71%	81%	85%	72%	PATR 114+	60%	37%	55%	50%	46%
Year 4	PATR 110+	100%	78%	82%	83%	84%	PATR 124+	50%	45%	50%	41%	41%
Year 5	PATR 116+	100%	81%	87%	89%	84%	PATR 130+	50%	36%	38%	30%	45%
Year 6	PATR 124+	100%	66%	83%	80%	-	PATR 136+	50%	28%	35%	41%	-

NUMERACY TARGET

	NMS						U2B					
	HRSS Target	2021 Target	2020	2019	2018	2017	HRSS Target	2021 Target	2020	2019	2018	2017
Year 2	92+	100%	92%	88%	95%	89%	110+	60%	31%	24%	31%	48%
Year 3	95+	100%	91%	94%	98%	85%	114+	60%	35%	52%	62%	36%
Year 4	100+	100%	99%	99%	98%	93%	123+	35%	31%	35%	33%	43%
Year 5	114+	100%	81%	87%	89%	83%	132+	35%	23%	30%	25%	23%
Year 6	117+	100%	93%	92%	92%	-	136+	35%	21%			

YEAR 3 NAPLAN

Testing Area	MEAN SCORE				U2B				ABOVE NMS			
	2021 TARGET	2019	2018	2017	2021 TARGET	2019	2018	2017	2021 TARGET	2019	2018	2017
Reading	445	427	441	431	60%	51%	58%	49%	100%	100%	98%	95%
Writing	430	415	415	422	60%	49%	48%	56%	100%	99%	97%	98%
Spelling	425	420	427	416	50%	51%	50%	48%	100%	99%	97%	99%
G & P	465	435	452	447	70%	54%	56%	62%	100%	100%	99%	96%
Numeracy	420	406	418	398	60%	33%	48%	32%	100%	98%	98%	99%

YEAR 5 NAPLAN

Testing Area	MEAN SCORE				U2B				ABOVE NMS			
	2021 TARGET	2019	2018	2017	2021 TARGET	2019	2018	2017	2021 TARGET	2019	2018	2017
Reading	520	495	513	509	50%	28%	38%	41%	100%	98%	98%	97%
Writing	490	462	449	471	25%	10%	5%	13%	100%	92%	89%	96%
Spelling	505	497	497	493	35%	29%	23%	28%	100%	100%	97%	97%
G & P	525	503	493	492	50%	40%	28%	30%	100%	97%	95%	93%
Numeracy	510	506	491	488	35%	33%	19%	22%	100%	100%	97%	100%

ATTENDANCE

Year	2021 TARGET	2020	2019	2018	2017	2016	2015
Attendance	95%	91.5%	92.0%	92.6%	93.4%	94.1%	94.1%

SCHOOL OPINION SURVEY

Year		2021 TARGET	2020	2019	2018	2017	2016	2015
Question: <i>This is a good school</i>	Parents	100%	96.5%	98.7%	98.5%	100%	98%	87.5%
	Students	100%	97.3%	95.7%	96.5%	93.6%	98.3%	91.3%
	Staff	100%	100%	96.6%	98.3%	100%	100%	82.8%
Question: <i>I would recommend this school to others</i>	Parents	100%		97.4%	100%	100%	98.9%	84.4%
	Students	100%		96.5%	95.7%	91.2%	95.7%	90.7%
	Staff	100%		96.6%	98.3%	100%	100%	82.8%