Highland Reserve State School

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

Clever • Skilled • Creative

HIGHLAND RESERVE STATE SCHOOL

EXPLICIT IMPROVEMENT 2021

'Focus on Learning: Clever – Skilled – Creative'

2021 HRSS Priorities

HIGHLANDER SPIRIT

ASSESSMENT

Highland Reserve State School

Clever • Skilled • Creative

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 ➢ Teaching PBL lesson every Monday ➢ Students of the Week every Friday ➢ Bee awards / PBL rewards day ➢ Positive partnership with P&C	➢ Celebratory postcards sent home each term ➢ Silver / Gold assemblies each term ➢ Celebration of annual teacher / t-aide / support staff / tuckshop days ➢ Sports carnivals and whole school events	➢ Social Club programs and events ➢ Student Council programs/ events ➢ Student Senior shirts & Staff shirts ➢ Student Assemblies ➢ Parent involvement

	ACTIONS	STAFF RESPONSIBLE	SUCCESS CRITERIA End of Sem 1
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
	➢ Introduction of The Highlander Cup	Stephen	
	➢ Enhance involvement in community days such as 'Clean Up Australia Day'	Melissa	
	➢ Design updated staff shirt	Stephen & Juliette	
	➢ Develop HRSS manners chart	PBL Team	
	➢ Enhance visuals around the school including PBL signs and motivational quotes	PBL Team	
	➢ Teach weekly PBL lessons	PBL Team	
	➢ Enhance lunch break clubs to further engage students	Fiona & Stephen	
	➢ Enhance buddy class opportunities	Fiona & Clare	
	➢ 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	

	ACTIONS	STAFF RESPONSIBLE	SUCCESS CRITERIA End of Sem 2
SEMESTER 2	➢ Competition to develop and name school mascot	Stephen	✓Increase in school opinion survey data for questions relating to culture
	➢ Design of school flag	Stephen	
	➢ Development of a school motto		
	➢ Align with the P&C to contribute to and engage in a school community event (Christmas Market)	Stephen	
	➢ 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	
	➢ Conduct multi-cultural / diversity day to celebrate cultures	Melissa	
	➢ Develop a consistent staff email signature block	Fiona	
	➢ Purchase of house sports banners / flags	Rob and Juliette	

ASSESSMENT

ASPIRATION	KEY WHOLE SCHOOL ACTIONS
To ensure: - 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.	➢ 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
SEMESTER 1	➢ 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	HoT&L HoT&L P, DPs, HoT&L DPs HoT&L Stephen , Melissa HoT&L HoT&L Melissa , Scott	✓Evidence of Bump It Up / Learning Walls and Success Criteria / Learning intentions in every classroom

	ACTIONS	STAFF RESPONSIBLE	SUCCESS CRITERIA End of Sem 2
SEMESTER 2	➢ 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	DPs Kelly HoT&L Melissa, Fiona Clare HoT&L	✓ Pre-assessments used to differentiate Maths units of work

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	✓ 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	✓ HIVE T/Aide ✓ English budget
Early Years Success	✓ 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	✓ TRS days Term 1 and Term 4 for Early Start data collection ✓ Specialist Health lessons
Academic Achievement	✓ 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	✓ Purchase of additional STLN ✓ Curriculum Cost Centre budgets
Inclusive Learning	✓ 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 I**ndigenous perspectives** and **cultural capacity** within the school ✓ Implementation of **Complex Case Management** processes	✓55%+ students achieving a B or above ✓Reduction in disciplinary absences	Melissa Scott Melissa Melissa	

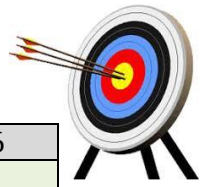
INSPIRING SKILLED STAFF

School Priorities	Actions	Performance Measures - Success Criteria	Responsible Officer	Resources
Quality Teaching Practice	✓ 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	✓ 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	✓ 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	✓ 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	✓ 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**	✓ Increased % of students achieving Silver and Gold levels of behaviour	Stephen Fiona Fiona	✓ Enhanced signage around the school communicating rules and expectations
Parent and Community Engagement	✓ 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.	✓ Increase in school opinion data for questions relating to feedback being valued	Stephen Melissa Stephen	
Celebrating Success	✓ 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.	✓ Consistent high levels of satisfaction that this is a good school in opinion survey	Stephen Stephen	
Student and Staff Wellbeing	✓ 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	✓ 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	✓ Initiate **STEAM Excellence pathway** for high achieving students with links to external competitions and programs.		Fiona	✓ Timetabling Friday after lunch session for program implementation
Creating Innovative Thinkers	✓ Engage in **Deep Learning research project** to guide curriculum and assessment reform.	✓ Evidence of Deep Learning concepts embedded into Year 6, Term 4 unit planning	Fiona	✓ Deep Learning Project annual fee and budget to support implementation
Secondary School Pathways	✓ 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	✓ 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	✓ Netball and Soccer Excellence teams competing in competitions during the year	Stephen Stephen	✓ 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: *This is a good school*	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 would recommend this school to others*	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%