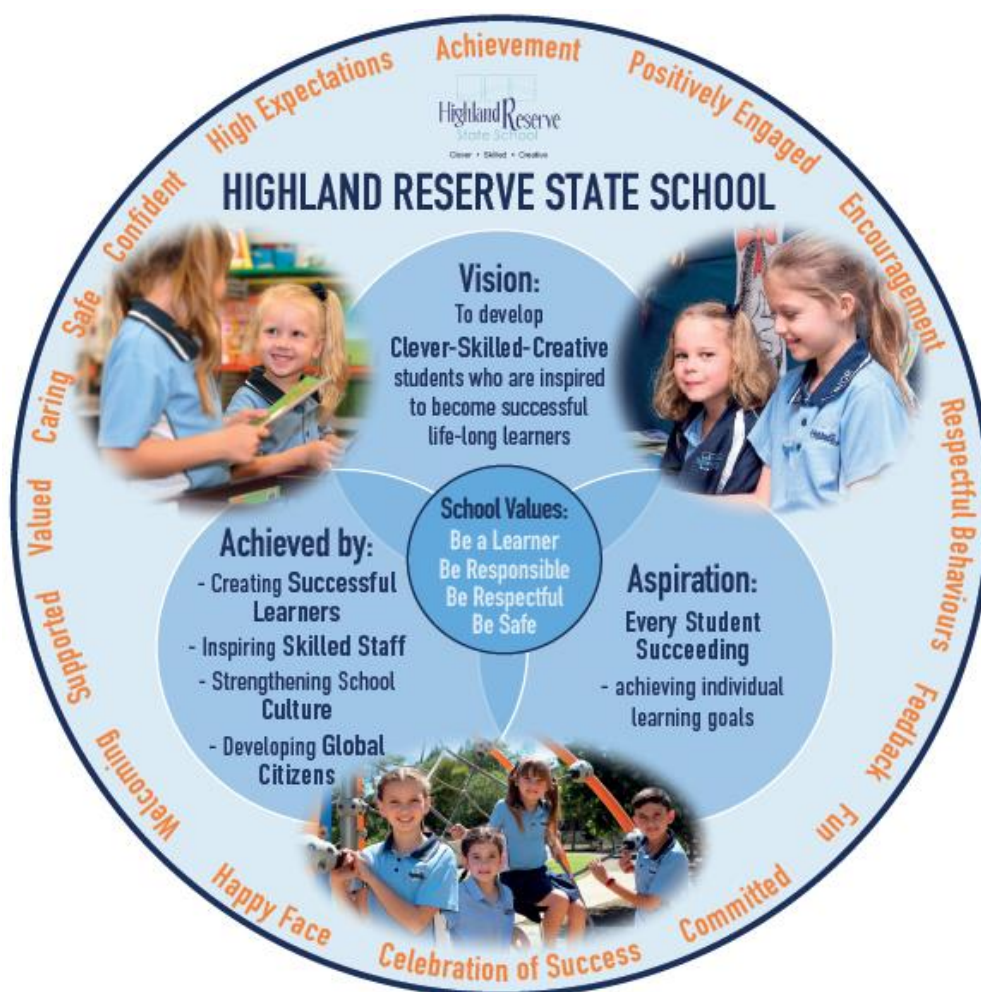


# Highland Reserve State School



# ANNUAL IMPROVEMENT PLAN 2022

# 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.'*



Clever • Skilled • Creative



# 2022 HIGHLAND RESERVE STATE SCHOOL TARGETS



## A-C ACHIEVEMENT LEVELS (All students) - % of students achieving A-C

Subject Area	2022 TARGETS	2021	2020	2019	2018	2017	2016
English	90%	87%	86%	85%	79%	81%	81%
Mathematics	90%	93%	92%	92%	90%	88%	88%
Science	90%	94%	93%	94%	92%	92%	93%

✓ Regional Target >80%

## A-B ACHIEVEMENT LEVELS (All students) - % of students achieving A-B

Subject Area	2022 TARGETS	2021	2020	2019	2018	2017	2016
English	55%	52%	52%	52%	43%	41%	44%
Mathematics	55%	68%	66%	63%	58%	56%	56%
Science	55%	58%	57%	60%	50%	50%	54%

✓ Regional Target >50%

## YEAR 3 NAPLAN

Testing Area	MEAN SCORE				U2B				ABOVE NMS			
	2022 TARGET	2021	2019	2018	2022 TARGET	2021	2019	2018	2022 TARGET	2021	2019	2018
Reading	445	443	427	441	60%	54%	51%	58%	100%	100%	100%	98%
Writing	430	416	415	415	60%	47%	49%	48%	100%	98%	99%	97%
Spelling	425	425	420	427	50%	53%	51%	50%	100%	96%	99%	97%
G & P	465	445	435	452	70%	61%	54%	56%	100%	98%	100%	99%
Numeracy	420	418	406	418	60%	43%	33%	48%	100%	100%	98%	98%

## YEAR 5 NAPLAN

Testing Area	MEAN SCORE				U2B				ABOVE NMS			
	2022 TARGET	2021	2019	2018	2022 TARGET	2021	2019	2018	2022 TARGET	2021	2019	2018
Reading	520	528	495	513	50%	43%	28%	38%	100%	98%	98%	98%
Writing	490	481	462	449	25%	18%	10%	5%	100%	94%	92%	89%
Spelling	505	510	497	497	35%	40%	29%	23%	100%	97%	100%	97%
G & P	525	506	503	493	50%	34%	40%	28%	100%	98%	97%	95%
Numeracy	510	494	506	491	35%	25%	33%	19%	100%	98%	100%	97%

## ATTENDANCE

Year	2022 TARGET	2021	2020	2019	2018	2017	2016
Attendance	93%	91.8%	91.5%	92.0%	92.6%	93.4%	94.1%

## SCHOOL OPINION SURVEY

Year		2022 TARGET	2021	2020	2019	2018	2017	2016	2015
Question: <i>This is a good school</i>	Parents	100%	98%	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%	100%	96.6%	98.3%	100%	100%	82.8%

HIGHLAND RESERVE STATE SCHOOL

# EXPLICIT IMPROVEMENT 2022

*'Focus on Learning: Clever – Skilled – Creative'*

## 2022 HRSS Priority STUDENT ENGAGEMENT

### Positive Behaviour for Learning

### Student Centred Learning



**ASPIRATION: *'Every Student Succeeding'***

# 2022 Explicit Improvement Action Plan: STUDENT ENGAGEMENT

## POSITIVE BEHAVIOUR FOR LEARNING

ASPIRATION		KEY WHOLE SCHOOL ACTIONS			
The Positive Behaviour for Learning framework is understood, owned and committed to by all students and staff. <b>Key Focus: Positive Engagement</b>		<b>Resourcing</b> <ul style="list-style-type: none"> <li>➢ Positive Behaviour for Learning Team</li> <li>➢ \$40,000 Budget</li> <li>➢ 'Pit Stop' Student Engagement Centre</li> </ul>	<ul style="list-style-type: none"> <li>➢ Student Engagement: Teacher</li> <li>➢ Student Engagement: T/Aide</li> </ul>	<b>Professional Learning</b> <ul style="list-style-type: none"> <li>➢ Classroom Profiling</li> <li>➢ Function of Behaviour</li> <li>➢ Essential Skills</li> </ul>	<ul style="list-style-type: none"> <li>➢ Positive Behaviour for Learning coach</li> <li>➢ Understanding impacts of Trauma</li> <li>➢ Positive Behaviour for Learning Conference</li> </ul>
ACTIONS		SUCCESS CRITERIA End of Sem 1	ACTIONS		SUCCESS CRITERIA End of Sem 2
SEMESTER 1	<ul style="list-style-type: none"> <li>➢ Revise the <b>Positive Behaviour for Learning philosophy</b> and framework.</li> <li>➢ Implement informal, whole school <b>start of year student induction and engagement processes</b> with a focus on relationship building and transitions around the school.</li> <li>➢ Provide professional learning for staff to develop a <b>tool kit of strategies</b> focused on the social and emotional behavioural wellbeing of students.</li> <li>➢ Develop a whole school approach to the <b>function of behavior</b></li> <li>➢ Develop a whole school approach to <b>Social / Emotional teaching</b> and learning at HRSS.</li> <li>➢ Develop a sustainable approach for <b>classroom profiling</b> to support staffs' needs.</li> <li>➢ Identify and train a <b>PBL Coach</b> to become a knowledgeable other for all staff in the area of classroom management and school processes.</li> <li>➢ Utilise <b>Teacher: Student Engagement</b> to support staff with universal support of all students.</li> <li>➢ Use new <b>school mascot</b> to showcase and celebrate school values and rules.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Weekly Positive Behaviour lessons taught in every classroom</li> </ul>	SEMESTER 2	<ul style="list-style-type: none"> <li>➢ Create a beginning of the year '<b>Know me before you teach me</b>' program to be implemented at the beginning of 2023.</li> <li>➢ Utilise Teacher: Student Engagement to enhance <b>Tier 2 and 3 processes and systems</b> including the use of the Classroom Problem Solving Team (CPST) and data to identify students who require targeted intervention and support.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Reduction in repeat behaviours (minor and majors)</li> </ul>

## STUDENT CENTRED LEARNING

ASPIRATION		KEY WHOLE SCHOOL ACTIONS			
Enhance academic and wellbeing outcomes by building and supporting skilled and engaged learners. <b>Key Focus: Relationships and the school Experience</b>		<b>Resourcing</b> <ul style="list-style-type: none"> <li>➢ 14S purchase of additional HOD: Teaching &amp; Learning</li> <li>➢ Whole school See Saw licence</li> </ul>	<ul style="list-style-type: none"> <li>➢ Curriculum Budgets</li> <li>➢ PLT structure</li> </ul>	<b>Professional Learning</b> <ul style="list-style-type: none"> <li>➢ Weekly Professional Learning Team meetings (PLTs)</li> <li>➢ Professional Learning Plan</li> </ul>	<ul style="list-style-type: none"> <li>➢ Deep Learning</li> <li>➢ Beginner Teacher programs</li> </ul>
ACTIONS		SUCCESS CRITERIA End of Sem 1	ACTIONS		SUCCESS CRITERIA End of Sem 2
SEMESTER 1	<ul style="list-style-type: none"> <li>➢ Focus on <b>relationship building</b> and <b>getting to know your students</b> for the start of the school year</li> <li>➢ Implement the whole school use of the <b>Differentiation Tool</b> for Unit planning (Mathematics and English)</li> <li>➢ Align <b>Age Appropriate Pedagogies (AAP)</b> and <b>Deep Learning</b> approaches to the school Pedagogical framework to provide clarity of approach and implementation.</li> <li>➢ Build staff knowledge and capability to <b>support the diverse range of student needs</b> including students with disabilities.</li> <li>➢ Build capacity of staff to co-construct <b>Bump It Up and Learning Walls</b> with students (Third Teacher)</li> <li>➢ Embed strategies to monitor and increase <b>student attendance</b></li> <li>➢ Enhance the effective use of <b>See Saw</b> and ICTs for student learning and parent engagement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Achievement of A-B / A-C targets</li> <li>✓ Effective use of BIU / LW in all classrooms</li> <li>✓ 93%+ attendance</li> </ul>	SEMESTER 2	<ul style="list-style-type: none"> <li>➢ Embed the use of the <b>differentiation tool for unit planning</b> to drive differentiated approaches to teaching, learning and assessment.</li> <li>➢ Research and upskill staff on <b>developmental milestones</b> and how this affects student learning.</li> <li>➢ Develop a clear approach to <b>co-teaching</b> at HRSS</li> <li>➢ Research and upskill staff on strategies to <b>engage boys in learning</b>.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increase in all student A-C / A-B achievement levels in English</li> <li>✓ Increase in boys A-C / A-B achievement levels in English</li> </ul>

# HIGHLAND RESERVE STATE SCHOOL Annual Implementation Plan 2022

## Explicit Improvement Agenda:

- Enhance the understanding, ownership and commitment to the HRSS **Positive Behaviour for Learning** framework to support positive student engagement.
- Embed a **Student Centred Learning** focus to enhance academic and wellbeing outcomes by building and supporting skilled and engaged learners.

## 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 **Sharp Write** strategy, the use of the HRSS **Editing Toolbox** and the HRSS writing **Scope and Sequence**.
- Further enhance the '**The Highlander Spirit**' improvement strategy to develop pride, spirit and engagement throughout the school community.
- Maintain **Step Up program** to support at risk student progress towards attaining a C level of achievement in English.

## Additional Key Improvement Priorities:

- Embed the use of consistent **school differentiation tools** to guide targeted teaching practices to meet the needs of learners.
- Enhance the consistent use of the **Heggerty Phonemic awareness program** in all Prep-Year 2 classrooms, including 'Bridge the Gap' in Year 3.
- Enhance processes for identifying children with complex needs and **tailoring transitions in the years prior to full time schooling**.
- Embed **Case management processes** into formal PLT sessions and informally within coaching and mentoring cycles.
- Deepen all staff understanding of Aboriginal **Indigenous perspectives** and embedding into curriculum.
- Unpack the updated **Australian Curriculum** to identify short term modifications and initiate planning for curriculum and assessment renewal from 2023 onwards.

## Research to drive Future School Improvement:

- Continue to embed learnings from **Lyn Sharratt's Leading Learning Collaborative research project** to enhance learning and achievement for all.
- Support the ongoing research and implementation of learnings from the Regional **Deep Learning research project**.
- Engage in the South East Region '**Learning the Stories of Bullongin Project**'.
- Develop key stakeholder group to initiate a cycle of inquiry process on current and future enhancements to our **whole school literacy approach** with a focus on the **school reading approach**.

## CREATING SUCCESSFUL LEARNERS

School Priorities	Actions	Performance Measures - Success Criteria	Resources
<b>Reading Excellence</b>	<ul style="list-style-type: none"> <li>✓ Develop a key stakeholder group to drive a cycle of inquiry process on current and future enhancements to our school reading approach.</li> <li>✓ Ensure consistency of practice in the teaching of reading aligned to the HRSS Reading Program.</li> <li>✓ Utilise teacher expertise (knowledgeable others) to provide purposeful WOW opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Overall increase in PM and PATR achievement levels</li> </ul>	<ul style="list-style-type: none"> <li>✓ English Budget</li> <li>✓ Reading Research PD allocation</li> <li>✓ Coaching time built into specialist timetable</li> </ul>
<b>Early Years Success</b>	<ul style="list-style-type: none"> <li>✓ Enhance the consistent use of the Heggerty Phonemic awareness program in all Prep-Year 2 classrooms, including 'Bridge the Gap' in Year 3.</li> <li>✓ Implement Early Start Tools for Literacy tracking and goal setting through to Year 2 (end of year.)</li> <li>✓ Actively engage students by incorporating Age Appropriate Pedagogies in all Prep-Year 2 classes.</li> <li>✓ Enhance processes for identifying children with complex needs and tailoring transitions in the years prior to full time schooling.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Achievement of school based Early Years targets and benchmarks.</li> <li>✓ Evidence of planning for AAP approaches embedded in teaching and learning within all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Access to Heggerty teacher resource for all staff</li> <li>✓ HR resourcing for Early Start implementation</li> </ul>
<b>Academic Achievement</b>	<ul style="list-style-type: none"> <li>✓ Unpack the updated Australian Curriculum to identify short term modifications and initiate planning for curriculum and assessment renewal from 2023 onwards.</li> <li>✓ Implement the updated Writing@HRSS framework.</li> <li>✓ Provide mentoring and coaching to all new and returning staff to ensure school signature practices are implemented effectively in every classroom (eg Maths Warm Ups, SSP, Words Their Way, Sharp Writes).</li> <li>✓ Embed effective moderation processes throughout the teaching and learning cycle and investigate opportunities for inter-school moderation for priority learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 90%+ A-C achievement</li> <li>✓ 55%+ A-B achievement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Curriculum budgets</li> <li>✓ Weekly PLTs</li> </ul>
<b>Inclusive Learning</b>	<ul style="list-style-type: none"> <li>✓ Refine student referral process and policies for Student Support Team to enhance additional layers of support eg. STLaNs, Guidance Officer, On site Psychologists, Chaplain, Speech Therapist, external support providers.</li> <li>✓ Enhance staff knowledge and confidence to identify EAL/D students and complete Band Scaling to use data for purposeful teaching and learning.</li> <li>✓ Deepen all staff understanding of Indigenous perspectives and embedding into curriculum.</li> <li>✓ Utilise cultural audit to develop an action plan that includes strategies to enhance the physical environment with visuals that provide a greater connection for Aboriginal and Torres Strait Islander Peoples.</li> <li>✓ Implementation of the whole school use of Acknowledgement of Country within all relevant forums.</li> <li>✓ Engage in the South East Region 'Learning the Stories of Bullongin Project'.</li> <li>✓ Initiate trauma informed awareness to build staff capacity to support students.</li> <li>✓ Conduct explicit tracking of priority student groups for academic achievement and attendance (incl. SWD, EAL/D, ATSI)</li> <li>✓ Introduce and implement the updated ICP process.</li> <li>✓ Develop an understanding of new system requirements for the support of identified students through the NCCD data capture.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 100% staff are knowledgeable and confident in utilizing process</li> </ul>	<ul style="list-style-type: none"> <li>✓ Facilities resourcing incorporated into budget</li> </ul>

## INSPIRING SKILLED STAFF

School Priorities	Actions	Performance Measures - Success Criteria	Resources
<b>Quality Teaching Practice</b>	<ul style="list-style-type: none"> <li>✓ Reference the school's Pedagogical Framework in all discussions to ensure intended practices are embedded into everyday teaching and learning.</li> <li>✓ Embed Case management processes into formal PLT sessions and informally within coaching and mentoring cycles.</li> <li>✓ Review the structure and enhance the alignment of year level overviews and year level unit planning to ensure team collaboration and a consistent approach across P-6.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evidence of case management in every year level every term</li> </ul>	
<b>Knowledgeable Staff</b>	<ul style="list-style-type: none"> <li>✓ Align the whole school approach to professional learning through direct links between APRs, professional learning menu, and identification of staff strengths.</li> </ul>		
<b>Strategic Leadership</b>	<ul style="list-style-type: none"> <li>✓ Offer opportunities for staff leadership development through formal backfilling processes and professional learning through Learning cafes.</li> <li>✓ Offer individual mentoring opportunities for staff who want to pursue future leadership pathways and offer learning cafes to support staff leadership development.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Learning Cafes</li> </ul>

## STRENGTHENING SCHOOL CULTURE AND COMMUNITY ENGAGEMENT

School Priorities	Actions	Performance Measures - Success Criteria	Resources
<b>Parent and Community Engagement</b>	<ul style="list-style-type: none"> <li>✓ Provide opportunities for parents to offer feedback through surveys on topics such as the Student Dress Code and future long-term School Plan.</li> <li>✓ Re-establish formal assemblies and special events that welcomes and engages parents and the community.</li> <li>✓ Collaborate with the P&amp;C to develop a 2022 calendar of events that positively engages the school community and financially supports the future improvement plan of the school.</li> <li>✓ Connect parents and the community to teaching and learning through the Parent Portal and SeeSaw communications.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 89%+ parents satisfied the school takes their opinions seriously in School Opinion Survey</li> <li>✓ 90%+ parents believe the school encourages them to participate in school activities</li> <li>✓ 93%+ parents believe the school has a strong sense of community</li> </ul>	<ul style="list-style-type: none"> <li>✓ Survey Monkey subscription</li> <li>✓ End of day survey topics in high traffic areas such as Prep precinct</li> </ul>
<b>Celebrating Success</b>	<ul style="list-style-type: none"> <li>✓ Develop a key stakeholder team to submit a showcase award of excellence for Primary Schooling.</li> <li>✓ Promote teacher / staff achievements and processes to connect the community to exemplar practices.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Stakeholder Team, Regional Office contact</li> </ul>
<b>Student and Staff Wellbeing</b>	<ul style="list-style-type: none"> <li>✓ Promote a genuine sense of wellbeing across the whole school community, students, staff parents and self by prioritizing wellbeing check ins and reflections throughout various meetings and school communications throughout the year.</li> <li>✓ Conduct Departmental Student Wellbeing Survey to collect data that drives future action planning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improved staff satisfaction within staff surveys</li> </ul>	



## DEVELOPING GLOBAL CITIZENS

School Priorities	Actions	Performance Measures - Success Criteria	Resources
<b>Creating Innovative Thinkers</b>	<ul style="list-style-type: none"> <li>✓ Further enhance staff understanding and confidence in embedding the Deep Learning approach into relevant teaching and learning programs.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Deep Learning cluster group</li> <li>✓ Deep Learning payment to be part of regional support group</li> </ul>
<b>Secondary School Pathways</b>	<ul style="list-style-type: none"> <li>✓ Strategically map secondary programs on offer from feeder schools to identify opportunities to enhance pathways.</li> <li>✓ Initiate meetings with relevant Secondary Heads of Department to backward map assessment requirements and learning priorities from Year 7 to Year 6.</li> </ul>		
<b>Maximising Opportunities</b>	<ul style="list-style-type: none"> <li>✓ Further enhance Programs of Excellence pathways to maximise opportunities for high achieving students.</li> <li>✓ Identify ways to enhance student engagement in local environmental programs around the school and the community.</li> </ul>		

## ENDORSEMENT



**Stephen O'Brien**  
Principal  
11/02/2022



**Andrew Grant**  
School Council Chair  
11/02/2022



**Brian Ragh**  
Assistant Regional Director

