

Highland Reserve State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



Develop 'Clever - Skilled - Creative' students

Educational Achievement

TEACHING AND LEARNING

Leading Question:

How are we implementing rigorous, purposeful and differentiated learning programs aligned to the Australian Curriculum to challenge and engage all students?

Strategies:

1. Further strengthen processes to quality assure the development of rigorous, engaging and contextualised units of work aligned to the Australian Curriculum.
2. Update the school's assessment framework to refine processes for data collection, analysis and actioning aligned to vertical, horizontal and cluster school moderation.
3. Continue ongoing research, refinement and implementation of school's agreed pedagogical approaches.
4. Enhance teachers' capacity to deliver differentiated instruction to cater for all students.

Wellbeing and Engagement

POSITIVE BEHAVIOUR FOR LEARNING

Leading Question:

How are we implementing the Positive Behaviour for Learning framework consistently and effectively to improve all students' social wellbeing and academic outcomes?

Strategies:

1. Further embed and document the revised school's agreed approach to Positive Behaviour for Learning (PBL).
2. Further build staff capacity through professional learning opportunities to ensure a whole school approach to PBL.
3. Explicitly teach social and emotional learning (SEL) alongside academic instruction.
4. Effectively use data to collaboratively review the success of the school's PBL framework.

Culture and Inclusion

INCLUSION

Leading Question:

How are we catering to individual needs by utilising shared responsibility and understanding within a whole school approach for inclusive education?

Strategies:

1. Further develop the shared understanding of the school's philosophy and whole school approach to inclusion which aligns to departmental policies and practices.
2. Enhance processes for allocation of roles, responsibilities and accountabilities of staff to maximise student learning outcomes.
3. Strategically review the effectiveness of all resource and facility allocations to ensure they are delivering maximum benefits for student learning and wellbeing.

OUR EXPECTATIONS

- We are Learners
- We are Respectful
- We are Responsible
- We are Safe

PRIORITY MEASURES

- ✓ Proportion of students achieving C and above in English, & Mathematics .
- ✓ Proportion of students achieving A or B in English and Mathematics .
- ✓ Increased attendance for all students
- ✓ Decreased school disciplinary absence.
- ✓ Improved School Opinion Survey results.



School priority 1:
With a focus on the Australian Curriculum: English, we will deepen staff knowledge and understanding by aligning consistent practices in our whole school approach to moderation.

Monitoring			
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.			
Term 1	Term 2	Term 3	Term 4

Desired outcomes:

A-B Results		A-B Targets		A-B Targets	
Year	Sem 2, 2024 %	Year	Sem 1, 2025 %	Year	Sem 2, 2025%
Prep	69	Prep		Prep	
Yr.1	64	Yr.1	70.5	Yr.1	72
Yr.2	47	Yr.2	65	Yr.2	67
Yr.3	45	Yr.3	48	Yr.3	50
Yr.4	44	Yr.4	46	Yr.4	48
Yr.5	34	Yr.5	45	Yr.5	47
Yr.6	64	Yr.6	35	Yr.6	37

AIP desired outcomes:

Students:

- Increased proportion of students achieving A-B in English.

Staff:

- All staff engaging in coaching/and or PD aligned to differentiation.
- All teachers utilising differentiation bank and differentiation recording to enhance student results.

Leadership:

- All leadership team acting as knowledgeable others and engaging in PLTs.
- Leadership team participating in Learning Walk and Talks

Strategies:

- Further strengthen processes to quality assure the rigour of our 3 levels of planning.
- Staff have an increased knowledge of and engagement in the Australian Curriculum(V9): English and use this to plan, teach, assess and report – with an emphasis on 'Before Moderation'.
- Staff are united and ensure a cohesive and consistent approach to delivering school priorities
- Update the school's assessment framework to refine processes for data collection, analysis and actioning aligned to vertical, horizontal and cluster school moderation.
- Teachers understand, engage with and are supported through purposeful Learning Walk and Talk process.

Behaviourally:
Students can/will: be aware of increased interest in their learning by through LWT's.
Students can/will: know when the Leadership Team visits their classroom they will be asked about their learning.
Teachers can/will: know the Leadership Team will be visiting their classroom at least twice a term.
Leadership team can/will: ensure LWT's are scheduled and conducted.

Actions:

- Increase PLT to one hour to intentionally collaborate (S1, S2, S3)
- Utilise HRSS unit planning template to record consistent teaching and learning strategies. (S1, S2)
- As part of our intervention model, we will record (2x per term) diverse learning needs of all students. (S1, S2, S3)
- During PLT sessions, opportunities will be provided to enhance teachers' ability to implement curriculum differentiation and develop teaching strategies that effectively cater to all students, including extending the learning of higher-achieving students.
- Collect termly feedback from staff through PLT's and surveys (S3)
- Track and compare Sem 1 & 2 A-B results from P –6. (S2)
- Continue implementing the developed Learning Walk and Talk (LWT) protocols based on Clarity by Lyn Sharratt.
- Share, respond to, and act on the student's responses to the five questions during the Learning Walk and Talk (LWT).
- Display year level curriculum development in Co+LaB for each year level – whole school learning wall.
- Continue with visible learning walls and 'Bump it up' walls.

Responsible officer(s):

Leadership Team

- Principal
- 3 x Deputy Principal's
- HOSES
- 2 x HOD-C's

Resources:

- HOD – x 2 to drive coaching and planning
- PLT's for each cohort
- STLaN X 2 – Support and extension programs
- Sector TA hours to support ST:LaN groups
- Weekly TA Professional Development sessions
- Budgets aligned to enhancing Teaching and Learning resources

School priority 2:
Our priority is to enhance staff and student wellbeing by implementing a whole-school, proactive approach to student engagement. This will include the explicit integration of social-emotional learning alongside academic instruction.

Monitoring			
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.			
Term 1	Term 2	Term 3	Term 4

Desired outcomes:

SOS – Yr.5/6 students Term 3 2024		Pulse survey 5/6 S Term 1 2025		Pulse survey 5/6 S Term 2 2025		SOS – 5/6 S Term 3 2025	
Qu	Agreement	Target	Actual	Target	Actual	Target	Actual
I am interested in my schoolwork	65.2%	68%		70%		71%	
Students' behaviour is well managed at my school	67.3%	69%		71%		72%	
I feel accepted by others at my school	69.7%	71%		73%		74%	

AIP desired outcomes:

Students:

- Increased proportion of students achieving A-B in English.

Staff:

- All staff engaging in coaching/and or Professional Learning aligned to SEL

Leadership:

- All leadership team trained in Berry Street model.

Behaviourally:
Students can/will: know they are improving through use of Ready to Learn plans.
Teachers can/will: implement PBL/SEL as universal strategies in their classrooms alongside academic instruction.
Leadership team can/will: support the fidelity of the implementation of PBL/SEL.

Strategies:

- Ensuring consistency across the school in the implementation of the HRSS PBL framework.
- Continuing to build capacity in all staff in Berry Street Educational Model strategies and theories.
- Increasing whole school community engagement in HRSS PBL framework including staff, students, and families.

Responsible officer(s):

Leadership Team

- Principal
- 3 x Deputy Principal's
- HOSES
- Guidance Officer
- Social Worker
- Inclusion – Engagement Team
- PBL Focus Team

Resources:

- PLT's for each cohort
- STLaN X 2 – Support and extension programs
- Weekly TA Professional Development sessions
- Budgets aligned to Berry Street PD
- Pitstop resources (Student Engagement Team)
- PBL resources
- Staff and Student diaries
- Reboot bands
- BSEM resources

Actions:

- Continue to train staff as Knowledgeable Others in the Berry Street Educational model.
- Using Knowledgeable Others trained in BSEM to upskill and support whole staff in explicitly teaching SEL.
- PBL Focus Team is supporting the upskilling of staff in knowledge, understanding and implementation of Personal and Social Capabilities AC V9 and plotting the alignment of SEL and PBL strategies on the PSC Continuum (including planning, goal setting and explicit teaching).
- Refine Tier 2 & 3 intervention systems.
- Embed Circle Time, Brain Breaks, Ready to Learn Plans and Check In's throughout P-6 as our Universal (Tier One) SEL strategies.
- Continue to upskill all staff to view behaviour through a functional lens.
- Participate in the Student Learning and Wellbeing Framework (SLAWF) surveys.
- Share student engagement celebrations with community through Facebook, assemblies, Principal updates, student/teacher comms.
- Upskill community in PBL Lessons by sharing the focus of the week via whole school emails and social media.

Approvals
 This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal Nicole Stride  P&C President Jade Stopforth  School Supervisor 