

2017 Annual Implementation Plan

HOME HILL STATE SCHOOL

Key Priorities for 2017

- WRITING
- NUMERACY

Continued Key Focus Areas

- ATTENDANCE
- READING

Documents attached include

- The Budget Overview Report

Certification

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

J White

Principal
Judith White

Lloyd Shepherd

P and C/ School Council
Secretary. for . Lloyd Shepherd

Melissa Jackson

Assistant Regional Director
Melissa Jackson

State and Regional Priorities

Every Student Succeeding State Schools Strategy 2014-2018

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Priorities 2017

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

SUCCESSFUL LEARNERS

'Successful Learners'

School Strategies	Actions	Performance Measures		Responsible Officer	Resource/ Evidence
		Target	Date		
WRITING	<ul style="list-style-type: none"> Require all classes to implement literacy block times focussed on writing. Continue to focus on writing improvements through short term data cycles and generate professional discussions around shared improvement strategies. Demonstrated improvement in vocabulary and all writing samples 	% of students achieving a "C" standard or better in English	Term 1-4	Brad Keioskie -- HOC Karen Marano -- STL&N Emily Vasta - Literacy Coach Alex Loring -- Literacy Coach Judith White All Teachers Teacher Aides	NAPLAN Data Headline Indicators English C2C Assessment
		% of students achieving NMS	Year 3 NMS 95%		
		% of students achieving U2B	Year 3 U2 bands 45%		
NUMERACY	<ul style="list-style-type: none"> Sustain current short term data cycles mapped from NAPLAN analysis Require all classes to implement a numeracy block which incorporates mental mathematics with sequenced explicit teaching strategies Continue to imbed online PAT-M testing with consistent procedures and recording of data on One School annually. 	% of students achieving NMS	Term 2	Brad Keioskie -- HOC Karen Marano -- STL&N Emily Vasta - Literacy Coach Alex Loring -- Literacy Coach Judith White All Teachers	
		% of students achieving U2B	Year 5 NMS 90%		
		% of students achieving U2	Year 5 U2 bands 12%		
NUMERACY	<ul style="list-style-type: none"> % or higher of parents are satisfied that their child's English skills are being developed at this school. 	% or higher of parents are satisfied that their child's Mathematics skills are being developed at this school.	100%	Brad Keioskie -- HOC	
		% of students achieving a C standard or higher in the end of semester reports for Mathematics.	Year 3 NMS 90%		
		% of students achieving a C standard or higher in the end of semester reports for Mathematics.	Year 3 U2 bands 30%		
NUMERACY	<ul style="list-style-type: none"> % or higher of parents are satisfied that their child's Mathematics skills are being developed at this school. 	% or higher of parents are satisfied that their child's Mathematics skills are being developed at this school.	100%	Brad Keioskie -- HOC	
		% of students achieving a C standard or higher in the end of semester reports for Mathematics.	Year 5 NMS 95%		
		% of students achieving a C standard or higher in the end of semester reports for Mathematics.	Year 5 U2 bands 25%		

<p>READING</p>	<ul style="list-style-type: none"> Review and maintain school wide processes focussed upon reading and data analysis. Sustain current short term data cycles mapped from NAPLAN analysis Continue to embed online PAT-R testing with consistent procedures and recording of data on One School annually. 5 weekly case management meetings for improvement. Implement Levelled Literacy Intervention (LLI) as a short term intervention strategy. Review and refine the schools attendance and engagement of students: Transition process for new enrolments. 	<p>Year 3 & 5 students At and Above National Minimum Standards</p> <p>Year 3 & 5 students identified in the Upper 2 Bands</p> <p>Students achieving at or above year level reading benchmarks (PM)</p>	<p>Year 3 NMS 95% Year 5 NMS 85%</p> <p>Year 3 U2 bands 40% Year 5 U2 bands 15%</p> <p>Prep – 2 80%</p>	<p>Term 1-4 Term 2</p>	<p>Karen Marano – STL&N Emily Vasta - Literacy Coach Alex Loring – Literacy Coach Judith White All Teachers</p>	<p>PM Data Collection NAPLAN Data Headline Indicators English C2C Assessment</p>
<p>ATTENDANCE</p>	<ul style="list-style-type: none"> Allocation of Teacher Aide to liaise with families of students with high absenteeism Manage attendance via class and school data walls. Case manage by Dashboard. 	<p>Higher % attendance for the whole school. Attendance rate closed between indigenous and non-indigenous students, all student absences are explained. Home visits are an embedded practice as part of the attendance strategy.</p>	<p>93%</p>	<p>Term 1-4</p>	<p>Principal Linda Heron – Home Liaison</p>	<p>School Data Profile</p>

GREAT PEOPLE

Teaching Quality' and 'Principal Leadership and Performance'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
IMPROVING TEACHING PRACTICE	<ul style="list-style-type: none"> Provide staff with ongoing feedback through the teacher review process. Coaching, Lesson Observations and Feedback, Instructional walk throughs and classroom visits/ collegial classroom visits. Promote and engage teachers in collaborative planning, assessment, moderation and validation procedures to achieve consistency in judgments across partnership schools. Engage in moderation processes to ensure consistency of A-E achievement levels. Leaders plan for the four stages of the gradual release of responsibility. 	<p>% of teachers are satisfied that they are confident using student assessment data to improve student achievement. (Teacher Survey S2116)</p> <p>% of teachers are confident in engaging all of their students in learning at this school. (Teacher Survey S2118)</p> <p>% of staff use One School as the single point of analysis for diagnostic, formative and summative assessment.</p> <p>% teaching staff engaged in the Unit unpacking process and cluster moderation.</p>	<p>100%</p> <p>100%</p> <p>100%</p>	<p>Term 1-4</p> <p>2 X Term</p>	<p>Brad Keioskie – HOC Karen Marano – STL&N Emily Vasta - Literacy Coach Alex Loring – Literacy Coach Judith White</p>	<p>Employ L&NC (14S funding)</p> <p>Student Achievement</p>
COACHING AND INSTRUCTIONAL LEADERSHIP	<ul style="list-style-type: none"> Develop and refine leadership attributes of the principal using performance and capability framework indicators. Develop Instructional Leadership by engaging in the Principal Performance Development Plan (PPDP) and the Australian Professional standards for Principals. Engage and focus in leadership learning through participation in regional principal learning communities (PLC) and Regional Learning Fairs. 	<p>Individual Performance and Capability of staff.</p> <p>Student Leaders can articulate how student data informs the provision of professional learning.</p> <p>% of teachers engaged in the Annual Performance Review Process.</p> <p>All non-teaching staff engaged in the developing Performance Framework.</p>	<p>100%</p>		<p>Brad Keioskie – HOC Judith White - Principal</p>	<p>Professional Standards for Teachers</p>

<p>WORKPLACE PERFORMANCE AND DEVELOPMENT</p>	<ul style="list-style-type: none"> • Develop leadership skills of identified leadership team members through performance and capability frameworks. • Create opportunities for school based leadership – curriculum teams and school based committees. 	<p>Engagement of Senior teachers in leadership roles.</p>	<p>80%</p>		<p>Brad Keioskie – HOC Karen Marano – STL&N Emily Vasta - Literacy Coach Alex Loring – Literacy Coach Judith White</p>	
<p>AUSTRALIAN CURRICULUM</p>	<ul style="list-style-type: none"> • Review, implement and embed the school's Assessment Plan. • Develop a whole school planning and implementation process for differentiation so that it is evident in planning documents and classroom practice. • Establish and then maintain consistent processes and expectations of feedback to inform students of progress within all learning areas (data walls, learning journeys, gradual release model and professional learning centre 	<p>% of staff participation in classroom observation, walk throughs and data conversations. Teaching staff engaged in unpacking and moderation. Students can answer the question, "What do you have to know and do to be successful in the assessment task" in a way which aligns to the GTMJ?</p>	<p>100%</p>	<p>2X Term</p>		

HIGH STANDARDS

School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
POSITIVE BEHAVIOUR FOR LEARNING	<ul style="list-style-type: none"> Continue to in-service staff on Positive Behaviour Support (PBL) to ensure the strategies generate the behaviours the school wants to see. Review student leaders program, with goal to hold leadership election and subsequent school camp at the end of each year. Systematically identify, clearly communicate and reward the values that will create a positive school culture. Maintain legislative requirements in the workplace including; Workplace Health and Safety; Student Protection; Code of Conduct; Valuing Diversity; Audit Requirements. Utilise One Portal and associated on-line management processes - One School, One Portal, MY HR, One Channel and other systemic tools. 	% of students satisfied they feel safe at school and my teachers care about me. (Student Survey) % of Students and Parents are satisfied that behaviours are well managed. Whole school PBL reward system embedded within the school. Reduction in SDA data and referrals to administration School Opinion Survey Parent Items –	100%	Term 1-4	Brad Keioskie – HOC Judith White – Principal Bob Clerke - BST PBL Team: <ul style="list-style-type: none"> Leeann Camer Theresa Berryman Tracey Liozou 	School Opinion Survey Headline Indicators OneSchool Student Wellbeing Advisory Team Minutes Guidance Officer
		S2012 student behaviour is well managed at the school. S2044 Student Behaviour is well managed at my school. S2037 I feel safe at my school	100%			
		100%				

HIGH EXPECTATIONS		Evidence of the 5 High Yield Strategies implemented	Term 1-4	Brad Keioskie – HOC Karen Marano – STL&N Emily Vasta - Literacy Coach	NQR Five Questions for Teachers and Students <i>(Sharratt and Fullan)</i>
	<ul style="list-style-type: none"> Establish and then maintain consistent processes and expectations of feedback to inform students of progress within all learning areas (data walls, learning journeys, gradual release model and professional learning centre. 				

ENGAGED PARTNERS
'Regional Support' and 'Local Decision Making'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
SCHOOL AND COMMUNITY ENGAGEMENT	<ul style="list-style-type: none"> Support open relationships to enhance welfare services - Maintain welfare and engage in Scripture Union Chaplaincy Program. Continue to involve actively the Parents and Citizens (P&C) Association in decision making processes and activities to support student learning. Continue to work closely with local Day Care Centre and Kindergarten for transition of students to Prep. Support Teacher Practicum's, Internships and Work Experience Programs. 	Continued Chaplaincy program	2 days a week	Term 1-4	Judith White – Principal Gwen Marshall - Chaplain	Continued funding Parental satisfaction
		Monthly Meetings	100%	Annual	Brad Keioskie – HOC	% of Pre-service teachers
		Intake of students from JCU and QTU				

<p>LOCAL DECISION MAKING</p>	<ul style="list-style-type: none"> • Continue to work with Ayr SS to promote NAIDOC celebrations. • Provide opportunities for staff to develop knowledge of culturally appropriate teaching and learning strategies by engaging local Aboriginal and Torres Strait Islander community groups. (GUDJUA) • Early Childhood Transition Program (parent information sessions) • Participate in community events and occasions: <ul style="list-style-type: none"> ○ NAIDOC Day ○ Education Week ○ Reef Guardian ○ Burdekin Arts Festival • Work with support agencies to broaden curriculum offerings in school including: Fire Education; Adopt-a-Cop; Road Safety; Local Centres. • Work with community to advance delivery of Flying Start initiative: Kindy and year 6 to high school 'middle schooling' concept. 	<p>NAIDOC celebrations. Functioning EATSIP'S Committee School Opinion Survey Parent Item</p> <p>S2027 Parents are satisfied that the school encourages me to participate in school activities.</p> <p>Increased attendance of indigenous students</p>	<p>100%</p> <p>100%</p>	<p>Term 2</p> <p>Term 3-4</p> <p>Term 2</p>	<p>NAIDOC committee Representative</p> <p>Judith White – Principal Emily Vasta – SEP</p> <p>Student Wellbeing Advisory Team</p>	<p>Parent, staff, student and community satisfaction and attendance</p>
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