



Home Hill State School

Annual Implementation Plan 2021

State and Regional Priorities	
State Schools Strategy 2020-2024	NQR Priorities 2021
<ul style="list-style-type: none"> • Performance • Teaching • Capability • Partners • Wellbeing • Inclusion 	<ul style="list-style-type: none"> • Give every child a great start • Support effective teaching and learning using the 5Q4 model - Learn in order to lead – lead in order to learn • Support successful engagement and transition of our children and young people • Support effective risk management, control and governance • Embed a systematic North Queensland Region and the Centre for Learning and Wellbeing ways of working

School Improvement Explicit Improvement Agenda 2021

Improvement priority: Effective Teaching and Learning:

By the end of Semester 1 2021, 85% of Students will achieve a "C" or above in English/Maths/Science

By the end of Semester 2, 2021, 90% of students will achieve a 'C' or above in English/Maths/Science

By the end of 2021, 85% of students will be reading at or above benchmark

Strategy : Embed the use of data to inform teaching focus based on student need.

Actions	Targets	Timelines	Responsible Officer/s
Develop and implement a culture of innovation through intentional collaboration led by middle leaders and principal ship. Staff identify strategies to lift student learning outcome. Use of inquiry model and standards of practice to measure impact.	LOA Data – -Yr 1-6, 10% increase in students achieving a 'A' or 'B' in English, Maths and Science	Weeks 3,6,9 of each term	HOC
Build the data literacy skills of teaching staff to interpret, analyse and use class data to reflect the effectiveness of teaching practice and make adjustments. *Embed short-term data conversations and monitoring to analyse data to inform best practice teaching in multi-age setting. * All staff consistently analysing student achievement data and develop next steps.	-100% of Prep students attaining a 'C' or above in English	Weeks 3,6,9 of each term	HOC

Strategy : Review and update the process for the teaching of reading and reading intervention aligning to evidence based practice.

Actions	Targets	Timelines	Responsible Officer/s
Build capability of whole staff in the teaching of reading through instructional coaching and targeted professional development	85% of students achieving reading benchmark	Ongoing	Literacy Teacher

Introduce diagnostic screening of reading skills to inform next steps in teaching and learning for identified target student's years 3-6.	-Identified students achieve an increase of 2 or more in diagnostic screening levels	5 weekly cycles	Literacy Teacher
Implement a Phonemic Awareness program and screening process in Prep – 2.	- By the end of 2021, 100% of Prep students working in cluster 3 to 4 in the Literacy Continuum - 100% of students in Year 1 working in cluster 5 to 6 in the literacy continuum	Ongoing	Literacy Teacher
Strategy: Embed high yield research based pedagogical practices to drive student improvement.			
Actions	Targets	Timelines	Responsible Officer/s
Provide Professional development and coaching opportunities on evidenced based research for all staff to acquire expertise in Age Appropriate Pedagogies	-100% of Prep students attaining a 'C' or above in English	Ongoing	Literacy Teacher
Support effective teaching and learning using the 5Q4 model - Learn in order to lead – lead in order to learn Develop and communicate a clear leadership structure – roles and responsibilities structure developed and shared with staff.	-95% of students can successfully articulate the 5Q4 Students - Levels of Agreement in School Opinion Surveys are similar to or better than the state- My child is making good progress at this school (S2004) This school keeps me well informed (S2025)	Ongoing	Principal

Improvement priority: Wellbeing and Engagement

By the end of 2021, staff wellbeing will be improved through greater opportunities for collegial planning, observation and support. Improved student wellbeing and engagement will be reflected by 93% student attendance, a reduction in student disciplinary absences by 25% from 2020 and in the embedding of strategies that are responsive to the needs of our students.

Strategy Embed processes to improve student and teacher wellbeing- Improved student wellbeing and engagement will be reflected by student attendance of 93%

Actions	Targets	Timelines	Responsible Officer/s
Develop the capacity of staff and students to respond positively to the health and wellbeing needs of students	-100% of students engage in the Resilience Program in Years 3-6 classrooms -Collect baseline data to measure the effectiveness of the Resilience Program	Term 2, 2021 Term 1, 2021	SWD Teacher
Explore opportunities for further collaboration with partner school/s in key areas including planning and moderation		End of Term 1	HOC
Continue to implement Staff Wellbeing Framework	All staff contributing to a positive, cohesive and collective team who takes responsibility and ownership of work- life satisfaction.	Ongoing	Principal

Strategy Embed processes for improving student attendance.

Actions	Targets	Timelines	Responsible Officer/s
Embed a case managed approach to students with daily phone calls and regular home visits to improve their attendance.	5% improvement in whole school attendance to 93% 7% improvement in indigenous attendance to 85%	Weekly attendance	Mobility officer

Strategy Embed effective whole of school PBL strategies to improve student engagement

Actions	Targets	Timelines	Responsible Officer/s
Embed the regular and ongoing review of students (develop and implement a case management approach) not demonstrating behaviour aligned to school expectations to determine required supports in order to prevent the need for student disciplinary absences, especially in the early years.	- Reduction in behaviour incidents for male students by 25%.	Ongoing	SWD Teacher



Improvement priority: K-2 Give every child a great start

By the end of 2021, Home Hill State School will have improved agility and responsiveness of K-2 learning programs

Strategy - Engagement for Learning																																															
Actions		Targets		Timelines		Responsible Officer/s																																									
Provide regular opportunities for staff to Engage in professional learning aligned to Age Appropriate Pedagogies		0% of Prep students receiving an SDA		Ongoing		Literacy Teacher																																									
Provide PD opportunities for Prep teachers to engage in QKLG to AC links and reading and interpreting transition statements ensuring the successful transition and engagement of young children.		-100% of Prep students attaining a 'C' or above in English - 25% Reduction in behaviour incidents male students		Ongoing Monitoring End of Term 1,2,3,4		Principal																																									
Continue to engage in the K-2 Communities of Practice to embed out Home Hill Transition Program and other initiatives to deliver effective transitions		100% of future prep students are enrolled and attend our step up to prep program -AEDC data – improvement in the area of Social Competence to meet Queensland benchmark. <table><thead><tr><th></th><th colspan="2">Developmentally on track</th><th colspan="2">Developmentally at risk</th><th colspan="2">Developmentally vulnerable</th><th>Total</th></tr><tr><th></th><th>n</th><th>%</th><th>n</th><th>%</th><th>n</th><th>%</th><th>n</th></tr></thead><tbody><tr><td>2018</td><td>16</td><td>55.2</td><td>5</td><td>17.2</td><td>8</td><td>27.6</td><td>29</td></tr><tr><td>2015</td><td>16</td><td>48.5</td><td>10</td><td>30.3</td><td>7</td><td>21.2</td><td>33</td></tr><tr><td>2012</td><td>28</td><td>75.7</td><td>3</td><td>8.1</td><td>6</td><td>16.2</td><td>37</td></tr></tbody></table>			Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total		n	%	n	%	n	%	n	2018	16	55.2	5	17.2	8	27.6	29	2015	16	48.5	10	30.3	7	21.2	33	2012	28	75.7	3	8.1	6	16.2	37	Ongoing		Principal	
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Strategy – Prioritise Oral Language development of current and future students.																																															
Actions		Targets		Timelines		Responsible Officer/s																																									
Engage with the community and SLP in order to improve the oral language skills and preparedness of students prior to their commencement of Prep through the provision of programs and activities to develop the relationships and confidence of parents within the community.		-100% of prep students exposed in evidence based oral language instruction -AEDC Data- Communication skills and general knowledge to meet Queensland benchmark <table><thead><tr><th></th><th colspan="2">Developmentally on track</th><th colspan="2">Developmentally at risk</th><th colspan="2">Developmentally vulnerable</th><th>Total</th></tr><tr><th></th><th>n</th><th>%</th><th>n</th><th>%</th><th>n</th><th>%</th><th>n</th></tr></thead><tbody><tr><td>2018</td><td>17</td><td>58.6</td><td>8</td><td>27.5</td><td>4</td><td>13.8</td><td>29</td></tr><tr><td>2015</td><td>18</td><td>54.5</td><td>10</td><td>30.3</td><td>5</td><td>15.2</td><td>33</td></tr><tr><td>2012</td><td>27</td><td>73.0</td><td>4</td><td>10.8</td><td>6</td><td>16.2</td><td>37</td></tr></tbody></table>			Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total		n	%	n	%	n	%	n	2018	17	58.6	8	27.5	4	13.8	29	2015	18	54.5	10	30.3	5	15.2	33	2012	27	73.0	4	10.8	6	16.2	37	Term 1 - ongoing		Literacy Teacher	
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Endorsement

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

Principal

P and C / School Council

Assistant Regional Director