



HOME HILL STATE SCHOOL Annual Implementation Plan 2018

State and Regional Priorities

<p>State Schools Strategy 2017-2021</p> <ul style="list-style-type: none"> • Successful Learners • Teaching Quality • Principal Leadership and Performance • School Performance • Regional Support • Local Decision Making 	<p>NQR Priorities 2018</p> <ul style="list-style-type: none"> • Build Principal and other Leaders' capability to facilitate the school improvement model to identify and enact their school explicit improvement agenda in alignment with the State School Strategy • Support Principal and other School Leaders' to build capability of teachers to be proficient in teaching and assessing the curriculum • Develop strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement
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Home Hill State School Improvement Priorities 2018

Improvement priority: Reading, Writing and Spelling

Continued Focus of Improvement: Numeracy and Attendance

Strategy			
Actions:	Targets	Timelines	Responsible Officers
<p>Levels of Achievements- English, Mathematics and Science:</p> <p>Continue focus on:</p> <ul style="list-style-type: none"> • Moderation of Assessment task. Differentiation of Instruction • Explicit Instruction • Gradual Release of Responsibility • Engage in moderation processes to ensure consistency of A-E achievement levels. • Engage teachers in collaborative planning, assessment, moderation and validation procedures to achieve consistency in judgements 	<p>ENGLISH:</p> <p>Semester 1: 80% "C" or higher</p> <p>Semester 2: 82%-85% "C"</p>	<p>Term 1-4 Assessment review</p> <p>Semester 1 LOA data Semester 2 LOA data</p>	<p>Judith White (Principal) Bradley Keioskie (HOC) Emily Vasta (HOSE) Karen Marano (STL&N) Alex Loring (L&N Coach)</p>



<ul style="list-style-type: none"> • Provide comprehensive and effective Literacy and Numeracy Block programs that allow for a common and consistent approach by teachers and TAs to improve student outcomes (Priority Learning Hours:- Session 1- 9-11am, Session 2 - 11:45 – 1:15pm, Years Prep - 6) ➤ (Every class has 3 uninterrupted Literacy sessions per week with additional support (TAs, HOCs or HOSE x 3 times a week – Semester 1 and 2 Years Prep – year 6) ➤ Targeted invention programs (NAPLAN Strategy- Year 3 and 5 Sem 1) and Years 2,4 and 6 Sem 2 All classes have additional adult support (TAs, HOCs or HODs) ➤ Consult with Teachers and Teacher Aides to identify any deficiencies of skills and knowledge of our teachers and TAs in their capacity to provide quality enriched Literacy and lessons. ➤ Provide strategic professional learning opportunity and Professional Development in Literacy Program (THRASS) 	<p>All programs embedded into every day Practices</p> <p>Achievement of targets outlined in AIP</p> <p>Achievement of Regional Targets</p> <p>Improved skills and knowledge in Literacy</p> <p>100% of strengths and weaknesses identified and supported</p> <p>Teacher Aide Professional Development 1x1/2hr each week</p> <p>Comprehensive Whole School Professional Development Program that addresses Regional, School and individual priorities</p>	<ul style="list-style-type: none"> • Year 3 and 5 - Sem 1 Year 2,4 and 6 Sem 2 Teacher and Teacher Aide skills survey Term 1. Revisited terms by term. PD Program on implementation of THRASS Terms 1 and 2 – revised in terms 3 and 4 	<p>HOC STL&N L&N Coach Principal HOSES Teachers Teacher Aides</p>
<p>Continue focus on:</p> <ul style="list-style-type: none"> • Moderation of Assessment task. Differentiation of Instruction • Explicit Instruction • Gradual Release of Responsibility • Engage in moderation processes to ensure consistency of A-E achievement levels. • Engage teachers in collaborative planning, assessment, moderation and validation procedures to achieve consistency in judgements 	<p>MATHEMATICS: Semester 1: 80% "C" or higher</p> <p>Semester 2: 82%-85% "C"</p>	<p>Term 1-4 Assessment review</p> <p>Semester 1 LOA data Semester 2 LOA data</p>	<p>Judith White (Principal) Bradley Keioskie (HOC) Emily Vasta (HOSE) Karen Marano (STL&N) Alex Loring (L&N Coach)</p>

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<p>Continue focus on:</p> <ul style="list-style-type: none"> • Moderation of Assessment task, Differentiation of Instruction • Explicit Instruction • Gradual Release of Responsibility • Engage in moderation processes to ensure consistency of A-E achievement levels. • Engage teachers in collaborative planning, assessment, moderation and validation procedures to achieve consistency in judgements • Continue focus on Age Appropriate Pedagogies Prep – Year 2 	<p>SCIENCE:</p> <p>Semester 1: 80% "C" or higher</p> <p>Semester 2: 82%-85%</p>	<p>Term 1-4</p> <p>Assessment review</p> <p>Semester 1 LOA data</p>	<p>Judith White (Principal)</p> <p>Bradley Keioskie (HOC)</p> <p>Emily Vasta (HOSE)</p> <p>Karen Marano (STL&N)</p> <p>Alex Loring (L&N Coach)</p>

Strategy

Actions:
Increase percentage in NAPLAN Upper 2 Bands year 3 and 5

- Continue implementation of Whole School Literacy Program
- Review and maintain school wide focus on reading and data analysis.
- Sustain short term data cycles mapped from NAPLAN
- Continue PAT-R testing with consistent procedures and recording of diagnostic data on One School
- Continue whole school CARS and STARS Program

Targets

READING:
 Year 3 U2 Bands 30%
 Year 5 U2 Bands 35%

Timelines

Term 1-2
 Terms 1-4

Responsible Officer/s

LEADERSHIP TEAM:
 Judith White (Principal)
 Bradley Keioskie (HOC)
 Emily Vasta (HOSE)
 Karen Marano (STL&N)
 Alex Loring (L&N Coach)

- Implementation of Literacy Block times across all year levels in Key Learning Time
- Focus on writing improvements through the analysis of short term data cycles to generate professional discussion around shared strategies for improvement.
- Inquiry Cycle into Year 5 Writing

WRITING:
 Year 3 U2 Bands 30%
 Year 5 U2 Bands 25%

Term 1-2

Judith White (Principal)
 Bradley Keioskie (HOC)
 Emily Vasta (HOSE)
 Karen Marano (STL&N)
 Alex Loring (L&N Coach)

- Implementation of THRASS across all year levels.
- Term diagnostic evaluation of spelling program and data.

SPELLING:
 Year 3 U2 Bands 30%
 Year 5 U2 Bands 30%

Term 1-2

Judith White (Principal)
 Bradley Keioskie (HOC)
 Emily Vasta (HOSE)
 Karen Marano (STL&N)

Strategy

Actions

Coaching and Instructional Leadership

Engage and focus in leadership learning through participation at Regional Learning Fairs and Principal Professional Learning Communities.

Targets

100% attendance
 ARD Feedback on PPDp

Timelines

Term 1-4

Responsible Officer/s

Judith White (Principal)
 Bradley Keioskie (HOC)

Digital Technologies

Continue implementation of Digital Technologies through the Coaching Model:-Co-plan, Co-teach,

100% of teachers

Terms 1-4

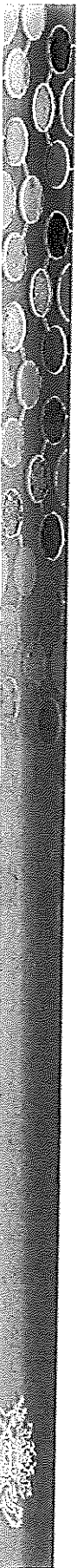
Mrs Leeann Camer
 (Tech Ambassador)



Co-assess with Tech Ambassador.
 Maintain professional conversations and attend meetings with District and Regional Support staff to further develop professional capabilities as a NQ Tech School

Improvement priority

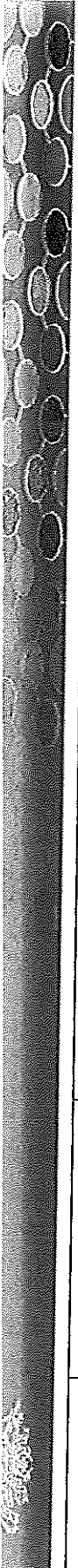
Strategy			
Actions	Leadership Team Performance and Capabilities	Targets	Responsible Officer/s
<ul style="list-style-type: none"> Engage in the Inquiry Cycle to evaluate Leadership Skills and Student Outcomes. Develop leadership team skills through performance and capability frameworks. Develop leadership through engaging Performance Development Plan. 	Semester 1 Semester 2	Term 1-4	Judith White (Principal) Bradley Keioskie (HOC) Emily Vasta (HOSE) Karen Marano (STL&N) Alex Loring (L&N Coach)
Improving Teaching Practice <ul style="list-style-type: none"> Promote and engage teachers in collaborative planning, Assessment, moderation and validation procedures to achieve consistency. Engage in Moderation processes to ensure consistency of A-E achievement levels. Embed the four stages of Gradual Release of Responsibility. Maintain consistent processes and expectations of feedback to inform students of progress within all learning areas (data walls and Gradual Release of model). 	100% engagement of all teachers	Terms 1-4	Judith White (Principal) Bradley Keioskie (HOC) Emily Vasta (HOSE) Karen Marano (STL&N) Alex Loring (L&N Coach)
Strategy			
Actions	Positive Behaviour for Learning	Targets	Responsible Officer/s



<ul style="list-style-type: none"> • Embed Positive Behaviour for Learning as a whole school and community approach. • Continue to in-service staff and new teachers on Positive Behaviour for Learning to ensure the strategies generate the behaviours associated with Responsible Behaviour Plan for Students. 	<p>100% of teachers embedding Positive Behaviour for Learning strategies</p>	<p>Term 1 –4</p>	<p>Judith White (Principal) Bradley Keioskie (HOC) Emily Vasta (HOSE) Karen Marano (STL&N) Alex Loring (L&N Coach)</p>
<p>Strategy</p> <p>Actions</p> <p>Student Attendance</p> <ul style="list-style-type: none"> • Manage attendance via class and school data walls. • Case manage by Dashboard. • Implement student attendance reward for students attending every week. 	<p>Targets</p> <p>93% per Term Yearly percentage 93%</p>	<p>Timelines</p> <p>Terms 1 –4</p>	<p>Responsible Officers</p> <p>Judith White (Principal) Class teachers.</p>

Improvement priority

<p>Strategy</p>			
<p>Actions</p>			
<p>School and Community Engagement</p> <ul style="list-style-type: none"> • Support open relationships to enhance welfare services – Maintain engagement of Scripture Union Chaplaincy Program. • Continue to involve the Parents and Citizens (P&C) Association in decision making processes to support students. • Continue to work collaboratively with the local Day Care Centres and Community Kindergarten in transitioning students into Prep. 	<p>Targets</p> <p>2 days per week 100% attendance 95% or greater of students enrolling in 2019</p>	<p>Timelines</p> <p>Term 1-4 Monthly End term 1-4 Annual Intake</p>	<p>Responsible Officers</p> <p>Judith White (Principal) Mrs Gwen Marshall (Chaplain) Judith White (Principal)</p>
			<p>Emily Vasta (HOSE) Karen Marano (STL&N) Judith White (Principal)</p>





<ul style="list-style-type: none"> Support Teacher Practicum's, Internships and Work Experience Programs Engagement of a Community Principal 	Local Business person – Mr Evan Chapman	Yearly events	Community Principal – Mr Evan Chapman
Strategy			
Actions			
Local Decision Making <ul style="list-style-type: none"> Early childhood Transition Program (Parent Information Session) P&C engagement in school based decisions, implementation of programs, fund raising to support students. Continue to work with community support services to broaden curriculum offerings. 	Targets 100% engagement. Increase numbers in P&C Committee and engagement Parent SOS	Timelines Term 3-4 Monthly Term 3	Responsible Officers Emily Vasta (HOSE) Karen Marano (STL&N) Judith White (Principal) Leadership Team: Judith White (Principal) Bradley Keioskie (HOC) Emily Vasta (HOSWE) Karen Marano (STL&N) Alex Loring (L&N Coach)

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

