



Hilder Road State School Annual Implementation Plan 2017

School Improvement Priorities 2017

NB. These priorities align with the vision, values and key priorities documented in HRSS's Strategic Plan 2016 - 2019

Reading

Strategy – continue to build quality and consistency in teaching practices across the school to enhance achievement in Reading for all students			
Actions	Targets	Timelines	Responsible Officer/s
1. Continue to embed the HRSS Way of Teaching Reading Comprehension across the school and across KLAs, with coaching and modelling as required.	All teachers observed implementing agreed teaching practices in their classroom.	Semester 1	All teachers
2. Induct new staff into the HRSS way of Teaching Reading, with coaching and modelling.		Term 1	HOC, Coach
3. Monitor HRSS Way of teaching practices through Learning Walks and formal observations.		Semester 1	Principal and DP
Strategy – provide support, extension and adjustments as necessary to help all students enjoy learning, gain confidence and achieve success in Reading			
Actions	Targets	Timelines	Responsible Officer/s
Analyse cohort reading data to determine effective use of resources and teaching strategies to support progress for all learners.	NAPLAN - MSS Yr 3 of 473, Yr 5 of 555 in Reading.	Sem 1	HOC, Coach, Student Progress Co-ordinator

Numeracy - Problem Solving

Strategy – Build Capacity of the school's Leadership Team to drive improvements in teaching practice and student achievement in Numeracy			
Actions	Targets	Timelines	Responsible Officer/s
1. Provide Professional Development for leadership team in relation to problem solving in numeracy, to build capacity in data analysis, coaching, modelling and giving feedback.	Enhanced capacity of all leaders to drive improvements in the teaching of problem solving across the school.	Sem 1	Principal and DP
2. Build upon the work undertaken with Griffith University in 2016 to develop a HRSS way of teaching Problem Solving.	Draft HRSS way of teaching Problem Solving developed and trialled.	Sem 2	HOC, Coach, Student Progress Co-ordinator

Strategy - provide support, extension and adjustments as necessary to help all students enjoy learning, gain confidence and achieve success in Problem Solving			
Actions	Targets	Timelines	Responsible Officer/s
1. Monitor teaching practice pertaining to the Teaching of Problem Solving through learning walks and formal observations.	All teachers observed regularly utilising expected pedagogical practices in their classroom.	Sem 2	Principal and DP
2. Analyse cohort numeracy data to determine effective use of resources and teaching strategies in order to support progress for all learners.	NAPLAN - MSS Yr 3 of 458, Yr 5 of 526 in numeracy. 5% increase in Bs and As in Mathematics across the school.	Term 4	HOC, Coach, Student Progress Co-ordinator

Positive Education and Well Being

Strategy – engage all stakeholders in the further development of a positive education ethos and practices across the school			
Actions	Targets	Timelines	Responsible Officer/s
1. Continue to implement successful well-being initiatives. Eg. Focused teaching of weekly well-being message, presentation of well-being messages by Feel Good Team, well-being morning tea or lunch for the whole school.	<u>SOS Data</u> >90% of students agree that 'my teachers care about me'. >90% of parents agree that 'teachers at this school are interested in my child's wellbeing'.	Weekly, each semester	Wellbeing team
2. Conduct Social-Emotional Well Being survey for upper school students.	Reduced incidence of bullying compared to 2016 data.	Term 2	GO and Years 4, 5 and 6 class teachers
3. Implement year level discussions to determine behaviours that students find impact on their well-being, and strategies that can reduce these feelings or instances where this happens.	<u>SOS Data</u> >90 students indicate that 'they feel accepted by other students' and >90% of students agree that 'my teachers care about me'.	Each term	GO, DP and class teachers
4. Establish well-being initiatives for the whole school community. Eg. yoga, guest speakers (nutrition), coffee mornings, share mindfulness apps	Higher engagement of the whole community in well-being activities.	Each term	Wellbeing team
Strategy – Enhance student wellbeing through the construction of upper school play space in partnership with the P&C.			
Actions	Targets	Timelines	Responsible Officer/s
In collaboration with the P&C, establish an adventure space to allow Year 5 and 6 students to interact and engage in a range of wellbeing activities.	95% of Yr 5 and 6 students satisfied with their new play space	End of 2017	Principal and DP

Endorsement

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

John Collins

Principal



School Council Chair