



## Hilder Road State School 2018 Report to School Council



<b>Literacy</b>						
<b>Actions</b>	<b>Timelines</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>2019</b>	
<ul style="list-style-type: none"> <li>Build pedagogical content <b>knowledge of leadership team</b> regarding literacy in the Australian Curriculum               <ul style="list-style-type: none"> <li>Reading Centre PD</li> <li>Regional writing pillar PD</li> </ul> </li> </ul>	Semester 1	Completed Ongoing				
<ul style="list-style-type: none"> <li><b>Review impact</b> of whole-school approach to teaching reading in the Australian Curriculum, using relevant departmental frameworks</li> </ul>	Semester 1	Ongoing				
<ul style="list-style-type: none"> <li>Build <b>capability of teachers</b> to identify and plan for the reading, writing and thinking demands of AC:English units/assessments               <ul style="list-style-type: none"> <li>Align assessment to AC achievement standards</li> <li>Year 3 teachers to participate in Metro Collaborative Learning Communities</li> </ul> </li> </ul>	Semesters 1 and 2	Ongoing Ongoing				
<ul style="list-style-type: none"> <li>Continue to build <b>data literacy of teachers and leadership team</b> to inform literacy instructional practices and differentiation               <ul style="list-style-type: none"> <li>Participate in MCC cluster moderation</li> <li>Facilitate data analysis and inquiry cycle process</li> </ul> </li> </ul>	Semesters 1 and 2	Completed Ongoing				
<ul style="list-style-type: none"> <li><b>Monitor agreed practices</b> in the teaching of Reading and Writing through Learning Walks (LW) and Formal Observations (FO)</li> </ul>	Semester 2	Literacy – Learning Walks completed				
<b>Literacy – I4S</b>						
<b>Actions</b>	<b>Timelines</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>2019</b>	
<ul style="list-style-type: none"> <li>Develop a <b>whole school approach to teaching literacy</b> to support the teaching of literacy across all learning areas</li> </ul>		Ongoing (not yet documented)				
<ul style="list-style-type: none"> <li>Provide professional development and coaching to <b>develop teachers' understandings of the language model</b> that underpins the Australian Curriculum: English and the general capability: Literacy</li> </ul>		Not yet started				
<ul style="list-style-type: none"> <li>Further develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards in English by supporting processes for <b>robust intra-school and MCC cluster moderation</b></li> </ul>		Ongoing				

<ul style="list-style-type: none"> <li>Provide focused and intensive teaching for students requiring additional support or extension to demonstrate achievement against the year-level achievement standards for literacy</li> </ul>		Ongoing (TL and STLaN)			
<ul style="list-style-type: none"> <li>Facilitate the organisation and support of action learning cycles to identify and verify the effectiveness of literacy strategies currently in use.</li> </ul>		Ongoing			
<b>Positive Behaviour for Learning</b>					
<b>Actions</b>	<b>Timelines</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>2019</b>
<ul style="list-style-type: none"> <li>Review the school's <i>Responsible Behaviour Plan for Students</i> (RBPS)</li> <li>Build capability of leadership committee in DoE's <i>Positive behaviour for learning</i></li> </ul>	2018 - 2019	Ongoing			
<b>STEM</b>					
<b>Actions</b>	<b>Timelines</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>2019</b>
<ul style="list-style-type: none"> <li>Monitor teaching practice pertaining to the Teaching of Problem Solving through Learning Walks and Formal Observations</li> </ul>	Semester 1	Not yet started			
<ul style="list-style-type: none"> <li>Nominate Tech Ambassador to participate in #qldtechschools initiative</li> </ul>	Semesters 1 and 2	Completed (Andrew + STEM Committee)			
<ul style="list-style-type: none"> <li>Provide access to coding and/or robotics programs as an extra-curricular option for students</li> </ul>	Semesters 1 and 2	Ongoing			
<b>Positive Education and Well Being</b>					
<b>Actions</b>	<b>Timelines</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>2019</b>
<ul style="list-style-type: none"> <li>Continue to implement successful school-wide well-being initiatives for students and staff and review activities against DoE's framework</li> </ul>	Semesters 1 and 2	Initiatives – Ongoing Review – not yet started			
<ul style="list-style-type: none"> <li>Conduct a 'Celebrating HRSS' event, with an emphasis on wellbeing and art</li> </ul>	Semester 2	August (with P&C)			
<ul style="list-style-type: none"> <li>Utilise regional AVT-Inclusion to promote and enhance inclusive practices for students with ASD, SLI and ID</li> </ul>	Semesters 1 and 2	Ongoing			
<b>Sustainability</b>					
<b>Actions</b>	<b>Timelines</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>2019</b>
<ul style="list-style-type: none"> <li>Continue to implement sustainability programs within the school eg: Fish Creek, EcoMarines Ambassadors</li> </ul>	Semesters 1 and 2	Ongoing			

*Positive behaviour for learning***Premise:**

- Behaviour is a form of communication
- Function of behaviour is always to gain something or avoid something
- Deficits in social skills should be treated the same way as deficits in academic skills ie: teach the skill
- Responses to unacceptable behaviours should seek to understand needs and then design/deliver prevention/intervention strategies to meet needs.

Recently, our executive coach conducted interviews and an online survey with staff to establish a baseline for systems and processes. School-wide, classroom, non-classroom and individual student support processes were measured. With regard to school-wide processes, a number of strengths and areas for development have been identified.

Strengths:

- A small number of positively and clearly stated student expectations
- Expected student behaviours are taught directly
- Expected student behaviours are rewarded regularly

Next steps:

- Review the behaviour matrix (expectations and rules)
- Classify minor and major behaviours
- Establish an office referral process
- Develop a critical incident management flowchart
- Establish processes to record behaviour data in OneSchool to facilitate data-informed decision-making