



Hilder Road State School 2018 Report to School Council



Literacy					
Actions	Timelines	Term 2	Term 3	Term 4	2019
<ul style="list-style-type: none"> Build pedagogical content knowledge of leadership team regarding literacy in the Australian Curriculum <ul style="list-style-type: none"> Reading Centre PD Regional writing pillar PD 	Semester 1	Completed Ongoing	Completed T3		
<ul style="list-style-type: none"> Review impact of whole-school approach to teaching reading in the Australian Curriculum, using relevant departmental frameworks 	Semester 1	Ongoing	Ongoing		
<ul style="list-style-type: none"> Build capability of teachers to identify and plan for the reading, writing and thinking demands of AC:English units/assessments <ul style="list-style-type: none"> Align assessment to AC achievement standards Year 3 teachers to participate in Metro Collaborative Learning Communities 	Semesters 1 and 2	Ongoing Ongoing	Ongoing Completed T3		
<ul style="list-style-type: none"> Continue to build data literacy of teachers and leadership team to inform literacy instructional practices and differentiation <ul style="list-style-type: none"> Participate in MCC cluster moderation Facilitate data analysis and inquiry cycle process 	Semesters 1 and 2	Completed T2 Ongoing	Completed T3 Ongoing		
<ul style="list-style-type: none"> Monitor agreed practices in the teaching of Reading and Writing through Learning Walks (LW) and Formal Observations (FO) 	Semester 2	Literacy – Learning Walks completed	N/A T3		
Literacy – I4S					
Actions	Timelines	Term 2	Term 3	Term 4	2019
<ul style="list-style-type: none"> Develop a whole school approach to teaching literacy to support the teaching of literacy across all learning areas 		Ongoing (not yet documented)	Ongoing (documenting planning process)		
<ul style="list-style-type: none"> Provide professional development and coaching to develop teachers' understandings of the language model that underpins the Australian Curriculum: English and the general capability: Literacy 		Not yet started	Not yet started		
<ul style="list-style-type: none"> Further develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement 		Ongoing	Completed T3 Cluster		

standards in English by supporting processes for robust intra-school and MCC cluster moderation					
<ul style="list-style-type: none"> Provide focused and intensive teaching for students requiring additional support or extension to demonstrate achievement against the year-level achievement standards for literacy 		Ongoing (TL and STLaN)	Ongoing (D/E students prioritised)		
<ul style="list-style-type: none"> Facilitate the organisation and support of action learning cycles to identify and verify the effectiveness of literacy strategies currently in use. 		Ongoing	Ongoing (Twilight sessions)		
Positive Behaviour for Learning					
Actions	Timelines	Term 2	Term 3	Term 4	2019
<ul style="list-style-type: none"> Review the school's <i>Responsible Behaviour Plan for Students (RBPS)</i> Build capability of leadership committee in DoE's <i>Positive behaviour for learning</i> 	2018 - 2019	Ongoing	Ongoing (PBL)		
		Ongoing	Completed T3		
STEM					
Actions	Timelines	Term 2	Term 3	Term 4	2019
<ul style="list-style-type: none"> Monitor teaching practice pertaining to the Teaching of Problem Solving through Learning Walks and Formal Observations 	Semester 1	Not yet started	In progress		
<ul style="list-style-type: none"> Nominate Tech Ambassador to participate in #qldtechschools initiative 	Semesters 1 and 2	Completed (Andrew + STEM Committee)			
<ul style="list-style-type: none"> Provide access to coding and/or robotics programs as an extra-curricular option for students 	Semesters 1 and 2	Ongoing	Ongoing		
Positive Education and Well Being					
Actions	Timelines	Term 2	Term 3	Term 4	2019
<ul style="list-style-type: none"> Continue to implement successful school-wide well-being initiatives for students and staff and review activities against DoE's framework 	Semesters 1 and 2	Initiatives – Ongoing Review – not yet started	Initiatives – Ongoing Review – embedded in PBL process		
<ul style="list-style-type: none"> Conduct a 'Celebrating HRSS' event, with an emphasis on wellbeing and art 	Semester 2	August (with P&C)	Completed		
<ul style="list-style-type: none"> Utilise regional AVT-Inclusion to promote and enhance inclusive practices for students with ASD, SLI and ID 	Semesters 1 and 2	Ongoing	Ongoing		
Sustainability					
Actions	Timelines	Term 2	Term 3	Term 4	2019
<ul style="list-style-type: none"> Continue to implement sustainability programs within the school eg: Fish Creek, EcoMarines Ambassadors 	Semesters 1 and 2	Ongoing	Ongoing		

Measures of progress

AIP Targets		
Target	Semester 1	Comments
Increase the number of Prep students achieving at or above PM level 11 to 42%	On track Approx 30% students reading short, continuous text compared to 14% this time last year Only 5% not reading yet	<ul style="list-style-type: none"> • Changed teaching approach • Anecdotal evidence suggests students further along with reading skills compared to last year at this time • Not yet using PM assessment, so results are only approximate
Increase the number of students in Year 3 achieving at an A or B standard in AC: English to 55%	Not on track 30% A/B in Sem 1	<ul style="list-style-type: none"> • Jumped from 35% in Sem 1, Yr 2 to 52% in Sem 2, Yr 2 • Changes in DoE assessment policy impacting on decision-making of standard awarded to students
Maintain NAPLAN MSS results in Yr 3 and Yr 5 Reading and Writing as similar to or above 'like schools'	Achieved – based on preliminary data release	<ul style="list-style-type: none"> • YEAR 3 – Statistically <u>similar to Like Schools</u> mean for ALL strands • YEAR 3 – Reading 81% U2B, 94.8% NMS; Writing 58.9% U2B, 92.9% NMS • YEAR 5 - Statistically <u>similar to Like Schools</u> mean for ALL strands • YEAR 5 – Reading 72.3% U2B, 100% NMS; Writing 12.5% U2B, 95.3% NMS
Increase number of students who agree that 'student behaviour is well managed at my school' to above 80%	SOS data not yet available	
Achieve 100% of teachers implementing HRSS Numeracy Framework	On track	<ul style="list-style-type: none"> • P and DP currently conducting formal observations of problem solving lessons for every teacher
Maintain number of parents who agree that 'teachers at this school are interested in my child's wellbeing' at above 94%	SOS data not yet available	
Maintain number of students who agree that 'my teachers care about me' at above 94%	SOS data not yet available	
Maintain number of parents who agree 'this school is environmentally friendly' at above 94%	SOS data not yet available	