



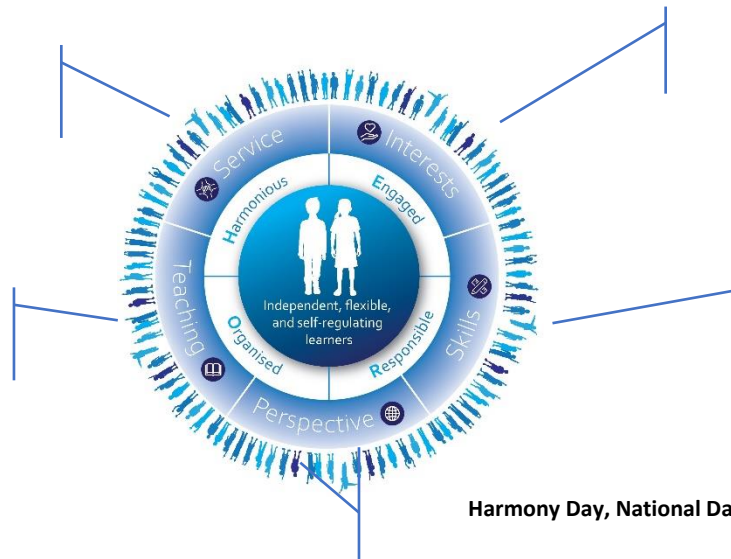
Hilder Road State School

2021 Annual Improvement Plan

Buddy program, leadership programs, Fish Creek,
Rotary Junior Community Award

Lunchtime activities, Choir, Musical, Instrumental Music,
Soccer development squad, Interschool sport

Active and collaborative learning, Adapting C2C materials
Outdoor Classroom Day



Literacy, ICT, thinking, social emotional
Mental Health Week

Solar buddies,
Harmony Day, National Day of Action against Bullying, NAIDOC Week, National Science Week

Priority	Implementation approach	Implementation activities					Resources	Implementation outcomes	Student outcomes
Improving students' Science achievement through inquiry and collaboration	<ul style="list-style-type: none"> Teacher understanding big ideas in Science Explicit teaching of scientific language and literacy Explicit teaching of inquiry skills Teacher observation and feedback 	<p>Professional Learning</p> <ul style="list-style-type: none"> STEM PLC to develop <ul style="list-style-type: none"> ✓ HRSS inquiry framework ✓ Resources to support teachers in implementation of Science units Trial HRSS scientific method proforma Implement Science Year Level Coordinators to plan and engage peers in scientific understanding STEM PLC to lead and provide support to teachers in planning and altering C2C assessments to provide A/B assessed questions Develop agreed observation rubric for teacher feedback <p>Monitoring</p> <ul style="list-style-type: none"> Develop agreement scales and use before implementing new practice Ensure staff agree and are willing to trial recommended practices within their classroom 	T1	T2	T3	T4	<p>Resources to support all priorities:</p> <ul style="list-style-type: none"> Funding to enable collaborative planning days, incorporating priority areas Time allocated in staff meetings to support PLCs Time allocated in staff meetings for focussed PD on priority areas Funding to purchase Curriculum Coordinator position Funding to release Science PLC member to lead planning and adjustments to unit plans Funding to enable Prep - Year 3 teachers to access 'Jolly' PD, if new to year level 	<p>Fidelity</p> <ul style="list-style-type: none"> Staff use HRSS scientific method proforma Class timetables show allocated time for inquiry based lessons Staff document data recording skills and scientific literacy at the unit level Staff and students demonstrate increased knowledge and use of scientific inquiry skills and language Rubrics used in walk-throughs and staff discussions/survey <p>Acceptability</p> <ul style="list-style-type: none"> Positive feedback from year level coordinators describing year level application of scientific method At least 80% agreement by all teachers 	<ul style="list-style-type: none"> Increased student engagement and thinking in Science lessons – PLC to develop survey on attitude towards Science Increased participation in hands on ('labs') activities in PLC classes - evident in teacher planning Students can articulate inquiry strategies and implement the HRSS year level appropriate scientific method proforma

Priority	Implementation approach	Implementation activities	Resources	Implementation outcomes	Student outcomes
Improving students' writing achievement across all learning areas	<ul style="list-style-type: none"> School-wide writing framework Differentiation for student literacy needs Teacher and student feedback 	<p>School policy</p> <ul style="list-style-type: none"> Rework the writing process supporting information in the writing framework Develop checklists that support the different parts of the writing process <p>Professional learning</p> <ul style="list-style-type: none"> Develop leadership team's understanding of the research underpinning differentiation Develop a differentiated approach to the writing process Build capability of teachers to document unit-level differentiation in OneSchool Build capability across the school by introducing the writing process infographic to the whole staff on pupil free days 2021 <p>Monitoring</p> <ul style="list-style-type: none"> Develop agreement scales and use before implementing any new practice Ensure staff agree with and are willing to trial recommended practices within their classroom Develop rubrics for teacher observation and feedback 	<p>Additional Budgets:</p> <ul style="list-style-type: none"> Science (STEM grant) \$60,000 Writing \$3,000 Self-regulation \$3,000 	<p>Fidelity</p> <ul style="list-style-type: none"> All teachers will apply the HRSS writing process and display relevant posters Class timetables show allocated time for focussed skills as well as unit work (eg: handwriting, typing) Staff document differentiation at the unit level (for at least English and Science) in OneSchool PLC develops feedback proforma for self, peer and teacher feedback <p>Acceptability</p> <ul style="list-style-type: none"> All staff have high agreement for writing practices 	<ul style="list-style-type: none"> Increased student use of feedback aligned to differentiated success criteria – written feedback is evident on student drafts Increased A/B results in literacy productive (writing) poles for English and Science (PLC members)
Improving students' self-regulation skills to promote engagement in learning and positive relationships	<ul style="list-style-type: none"> School-wide behaviour framework including continuum of support Differentiation for students' behaviour needs in the classroom Explicit teaching of social emotional capability 	<p>School policy</p> <ul style="list-style-type: none"> PLC to research strategies to include in 'tool kit' as signature practices <p>Professional learning</p> <ul style="list-style-type: none"> Build capability of staff in research underpinning self-regulation skills, ACARA personal and social capability, Personal, Social and Community Health strand of HPE, Positive Behaviour for Learning framework Reinforce professional learning with signage, assembly messages, newsletter reminders, social media etc. <p>Monitoring</p> <ul style="list-style-type: none"> Use agreement scale before implementing any new practice Regular check ins and collaborative staff discussions throughout year relating to implementation of the Learner Behaviour Framework Develop rubrics for teacher observation and feedback 		<p>Fidelity</p> <ul style="list-style-type: none"> Staff, students and parents demonstrate an understanding of the Learner Behaviour Framework through walk throughs and staff discussions/survey Rubrics used in walk throughs, classroom observations with teachers and leaders <p>Acceptability</p> <ul style="list-style-type: none"> All staff have high agreement for LBF philosophy and practices 	<ul style="list-style-type: none"> Improved students' ability to reflect and articulate learner behaviours and strategies they implement to improve their learning Increased harmonious interactions in the classroom and corresponding reduction of multiple minor incident reports

JL Watts

Jodie Watts, Principal

Kim Smith

Kim Smith, School Council Chair

17 February, 2021