



Interim Annual Implementation Plan 2021

Improvement Priority 1. Australian Curriculum English: Reading/Writing

Learn, lead and succeed in a caring community

<p>Goals: 100% of staff implementing Pedagogical Framework, 100% of students with Reading and Writing Goals, 80% of students C or above in English, 100% of staff teaching Guided Reading no < than 4 times a week</p>			
<p>Strategy: Develop and embed the Hilliard State School Pedagogical Framework</p>			
Actions	Timeline	Responsible Officer/s	
Provide ongoing targeted PD to develop effective staff understanding of the Australian Curriculum		HOD/C	
Provide targeted staff support through the Hilliard State School Collegial Engagement Agreement		HOD/C	
Provide professional development for a comprehensive understanding of The Hilliard State School Ways of Working		HOD/C, APs, P, HOSES	
Provide professional development for a comprehensive understanding of PBL and expectations associated with its implementation		P, APs	
All staff to apply PBL and the whole school behaviour reward system with rigour and follow reward level processes inclusive of whole school, class and individual		P, APs, HOD/C, HOSES	
All staff to actively engage in attendance policy expectations		APs	
<p>Strategy: Provide regular feedback to staff (aligned with the identified focus area of The Big 6 and Sheena Cameron-The Teaching of Reading and The Teaching of Writing)</p>			
<p>Actions</p>			
Senior Administration Team to be visible in classes providing proactive feedback to staff		P, APs, HOD/C and HOSES	
Head of Department/Curriculum to use Hilliard State School Coaching Cycle to provide regular feedback to staff		HOD/C	
<p>Strategy: Develop reading and writing goals for all students inclusive of individualised success criteria</p>			
<p>Actions</p>			
Year level meetings focussing on the Hilliard State School Goal Setting Process and classroom check-ins to maintain accountability of every student having a reading and writing goal and success criteria		HOD/C, APs, HOSES	
<p>Strategy: Develop competency in staff data literacy to enable effective analysis of assessment tasks to ensure effective planning 'for', 'as' and 'of' learning</p>			
<p>Actions</p>			
Cohort meetings focus on data walls and ongoing assessment and intervention (inclusive of moderation)		HOD/C, APs	
<p>Strategy: Provide Teacher Aides in classrooms to support reading instruction focussing on The Big 6 and the teaching of Writing</p>			
<p>Actions</p>			
Provide Teacher Aide support in Yrs1-6 during Literacy Block		HOD/C	
<p>Strategy: Continue intervention strategies which directly align to the explicit teaching of and support for, the Big 6 and effective Writing using data cycles</p>			
<p>Actions</p>			
Implement programs inclusive of Read it Again Foundation Q, Phonemic Awareness and Support-a-Talker for identified students		APs, HOD/C	
<p>Strategy: Provision for Literacy resourcing</p>			

Actions		
Provide release time for capacity building of identified strategies, targeted intervention programs, human resourcing and non-negotiable resources for school based programs and priorities		APs, HOD/C
Strategy: Actively participate in South East Region's Leading Learning Collaborative		
Actions		
Attend professional learning sessions, undertake professional readings, provide essential data and effectively upskill staff and document learnings and outcomes		P, APs, HOD/C

Endorsement

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

Stephanie Cook
Principal

James
P and C / School Council

[Signature]

Assistant Regional Director

