



Holland Park State School Annual Implementation Plan 2021

School Improvement Priorities 2021

Improvement priority: Building capacity and capability with Australian Curriculum

Strategy: Consolidate teachers' knowledge and understanding of all elements of the Australian Curriculum - English

Actions	Targets	Timelines	Responsible Officer/s
1. Enhance teachers' knowledge and ability to align the Gradual Release of Responsibility (GRR) to the Australian Curriculum (AC) English achievement standards, general capabilities and cross curriculum priorities.	English units aligned to AC from p to Yr 6	Terms 1 - 4	AG - Leadership team
Explicit Improvement Agenda (EIA): Writing			
2. Communicate the EIA, writing, to the school community.	All community members, staff, students and parents can nominate EIA.	Term 1	AG – Leadership Team
3. Align school processes and resources to meet this learning priority:	Supporting survey data	Terms 1 - 4	AG - Leadership team
<ul style="list-style-type: none"> Provide staff time to work with colleagues in practitioner research, planning, feedback, coaching and mentoring. 	Staff release time tracked and survey data recorded.		
<ul style="list-style-type: none"> Align a whole school focus on high impact daily teaching strategies: <ul style="list-style-type: none"> Dictation Seven Steps Individual spelling lists Conferencing of writing Class, group and individual goals 	All staff participating	Terms 1 - 4	AG - Leadership team
4. Support teachers' work with comprehensive longitudinal data profiles for each student to better facilitate goal setting, intervention and differentiation.	All teachers using data profiles to differentiate practices and setting goals.	Terms 1 - 4.	SW - Leadership team
5. Align Annual Performance Review to EIA and analyse the results of practitioner research projects and apply across year levels as appropriate.	Research supported, reported and implemented as appropriate.	Terms 1 - 4	AG - Leadership team
Reading			
6. Ensure that teachers distinguish their use of formative and summative assessments and have the ability to apply AC based marking guides to the assessment of reading	AC aligned marking guides used for summative assessment and reporting.	Terms 1 - 4	AG – Leadership team

Actions	Targets	Timelines	Responsible Officer/s
7. Continue synthetic phonics in P – 2.	Continued improvement trend in A to E, formative and affective domain data.	Terms 1 - 4	JW - Leadership team
8. Provide enhanced SLP to support phonic awareness teaching in prep through <i>Foundation Q, Say it Again, Read It Again and Robust Vocabulary</i> .	Continued improvement trend in A to E, formative and affective domain data.	Term 1 - 4	JW - SLP and Prep team.
9. Continue Yrs 3 – 6 program with literacy aides employed to help facilitate conferencing and goal setting for students.	Continued improvement trend in A to E, formative and affective domain data.	Terms 1 - 4	DY - Leadership team
10. Provide time for teachers to work with curriculum leadership to build capacity to teach fluency, comprehension, vocabulary, phonics and phonemic awareness.	Continued improvement trend in A to E, formative and affective domain data.	Terms 1 - 4	AG - Leadership team
11. Align school processes and resources to meet differentiated levels of students.	Continued improvement trend in A to E, formative and affective domain data.	Terms 1 - 4	AG - Leadership team
12. Support teachers' work with comprehensive longitudinal data profiles for each student to better facilitate goal setting, intervention and differentiation	All teachers use data profiles to differentiate practices and to set and monitor goals.	Terms 1 - 4	SW - Leadership team
13. Align intervention strategies to support differentiation to support individual students with an emphasis on early intervention.	Significant improvements in pre and post data	Terms 1 - 4	MF - Leadership team

Strategy: Consolidate teachers' knowledge and understanding of all elements of the Australian Curriculum - Mathematics

Actions	Targets	Timelines	Responsible Officer/s
1. Build a research project in mathematics targeting patterns, algebra and curriculum planning.	Report on results of research	Term 2 - 4	LH - Leadership team
2. Support teachers' work with comprehensive longitudinal data profiles for each student to better facilitate goal setting, intervention and differentiation	All teachers use data profiles to differentiate practices and to set and monitor goals.	Term 1 - 4	SW - Leadership team
3. Develop units of work aligned to the AC with assessment tasks aligned to QCAA's <i>Principles of Quality Assessment</i> .	Maths units aligned from Prep to Yr 6.	Term 1 - 4	LH- Leadership team
4. Align intervention strategies to support differentiation for individual students.	Significant improvements in pre and post data.	Terms 1 - 4	MF - Leadership team.
5. Continue the work of <i>The Maths Team</i> in building on the work related to Daily Maths Routines.	Continued improvement trend in A to E, formative and affective domain data.	Terms 1 - 4	LH – Leadership team.

Improvement priority: Development of culture of inquiry

Strategy: Promote a culture of inquiry, investigation and innovation			
Actions	Targets	Timelines	Responsible Officer/s
1. Philosophy is taught explicitly and its higher order creative and critical thinking skills incorporated into curriculum planning.	High level of confidence as surveyed.	Terms 1-4	DY - Leadership Team
2. STEM specialist to coach teachers in the teaching of STEM.	High level of confidence as surveyed.	Terms 1-4	JW – Leadership Team
3. Enhance infrastructure and other resources to support scientific inquiry.	Increase in STEM A to E and affective domain data.	Terms 1-4	VF - Leadership team

Improvement priority: Community and culture

Strategy: Use school processes to build community and culture			
Actions	Targets	Timelines	Responsible Officer/s
1. School's Explicit Improvement Agenda is clearly articulated to the whole community.	Wide knowledge that writing is the cornerstone of the EIA.	Terms 1-4	AG – Reconciliation Team
2. Partnerships with neighbouring schools maintained and enhanced.	Productive partnerships exist.	Terms 1-4	AG – Reconciliation team
3. Staff, student and parent voice is reflected in the articulation of school priorities.	Positive reflections in SOS data.	Term 4	AG – Leadership Team
4. Monitor learning outcomes of Aboriginal and Torres Strait islander students along with attendance and wellbeing.	Continued improvement trend in A to E, formative and affective domain data of Aboriginal and Torres Strait Islander students.	Terms 1-4	AG – Leadership Team
5. Ensure school's artefacts, practices and resources support the acquisition of Aboriginal and Torres Strait Islander perspectives.	Acquisition program exists.	Terms 1-4	MK – Reconciliation Team
6. Asian studies is emphasised as a cross curriculum priority and included in "Excellence Expo.	P – 6 complete a unit of learning with a focus on Asia and aligned to curriculum.	Terms 1-3	DY – G&T Committee
7. Support and develop inclusive transitions to primary and to secondary school.	Enhanced transition programs.	Terms 1-4	LH – Leadership Team
8. Continue development of relationship with Otemon Gakuin.	Continued exchanges of staff and students.	Term 1-4	AG - International relations team.
9. Continue development of Bridge Program relationship with Cambodia and Cook Islands.	Developed program of online contact.	Term 1.	AG - MW

Improvement priority: Development of leadership capacity and capability

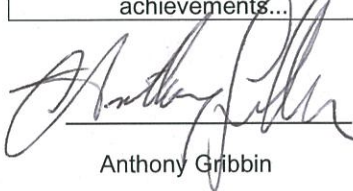
Strategy: Develop leadership capacity and capability within the school community			
Actions	Targets	Timelines	Responsible Officer/s
1. Leadership roles and responsibilities are documented and articulated.	Roles and responsibilities clear and articulated	Terms 1 - 4	AG
2. School leaders with instructional leadership capability and capacity lead all school priorities.	All leaders with instructional leadership capacity.	Terms 1 - 4	AG
3. Continue staff leadership of key strategic committees that are aligned to the learning needs of students...	Viable staff led committees.	Terms 1 - 4	AG - Leadership team
4. Continue to encourage student leadership.	Viable student led projects.	Terms 1 - 4	LH - Leadership team
5. Action research to support Annual Performance Review processes to support the Explicit Improvement Agenda.	Teachers using inquiry model to conduct action research.	Terms 2 - 3	AG – Leadership team.

Improvement priority: Construct a shared vision and philosophy for inclusion

Strategy: Ensure inclusion underpins school's processes			
Actions	Targets	Timelines	Responsible Officer/s
1. Ensure assessment is aligned to the QCAA's <i>Principles of Quality Assessment</i> and DOE's P-12 Curriculum Framework.	Mapped and audited assessment	Terms 1 - 4	JW and DY – Leadership Team
2. Support teachers in their capacity and capability to differentiate for the full range of learners.	Teachers expressing confidence and competence by survey	Terms 1 - 4	AG – LH/ED
3. Ensure digital and other resources engage all students.	Positive SOS data	Terms 1 - 4	ED – Leadership team.
4. Ensure <i>Student Code of Conduct</i> is consistently understood and implemented.	Improving school behavioural data.	Terms 1 - 4	Behaviour team - Leadership team
5. Students are able to articulate and get feedback on goals they set with their teachers in relation to key learning areas.	Improving affective domain data	Terms 1 - 4	JW/DY - Leadership team
6. Continue development of analysis of affective domain data.	Inclusion of affective domain data on student data profiles	Terms 1 - 4	LH - Leadership team

Improvement priority: Workplace health, safety and wellbeing.

Strategy: Provide a safe and supportive school environment for the school community			
Actions	Targets	Timelines	Responsible Officer/s
1. Maintain provisions for and be responsive to new demands in relation to the Covid epidemic.	Improving SOS data.	Terms 1 - 4	ED - VF
2. Support Business Manager in the provision of clean and well maintained facilities.	Improving SOS data	Terms 1 - 4	ED - VF
3. Staff are trained in the reporting and management of school wellbeing issues.	High level of confidence/confidence (survey).	Term 1	ED
4. Investigate National Excellence in School Leadership Institute as a partner to develop school community wellbeing.	Improved SOS survey data related to staff, student and parent wellbeing.	Terms 1 - 4	LH and ED
5. Inclusive Education Committee takes referrals in relation to student well-being.	Positive staff, student and parent feedback.	Terms 1 - 4	Inclusive education team – Leadership team.
6. Ensure staff are aware of employee assistance services.	.	Terms 1 - 4	AG
7. Celebrate all significant community achievements...	Positive staff, student and parent feedback.	Terms 1 - 4	Leadership team



Anthony Gribbin

Principal



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