



Hamilton Island State School

Strategic Plan 2015 - 2018



School Profile

Hamilton Island State School was established in 1986 and enjoys a strong reputation for providing a very high standard of education to the Hamilton Island community. The school, with a population of approximately 75 students, is co-educational with students attending from Prep to Year 6. Our vision states that: Every student matters, every lesson, every day and every student will be a high achiever. This vision drives the work of our staff and community to achieve excellence in the social and academic development of our students. All staff members are committed to using our 6 Pillars of school wide pedagogy, 5 Givens for every learning environment and 4 Imperatives of student engagement to drive very high levels of academic improvement and performance for each student. This is achieved through: a quality curriculum; uninterrupted, focused instructional time to small groups of students at their ability level FOR/DURING every lesson, every day; consistent explicit instruction teaching methods and a commitment to ongoing professional development. All teachers are dedicated to the teaching of literacy and numeracy and embedding these within all of the Australian Curriculum Key Learning Areas.

Vision

Every student matters, every lesson, every day and every student will be a high achiever. Hamilton Island State School is a student-centred community committed to excellence in education. Hamilton Island State School is committed to providing our students with a 'world class' standard of education. We believe that for our school to be successful, we must work in strong partnerships with our parents and wider community in the development and implementation of educational programs/initiatives and decision making. By working in partnerships with all stakeholders, responding to local needs and valuing social diversity, together we can create a school culture that is inclusive, safe, supportive and connected for each student to reach their individual potential and be a successful citizen of the future. Our school's core priorities are to create a culture of very high expectations of teaching, learning and student academic performance.

Values

- At Hamilton Island State School we are Proud Learners who are: Respectful, Responsible & Safe.
- All students can achieve high standards, given the right amount of time and support.
- Teachers and administrators need to be able to articulate what they do and why they teach the way they do.
- Parent and community engagement that is effectively focused on student learning is essential to improve student outcomes.
- (Sharratt, L and Fullan, M, Putting Faces on the Data, 2012)
- All staff members are committed to using our 6 Pillars of school wide pedagogy, 5 Givens for every learning environment and 4 Imperatives of student engagement to drive very high levels of academic improvement and performance for each student. (Fleming, J, Towards a Moving School)
- All teachers can teach to high standards, given the right assistance.
- High expectations and early and ongoing intervention are essential.

Improvement Priorities





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Improvement Priorities

Reading

Success indicators
1. NAPLAN Reading
2. NAPLAN Reading
3. PM Benchmarks
4. Fountas & Pinnell
5. PAT Comprehension
6. School Opinion Survey - Parents (S2019)





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Improvement Priorities

Strategies	2015	2016	2017	2018
Continue to enact a common, consistent, sequenced and sustained whole school approach to the teaching and learning of reading. As a staff team, annually review the 'high yield' practices within the existing school reading program and align to 'best' practice.	✓	✓	✓	✓
Continue to embed and annually review the current sight words and vocabulary program from prep to year 6. (Hattie, J - Visible Learning - Vocabulary Programs, 0.67 Effect Size)	✓	✓	✓	✓
Continued implementation of uninterrupted blocks of instructional time in reading, timetabled across the school from prep to year 6. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Continue to enact the case management staff meeting process to identify individual students not meeting improvement standards in PM/FP levels as part of the 5 weekly data collection cycles. Discuss and document intervention strategies with parents/student and set targets/review date for improvement.	✓	✓	✓	✓
Embed and continue to review the Short Term Data Cycle system to monitor individual student performance, analyse skill gaps in student learning and tailor future teaching and learning every 5 weeks. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Continued use of school developed data analysis tools to identify student skill gaps in PM/FP, PAT and NAPLAN data to tailor teaching and learning to individual student needs. (T&L Audit recommendations 2013)	✓	✓	✓	✓
Continue to enact parent/student/teacher cyclical partnership of analysing each students reading data, setting individual goals and targets for future learning, along with reading strategies for improvement. Review at least twice annually. (Hattie, J - Visible Learning - Goals - 0.56, Effect Size)	✓	✓	✓	✓
Continue the parent/student/teacher cyclical process of developing, implementing and reviewing learning plans for students not meeting the National Minimum Standard in NAPLAN Reading. (Great Results Guarantee, 2014, 2015)	✓	✓	✓	✓
Embed ICTs in the teaching and learning of Reading. (Hattie, J - Visible Learning - Computer Assisted Instruction, 0.37 Effect Size)	✓	✓		
Continue to develop the capability of teachers and teacher aides to embed the 'high yield' practices outlined in the school reading program through professional development, instructional walks, coaching and feedback. (Hattie, J - Visible Learning - Professional Development, 0.62 Effect Size)	✓	✓	✓	✓
Continue to provide opportunities for parents to develop their personal capability to take an active role in their child's reading development. (Hattie, J - Visible Learning, Parental Involvement - 0.51 Effect Size)	✓	✓	✓	✓





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Improvement Priorities

Writing

Success indicators

1. NAPLAN Writing
2. NAPLAN Writing
3. NAPLAN Grammar & Punctuation
4. NAPLAN Grammar & Punctuation
5. NAPLAN Spelling
6. NAPLAN Spelling
7. PAT Grammar & Punctuation
8. PAT Spelling





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Strategies	2015	2016	2017	2018
Embed a common, consistent, sequenced and sustained whole school approach to the teaching and learning of writing through the continued implementation of the Seven Steps to Writing program and the C2C materials. (Hattie, J - Visible Learning - Writing Programs, 0.44 Effect Size)	✓	✓	✓	✓
Embed the Jolly Phonics program in prep and year 1. (Hattie, J - Visible Learning - Phonics Instruction, 0.60 Effect Size)	✓			
Embed Spelling Mastery across year levels 1 to 6. (Hattie, J - Visible Learning - Direct Instruction, 0.59 Effect Size)	✓			
Embed 'Daily Editing' instruction across years prep to 6. (Hattie, J - Visible Learning - Writing Programs, 0.44 Effect Size)	✓	✓		
Implement and embed the writing continua data wall approach in each classroom. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	
Continue to enact the agreed upon whole school Teaching & Learning Cycle in alignment with Sharratt's 5 questions for teachers. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Implement and embed the use of school developed data analysis tools to identify student skill gaps in PAT Grammar & Punctuation to tailor teaching and learning to individual student needs. (T&L Audit recommendations 2013)		✓	✓	✓
Embed and continue to review the Short Term Data Cycle system to monitor individual student performance, analyse skill gaps in student learning and tailor future teaching and learning every 5 weeks. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Embed and continue to review the case management and intervention process for students not meeting improvement standards in writing as part of the 5 weekly data collection cycles. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Continued implementation of uninterrupted blocks of instructional time in writing, timetabled across the school from prep to year 6. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Continue to develop the capability of teachers and teacher aides to embed Seven Steps to Writing through professional development, instructional walks, coaching and feedback. (Hattie, J - Visible Learning - Professional Development, 0.62 Effect Size)	✓	✓	✓	✓





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Improvement Priorities

Numeracy

Success indicators
1. NAPLAN Numeracy
2. NAPLAN Numeracy
3. PAT Mathematics
4. Level of Achievement - Mathematics
5. Level of Achievement - Mathematics





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Improvement Priorities

Strategies	2015	2016	2017	2018
Continue to enact a common, consistent, sequenced and sustained whole school approach to the teaching and learning of Mathematics through the continued implementation of Direct Instruction Programs Elementary Math Mastery, Connecting Math Concepts (0.59 Effect Size) and the C2C materials.	✓	✓	✓	✓
Implement and embed school developed Mathematics program, 'Mystic Maths' aligned to the Australian Curriculum to identify skill gaps and target areas for each student. (T&L Audit recommendations 2013)	✓	✓	✓	
Investigate, implement and embed explicit teaching of problem solving strategies across the school from prep to year 6. (Hattie, J - Visible Learning - Problem Solving Teaching, 0.61 Effect Size)	✓	✓	✓	✓
Embed ICTs in the teaching and learning of Numeracy. (Hattie, J - Visible Learning - Computer Assisted Instruction, 0.37 Effect Size)	✓	✓	✓	✓
Continue to enact the case management staff meeting process to identify individual students not meeting improvement standards in Mathematics as part of the 5 weekly data collection cycles. Discuss and document intervention strategies with parents/student and set targets for improvement.	✓	✓	✓	✓
Integrate 'Mystic Maths' into the parent/student/teacher cyclical process of analysing each students data, setting individual goals and targets for future learning, along with mathematical strategies for improvement. Review at least twice annually. (Hattie, J - Visible Learning - Goals - 0.56)	✓	✓	✓	✓
Continued use of school developed data analysis tools to identify student skill gaps in PAT and NAPLAN data to tailor teaching and learning to individual student needs. (T&L Audit recommendations 2013)	✓	✓	✓	✓
Embed and continue to review the Short Term Data Cycle system to track individual student performance and target future teaching every 5 weeks. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Continue the parent/student/teacher cyclical process of developing, implementing and reviewing learning plans for students not meeting the National Minimum Standard in NAPLAN Numeracy. (Great Results Guarantee, 2014, 2015)	✓	✓	✓	✓
Continue to develop the capability of teachers and teacher aides to embed the foundation programs and problem solving practices through professional development, instructional walks, coaching and feedback. (Hattie, J - Visible Learning - Professional Development, 0.62 Effect Size)	✓	✓	✓	✓





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Science

Success indicators				
1. Level of Achievement - Science				
2. Level of Achievement - Science				
3. PAT Science				
Strategies	2015	2016	2017	2018
Continued implementation of C2C Australian Curriculum Science Multi-age units as the primary resource for teaching Science.	✓	✓	✓	✓
Implement and embed school developed data analysis tools to identify student skill gaps in PAT Science to tailor teaching to individual student needs. (T&L Audit recommendations 2013)		✓	✓	

Attendance

Success indicators				
1. Student Attendance Rate				
Strategies	2015	2016	2017	2018
Maintain effective roll marking procedures and subsequent follow up of absences.	✓	✓	✓	✓
Monitor and inform parent community of school attendance rate through the school website and newsletter - promote everyday counts	✓	✓	✓	✓
Add attendance targets to the agenda of student/parents/teacher goal setting meetings twice annually.	✓			





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Attainment

Success indicators				
1. Level of Achievement - Mathematics				
2. Level of Achievement - Mathematics				
3. Level of Achievement - English				
4. Level of Achievement - English				
Strategies	2015	2016	2017	2018
Continue to implement the C2C multi-age materials across all key learning areas and year levels.	✓	✓	✓	✓
Continue to embed the school Pedagogical Framework in each classroom. (Archer, A & Hughes, C - Effective and Efficient Teaching Explicit Instruction and Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Explore and implement a school system for moderating folios of student work to inform report card levels of achievements.	✓	✓		
Embed the use of One School Markbooks to enhance achievement data analysis and control.	✓			
Improve the quality of teacher judgement through regular opportunities to moderate student work, develop exemplars, and align systemic and school based evidence of progress in student learning outcomes	✓	✓		
Continue whole school involvement in cluster online moderation across the Australian Curriculum Key Learning Areas.	✓	✓	✓	✓

Retention

Success indicators				
1. School Opinion Survey - Parents (S2035) Students (S2068)				
2. Day 8 enrolment data				
Strategies	2015	2016	2017	2018
Develop and maintain a strong relationship with the Hamilton Island Kindy through the implementation of a transition program into Prep.	✓	✓	✓	✓
Maintain the schools positive image within the Hamilton Island community.	✓	✓	✓	✓





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Transition

Success indicators				
1. Parents and community are confident and are informed regarding Year 7's transition to High School.				
2. Students are enrolled and prepared for high school in year 7.				
Strategies	2015	2016	2017	2018
Continue to foster relationships with Proserpine State High School through annual school transition visits.	✓	✓	✓	✓
Continue to provide high school transition information sessions for parents annually.	✓	✓	✓	✓

Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Success indicators				
1. EATSIPS Framework				
2. PAT Tests				
3. NAPLAN				
4. Attendance				
Strategies	2015	2016	2017	2018
Review current Closing the Gap strategies and develop and implement EATSIPS plan to improve Indigenous student performance and attendance at school.	✓	✓	✓	✓
Continue to promote and engage parents in 'Every Day Counts'	✓	✓	✓	✓





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Teaching Quality

Success indicators	2015	2016	2017	2018
1. Teaching and Learning Audit - An Expert Teaching Team (or replacement tool)				
2. Teaching and Learning Audit - Systematic Curriculum Delivery (or replacement tool)				
3. School Opinion Survey - Staff (S2121)				
4. School Opinion Survey - Staff (S2103)				
5. School Opinion Survey - Staff (S2100)				
6. Australian Professional Standards for Teachers				
Strategies	2015	2016	2017	2018
Continue to embed the school Pedagogical Framework in each classroom. (Archer, A & Hughes, C - Effective and Efficient Teaching Explicit Instruction and Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Continued implementation of a focused professional development plan, aligned to the school's explicit improvement agenda, linked to each staff members Developing Performance Framework to build collective capability. (Hattie, J - Visible Learning - Professional Development, 0.62 Effect Size)	✓	✓	✓	✓
Continue to provide professional development aimed at building staff members' data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth over the years of school. (T&L Audit Recommendations, 2013)	✓	✓	✓	✓
Embed a coaching & feedback culture within the school to ensure that feedback is provided to all teachers and teacher aides to build an expert teaching team. (Hattie, J - Visible Learning - Professional Development, 0.62 Effect Size)	✓	✓		
Embed systems to identify high performing teachers and provide opportunities for them to take on coaching roles within the school and cluster. (Hattie, J - Visible Learning - Professional Development, 0.62 Effect Size)	✓	✓		
Continue to review and align the whole school curriculum, assessment and reporting framework to the gradual release of the Australian Curriculum through the implementation of the C2C materials. (T&L Audit recommendations 2013)	✓	✓	✓	✓





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Principal Leadership & Development

Success indicators				
1. Teaching and Learning Audit - An Explicit Improvement Agenda (or replacement tool)				
2. Teaching and Learning Audit - An Expert Teaching Team (or replacement tool)				
3. Teaching and Learning Audit - Targeted Use of School Resources (or replacement tool)				
4. Principal Performance Plans				
Strategies				
	2015	2016	2017	2018
Focus on enhancing instructional leadership skills associated with coaching and feedback, school pedagogical framework, targeted use of school resources and data collection & analysis. (Hattie, J - Visible Learning - Professional Development, 0.62 Effect Size)	✓	✓		
Continue to utilise the classroom audit and instructional walk processes to regularly discuss performance and capability development with all teachers aligned to AITSL, each individual's Developing Performance Framework and school priorities.	✓	✓	✓	✓
Continue to supervise the implementation of teaching and learning expectations outlined in the Hamilton Island State School Teaching & Learning Handbook in each classroom.	✓	✓	✓	✓
Target instructional leadership and a common coaching model to identify high performing teachers and provide opportunities them to take on coaching roles within the school and cluster. (Hattie, J - Visible Learning - Professional Development, 0.62 Effect Size)	✓	✓	✓	✓
Maintain school involvement in the cluster Professional Learning Community.	✓	✓	✓	✓
Continue participation in the NQR 'Putting Faces on the Data' (Lyn Sharratt) project and embed practice learnings at Hamilton Island State School.	✓	✓	✓	✓





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Improvement Priorities

Successful Learners

Success indicators

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|--|
| 1. Teaching and Learning Audit - Analysis & Discussion of Data (or replacement tool) |
| 2. Teaching and Learning Audit - Differentiated Classroom Learning (or replacement tool) |
| 3. Discipline Audit Domains - Data Informed Decision Making, Clear Consistent Expectations for Behaviour & Explicit Teaching of Appropriate Behaviour to All Students. (or replacement tool) |
| 4. School Opinion Survey - Teachers (S2116) |
| 5. School Opinion Survey - Students (S2061) |
| 6. School Opinion Survey - Students (S2037, S2044) |
| 7. School Opinion Survey - Students (S2066) |
| 8. School Opinion Survey - Students (S2063, S2041) |





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Strategies	2015	2016	2017	2018
Continue to embed data walls or similar systems in each classroom to monitor and display individual student distance travelled in key areas outlined within the school improvement agenda. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓		
Embed the school data plan and its processes to collect and analyse individual student data to inform future teaching and learning cycles, monitor improvement over time and to monitor growth across the years of school. (T&L, Discipline Audit recommendations 2013)	✓	✓		
Continue to enact the agreed upon whole school Teaching & Learning Cycle in alignment with Sharratt's 5 questions for teachers. (Sharratt, L & Fullan, M - Putting Faces on the Data)	✓	✓	✓	✓
Continue to enact the case management staff meeting process to identify individual students not meeting improvement standards as part of the 5 weekly data collection cycles. Discuss and document intervention strategies with parents/student and set targets/review date for improvement.	✓	✓	✓	✓
Continue to build a culture of high expectations of all students and their ability to achieve high standards through explicit behaviour, classroom display, bookwork, attendance, academic and uniform expectations. (Fleming J, Towards a Moving School)	✓	✓	✓	✓
Provide professional development and coaching for teachers to provide regular 'high quality' feedback to students. (Hattie, J - Visible Learning - Feedback, 0.73 Effect Size)	✓	✓	✓	✓
Continue to enact parent/student/teacher cyclical partnership of analysing each students behaviour and academic data, setting individual goals and targets for future teaching and learning, along with strategies for improvement. Review at least twice annually. (T&L Audit recommendations 2013)	✓	✓	✓	✓
Implement and embed programs to meet individual learning needs in the areas of Gifted & Talented and English an additional language (EAL). (T&L Audit recommendations 2013)	✓	✓	✓	✓
Strengthen student well-being through implementing and embedding whole school social and emotional program, You Can Do It! Education. (Hattie, J - Visible Learning, Values/Moral Education Programs - 0.24 Effect Size)	✓	✓	✓	✓
Review annually and implement necessary changes to the Responsible Behaviour Plan for Students. (Hattie, J - Visible Learning, Classroom Behavioural - 0.80 Effect Size)	✓	✓	✓	✓





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Improvement Priorities

Local Decision Making

Success indicators

1. Discipline Audit Domain - Parent & Community Engagement (or replacement tool)
2. School Opinion Survey Parent Survey (S2035) Student Survey (S2068)
3. School Opinion Survey - Parent Survey (S2028)
4. School Opinion Survey - Parent Survey (2012) Student Survey (S2044)
5. School Opinion Survey - Student (S2047) & Parents (S2015)
6. School Opinion Survey - Parent Survey (S2024)





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Strategies	2015	2016	2017	2018
Explore ways the skills of parents can be enhanced by delivering high quality, evidence based training and information on effective behaviour strategies. (Discipline Audit Recommendations, 2013)	✓			✓
Maintain school partnership with Reef Guardian to focus on sustainability through the Eco Leaders Challenge Program.	✓	✓	✓	✓
Continue to embed the Parent and Community Engagement Framework. (Hattie, J - Visible Learning, Parental Involvement - 0.51 Effect Size)	✓	✓	✓	✓
Continue to enact parent/student/teacher cyclical partnership of analysing each students behaviour and academic data, setting individual goals and targets for future teaching and learning, along with strategies for improvement. Review at least twice annually. (T&L Audit recommendations 2013)	✓	✓	✓	✓
Configure goal setting reports so that they display progress over time and include strategies for ways parents can support their children's learning at home. (T&L Audit recommendations, 2013)	✓	✓	✓	✓
Continue to foster strong partnerships with families, Hamilton Island business and community organisations to support improved student learning opportunities. (Discipline Audit Recommendations, 2013)	✓	✓	✓	✓
Continue to provide parents with opportunities to attend information sessions aligned to areas outlined in the school improvement agenda (e.g. reading) and the school pedagogical framework. (Hattie, J - Visible Learning, Parental Involvement - 0.51 Effect Size)	✓	✓	✓	✓
Facilitate ongoing opportunities for parents to attend guided walks through classrooms to discuss their child's learning and achievement. (Sharratt, L & Fullan M - Putting Faces on the Data)	✓	✓	✓	✓
Strengthen communication and decision making opportunities for parents and key stakeholders in the Hamilton Island community, to strengthen school policies and procedures. (Hattie, J - Visible Learning, Parental Involvement - 0.51 Effect Size)	✓	✓		
Embed the extra-curricular electives program and explore opportunities to implement music as part of the program.	✓	✓	✓	✓
Continue to embed a culture of high expectations with parents and staff in terms of each and every student's capacity to improve, especially in the upper two bands of NAPLAN.	✓	✓	✓	✓

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

