

Being the Best at Getting Better @ HAPS in 2025

Be Respectful

Where are we at?

Class Team Model designed for Belonging, safety and Trauma Informed Practice
 Consistent practices and language for wellbeing: Supportive and trusting
 A model that supports quality teaching
 Investing in quality PD for all to build a **Quality Team**.

Science of Reading

EDI as evidence informed practice (using **Playberry Laser** Platform R-6)
 A **Teaching and Learning Cycle** using quality literature, to develop a purposeful understanding of text structures across the curriculum.

Maths Agreement R-6 with agreed lesson structure.

Each lesson starts with **Number Fact Fluency** in engaging ways for learners.
 Each lesson concludes with reflective questions /review learning for students to think about their learning and thinking.

Responsive to student's needs and interests – data informed at all levels =

Targeted teaching
 Embrace diversity with high expectations for all.
 Ensure inclusion through IESP, AIT and supports as required
 Implement **Aboriginal Education Strategy** (2019 – 2029) actions - all 6 elements of ALALR and DfE Stretch Reconciliation Action plan (2023-2026)
 Attention to **transitions, community engagement and continuation of learning** at all levels.

Learner agency through:

Regulation strategies
 Writing goals and conferencing
 Renaissance Platform (STAR and MyON) for Reading engagement and enjoyment.

Be Responsible

Where do we want to get to?

Build on our culture of learning: with a focus on **Persistence and resilience**

Support but don't solve
 Gradual release of responsibility

Operationalise Reading data to inform Tier 1, 2 and 3 Playberry and Reading Interventions

Maths Agreement:

Consistent application of lesson structure (keep enhancing this structure)
 Consistent use of CPA practices and resource this
 Get tighter on routines and EDI in Maths

Attendance matters!

Intentional and persistent intervening – update procedures
 Foster connection through community partnerships
 Develop our own **Reconciliation Action Plan**
 Develop a **Mission Statement for Hincks**.

Clearly Understanding our purpose and our strengths as a school:

Communicate this with the wider community: who we are, what we stand for and celebrate inclusive practices.

Activate curriculum for meaningful and engaging learning.

Start **connecting content** for deeper thinking
 Integrating The Arts and Technologies for this purpose
Get CURIOUS and CREATIVE

Embed **Learner Agency** in goal setting for Reading, Writing and Maths
 Voice to Agency through **Connected Curriculum Projects**

Be Your Best

How might we get there?

With Staff

Continue to build safe and inclusive environment through a **PBIS Strategic Agenda**, including:
 Staff **BSEM Agreement** for **Consistent Predictable Routines**
BSEM Modules 3 and 4 (Engagement, Stamina and Character)
 Developing a **Ladder of consequence** – providing clarity re adverse behaviours.
 Implementing a **Tier 1 Social Emotional Learning** Framework for the year.
 School-wide **weekly focus** that embeds Executive Functions and Emotional Intelligence.
 Proactive data analysis with the **TIP team 2** x each term to lead proactive behaviour support.
Dare to Lead Read-along workbook / course with all staff – Building a **brave school culture** to lead wellbeing.
DIBELS as a driver for strategic intervention in Reading R-6 (Closing the Gaps)
 Continue to work with LGU to build capacity of staff in working on **Foundational Code R-6**.
 Continue to work with Hansberry Consulting for **Fidelity of Tier 1 Literacy (TAPPLE)**
 Continue to work with Brightpath Team; with a focus on **co-agency** in writing **Collective Teacher Efficacy & PLCs** in curriculum design – particularly in **connecting curriculum for deeper learning** (and connecting with community).
 Primary Team / JP Team meet twice per term further investigation of the **Science of Learning in Maths**

With Students

Visible displays of **expectations** in all areas of the school (and online)
Consistent incentivising through to Class Dojo
Student Leaders: Building Responsibilities to model across school
 Develop **Regulation spaces and strategies with purpose** – in classes and a wellness room.

With Community – Building stronger connections

Community Collaborations with **Hincksy Points** to build belonging and strengths spotting, including families.
ROOTS Bush Foods project in collaboration with GMCFC & UniSA
PBIS Agenda and community consultations for collaborative planning
Courtyard development and community consulting with families
Reconciliation Action Plan
 Intentional collaborations and referrals for Inclusive practices

With Leaders

Social Ventures Australia for leadership growth
 Review **attendance monitoring processes** and interventions / referrals
 Subscribing to a database to **systemise meaningful data** for class cohorts.
BSEM Masterclass for leadership development
 Explore the **Science of Learning in Maths R-6** (EDI focus)



What did we learn?

Using the following data sets to inform growth...

Wellbeing Engagement Collection
 Perspective data
 Brightpath growth - Termly
 DIBELS Suite of Reading Assessments – Beginning, Middle and End of year
PAT-Reading and Maths – Term 3
 As well we perception data, observations, staff wellbeing, community voice, etc

What will we embed? What will we stop?

School review – Term 4, 2025