



# Site Improvement Plan

# 2017



Powerful Learners

Inquiry

Numeracy

## Priority: Powerful Learners

*At Hawthorndene Primary School we strive to be powerful learners.*

*Our core business is growing powerful learners who demonstrate intellectual engagement, embrace challenge and persist in the face of setbacks, to see effort as the path to higher achievement and significant learning.*

**At Hawthorndene Primary School we strive to be Powerful Learners who are :**

**Open minded, Respectful, Critical Thinkers, Curious, Adaptable, Creative, Balanced, Problem Solvers, Collaborators, Communicators, Knowledgeable and have a growth mindset**

### Goals for 2017

- 1. Developing engaging pedagogy and differentiating learning**
- 2. Developing a culture of powerful learning**
- 3. Students encouraged to develop and apply a Growth Mindset**
- 4. R-7 Literacy with a focus on improving spelling and writing**

Key Actions <i>(From the goals listed above, what are the implementation steps / key actions required?)</i>	Who will lead? <i>(Who will lead this strategy being implemented?)</i>	When / How? <i>(What time(s) are set for these strategies to be implemented?)</i>	Resources <i>(inc Budget )</i>	Improvement Indicators <i>(How will we know we are making a difference? Key indicators of improvement toward the target(s))</i>
1. R – 7 Developing engaging pedagogy and differentiating learning <ul style="list-style-type: none"> <li>○ Using multiple sets of data to systematically identify, at a class level, areas of learning improvement for individuals.</li> <li>○ Staff engage with TfEL (particularly 1.4, 2.3, 2.4, engage with community, negotiate learning &amp; challenge students to achieve high standards)</li> </ul>	Class/ Specialist Teachers & learning team leaders Leadership as part of the PDP process	Staff meetings Learning team meetings Learning team planning sessions	<ul style="list-style-type: none"> <li>○ data sets</li> <li>○ TfEL resources</li> <li>○ Formative assessment strategies</li> </ul>	Improvement in data <ul style="list-style-type: none"> <li>○ HPS Reporting, Positive shift bell shape curves, indicating increased achievement at top end.</li> <li>○ NAPLAN, PAT R &amp; M, identified students reach bench marks</li> <li>○ Engagement Survey Results indicate improvement from start to end of year data</li> <li>○ Achievement of SIP goals</li> <li>○ Increase student enrolments</li> </ul> Using self-assessment and student surveys which can include the

				<ul style="list-style-type: none"> <li>○ TfEL compass</li> <li>○ AITSL self-assessment tool 2016</li> </ul> <p>Evidence of :  Effective Pedagogies  Differentiation  Extending Students, more students achieving in higher bands  Intellectual Stretch  Problematized Situations.</p>
<p>2. Developing a culture of powerful learning:  Exploring the HPS PLA'S  Develop whole site strategies to influence student choice/ habits in using appropriate language to reflect the HPS PLA's  Review HPS Mission statement, vision and values  Student peer to peer interactions reflect HPS PLA's</p>	Principal/ DP Principal- DECD Promotions DP	On going	Governing Council, students & staff Parent community  Revisit "Whats the buzz."	Staff and students using a common language based on the PLA's.  Student reports reflect the descriptive language of the PLA's  Parents/ Governing Council refer to the PLA's when making decisions and during discussion.  The PLA's are on display in all learning areas.  HPS Vision statement developed that incorporates the PLA's.
<p>3. Students encouraged to develop and apply a Growth Mindset  Students use Growth Mindset language</p>	Class/ Specialist Teachers & learning team leaders Leadership as part of the PDP process	On going	Staff will attend a partnership day. Ongoing twilight networking across the partnership.	Staff model growth mindset.  Higher number of students participating and persisting in challenging tasks.

## Inquiry Based Learning

*Inquiry-based approaches to learning harness a spirit of investigation, creating an interesting, engaging and meaningful curriculum that uses children's interests and questions as a starting point for developing powerful learners.*

### Goals for 2017

1. Learning teams ( Reception, Year 1/ 2, Year 3, Year 4/5, Year 6/7) will develop four units of inquiry per year using the HPS Australian Curriculum planner
2. Specialist teachers will either develop a unit of inquiry as a standalone or support units of inquiry developed by learning terms to ensure an inquiry unit occurs once per term.
3. R-7 To improve planning and assessment practices
4. R-7 Literacy embedded into units of inquiry

Key Actions <i>(From the goals listed above, what are the implementation steps / key actions required?)</i>	Who will lead? <i>(Who will lead this strategy being implemented?)</i>	When / How? <i>(What time(s) are set for these strategies to be implemented?)</i>	Resources <i>(inc Budget )</i>	Improvement Indicators <i>(How will we know we are making a difference? Key indicators of improvement toward the target(s))</i>
1. Learning teams ( Reception, Year 1/ 2, Year 3, Year 4/5, Year 6/7) will develop three -four units of inquiry for the year using the HPS Australian Curriculum planner	Teacher Librarian Deputy Principal Principal	Term 1- 4 Planning meetings	○ All Staff will attend training and development facilitated by Kath Murdoch	The inquiry cycle will be evident in all classrooms
2. Specialist teachers will either develop a unit of inquiry as a standalone or support units of inquiry developed by learning terms to ensure an inquiry unit occurs 3- 4 times per year.	Teacher Librarian Deputy Principal Principal Specialist teachers support year level learning teams	Terms 1- 4	Kath Murdoch & her resources	See-saw (work samples) Recording on the HPS Planner

<p>3. R-7 To improve planning and assessment practices  Embed a practice of intentional Unit Planning  Focus on quality Task design (intellectual stretch)  Increase staff use of Formative Assessment to improve student achievement</p>	<p>Class Teachers, specialists and leadership</p>	<p>Ongoing</p>	<p>Words their Way inquiry approach  Kath Murdoch  Dylan Williams</p>	<p>Formative assessment implemented and used to guide the teaching and learning</p>
<p>4. R-7 Literacy embedded into units of inquiry  Authentic literacy experiences  Identify the links between literacy and units of inquiry e.g. genre  Through Words their Way incorporate an inquiry approach to the spelling of words</p>	<p>Class teachers</p>	<p>Ongoing</p>	<p>Words their Way  Genre resources</p>	<p>Spelling results improve based on a deeper understanding  NAPLAN writing results improve</p>

## Priority: Numeracy

*Numeracy is defined as the capacity, confidence and disposition to use mathematics in daily life. Children bring new mathematical understanding through engaging in problem solving. It is essential that the mathematical ideas with which young children interact are relevant and meaningful in the context of their current lives.*

### Goals for 2017

1. R – 7 Targeted teaching and intervention based on formative assessment of individual students
2. R-7 Numeracy- Improve student ability to apply mathematic skills with a balance of fluency, understanding, reasoning and problem solving.

Key Actions <i>(From the goals listed above, what are the implementation steps / key actions required?)</i>	Who will lead? <i>(Who will lead this strategy being implemented?)</i>	When / How? <i>(What time(s) are set for these strategies to be implemented?)</i>	Resources <i>(inc Budget )</i>	Improvement Indicators <i>(How will we know we are making a difference? Key indicators of improvement)</i>
1. R – 7 Targeted teaching and intervention based on formative assessment of individual students <ul style="list-style-type: none"> <li>○ Systematic diagnostic identification of students' needs</li> <li>○ Implement pedagogy and curriculum to extend and enrich children's numeracy learning</li> </ul>	Class/ Specialist Teachers & learning team leaders Leadership as part of the PDP process Coordinator	Ongoing	External professionals  R/ 1 staff to Reggio Emilio Biannual conference  Tierney Kennedy 'Back to front maths'  'Thinking Big'  Ann Baker  Too Smart Maths Intervention  PAT data	Percentage of year 3 students (2013)retained in the numeracy aspects high skill bands in year 7 (2017) NAPLaN is greater than the previous year and baseline.  Number of year 3 students (2013)increases in the numeracy aspects high skill bands in year 7 (2017) NAPLaN is greater than the previous year and baseline.

<p>2. R-7 Numeracy- Improve student ability to apply mathematic skills with a balance of fluency, understanding, reasoning and problem solving.</p> <ul style="list-style-type: none"> <li>○ Develop data analysis skills to identify target areas for improvement using Naplan, R-2 'I can do Maths' and 3-7 PAT M</li> <li>○ Develop strategies for intervention at a remedial and extension level.</li> <li>○ Improve use of hands-on resources to engage students in learning</li> <li>○ Improve students ability to problem solve</li> </ul>	<p>Class Teachers &amp; learning team leaders Leadership as part of the PDP process</p>		<p>AC Critical and Creative Thinking Capabilities Thinking Maths - Year 6/7 teachers Tierney Kennedy Moderation Tierney Kennedy – year 4/5 teachers  Coordinator working with targeted students</p>	<p>Improved numeracy levels evidenced in data:</p> <ul style="list-style-type: none"> <li>● I can do maths</li> <li>● NAPLAN</li> <li>● PAT M</li> </ul> <p>Students receiving 300mins/week of explicit teaching in Mathematics</p> <p>Increased staff confidence in using problem solving and hands –on based pedagogy</p> <p>Students growth mindset encourages mathematical application</p>