



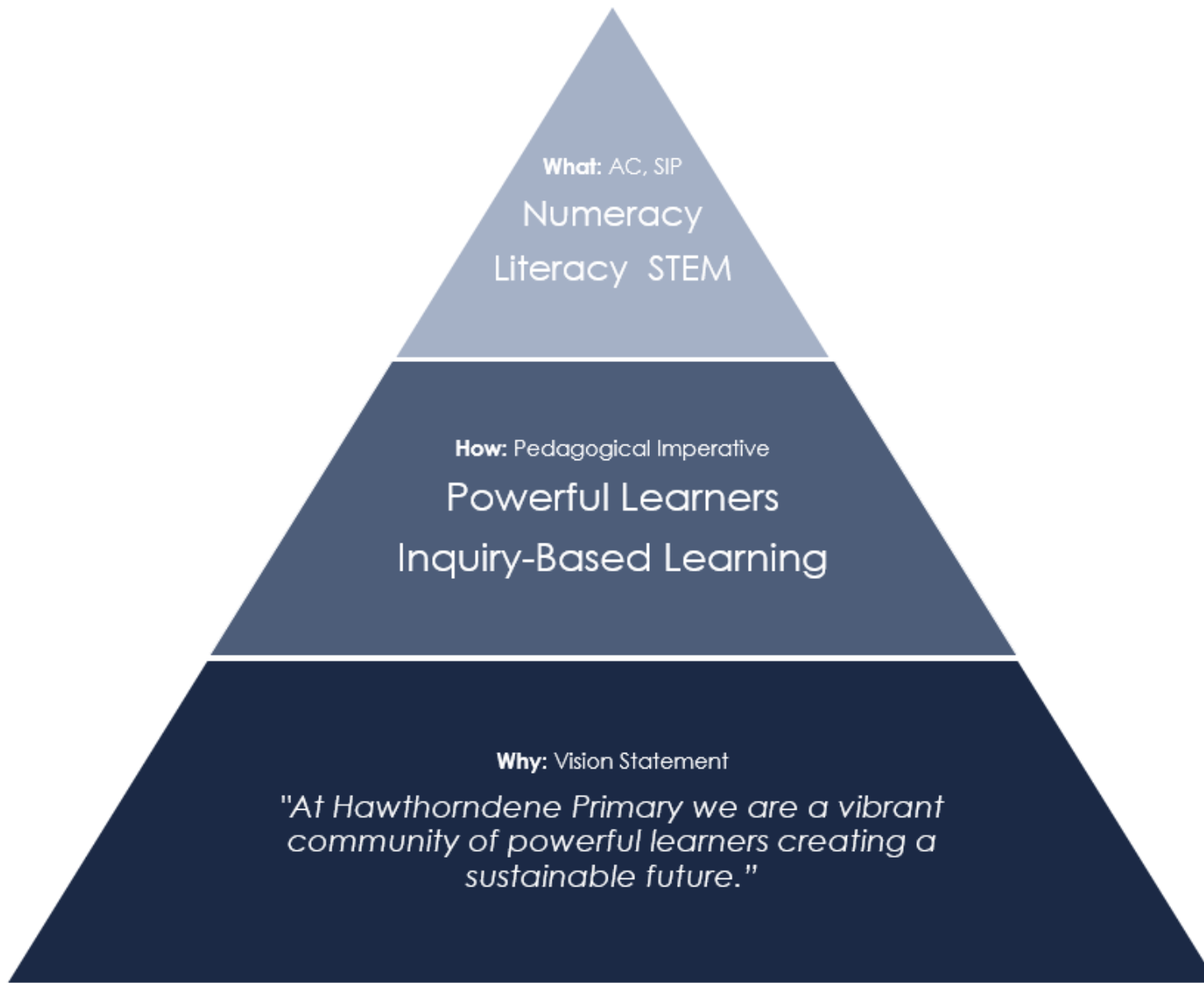
Hawthorndene Primary School

# SITE IMPROVEMENT PLAN

## 2018-2020

*"At Hawthorndene Primary we are a vibrant community of powerful learners creating a sustainable future."*





**What:** AC, SIP

Numeracy

Literacy STEM

**How:** Pedagogical Imperative

Powerful Learners

Inquiry-Based Learning

**Why:** Vision Statement

*"At Hawthorndene Primary we are a vibrant community of powerful learners creating a sustainable future."*

## Priority: Powerful Learners

At Hawthorndene Primary School we strive to be powerful learners who 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 2018-2020:

1. Developing engaging inquiry-based pedagogy that differentiates for all learners
2. Developing students to be powerful learners through the Powerful Learner Attributes (PLAs)
3. Developing a culture of thinking

<b>Key Actions</b> <i>(From the goals listed above, what are the implementation steps / key actions required?)</i>	<b>Who will lead?</b> <i>(Who will lead this strategy being implemented?)</i>	<b>When / How?</b> <i>(What time(s) are set for these strategies to be implemented?)</i>	<b>Resources</b> <i>(incl. Budget)</i>	<b>Improvement Indicators</b> <i>(How will we know we are making a difference? Key indicators of improvement toward the target(s))</i>
<p><b>1. Developing engaging inquiry-based pedagogy that differentiates for all learners</b></p> <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>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Specialist teachers</li> <li>• Learning team leaders</li> <li>• Leadership as part of the PDP process</li> <li>• STEM Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Learning team meetings</li> <li>• Learning team planning sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Data sets</li> <li>• TfEL resources</li> <li>• Formative assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>• 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>- Increased student enrolments</li> </ul> </li> <li>• Using self-assessment and student surveys which can include the TfEL compass</li> <li>• Evidence of:               <ul style="list-style-type: none"> <li>- Effective pedagogies</li> <li>- Differentiation</li> <li>- Extending students, more students achieving in higher bands</li> <li>- Tasks involving intellectual stretch and problematised situations</li> </ul> </li> </ul>

<p><b>2. Developing students to be Powerful Learners displaying the PLAs</b></p> <ul style="list-style-type: none"> <li>• Exploring the HPS PLAs</li> <li>• Develop whole site strategies to influence student choice/ habits in using appropriate language to reflect the HPS PLAs</li> <li>• Review HPS Mission statement, vision and values</li> <li>• Student peer to peer interactions reflect HPS PLAs</li> <li>• Students encouraged to develop and apply a growth mindset</li> <li>• Students use growth mindset language</li> <li>• Student voice is reflected in feedback and school directions</li> </ul>	<ul style="list-style-type: none"> <li>• Principal/ Deputy Princial</li> <li>• Principal- DECD</li> <li>• Class teachers</li> <li>• Specialist Teachers</li> <li>• Learning team leaders</li> <li>• Leadership as part of the PDP process</li> <li>• Student action teams (SAT)</li> </ul>	<ul style="list-style-type: none"> <li>• On going</li> </ul>	<ul style="list-style-type: none"> <li>• Governing Council</li> <li>• Students</li> <li>• Staff</li> <li>• Parent community</li> <li>• Revisit "What's the buzz."</li> <li>• Ongoing twilight networking across the partnership</li> <li>• SRC Executive as part of the MHP</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students using a common language based on the PLAs</li> <li>• Student reports reflect the descriptive language of the PLAs</li> <li>• Parents/Governing Council refer to the PLAs when making decisions and during discussion</li> <li>• The PLAs are on display in all learning areas</li> <li>• HPS Vision statement developed that incorporates the PLAs</li> <li>• Staff model growth mindset</li> <li>• Higher number of students participating and persisting in challenging tasks</li> <li>• SAT provide a process for student feedback and provision to take and lead action in the school</li> </ul>
<p><b>3. Developing a culture of thinking</b></p> <ul style="list-style-type: none"> <li>• Improving learning and collaboration by enhancing group and individual thinking processes</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Teacher Librarian</li> <li>• STEM Coordinator</li> <li>• Simon Brooks</li> <li>• Trained staff facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• SFD x 2</li> <li>• Action research team released</li> <li>• Facilitators released</li> <li>• Working with Simon Brooks as whole school, action research teams, facilitator training</li> </ul>	<ul style="list-style-type: none"> <li>• Staff facilitator training</li> <li>• 8 cultural forces defining classrooms</li> <li>• Making thinking visible</li> </ul>	<ul style="list-style-type: none"> <li>• Staff using common language and sharing of pedagogy to develop a culture of thinking</li> <li>• Staff utilising the 8 cultural forces that define classrooms: <ul style="list-style-type: none"> <li>- Time, Opportunities, Routines &amp; Structures, Language, Modelling, Interactions &amp; Relationships, Physical Environment, Expectations.,</li> </ul> </li> <li>• Evidence of <ul style="list-style-type: none"> <li>- High degree of student engagement</li> <li>- Students know what they are leaning and why</li> <li>- Blend of individual small group and large group work</li> <li>- Student thinking is visible</li> <li>- Students have some opportunity to work at their own pace and explore their own interests</li> <li>- Multiple forms of assessment, feedback and demonstrations of learning</li> <li>- Staff work together, collaborate, share common practices &amp; learn from one another</li> <li>- Parental involvement and community support</li> <li>- Learning environments support school learning, teaching &amp; culture</li> </ul> </li> </ul>

# Inquiry-Based Learning

*Inquiry-based approaches to learning harnesses 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 2018-2020:

1. Learning teams will develop four inquiry units per year using the HPS Australian Curriculum planner
2. Specialist teachers will either develop an inquiry unit as a standalone or support units developed by learning teams to ensure an inquiry-based, multidisciplinary unit occurs once per term
3. An inquiry yearly overview will be developed utilising an A year and B year to ensure Australian Curriculum coverage for composite classes
4. Improve planning and assessment practices

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>(incl. Budget)</i>	Improvement Indicators <i>(How will we know we are making a difference? Key indicators of improvement toward the target(s))</i>
<b>1. Learning teams will develop three to four inquiry units for the year using the HPS Australian Curriculum planner</b> <ul style="list-style-type: none"> <li>• Learning teams may change annually                             <ul style="list-style-type: none"> <li>- In 2017: Reception, Year 1/2, Year 3/4, Year 4/5, Year 6/7</li> <li>- In 2018: Reception, Year 1/2, Year 2/3, Year 3/4, Year 4/5, Year 5/6, Year 6/7</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Librarian</li> <li>• Deputy Principal</li> <li>• Principal</li> <li>• STEM Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1- 4</li> <li>• Planning meetings</li> <li>• Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• All learning teams will work with Kath Murdoch</li> <li>• Australian Curriculum</li> <li>• HPS AC planner/yearly overview</li> <li>• Planning room folders</li> </ul>	<ul style="list-style-type: none"> <li>• The inquiry cycle will be evident in all classrooms</li> <li>• Learning team collaborative design and moderate units of work and assessments</li> <li>• A yearly overview will be produced which vertically and horizontally aligns all inquiry units across the site</li> </ul>
<b>2. Specialist teachers will either develop an inquiry unit as a standalone or support inquiry units developed by learning teams to ensure an inquiry-based, multidisciplinary unit occurs 4 times per year</b>	<ul style="list-style-type: none"> <li>• Teacher Librarian</li> <li>• Deputy Principal</li> <li>• Principal</li> <li>• Specialist teachers support year level learning teams</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1- 4</li> <li>• Planning meetings</li> <li>• Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Kath Murdoch &amp; her resources</li> <li>• Australian Curriculum</li> <li>• HPS AC planner/yearly overview</li> </ul>	<ul style="list-style-type: none"> <li>• See-saw (work samples)</li> <li>• Recording on the HPS planner and yearly overview</li> </ul>

## 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 2018-2020:

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>(incl. Budget)</i>	Improvement Indicators <i>(How will we know we are making a difference? Key indicators of improvement toward the target(s))</i>
<b>1. R – 7 Targeted teaching and intervention based on formative assessment of individual students</b> <ul style="list-style-type: none"> <li>• Student achievement</li> <li>• Regular testing at scheduled times</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Specialist teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• External professionals</li> <li>• Tierney</li> </ul>	<ul style="list-style-type: none"> <li>• Every student demonstrates 12 months progress across 12 months</li> <li>• Percentage of Year 3 students (2014) retained in the numeracy aspects high skill bands in Year 7 (2018) NAPLAN is greater than the previous year and baseline</li> </ul>
<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> <li>• Teachers are aware of all students in their class who are not meeting SEA and have strategies in place to support them</li> <li>• Teachers are aware of students who are 'coasting' and have had limited growth and have strategies in place to support them</li> <li>• Ongoing partnership F-2 and 4-9 projects with external professional, Tierney Kenney</li> </ul>	<ul style="list-style-type: none"> <li>• Learning team leaders</li> <li>• Leadership as part of the PDP process</li> <li>• STEM Coordinator</li> <li>• SLLIP</li> </ul>		<ul style="list-style-type: none"> <li>• Kennedy -</li> <li>• Thinking Maths</li> <li>• SLLIP – collaborative moderation/ numeracy project</li> <li>• Track and monitor every learner using PAT M achievement data</li> <li>• TfEL Compass Data</li> <li>• NAPLAN data</li> <li>• Impromation</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Year 3 students (2014) increases in the numeracy aspects high skill bands in Year 7 (2018) NAPLAN is greater than the previous year and baseline</li> <li>• Targets:                             <ul style="list-style-type: none"> <li>- Year 3 students In NAPLAN band 6 in reading and/or numeracy</li> <li>- Year 5 students in NAPLAN band 8 in reading and/or numeracy</li> </ul> </li> </ul>
<b>2. R-7 numeracy- Improve student ability</b>	<ul style="list-style-type: none"> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• AC critical</li> </ul>	<ul style="list-style-type: none"> <li>• Every student demonstrates 12 months progress</li> </ul>

<p><b>to apply mathematic skills with a balance of fluency, understanding, reasoning and problem solving.</b></p> <ul style="list-style-type: none"> <li>• Develop data analyse skills to identify target areas for improvement using NAPLAN, Back to Front 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> <li>• Ongoing partnership F-2 and 4-9 projects with external professional, Tierney Kenney</li> </ul>	<ul style="list-style-type: none"> <li>• Learning team leaders</li> <li>• Leadership as part of the PDP process</li> <li>• SSO Maths intervention for Year 2 students</li> </ul>		<p>and creative thinking capabilities</p> <ul style="list-style-type: none"> <li>• Thinking Maths</li> <li>• Year 6/7 teachers</li> <li>• SLLIP – collaborative moderation/ numeracy project</li> <li>• Tierney Kennedy</li> <li>• Coordinator working with targeted students</li> <li>• Impromation - track and monitor every learner using PAT R, achievement data, TfEL Compass Data, NAPLAN</li> <li>• 0 -1,000 number concepts (Back to Front Maths) – Year 2 program</li> </ul>	<p>across 12 months</p> <ul style="list-style-type: none"> <li>• Improved numeracy levels evidenced in PAT M and NAPLAN data:</li> <li>• Students reduced requiring Tierney Kennedy misconceptions programs</li> <li>• Students receiving the minimum of minutes/week of explicit teaching in Mathematics as per DECD guidelines for implementation (3.2-4.8 hours)</li> <li>• Increased staff confidence in using problem solving and hands-on strategies</li> <li>• Students growth mindset encourages mathematical application</li> </ul>
--	--	--	---	--

## Priority: Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

### Goals for 2018-2020:

1. R – 7 Targeted teaching and intervention based on formative assessment of individual students
2. R-7 Literacy embedded into units of inquiry utilising Words their Way
3. Literacy agreement in place

<b>Key Actions</b> <i>(From the goals listed above, what are the implementation steps / key actions required?)</i>	<b>Who will lead?</b> <i>(Who will lead this strategy being implemented?)</i>	<b>When / How?</b> <i>(What time(s) are set for these strategies to be implemented?)</i>	<b>Resources</b> <i>(incl. Budget)</i>	<b>Improvement Indicators</b> <i>(How will we know we are making a difference? Key indicators of improvement toward the target(s))</i>
<p><b>1. R – 7 targeted teaching and intervention based on formative assessment of individual students</b></p> <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 literacy learning</li> <li>• Teachers are aware of all students in their class who are not meeting SEA and have strategies in place to support them</li> <li>• Teachers are aware of students who are 'coasting' and have had limited growth and have strategies in place to support them</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Specialist teachers learning team leaders</li> <li>• Leadership as part of the PDP process</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• External professionals</li> <li>• Impromation - track and monitor every learner using PAT R, achievement data, TfEL Compass Data, NAPLAN, Running Records</li> <li>• CAFÉ/Daily 5</li> </ul>	<ul style="list-style-type: none"> <li>• <b>?? of</b> Reception-Year 2 students achieve DECD Instructional Reading Levels by end Term 3               <ul style="list-style-type: none"> <li>- Reception Instructional Reading Level 5+</li> <li>- Year 1 Instructional Reading Level 15+</li> <li>- Year 2 Instructional Reading Level 21+</li> </ul> </li> <li>• Increase the % of students retained in the top 2 proficiency bands of NAPLAN Reading in Year 5 and Year 7</li> <li>• Increase the % of students at year 3, 4 &amp; 5 achieving stanine 6 and above in PAT-R Vocabulary</li> <li>• Increase the % of correct responses to inferential questions in PAT-R Comprehension to 70% or higher</li> <li>• Target:               <ul style="list-style-type: none"> <li>- Year 3 students In NAPLAN band 6 in reading and/or numeracy</li> <li>- Year 5 students in NAPLAN band 8 in reading and/or numeracy</li> </ul> </li> </ul>



<p><b>2. R-7 Literacy embedded into units of inquiry</b></p> <ul style="list-style-type: none"> <li>• Authentic literacy experiences</li> <li>• Identify the links between literacy and units of inquiry (e.g. genre)</li> <li>• Through Words their Way, incorporate an inquiry approach to the spelling of words</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Learning team leaders</li> <li>• Leadership as part of the PDP process</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• All staff attend Words their Way professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Words their way</li> <li>• Genre resources</li> <li>• Making Thinking Visible – thinking routines</li> </ul>	<ul style="list-style-type: none"> <li>• Improved spelling levels based on a deeper understanding</li> <li>• All teachers explicitly build students' visual literacy understandings and expertise across each curriculum area - graphic organisers, illustrations, charts, graphs, graphic novels, animation/movies, timetables</li> </ul>
<p><b>3. Literacy agreement in place</b></p>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1, 2018</li> <li>• Ongoing review</li> </ul>		<ul style="list-style-type: none"> <li>• Review and reflection as part of PDP, team meetings and whole school processes.</li> </ul>

## Priority: STEM

Science, Technology, Engineering and Mathematics knowledge and skills provide students with the ability to understand and interpret the world around them. Combining STEM learning with the attributes of a Powerful Learner enables students to design and develop innovative solutions to real world problems.

### Goals for 2018-2020:

1. Collect baseline data regarding STEM attitudes, skills and dispositions of staff and students at HPS
2. Utilise data analysis to formulate STEM priorities and common expectations regarding the embedding of STEM learning opportunities for students
3. Build confidence and pedagogical skills to empower teachers to collaboratively develop real-world learning scenarios for students
4. Increase the opportunities for students to engage in extra-curricular STEM activities

<b>Key Actions</b> <i>(From the goals listed above, what are the implementation steps / key actions required?)</i>	<b>Who will lead?</b> <i>(Who will lead this strategy being implemented?)</i>	<b>When / How?</b> <i>(What time(s) are set for these strategies to be implemented?)</i>	<b>Resources</b> <i>(incl. Budget)</i>	<b>Improvement Indicators</b> <i>(How will we know we are making a difference? Key indicators of improvement toward the target(s))</i>
<ol style="list-style-type: none"> <li>1. <b>Collect baseline data regarding STEM attitudes, skills and dispositions of staff and students at HPS</b></li> <li>2. <b>Utilise data analysis to formulate STEM priorities and common expectations regarding the embedding of STEM learning opportunities for students</b></li> <li>3. <b>Build confidence and pedagogical skills to empower teachers to collaboratively develop real-world learning scenarios for students</b></li> <li>4. <b>Increase the opportunities for students to engage in extra-curricular STEM activities</b> <ul style="list-style-type: none"> <li>• Gather baseline data of student and staff confidence, attitudes and understanding of STEM learning</li> <li>• Analysis and reflection on data collected regarding STEM learning</li> <li>• Curriculum Support available for classroom teachers to develop and implement STEM learning opportunities within inquiry units</li> <li>• Mentoring/co-teaching support provided to</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• STEM Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• STEM budget</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the % of students in the top bands in PAT Science Year 3-7</li> <li>• STEM Coordinator attends planning meetings where relevant</li> <li>• Classroom teachers schedule co-teaching lessons with the STEM Coordinator</li> <li>• Increased number of extra-curricular STEM opportunities offered to students</li> <li>• Increasing number of students undertaking extra-curricular STEM opportunities</li> </ul>

<p>classroom teachers</p> <ul style="list-style-type: none"><li>• Build the profile of STEM in the school and community via STEM inquiry units in each class, clubs, community information, STEM week in Term 3, newsletters, parent workshop</li><li>• Develop whole school understandings and expectations about STEM teaching and learning at HPS</li></ul>				
--	--	--	--	--