

Improvement plan for Hawthorndene Primary School 2019-2021

School name

Hawthorndene Primary School

Vision statement

Challenging and inspiring students to connect and contribute to their world.



Plan summary

Goals	Targets	Challenge of practice
Increase student achievement in mathematics, particularly in number	<p>2019 :For students enrolled in year 3 in 2017 (current year 5) 90% achieve band 4 or higher For students enrolled in year 5 in 2017 (current year 7) 83% achieve band 6 or higher</p> <p>2020: Percentage of yr 5 (2020) students retained in HB having attained HB in yr 3 will be at least 64% (2019 - 61%) Percentage of yr 7 (2020) students retained in HB having attained HB in yr 3 will be at least 70% (2019 - 67%)</p> <p>2021: Percentage of yr 5 (2021) students retained in HB having attained HB in yr 3 will be at least 66% Percentage of yr 7 (2021) students retained in HB having attained HB in yr 3 will be at least 72%</p>	<p>If we use formative assessment with an emphasis on diagnostic testing to target teaching around misconceptions in number, then we will increase student achievement in mathematics particularly in the number strand.</p> <p>If we explicitly teach problem solving strategies through engagement with multi-step problems and investigations, then we will increase student achievement in mathematics particularly in the number strand.</p>
Increase student achievement in writing	<p>In 2019 increase the percentage of students in NAPLAN higher bands. For students enrolled in year 3 45% achieve band 4 or higher For students enrolled in year 5 10% achieve Band 6 or higher For students enrolled in year 7 40% achieve Band 8 or higher</p> <p>2020: Percentage of yr 5 (2020) students retained in HB having attained HB in yr 3 will be at least 78% (2019 - 74%) Percentage of yr 7 (2020) students retained in HB having attained HB in yr 3 will be at least 77% (2019 - 73%)</p> <p>2021: Percentage of yr 5 (2021) students retained in HB having attained HB in yr 3 will be at least 80% Percentage of yr 7 (2021) students retained in HB having attained HB in yr 3 will be at least 79%</p>	<p>If we develop our knowledge of language to enable differentiated language instruction when teaching writing across the curriculum areas, then students will make better textual and linguistic choices resulting in increased NAPLAN writing results.</p>

Students demonstrate increased critical and creative thinking	2019: A-E data shows 10% of students achieving A or B in STEM subjects	If we design learning that fosters a culture of thinking, then we will empower students to make strong connections, developing their ability to articulate their understanding and justify their thinking.
	2020: Student qualitative data collected through student surveys will demonstrate students' ability to communicate their learning achievement, goals and challenges.	
	2021: Student qualitative data collected through student surveys will demonstrate students' ability to communicate their learning achievement, goals and challenges.	



Improvement Plan Hawthorndene Primary School 2019-2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

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Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Increase student achievement in mathematics, particularly in number	2019	2019: For students enrolled in year 3 in 2017 (current year 5) 90% achieve band 4 or higher For students enrolled in year 5 in 2017 (current year 7) 83% achieve band 6 or higher
		2020	2020: Percentage of yr 5 (2020) students retained in HB having attained HB in yr 3 will be at least 64% (2019 - 61%) Percentage of yr 7 (2020) students retained in HB having attained HB in yr 3 will be at least 70% (2019 - 67%)
		2021	2021: Percentage of yr 5 (2021) students retained in HB having attained HB in yr 3 will be at least 66% Percentage of yr 7 (2021) students retained in HB having attained HB in yr 3 will be at least 72%
Goal 2	Increase student achievement in writing	2019	2019: In 2019 increase the percentage of students in NAPLAN higher bands. For students enrolled in year 3 45% achieve band 4 or higher For students enrolled in year 5 10% achieve Band 6 or higher For students enrolled in year 7 40% achieve Band 8 or higher
		2020	2020: Percentage of yr 5 (2020) students retained in HB having attained HB in yr 3 will be at least 78% (2019 - 74%) Percentage of yr 7 (2020) students retained in HB having attained HB in yr 3 will be at least 77% (2019 - 73%)
		2021	2021: Percentage of yr 5 (2021) students retained in HB having attained HB in yr 3) will be at least 80% Percentage of yr 7 (2021) students retained in HB having attained HB in yr 3 (will be at least 79%



Goal 3	Students demonstrate increased critical and creative thinking	2019	2019: A-E data shows at least 10% of students achieving A or B in each learning area
		2020	2020: A-E data shows at least 12% of students achieving A or B in each learning area Student qualitative data collected through student surveys will demonstrate students' ability to communicate their learning achievement, goals and challenges.
		2021	2021: A-E data shows at least 15% of students achieving A or B in each learning area Student qualitative data collected through student surveys will demonstrate students' ability to communicate their learning achievement, goals and challenges.



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of Practice	
Goal 1	<p>If we use formative assessment with an emphasis on diagnostic testing to target teaching around misconceptions in number, then we will increase student achievement in mathematics particularly in the number strand.</p> <p>If we explicitly teach problem solving strategies through engagement with multi-step problems and investigations, then we will increase student achievement in mathematics particularly in the number strand.</p>
Goal 2	<p>If we develop our knowledge of language to enable differentiated language instruction when teaching writing across the curriculum areas, then students will make better textual and linguistic choices resulting in increased NAPLAN writing results.</p>
Goal 3	<p>If we design learning that fosters a culture of thinking, then we will empower students to make strong connections, developing their ability to articulate their understanding and justify their thinking.</p>

Step 3

Plan actions for improvement



Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1		Increase student achievement in mathematics, particularly in number		
Challenge of practice		<p>If we use formative assessment with emphasis on diagnostic testing to target teaching around misconceptions in number, then we will increase student achievement in mathematics particularly in the number strand.</p> <p>If we explicitly teach problem solving strategies through engagement with multi-step problems and investigations, then we will increase student achievement in mathematics particularly in the number strand.</p>		
Actions	Timeline	Roles and Responsibilities	Resources	
Embed Back to Front Maths diagnostic testing into the annual Assessment and Reporting Timeline	2019	<ul style="list-style-type: none"> R-7 classroom teachers Curriculum Leader to update, manage and distribute documentation 	<ul style="list-style-type: none"> Back to Front Maths diagnostic tests Back to Front Maths misconceptions books School-developed tracking tables 	
Transition from using the Back to Front Maths diagnostic resources to the Top Ten Resources diagnostic tests and complimentary tracking tables	2020-2021	<ul style="list-style-type: none"> R-7 classroom teachers Staff consultation through SFD and amendment of the Assessment and Reporting Timeline 	<ul style="list-style-type: none"> Top Ten resources in the staff drive Assessment and Reporting Timeline Numeracy Agreement 	
Implement agreement to engage students in a weekly complex, multi-step problem solving task, including but not limited to the Back to Front Maths thinking journals	2019	<ul style="list-style-type: none"> Year 2-7 Classroom teachers Leadership to facilitate the development of the Numeracy Agreement 	<ul style="list-style-type: none"> Back to Front Maths 'Thinking Journals' Peter Sullivan books Jo Boaler books and Youcubed website Mitcham Hills LDAM website Nrich website 	
Establishment of the Numeracy PLC	2020-2021	<ul style="list-style-type: none"> At least one teacher from each learning team and one member of leadership (Anthea) 	<ul style="list-style-type: none"> Staff meeting allocation (every 3 weeks) Teacher resources as required 	



Numeracy PLC to review the Numeracy Agreement and devise ways for staff to continually engage with and develop this documentation	2020-2021	<ul style="list-style-type: none"> At least one teacher from each learning team STEM Coordinator 	<ul style="list-style-type: none"> Staff meeting allocation (every 3 weeks) Numeracy Agreement
Centre professional development on learning design and problem solving in the area of number	2019	<ul style="list-style-type: none"> SLLIP Leadership Lead teachers Partnership sites 	<ul style="list-style-type: none"> Australian Curriculum Mathematics National Numeracy Learning Progressions Various mathematics resources including books, videos, and manipulatives
Year 2 intervention for students identified as having misconceptions in place value	2019	<ul style="list-style-type: none"> Back to Front Maths trained in Back to Front Maths 	<ul style="list-style-type: none"> Back to Front Maths - Misconceptions in Place Value book
Review of current intervention model and trial of a new model with Reception to Year 3 classes	2019	<ul style="list-style-type: none"> Curriculum Leader R-Year 3 Classroom Teachers 	<ul style="list-style-type: none"> Top Ten Resources Various mathematics resources including books, videos, manipulatives
New staff to attend Back to Front Maths professional development	2019	<ul style="list-style-type: none"> New staff 	<ul style="list-style-type: none"> PD budget
STEM coordinator role extended with increased fraction of time to focus on numeracy	2019	<ul style="list-style-type: none"> STEM Coordinator 	<ul style="list-style-type: none"> Staffing budget
STEM Coordinator and Curriculum Leader to attend Orbis Numeracy R-3 course	2019	<ul style="list-style-type: none"> STEM Coordinator Curriculum Leader 	<ul style="list-style-type: none"> Staff released to attend Orbis online materials

Step 3 continued

Plan actions for improvement



STEM Coordinator and Curriculum Leader to facilitated ongoing professional development through staff meetings	2019-2021	<ul style="list-style-type: none"> • STEM Coordinator • Curriculum Leader 	<ul style="list-style-type: none"> • Various mathematics resources including books, videos, manipulatives
SFD with professional development facilitated by the Two Sisters in Daily 3	2020	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Classroom managed resources
PAT-M data printed and collated for each student in Year 2-7 to inform planning for the next year	2019-2021	<ul style="list-style-type: none"> • SSOs • Teachers 	<ul style="list-style-type: none"> • Oars ACER website
Indigenous students are tracked to ensure progress in the area of number with additional support if required	2020-2021	<ul style="list-style-type: none"> • Classroom teachers of identified students • Leadership 	<ul style="list-style-type: none"> • Various formative assessment and standardised data
Total financial resources allocated			Literacy and Numeracy First funding

Success criteria

2020:

Formative Assessment/Diagnostic Testing

During mathematics lessons, students...

- will be able to communicate their level of challenge or understanding through the development of a growth mindset
- will build strong connections between mathematical concepts to support deep understanding
- will actively seek feedback for continual improvement
- will identify current misconceptions to build improved understandings
- are able to see the value of tracking their progress

Problem Solving

During mathematics lessons, students...

- will have a bank of PS strategies to draw on
- work collaboratively to tackle problems beyond individual capabilities
- confidently embrace struggle as they understand this is optimal for learning
- focus on mathematical learning processes rather than validation for correct answers
- will develop and test conjectures, justifying their reasoning



Goal 2		Increase student achievement in writing		
Challenge of practice		If we develop our knowledge of language to enable differentiated language instruction when teaching writing across the curriculum areas, then students will make better textual and linguistic choices resulting in increased NAPLAN writing results.		
Actions	Timeline	Roles and Responsibilities	Resources	
All staff trained in Brightpath, baseline data collected, and initial areas of improvement identified	2019	<ul style="list-style-type: none"> Teachers Leadership 2 teacher facilitators to facilitate training through SFD and subsequent staff meetings 	<ul style="list-style-type: none"> Brightpath NAPLAN Writing Marking Guide Various writing resources 	
Developing teacher leaders and building leadership capacity through Brightpath facilitator training	2019	<ul style="list-style-type: none"> Training 2 facilitators in 2019 	<ul style="list-style-type: none"> Brightpath Facilitator training 	
Whole-school focus on writing with teachers encouraged to investigate a range of writing strategies	2019-2021	<ul style="list-style-type: none"> All classroom teachers 	<ul style="list-style-type: none"> Various writing resources Literacy Agreement 	
Extending the use of Brightpath to include narrative and persuasive genres	2020-2021	<ul style="list-style-type: none"> 2 teachers facilitators to facilitate ongoing training through staff meetings Literacy PLC to explore Brightpath data and devise ways to improve writing across the school 	<ul style="list-style-type: none"> Brightpath NAPLAN Writing Marking Guide Various writing resources 	
Classroom teachers using the Brightpath descriptors and teaching points to co-designing writing goals with students	2019-2021	<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Brightpath 	
A number of staff to attend professional development around writing delivered by Sheena Cameron and Louise Dempsey	2019	<ul style="list-style-type: none"> Classroom teachers Teacher-Librarian 	<ul style="list-style-type: none"> Sheena Cameron and Louise Dempsey books and resources 	



Sheena Cameron and Louise Dempsey to coach classroom teachers in the area of writing	2020	<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Sheena Cameron and Louise Dempsey books and resources
Week 0 professional development in Seven Steps of Writing	2020	<ul style="list-style-type: none"> Teachers Leadership SSOs invited 	<ul style="list-style-type: none"> Seven Steps folders Seven Steps online subscription
Collaborative moderation using Brightpath calibrated exemplars at site and partnership level	2019-2021	<ul style="list-style-type: none"> SLLIP Classroom teachers Partnership 	<ul style="list-style-type: none"> Brightpath
Literacy Agreement finalised and implemented	2019	<ul style="list-style-type: none"> Leadership All teaching staff 	<ul style="list-style-type: none"> Literacy Agreement
Establishment of the Literacy PLC	2020-2021	<ul style="list-style-type: none"> At least one teacher from each learning team Teacher-Librarian 	<ul style="list-style-type: none"> Staff meeting allocation (every 3 weeks) Teacher resources as required
Literacy PLC to review the Literacy Agreement and devise ways for staff to continually engage and develop this documentation.	2020-2021	<ul style="list-style-type: none"> At least one teacher from each learning team and one member of leadership (Inquiry Coordinator/Teacher-Librarian) 	<ul style="list-style-type: none"> Staff meeting allocation (every 3 weeks) Literacy Agreement
Opportunities for colleagues to robustly challenge practice through peer observations	2019-2021	<ul style="list-style-type: none"> All teaching staff Leadership Facilitated by action research facilitators 	<ul style="list-style-type: none"> Snapshot observations
Explicit phonics instruction occurs from R-7	2019-2021	<ul style="list-style-type: none"> Classroom teachers explicitly teaching phonics 	<ul style="list-style-type: none"> Jolly Phonics/Jolly Grammar Words their Way MiniLit Phonics screening tool and resources
All take home readers from PM level 1-9 replace with decodable (phonics based)	2019	<ul style="list-style-type: none"> Teacher-Librarian Library SSOs Reception-Year 1 teacher 	<ul style="list-style-type: none"> Decodable readers from various sources
Staff trained in Daily 5/CAFÉ at Westbourne Park Primary	2019	<ul style="list-style-type: none"> All teachers from Year 3-7 Teacher-Librarian 	<ul style="list-style-type: none"> Two Sisters books Two Sisters website/blog

Step 3 continued

Plan actions for improvement



SFD with professional development facilitated by the Two Sisters in CAFE	2020	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Two Sisters books Two Sisters website/blog
PAT-R data printed and collated for each student in Year 2-7 to inform planning for the next year	2019-2021	<ul style="list-style-type: none"> SSOs Teachers 	<ul style="list-style-type: none"> Oars ACER website
Indigenous students are tracked to ensure progress in writing with additional support if required	2020-2021	<ul style="list-style-type: none"> Classroom teachers of identified students Leadership 	<ul style="list-style-type: none"> Various formative assessment and standardised data
Total financial resources allocated			
Success Criteria	<p>During writing lessons, students...</p> <ul style="list-style-type: none"> are focusing on the editing process both independently and with others, to improve their writing will identify authorial choices in model texts, transferring them to their writing move from writing how they speak to writing how they read slow down the writing process by carefully planning and considering their writing choices can justify their language choices and structure based on audience and purpose call on a rich bank of vocabulary when writing co-develop specific writing goals, informed by data, to improve the quality of their writing will identify as capable writers, understanding that writing is a skill that continues to develop over time <p>Outside of dedicated writing time, students...</p> <ul style="list-style-type: none"> choose to independently participate in writing activities 		



Goal 3		Students demonstrate increased critical and creative thinking		
Challenge of practice		If we design learning that fosters a culture of thinking, then we will empower students to make strong connections, developing their ability to articulate their understanding and justify their thinking.		
Actions	Timeline	Roles and Responsibilities	Resources	
Continuing whole school inquiry coaching with Kath Murdoch 2019	2019	<ul style="list-style-type: none"> All learning teams Curriculum Coordinator STEM Coordinator 	<ul style="list-style-type: none"> PD Budget Kath Murdoch's books and blog Various inquiry resources 	
Continually revisiting inquiry pedagogy through ongoing professional development	2020-2021	<ul style="list-style-type: none"> Deputy Principal Curriculum Coordinator Critical and Creative Thinking PLC 	<ul style="list-style-type: none"> Various inquiry resources 	
Establishment of the Critical and Creative Thinking PLC	2020	<ul style="list-style-type: none"> At least one teacher from each learning team One member of leadership (Deputy) 	<ul style="list-style-type: none"> Various inquiry resources 	
Critical and Creative Thinking team devising was to enhance inquiry learning across the school	2020	<ul style="list-style-type: none"> At least one teacher from each learning team One member of leadership (Deputy) 	<ul style="list-style-type: none"> Various inquiry resources 	
Developing teacher leaders and building leadership capacity through Cultures of Thinking, action research facilitator training with Simon Brooks	2019	<ul style="list-style-type: none"> Classroom teachers that have opted in 	<ul style="list-style-type: none"> PD Budget Resources provided by Simon Brooks Cultures of Thinking books and website 	
2018 Action Research facilitators to manage Action Research PLCs across the site where each teacher explores a puzzle of practice	2019	<ul style="list-style-type: none"> 2018 Action Research Facilitators All teachers Leadership 	<ul style="list-style-type: none"> Various resources Protocols provided by Simon Brooks 	

Step 3 continued

Plan actions for improvement



Action research projects built into the PDP process	2019	<ul style="list-style-type: none"> All teachers Leadership 	<ul style="list-style-type: none"> Various resources
Staff encouraged to continue the action research process as part of their PDP	2020-2021	<ul style="list-style-type: none"> Staff who opt in to continue the process 	<ul style="list-style-type: none"> Various resources
Continuing whole school Cultures of Thinking work with Simon Brooks	2019	<ul style="list-style-type: none"> Classroom teachers Leadership Partnership 3 school PLC (HPS, CVPS, PPPS) 	<ul style="list-style-type: none"> PD Budget Resources provided by Simon Brooks Cultures of Thinking books and website
Continuing to reflect on and build understanding and momentum towards building a Culture of Thinking	2020	<ul style="list-style-type: none"> Deputy Principal Curriculum Coordinator Critical and Creative Thinking PLC Action Research Facilitators 	<ul style="list-style-type: none"> Various Cultures of Thinking Resources
Continued development and evolution of the HPS inquiry overview to ensure accountability to the Australian Curriculum is met while collaboratively planning unit of inquiry	2019-2021	<ul style="list-style-type: none"> Curriculum Coordinator/Teacher Librarian Classroom teachers Specialist teachers 	<ul style="list-style-type: none"> Kath Murdoch books and blog Various inquiry resources
STEM Coordinator works collaboratively with teachers in a co-teaching capacity to develop students' critical and creative thinking in STEM	2019-2021	<ul style="list-style-type: none"> STEM Coordinator Classroom teachers 	<ul style="list-style-type: none"> Collaboratory Various STEM resources
Total financial resources allocated			Approximately \$20,000.00

Success Criteria

Across all learning areas, students...

- apply critical thinking skills when selecting and analyzing resources
- use the common language of the Powerful Learning Attributes to describe their experiences and learning
- actively seek opportunities to be challenged further and display growth mindset when tackling challenges
- enthusiastically engage in discussion with others in order to surface multiple perspectives

School Improvement Plan

Approvals



Approved by principal

Name

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Date