

2022 - 2024

Site Number: 0972

School Improvement Plan Summary

Hawthorndene Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<p>Students demonstrate increased critical and creative thinking</p>	<p>2022: A-E data shows at least 15% of students achieving A grade and 25% B grade in each learning area.</p> <p>2023:</p> <p>2024:</p>	<p>If we design learning that fosters a culture of thinking, then we will empower students to make strong connections to their world, developing their ability to articulate their understanding and justify their thinking.</p>	<p>We will see each student ask questions, clarify, speculate, hypothesise and respect others' views when we collect and observe students thinking that informs future planning.</p> <p>We will see each student articulate, monitor and review their goals to determine next steps in learning, when we talk to students about what and how they are learning.</p> <p>We will see each student seek, reflect and act on feedback given, when we collect evidence of understanding in their learning.</p>
<p>Increase student achievement in mathematics, particularly in number</p>	<p>2022:</p> <p>58% of students across the school will achieve an A or B in mathematics. Year 3: 45% (20 students out of 44) will achieve Band 5 or higher in NAPLAN. Year 5: 40% (20 students out of 51) will achieve Band 7 or higher in NAPLAN.</p> <p>2023:</p> <p>65% of students across the school will achieve an A or B in mathematics. Year 3: 50% will achieve Band 5 or higher in NAPLAN. Year 5: 45% will achieve Band 7 or higher in NAPLAN.</p> <p>2024:</p> <p>70% of students across the school will achieve an A or B in mathematics. Year 3: 55% will achieve Band 5 or higher in NAPLAN. Year 5: 50% will achieve Band 7 or higher in NAPLAN.</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>	<p>We will see each student demonstrate accurate and efficient mental calculation skills when we ask them to solve mathematical problems.</p> <p>We will see each student identify their learning goals in numeracy, as informed by the numeracy progressions, when we ask them to articulate and explain their current goals.</p> <p>We will see each student apply accurate mathematical language to explain and justify their reasoning and learning goals when we have group and individual discussions with students. Students will use language appropriate to their year level as outlined in 'My word book' by Paul Swan.</p>
<p>Increase student achievement in writing</p>	<p>2022:</p> <p>Percentage of Year 5 students retained in HB having attained HB in year 3 will be at least 45% (20 out of 47 students) in NAPLAN writing 55% of Year 3 and Year 5 students are in the HB for NAPLAN Reading Year 3 - 27 out of 50 students achieved Band 4 or higher in NAPLAN Year 5 - 28 out of 52 students achieved Band 5 or higher in NAPLAN</p> <p>2023:</p> <p>Percentage of year 5 students retained in HB having attained HB in year 3 will be at least 50% in NAPLAN writing 60% of Year 3 and Year 5 students are in the HB for NAPLAN Reading</p> <p>2024:</p> <p>Percentage of Year 5 students retained in HB having attained HB in year 3 will be at least 55% in NAPLAN writing 65% of Year 3 and Year 5 students are in the HB for NAPLAN Reading</p>	<p>If we develop our knowledge of text structures and language features to enable differentiated instruction in writing then students will make better textual and linguistic choices resulting in increased writing results.</p> <p>If we use mentor texts to teach and identify language features in writing then students will be better equipped to analyse and infer meaning from texts.</p>	<p>We will see each student identify, use and explain the year level appropriate language features and grammatical choices when we review work samples, BrightPath data and PAT data.</p> <p>We will see each student co-construct and articulate their individual writing goals using the bump it up wall when students are setting and reviewing their writing goals.</p> <p>We will see each student identify literary devices through text analysis and discuss the effect on the reader when they can successfully record this independently in a text.</p> <p>We will see each student identify and use clues in the text to infer meaning when written or verbalised during class discussion or conference.</p>

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X *Diane Winterby*
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Governing Council Chair Person

