2024 School Improvement Plan

🎯 STEP 1 Analyse and Prioritise

Goal 1: Increase student achievement in mathematics, particularly in number

Targets 2024:

R-1: BiiN Trusting the Count - show growth from Term 1 to Term 3

Year 1/ 2 classes: Pre-PVAT - show growth from Term 1 to Term 3

Year 2-6: PVAT - show growth from Term 1 to Term 3

Year 2-6: PAT-M - show growth from Term 3 2023 to Term 3 2024

🏋️ STEP 2 Challenge of practice

Challenge of Practice:
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.

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.

🎬 STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):

We will see each student demonstrate fluency when we ask them to solve mathematical problems.

We will see each student articulate, monitor and review their fluency, understanding, reasoning and problem-solving goals to determine next steps in Numeracy.

We will see each student apply accurate mathematical language when reasoning by explaining their thinking and transferring their learning from one context to another.

See expanded success criteria in Numeracy Agreement document

How and when will this be monitored, tracked and measured?
Achievement Data Analysis includes:

Big ideas in number – Trusting the Count	Pre-PVAT	NAPLAN	PAT-M	A-E
Reception and Year 1	Year ½ classes	Years 3 and 5	Years 1-6	Years 1-6
	Term 1 and 3	Term 1	Term 3	Terms 2 and 4
Term 1 and 3	**PVAT**			
	Years 2-6			
	Term 1 and 3			

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Improve the quality of teaching practice by using consistent pedagogy.	2024	Each teacher will… • Follow the Hawthorndene Numeracy Agreement which includes: - Have at least one Number Talks 'lesson' a week to develop fluency and mental computation. PLC to support. - Use the agreed approach to student goal setting for each learning team (age appropriate). Student learning goals should be visible. Teacher and student input to develop individual goals. Goals can be content, confidence, or work habit related. - Identify and explicitly teach key maths language (aligned to AC) across all strands. Word walls will be used interactively (words come on and off the wall for extra focus on specific terms) to support learning and use of mathematical language. Modelling the use of maths vocabulary throughout teaching. Have students focus in on vocabulary by counting or using an action every time they hear it. - Use Mathletics and/or Mathseeds to supplement the explicit teaching. • Use maths books as mentor texts to introduce, inspire, consolidate learning. Used as a link to real life examples.	- Hawthorndene Numeracy Agreement - 'Number Talks' folder in Teams - Paul Swan's My Word Book: Mathematics - Mathletics - Mathseeds - OnePlan - Numeracy progressions - Reconciliation Action Plan (RAP) - Aboriginal Education Strategy

		• Provide opportunities to promote collaboration and co-designing of learning that reflects thinking and processes. • Report and share learning with parents. • Commit to the ongoing achievement and growth of ATSI students. • Monitor those students' progress of ATSI students and provide appropriate instruction. **Learning Teams will…** • Learning teams will develop year-level-specific approaches to goal setting. • Observe fellow members of the learning team to learn and allow for consistent pedagogy. **Numeracy PLC will…** • Collate examples of the teaching of fluency, student reflection, goal setting, word wall to share good practice. • Be a 'go to' on things like Number Talks, Mathletics/Mathseeds, goal setting, teaching of vocabulary. This might be for support and modelling etc. • Observe colleagues to learn and allow for consistent pedagogy. **Leaders will…** • Facilitate and support the work of the PLC and learning teams. • Facilitate and support professional development opportunities to develop good practice with essential agreement components including BIiN, Pre-PVAT, PVAT, and Mathletics. • Facilitate and support coaching, mentoring and observation opportunities to build teacher capacity and efficacy in numeracy.	
Consistent collection and deep analysis of data to inform next steps in teaching and learning.		**Each teacher will…** • Follow the Assessment and Data Plan and complete the agreed common assessment for maths from R-6 to identify misconceptions and knowledge gaps and inform targeted teaching. **Numeracy PLC will…** • Analyse the numeracy data to identify misconceptions and knowledge gaps and inform targeted teaching. • Lead and monitor the implementation of agreed numeracy practice. **Each leader will…** • Facilitate and support opportunities for data analysis and use this to monitor the numeracy achievement of students and success of consistent pedagogical practice.	- 2024 Hawthorndene Primary School Assessment and Data Plan. - 'Big Ideas in Number' folder in Teams. - 'PVAT' folder in Teams. - OARS/PAT website - Time in terms to analyse data.

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Targets 2024:

Goal 2: Increase student achievement in writing

Year 2-6 PAT: show growth from Term 3 2023 to Term 3 2024

Year R-4: show growth in Narrative warm writes from 2023 to 2024
Year 5/6: show growth in Information Report warm writes from 2023 to 2024
R-6: show growth in Persuasive warm writes from 2023 to 2024

🏋 STEP 2 Challenge of practice

Challenge of Practice:
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.

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.

🎬 STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand):	How and when will this be monitored, tracked and measured? Achievement Data Analysis includes

	Brightpath	PAT: Reading	Heggerty Phonemic Awareness Screener	Phonics Screening	A-E data
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. We will see each student articulate, monitor and review their goals to determine next steps in learning in Literacy (writing) We will see each student critically analyse the opinions, viewpoints and unstated assumptions in texts to recreate and experiment with literature. We will see each student analyse and evaluate unstated assumptions embedded in texts. *See expanded success criteria in Literacy Agreement document	**cold writes** Narrative and persuasive R-4 Term 1 2024 Persuasive and Info Reports 5/6 Term 1 2024 **warm writes** Narrative or persuasive R-4 Term 3 Information Reports 5/6 Term 3	Year 1-6 Term 3	Reception Term 1 (Baseline) Reception Term 2 (Mid-Year) Reception Term 4 (End of Year)	Year 1 and 2 (use any previous Phonics Screening Check to provide baseline data) Year 1 Term 3 Reception – Jolly Phonics 42 sounds Term 3	Year 1-6 Term 2 and 4

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
*Improve the quality of teaching practice by using consistent pedagogy *Embed practice of R, 1 and 2 teachers to explicitly plan, teach assess and review synthetic phonics.	2024	**Each teacher will…** • follow the Hawthorndene Literacy Agreement • use resources to develop students' knowledge of language features and grammatical choices • participate in professional development with our Brightpath consultant • use the bump it up wall to support students in their goal setting • track and monitor the progress of ATSI and EALD students • guide and support critical and creative thinking when analysing and responding to texts • provide a variety of texts and genres that prompt questioning and discussion from various perspectives • develop their capacity to develop inferencing skills in students • provide opportunities for students to infer regularly • use one Aboriginal Agreed text per term outlined by teacher librarian commit to the ongoing achievement and growth of ATSI and EALD students • use one mentor text each term for explicitly teaching literary devices **Each learning team will…** • develop, modify and display bump it up walls for each genre assigned to year levels (5/6 Information Report, R-6 Persuasive, R-4 Narrative) using student friendly metalanguage • investigate dual goals for authorial choices and language conventions (Language conventions separate to authorial choices) • find opportunities to observe fellow members of the learning team to ensure for consistent approaches to pedagogy **Literacy PLC will…** • facilitate discussions to share pedagogy and ensure it is aligned to the Literacy Agreement • be the resource for ensuring the connection of the Literacy Agreement, pedagogy and the School Improvement goals • keep staff updated about resources and assessment timeline to ensure consistency in practice and data collection • continue to monitor progress of site goals in Literacy and discuss next steps **Each leader will**… • support and facilitate as required the work of the PLC, and learning teams, teams with Critical and Creative Thinking pedagogy, planning and practice. • facilitate and support professional development opportunities to develop good practice with essential agreement components including Jolly Phonics/Grammar, Brightpath, Phonics Screening Check and Heggerty. • Facilitate and support coaching and mentoring opportunities to build teacher capacity and efficacy across all curriculum areas aligned to Literacy	-Hawthorndene Literacy Agreement -Jolly Phonics -Jolly Grammar -DfE units -Scholastic Short Reads -Writing Genre map – aligned to Brightpath -Seven Steps Folders in the library -BrightPath tabled teaching points -Bump It Up wall -Mentor texts -Brightpath consultant

Consistent collection and deep analysis of data to inform next steps in teaching and learning.		**Each teacher will…** • follow the Assessment and Data Plan and complete the agreed assessments for Literacy, from R-6, to inform next steps in learning and targeted teaching. • access PAT tracker or the PAT online platform to obtain data for analysis • track and monitor the progress of ATSI students. • commit to the ongoing achievement and growth of ATSI students **Learning Teams will…** • be involved in moderation of Brightpath writing to ensure consistent assessment in samples • analyse and compare Phonic Screen data to identify struggling/developing/fluent decoders for future targeted teaching (1/2 team) **Literacy PLC will…** • monitor the collection of data and ensure the Assessment and Data Plan is followed **Each leader will…** • include data analysis sessions in Improvement rotations • facilitate and support opportunities for data analysis and use this to monitor the Literacy achievement of students and the success of consistent pedagogical practices	-Impromation -PAT data -Brightpath platform and tabled teaching points -Heggerty assessment tools -Phonics Screening resources -OnePlan -Aboriginal Education Strategy

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Goal 3: Students demonstrate increased critical and creative thinking	**Targets 2024:** R-1 BIiN: show growth from Term 1 to Term 3 1/ 2 classes Pre-PVAT show growth from Term 1 to Term 3 Year 2-6 PVAT: show growth from Term 1 to Term 3 Year 2-6 PAT: show growth from Term 3 2023 to Term 3 2024 Year R-4: show growth in Narrative warm writes from 2023 to 2024 Year 5/6: show growth in Information Report warm writes from 2023 to 2024 R-6: show growth in Persuasive warm writes from 2023 to 2024

🏋 STEP 2 Challenge of practice

Challenge of Practice:
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.

🎬 STEP 3 Plan actions for improvement

Student Success Criteria (what students know, do, and understand): We will see each student inquiring, generating, analysing and reflecting within Literacy and Numeracy. We will see each student articulate, monitor and review their goals to determine next steps in Literacy and Numeracy. We will see each student seek, reflect and act on feedback given, when we collect evidence of understanding in their Literacy and Numeracy learning. See expanded success criteria in Student Thinking planning document	**How and when will this be monitored, tracked and measured?** **Achievement Data Analysis includes**			
	Brightpath cold writes Narrative and persuasive R-4 Term 1 2024 Persuasive and Info Reports 5/6 Term 1 2024 warm writes Narrative or persuasive R-4 Term 3 Information Reports 5/6	**Big Ideas in Number** Reception and Year 1 Term 1 and Term 3 **Pre-PVAT Year 1/2 classes** Term 1 and Term 3 **PVAT Year 2-6** Term 1 and Term 3	**PAT: Reading and Maths** **Year 1-6** Term 3	**A-E data** **Year 1-6** **Term 2 and 4**

		Term 3			

Actions	Timeline	Roles & Responsibilities – How will this be done?	Resources
Improve the quality of teaching practice by using consistent pedagogy	2024	**Each teacher will…** * provide opportunities to promote collaboration and co designing of learning that reflects thinking and processes * design tasks that consider: transferring of information, reasoning skills, inferencing and open ended tasks in unfamiliar and familiar contexts. * provide opportunity to set developmentally appropriate goals and make the learning goals visible. * provide specific feedback based on critical and creative skills (teacher, peer and self) that challenges to review, reflect and refine their understanding. **Each leader will…** facilitate and support the work of the PLC and learning teams with Critical and Creative Thinking pedagogy, planning and practice. facilitate and support professional development opportunities to develop teacher capacity and efficacy in developing thinking skills and inquiry approaches to learning.	
Consistent collection and deep analysis of data to inform next steps in teaching and learning.	2024	**Each teacher will…** * follow essential agreements *follow the agreed Assessment and Reporting timeline. * analyse and interpret data related to Critical and Creative Thinking within PAT (Lit/Num) and NAPLAN. * collect evidence of success criteria using year level specific processes: photographs, work samples, Seesaw activities, conferencing * track and monitor the progress of ATSI students. **Each leader will…** Facilitate and support the work of the PLC and learning teams with Critical and Creative Thinking pedagogy, planning and practice. Facilitate and support professional development opportunities to develop good practice with essential agreement components including BIiN, PVAT, Jolly Phonics/Grammar, Brightpath, Mathletics, Phonics Screening Check, Heggerty. Facilitate and support coaching and mentoring opportunities to build teacher capacity and efficacy across all curriculum areas and within scope of wellbeing and inclusion.	-essential agreements -Assessment and reporting timeline -SeeSaw -One Plans -Reconciliation Action Plan -Aboriginal Education Strategy -BIiN -PVAT -NAPLAN -PAT -A-E -Phonics Screening Check -Brightpath