Hillcrest Primary School improvement plan

2019 to 2021

School name

Hillcrest Primary School

Vision statement

Our Vision:
"Aiming for Excellence"

Our Values:
"Respect and Responsibility"
"Care and Compassion"
"Honesty and Trustworthiness"

Our Narrative:
"We will help our students to talk and question more, think deeper and work harder so they exceed their expectations and potential"

HILLCREST
PRIMARY SCHOOL
AIMING FOR EXCELLENCE

Government
of South Australia

Department for Education

Plan summary

Goals	Targets	Challenge of practice	Success Criteria
To increase the number of students with high growth and achievement in reading comprehension with a focus on Years 4 - 7.	2019: 90% of students not yet meeting SEA **exceed** a year's growth (effect size 0.6+) for a year's schooling 85% achieve the SEA. 35% exceed SEA **2020**: 95% of students not yet meeting SEA exceed a year's growth (effect size 0.6+) for a year's schooling. 90% achieve the SEA. 40% exceed SEA (Increase of 5% from 2019 = **6 additional students for each target**) 2021: 100% of students not yet meeting SEA exceed a year's growth (effect size 0.6+) for a year's schooling. 90% achieve the SEA. 50% exceed SEA	If we have a consistent approach to the teaching of reading for meaning and enjoyment for student in years 4-7 which: • elicits questioning, reflection and deeper thinking from students • uses effective formative assessments to determine if students have mastered inferring and predicting, we will increase the number of students who show high growth and achievement in reading comprehension in Years 4 - 7.	STUDENT LEVEL: Through student observation, conferences (including Running Record assessments) and surveys, we will see students reading a wider range of texts for enjoyment and utilising learnt strategies to answer questions which require them to infer, analyse, summarise and predict.
To increase the number of students with high growth and achievement in number sense with a focus on Years 4 - 7.	2019: 90% of students not yet meeting SEA **exceed** a year's growth (effect size 0.6+) for a year's schooling 85% achieve the SEA. 35% exceed SEA **2020**: 95% of students not yet meeting SEA exceed a year's growth (effect size 0.6+) for a year's schooling. 90% achieve the SEA. 40% exceed SEA (Increase of 5% from 2019 = **6 additional students for each target**) 2021: 100% of students not yet meeting SEA exceed a year's growth (effect size 0.6+) for a year's schooling. 90% achieve the SEA. 50% exceed SEA	If we design our learning programs in number to: • elicit more problem solving and reasoning from students and, • use effective interventions and formative assessments to determine if students have consolidated number concepts, we will increase the number of students who show high growth and achievement in number in Years 4 - 7.	STUDENT LEVEL: Through student observations, conferences and feedback, we will see students acting upon formative feedback, engaging in mental routines for fluency and problem based tasks in number that elicit problem solving and reasoning with peers.

Hillcrest Primary School improvement plan
2019 to 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:

Andrew Wells
Review, Improvement and Accountability Manager
Phone: 8226 1576
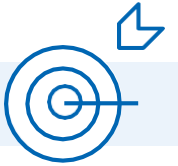Andrew.Wells@sa.gov.au

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	To increase the number of students with high growth and achievement in reading comprehension with a focus on Years 4 - 7.	2019	90% of students not yet meeting the SEA **exceed** a year's growth (determined by an effect size 0.6+) for a year's schooling. 85% achieve the SEA. 35% exceed SEA
		2020	**95% of students not yet meeting the SEA exceed a year's growth (effect size 0.6) for a year's schooling.** **90% achieve the SEA. (5% increase = 6 additional students)** **40% exceed SEA (5% increase = 6 additional students)**
		2021	100% of students not yet meeting the SEA **exceed** a year's growth (effect size 0.6) for a year's schooling. 90% achieve the SEA. 50% exceed SEA
Goal 2	To increase the number of students with high growth and achievement in number sense with a focus on Years 4 - 7.	2019	90% of students not yet meeting the SEA **exceed** a year's growth (effect size 0.6+) for a year's schooling. 85% achieve the SEA. 35% exceed SEA
		2020	**95% of students not yet meeting the SEA exceed a year's growth (effect size 0.6) for a year's schooling.** **90% achieve the SEA. (5% increase = 6 additional students)** **40% exceed SEA (5% increase = 6 additional students)**
		2021	100% of students not yet meeting the SEA **exceed** a year's growth (effect size 0.6) for a year's schooling. 90% achieve the SEA. 50% exceed SEA
Goal 3			

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	Success Criteria
Goal 1 If we have a consistent approach to the teaching of reading for meaning and enjoyment for student in years 4-7 which elicits questioning, reflection and deeper thinking from students and uses effective formative assessments to determine if students have mastered inferring and predicting, we will increase the number of students who show high growth and achievement in reading comprehension in Years 4 - 7.	STUDENT LEVEL: Through student observation, conferences (including Running Record assessments) and surveys, we will see students reading a wider range of texts for enjoyment and utilising learnt strategies to answer questions which require them to infer, analyse, summarise and predict. *Supplementary Measures:* SCHOOL LEVEL: Analysis of PAT-R and NAPLAN Reading data will indicate greater student success in questions that require inferencing. Formative analysis of Running Record assessments will indicate greater student success with questions that require inferencing. TEACHER LEVEL: Through PLC and PD processes we will see a consistency of reading programs in Years 4-7 that incorporate explicit teaching predicting, connecting, questioning, visualising, inferring and summarising.
Goal 2 If we design our learning programs in number to elicit more problem solving and reasoning from students and use effective interventions and formative assessments to determine if students have consolidated number concepts, we will increase the number of students who show high growth and achievement in number in Years 4 - 7.	STUDENT LEVEL: Through student observations, conferences and feedback, we will see students acting upon formative feedback, engaging in mental routines for fluency and problem based tasks in number that elicit problem solving and reasoning with peers. *Supplementary Measures:* SCHOOL LEVEL: Analysis of PAT-M and NAPLAN Numeracy data will indicate greater student success and growth in questions relating to number and problem solving as measured by achievement and effect size data. BTFM pre and post test data will indicate students' consolidation of number concepts. TEACHER LEVEL: Through PD and PLC processes, we will see teachers identifying and rectifying students' misconceptions in number & place value using BTFM misconceptions pre & posttest analysis, implementing inquiry tasks in number and using a range of formative assessment techniques to provide feedback to students to improve their achievement in number.

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	To increase the number of students with high growth and achievement in reading comprehension with a focus on Years 4 - 7.
Challenge of practice	If we have a consistent approach to the teaching of reading for meaning and enjoyment for student in years 4-7 which elicits questioning, reflection and deeper thinking from students and uses effective formative assessments to determine if students have mastered inferencing and predicting, we will increase the number of students who show high growth and achievement in reading comprehension in Years 4 - 7.

Actions	Timeline	Roles and responsibilities	Resources
All teachers review the Big 6 of reading (informed by audit) against the AC English Scope and Sequence and achievement standards for their year level and their class reading program	Term 1 2020	Leadership team to facilitate PD in the Big 6 for all staff.	1. Professional development - to be determined in consultation with staff, Partnership and DfE Literacy & Numeracy Directorate. 2. Literacy Improvement Guidebooks 3. AP to present PD to staff on Sheena Cameron Reading Comprehension and Oral Language
Teachers in Years 3 -7 develop and use a Reading agreement that is consistent, coherent and aligned to the AC Achievement standards and the Big 6 of reading.	Term 1-4 2020	Debbie and Sinead lead All teachers with students in Years 3 - 7.	1. AC - English 2. Big 6 of Reading 3. Literacy Guidebooks 4. Read Write Inc - working in Rec - 2 (what can we take out of this?)
Teachers in Years 4-7 include explicit instruction in core comprehension skills of inferring, predicting, connecting, questioning, visualising and summarising.	Term 3 2019 and 2020	2019: Lissa, Debbie and Sinead presented PD on Reading Comprehension (Completed - Stephen Graham cancelled due to ill health) 2020: All teachers supported by AP Literacy and Numeracy Improvement & Intervention and Reading Engagement teacher to implement Comprehension X Express in Term 1	Comprehension X Express resource

Goal 1 continued	To increase the number of students with high growth and achievement in reading comprehension with a focus on Years 4 - 7.		
Actions	Timeline	Roles and responsibilities	Resources
INCUBATE & AMPLIFY: All teachers contribute to PLCs and Teaching Sprints to improve their own teaching practice in relation to reading programs with a particular focus on reading comprehension strategies	Commence Term 2 2020 - (one per term)	AP Numeracy & Literacy Improvement & Intervention /Reading Engagement teacher support teachers to align Teaching Sprints with the Comprehension X Express strategies. All teachers attend and contribute to Teaching Sprints in Terms1, 2 & 3	1. Simon Breakspear - Teaching Sprints, Mark Taylor (SLIPP) 2. Reading Engagement teacher 3. Comprehension X Express 4. Literacy Guidebooks (Stretch & Inspire)
Explicit and intentional promotion of reading and a reading culture across the school community with a focus on Aboriginal students who may be reluctant readers.	Feb 2019 Feb 2020 (PLCs)	Reading Engagement (RE) teacher - released to work with students, staff school community (completed and ongoing)) . RE and class teachers - Identify Aboriginal students who are reluctant readers across R-7 and an additional Teaching Sprint implemented with these students with a focus on engagement strategies and comprehension	1.Camera, Facebook, School newsletter, School foyer displays, parent workshops. 2. Staff meeting PD
Identify HB Year 3 students with a PAT-R score of less than 120 who may be at risk of dropping from HB achievement in Year 5 2021 (14 out of 24 HB students) MacLit intervention for identified students (students below SEA)	Term 1,Wk 0 2020	Teachers identify those 2019 NAPLAN HB Year 3 students with a PAT-R scale score of less than 120 & focus on these students to ensure HB retention in Year 5 2021 AP Num & Lit Intervention utilizes trained SSOs to work with identified students	Yr 3 PAT-R assessments Comprehension X Express resource MacLit
	Total financial resources allocated		$73000.00 app. (includes HR cost 0.6 Reading Engagement teacher)
Success criteria	STUDENT LEVEL: Through student observation, conferences (including Running Record assessments) and surveys, we will see students reading a wider range of texts for enjoyment and utilising learnt strategies to answer questions which require them to infer, analyse, summarise and predict. *Supplementary Measures:* SCHOOL LEVEL: Analysis of PAT-R and NAPLAN Reading data will indicate greater student success in questions that require inferencing. Formative analysis of Running Record assessments will indicate greater student success with questions that require inferencing. TEACHER LEVEL: Through PLC and PD processes we will see a consistency of reading programs in Years 4-7 that incorporate explicit teaching predicting, connecting, questioning, visualising, inferring and summarising.		

Goal 2	To increase the number of students with high growth and achievement in number sense with a focus on Years 4 - 7.
Challenge of practice	If we design our learning programs in number to elicit more problem solving and reasoning from students and use effective interventions and formative assessments to determine if students have consolidated number concepts, we will increase the number of students who show high growth and achievement in number in Years 4 - 7.

Actions	Timeline	Roles and responsibilities	Resources
CLARIFY Teachers understand how to plan and teach number sense sequentially using "Big Ideas in Number (BIIN)"	March - Nov 2020	• Debbie Thorley leads refresher training in Back to Front Maths (BTFM) • Mark Taylor runs BIIN with staff in staff meetings across Terms 1 & 2. • Teachers work in classes with teachers and students in a range of ways - small groups, one-to-one, divided class, etc.	1. AP Literacy and Numeracy Intervention & Improvement (Debbie Thorley) 2. Mark Taylor (Torrens SLIPP) 3. BIIN resources
Small group numeracy intervention lessons implemented on BTFM misconceptions determined by student misconception assessments – focus on students not achieving SEA	March - Nov 2019	• All classroom teachers conduct misconception assessments with their students and implement explicit misconception intervention lessons	1. AP Literacy & Numeracy Intervention and "Students with Learning Difficulties" funding 2. Numeracy Guidebooks 3. BTFM Misconceptions in Number resources
Teachers in Years 4-7 develop and use a Mathematics agreement that is consistent, coherent and aligned to the AC Achievement standards & incorporates the BIIN, BTFM and a focus on problem solving and reasoning.	Term 1 - 4 2020	• Simon Watts - leads • All teachers with Years 4-7 students	• 1. Australian Curriculum • 2. BIIN • 3. BTFM • 4. Numeracy Guidebooks

Goal 2 continued	To increase the number of students with high growth and achievement in number sense with a focus on Years 4 - 7.		
Actions	**Timeline**	**Roles and responsibilities**	**Resources**
Teachers design inquiry tasks in number sense that incorporate strategies from Transforming Tasks - with a focus on problem solving & reasoning	End of Term 1 2020 and ongoing	Lissa & Simon - provide update PD in Transforming Tasks, Critical & Creative Thinking Continuum & Blooms Taxonomy. Teachers: plan for at least 2 formative assessment points in each inquiry task prior to the summative assessment and feedback to students using Dylan Wiliam strategies and TfEL Planner	1. Transforming Tasks 2. Critical & Creative Thinking Continuum 3. Dylan Wiliam - Assessment for Learning Kit 4. TfEL Planner
INCUBATE Leaders continue work with Torrens PC on coaching conversations focussed on task design- "what thinking is evident in this task"	Term 1 2020	Leadership team meet twice per term to continue work with PC	Torrens Partnership SLIPP and PC
AMPLIFY All teachers participate in, and lead coaching conversations with a teacher colleague focused on "what thinking is evident in this number task"?	Terms 2 & 3 2020	All teachers & line managers	Literacy and Numeracy First funding - release staff for planning, peer observations and coaching conversations.
		Total financial resources allocated	$30,000 app
Success criteria	STUDENT LEVEL: Through student observations, conferences and feedback, we will students acting upon formative feedback, engaging in mental routines for fluency and problem based tasks in number that elicit problem solving and reasoning with peers. *Supplementary Measures:* SCHOOL LEVEL: Analysis of PAT-M and NAPLAN Numeracy data will indicate greater student success and growth in questions relating to number and problem solving as measured by achievement and effect size data. BTFM pre and post test data will indicate students' consolidation of number concepts. TEACHER LEVEL: Through PD and PLC processes, we will see teachers identifying and rectifying students' misconceptions in number & place value using BTFM misconceptions pre & posttest analysis, implementing inquiry tasks in number and using a range of formative assessment techniques to provide feedback to students to improve their achievement in number.		

Approved by principal

| Lissa Hutter |

| 29/1/2020 |

Approved by governing council chairperson

| Name |

| Date |

Approved by education director

| Paul Newman |

| Date |