

respect & responsibility

care & compassion

honesty & trustworthiness



HILLCREST
PRIMARY SCHOOL
AIMING FOR EXCELLENCE

Improved student engagement & growth in numeracy & mathematics

At least 50% students to exceed DECD SEAs
At least 90% students to meet DECD SEAs
100% students to achieve a minimum of a year's growth for a year's teaching

intellectual challenge

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

Improved student engagement & growth in reading & comprehension

100% students to achieve a minimum of a year's growth for a year's teaching
At least 90% students to meet DECD SEAs
At least 50% students to exceed DECD SEAs

SITE IMPROVEMENT PRIORITIES 2017—2019

priorities	school performance indicators	school practices	support documents
<p>INTELLECTUAL CHALLENGE will drive...</p>	<p>At our school:</p> <p>Teachers are trained in "Transforming Tasks" and using the 4 strategies in their lesson design.</p> <p>Staff promote the development of a Growth Mindset.</p> <p>Staff implement our whole school narrative in classroom planning to "...support our students to talk & question more, think deeper and work harder..."</p> <p>Teachers embed formative assessment in literacy & numeracy to ensure student success.</p> <p>Teachers are part of collaborative Learning Teams at site & in Torrens Partnership to focus on intellectual challenge in task design and collaborative moderation.</p> <p>All staff know and use successful differentiation strategies that cater for all students.</p>	<p>Principal leads the learning in Transforming Tasks strategies (Closed to Open, Telling to Asking, Information to Understanding, Procedure to Problem Solving) & shares this with the parent community through Governing Council, the school website & school Facebook page.</p> <p>Teachers engage in professional learning in Learning Teams (site—3 per term)) and within the Torrens Partnership to focus on task design, collaborative moderation & intellectual challenge.</p> <p>Teachers communicate to students, the learning intention and success criteria associated with assessment tasks using differentiation and exemplars when necessary.</p> <p>Parents & students understand & use the language of Growth Mindset.</p>	<ul style="list-style-type: none"> • Transforming Task Modules • External Review Report 2016 • Principal Performance feedback 2016 • Professional Development Plans • Australian Professional Standards for Teachers (APST) • School Narrative • Collaborative Moderation training & guidelines (DECD Learning Improvement) • TfEL & ACARA (General Capability—Critical & Creative Thinking)
<p>IMPROVED STUDENT ENGAGEMENT AND GROWTH IN MATHEMATICS...</p>	<p>At our school:</p> <p>100 % of students achieve a minimum of a year's growth (0.4 effect size or above*) for a year's teaching</p> <p>At least 90% plus of students achieve the DECD SEA (NAPLAN,PAT-M,A-E)</p> <p>At least 50% of students exceed the DECD SEAs</p> <p><i>*Results from previous & current year NAPLAN, PAT assessments used to calculate an effect size to understand the impact of our teaching over this period for each student.</i></p>	<p>Coordinator—STEM works with teachers in class to plan, deliver and assess problem based learning in maths using digital technologies.</p> <p>Coordinator –Intervention works with teachers and SSOs to cater for individual student needs & intervene to make improvements, differentiate or implement/instigate the maths intervention programs—Quicksmart & TooSmart.</p> <p>Collaborative Moderation of numeracy tasks is a regular practice.</p>	<ul style="list-style-type: none"> • Assessment & Reporting Schedule (PAT-M Term 3 Weeks 7-10) • Whole School Numeracy Agreement • Student Achievement Data Profiles • Professional Development Plans
<p>IMPROVED STUDENT ENGAGEMENT AND GROWTH IN READING & COMPREHENSION</p>	<p>At our school:</p> <p>100 % of students achieve a minimum of a year's growth (0.4 effect size or above*) for a year's teaching (Effect size)</p> <p>At least 90% of students achieve the DECD SEA (NAPLAN, PAT-R, RR & A-E)</p> <p>At least 50% of students exceed the DECD SEAs</p> <p><i>*Results from previous & current year NAPLAN, PAT assessments & beginning/ end of year Running Record level, used to calculate an effect size to understand the impact of our teaching over this period for each student.</i></p>	<p>Read Write Inc. used across Junior Primary classes.</p> <p>MiniLit and Multilit Intervention programs implemented for students at risk.</p> <p>Deputy Principal & Coordinator–Intervention work with teachers and SSOs to cater for individual student needs & intervene to make improvements, differentiate or implement/instigate the reading intervention programs.</p>	<ul style="list-style-type: none"> • Assessment & Reporting Schedule (RR assessments, PAT-R Term 3 Weeks 7-10) • Whole School Literacy Agreement • Student Achievement Data Profiles • Professional Development Plans

priorities	teacher performance	teacher practices	student practices	support
<p>INTELLECTUAL CHALLENGE <i>will drive...</i></p>	<p>In my class:</p> <ul style="list-style-type: none"> I use one or more of the four Transforming Tasks strategies—Closed to Open, Telling to Asking, Information to Understanding, Procedure to Problem Solving—in my maths and literacy lessons. I facilitate, model & promote a growth mindset. I provide students with the learning intention, exemplars and clear success/assessment criteria (APST 4,5) I check for understanding & use formative assessment to monitor student progress & inform teaching directions. Feedback to, & from students is provided & sought to monitor student engagement. Students have a voice in their learning. Our school narrative is on display and discussed with students in my class. 	<p>I seek out prof. learning for intellectual challenge & critical feedback from peers to challenge and improve my practice. (APST 6)</p> <p>I work collaboratively to plan, moderate & refine my practice to intellectually challenge students. (APST 1,2,3)</p> <p>I provide differentiated support to ensure appropriate levels of intellectual challenge for all students. (APST 1,2,3,4)</p> <p>I work collaboratively with parents & colleagues to guarantee high quality outcomes for my students. (APST 6,7)</p> <p>Students know what they are learning, why it's important and how they are going to show their learning. (APST 1,2,4,5)</p> <p>Students know the language of growth mindset and can display/articulate these attributes. (APST1,2,3)</p>	<p>I can give examples of how I use growth mindset when I fail or find something hard.</p> <p>I talk and question more, think deeper and work harder during my lessons than my teacher.</p> <p>I can give examples of where I challenged myself & exceeded my expectations.</p> <p>I discuss my learning with my parents, peers, teachers & ask questions to clarify things.</p> <p>I can explain why this learning is important & what is expected of me.</p> <p>I can explain the criteria used to assess me in each subject & use this to accurately assess my work.</p> <p>I receive regular feedback on my progress.</p>	<ul style="list-style-type: none"> Classroom Learning Program Assessment & Reporting Schedule Australian Curriculum TfEL Professional Development Plan Student Achievement Data Profiles School Narrative External Review Report 2016 Collaborative Moderation resources (DECD Learning Improvement)
<p>IMPROVED STUDENT ENGAGEMENT AND GROWTH IN MATHEMATICS...</p>	<p>In my class:</p> <ul style="list-style-type: none"> I help every student achieve a level of success and a year's growth in numeracy. I help students retain higher band/stanine/A grades. I help some students move to higher band/stanine/A grades. I help some students move from C to B. The majority of my students achieve the DECD SEAs as measured by NAPLAN, PAT-M, A-E grades. 	<p>My maths lessons incorporate explicit teaching of problem solving strategies, mental routines, problem based tasks and opportunities for student discussion and reflection. (APST 2,3,5)</p> <p>I use PAT-M question analysis to identify areas requiring attention for students. (APST 5)</p> <p><i>I diagnose individual student needs & intervene to make improvements, differentiate or implement/instigate intervention programs. (APST 1,3,4)</i></p>	<p>I try, choose and use a variety of problem solving strategies that I have been taught to answer mathematical questions or complete a numeracy task.</p>	<ul style="list-style-type: none"> Classroom Learning Program Whole School Numeracy Agreement Assessment & Reporting Schedule Australian Curriculum TfEL Professional Development Plan
<p>IMPROVED STUDENT ENGAGEMENT AND GROWTH IN READING & COMPREHENSION.</p>	<p>In my class:</p> <ul style="list-style-type: none"> I help every student achieve a level of success and a year's growth in literacy. I help students retain higher band/stanine/A grades. I help some students move to higher band/stanine/A grades I help some students move from C to B. The majority of my students achieve the DECD SEAs as measured by NAPLAN, PAT-R, Running Records, A-E grades. 	<p><i>I check for understanding & use formative assessment to ensure students meet assessment criteria. (APST 5)</i></p> <p><i>I provide students with the learning intention, exemplars and clear success/assessment criteria. (APST 4,5)</i></p> <p>My literacy lessons incorporate explicit teaching on inferencing, predicting and analysing (APST 2)</p> <p>I use Running Record/PAT-R question analysis to identify areas requiring attention for students (APST 3,5).</p>	<p>I use learnt strategies to answer questions which require me to analyse or infer.</p> <p>I read a wide range of texts.</p> <p>I have a range of strategies that I use before, during & after reading texts.</p> <p>I know & use a variety of strategies to work out the meaning of unfamiliar words & phrases.</p>	<ul style="list-style-type: none"> Classroom Learning Program Whole School Literacy Agreement Assessment & Reporting Schedule Australian Curriculum TfEL Professional Development Plan