

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
INTELLECTUAL CHALLENGE <i>will drive...</i>	<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)
IMPROVED STUDENT ENGAGEMENT AND GROWTH IN MATHEMATICS...	<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
IMPROVED STUDENT ENGAGEMENT AND GROWTH IN READING & COMPREHENSION.	<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