

School Improvement Plan Summary

Hackham East Primary School

Goals	Targets	Challenge of Practice	Success Criteria
To increase the number of students achieving Higher Bands in Numeracy and an increase in the number of Year 1- 6 students achieving A and B grades in Mathematics	<p>2022: 75 % of Year 3 students (22 out of 29 students) achieve NAPLAN SEA</p> <p>45% of Year 3 students (13 out of 29 students) achieve HB in NAPLAN Numeracy</p> <p>2023: Maintain HB from Year 3 (7 out of 31 students) in HB NAPLAN Year 5 Numeracy</p> <p>68% of Year 5 students (22 out of 32 students) will achieve HB in Numeracy.</p> <p>78% of students will reach SEA in Year 5 (25 out of 32 students)</p> <p>2024:</p>	If we explicitly teach big ideas in number with an emphasis on trusting the count, place value and multiplicative thinking we will increase students in higher bands of learning in Mathematics.	<p>Students will be able to articulate their 'number goal' and the supports including how their teacher provides 'feed forward' towards their goal.</p> <p>Students will discuss progress against their learning goal using language such as, "I can..., I know I can... because..., evidence of my learning goal is... this goal helps me to..."</p> <p>Students will demonstrate efficient counting strategies for collections relevant to appropriate year level in year 3, use estimation and rounding to check the reasonableness of answers to calculations in Year 5.</p> <p>Students will understand and apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.</p> <p>Students will understand the connection between number operations to recognise, solve and construct number problems.</p> <p>Students will apply mathematical language so that they can explain and reason their ideas appropriately (meta language).</p> <p>Students will know, understand and articulate the meaning of key vocabulary words linked with their current and past learning.</p> <p>Students will apply a range of appropriate strategies to solve multi-step problems</p>
To increase the number of students achieving Higher Bands in NAPLAN Reading and have an increase in the number of Year 1-6 students achieving A and B grades in Literacy.	<p>2022: 75% of Year 3 students (22 out of 29 students) will achieve NAPLAN SEA 48% of Year 3 students (14 out of 29 students) will achieve HB in NAPLAN reading</p> <p>2023: 32% of students (11 out of 31 students) who achieved HB in Year 3 will remain in HB in NAPLAN Year 5 Reading. 60% of students (19 out of 32 students) will achieve HB in Year 5 Reading 85% of students will maintain SEA in Year 5 (28 out of 32 students)</p> <p>2024:</p>	If we explicitly plan for and teach strategies to develop phonological awareness, phonics and vocabulary as part of our focus on the Big 6 we will increase reading engagement, comprehension and achievement.	<p>Every student will have a goal with a focus on phonemic awareness, phonics, vocabulary or comprehension and articulate how they and their teacher are working to support this goal.</p> <p>Students will discuss progress against their learning goal using language such as, "I can..., I know I can... because..., evidence of my learning goal is... this goal helps me to..."</p> <p>Students will expand their vocabulary to include new Tier 2 words to their oral and written tasks.</p> <p>Students will be able to articulate strategies used in learning new vocabulary (including cross curriculum subjects)</p> <p>Students will articulate a range of comprehension strategies and how these strategies help them as a reader. (measured by pre and post student surveys)</p> <p>Year 3 students will verbalise and make inferences and connect ideas across the text to draw conclusions about feelings and motivations of characters and sequence events and information.</p>



			<p>Year 5 students understand and verbalise different text types, features and purposes.</p> <p>Year 5 students identify details that connect implied ideas across and within texts including character motivations.</p> <p>By the end of year 2 students will orally manipulate more complex sounds in spoken words through blending and segmenting sounds and phoneme deletion and substitution.</p> <p>By the end of Year 5 students will use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns, and spelling generalisations to spell new words.</p>
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Principal



Governing Council Chairperson



28.2.22
Heather Mahris
Education Director



Effective Learners

BlIN focus 2023-2025

All learners build their knowledge in number to confidently engage in mathematics learning.

This will build positive dispositions of resilience and self-efficacy will enable our learners to embrace struggle, see mistakes as a natural part of learning, investigate what they are curious about, draw on their knowledge and skills, and develop a reflective approach to their maths learning.

Wellbeing

WELLBEING - Belonging & Safety, Resilience & Persistence

Our learners feel safe, included and valued. They have access to support, experiences, teaching and resources to build their resilience and social emotional and regulation skills to positively and confidently engage in learning



Hackham East PS SIP 2025

Effective Learners

Creativity and Curiosity

Our students are confident, collaborative, engaged, questioners who are creative, and curious. They wonder about their world and are excited to solve problems and explore new possibilities.

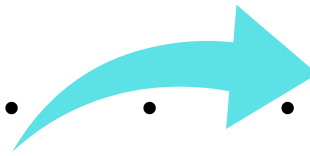
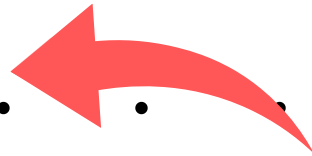
Wellbeing

WELLBEING - Belonging & Safety, Resilience & Persistence

Our learners show our High Behaviour Expectations and School Values. They learn from mistakes and are acknowledged for doing the right thing.

Effective Learners

MAINTAIN



**Hackham East
PS
SIP 2025**

Equity and Excellence

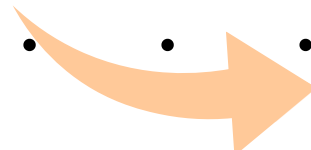
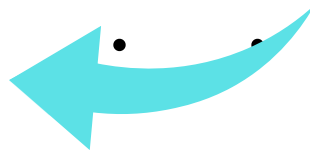
MAINTAIN AND BUILD

links to cultural.....



Equity and Excellence

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Wellbeing

MAINTAIN

Our strategies and support for
Neurodivergent Learners
Our whole school focus on self-
regulation and wellbeing
Our High Behaviour Expectations
linked with PITW values and PBL
practises