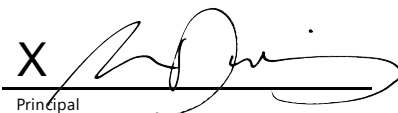


# School Improvement Plan Summary

## Eden Hills Primary School

Goals	Targets	Challenge of Practice	Success Criteria
<b>Goal 1: Increase the number of students achieving high bands in Numeracy.</b>	<p>2022: 30% of year 3 students (11 out of 38 students) to achieve high bands in NAPLAN Numeracy. 30% of year 5 students (9 out of 31 students) to achieve high bands in NAPLAN Numeracy.</p> <p>2023: 31% of year 3 students (12 out of 38 students) to achieve high bands in NAPLAN Numeracy. 35% of year 5 students (11 out of 31 students) to achieve high bands in NAPLAN Numeracy.</p> <p>2024: 30% of year 3 students (9 out of 26 students) to achieve high bands in NAPLAN Numeracy. 35% of year 5 students (13 out of 38 students) to achieve high bands in NAPLAN Numeracy.</p>	If we deliver a common evidence-based approach (using the guidebook resource) to the teaching and assessing of multiple-step mathematical problem solving tasks / investigations, then we will increase student achievement in mathematics, particularly in the number and measurement strands.	<p><b>Early Years</b> By the end of year 2 students can recognise, model, represent and order numbers to at least 1000, tell time to the quarter hour and identify the date, days and weeks, months and seasons using a calendar presented in a problem based scenarios.</p> <p><b>Middle Primary</b> By the end of year 4 students can apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems. Students will create simple, symmetrical and composite shapes and patterns, with and without the use of digital technology and will use scaled instruments to measure temperatures, lengths, shapes and objects in problem based scenarios.</p> <p><b>Upper Primary</b> By the end of year 6 students can successfully select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers. Students will calculate and represent a simple fraction of a quantity and solve problems using the properties of angles.</p>
<b>Goal 2: Increase the number of students in the high achievement bands in writing.</b>	<p>2022: 42% of year 3 students (16 out of 38 students) to achieve high achievement bands in NAPLAN writing. 41% of year 5 students (13 out of 31 students) to achieve high achievement bands in NAPLAN writing.</p> <p>2023: 44% of year 3 students (17 out of 38 students) to achieve high achievement bands in NAPLAN writing. 58% of year 5 students (17 out of 29 students) to achieve high achievement bands in NAPLAN writing</p> <p>2024: 46% of year 3 students (12 out of 26 students) to achieve high achievement bands in NAPLAN writing. 50% of year 5 students (19 out of 38 students) to achieve high achievement bands in NAPLAN writing.</p>	If we prioritise the explicit teaching and assessing of writing, then we will increase student achievement in writing. Specifically, if we agree to focus on student goal setting, feedback and formative assessment we will improve students' capacity to independently apply language conventions to strengthen their writing across a range of genres.	<p><b>Early Years</b> By the end of year 2 students can create detailed texts, elaborating on key ideas for a range of purposes and audiences. Texts will include compound sentences, and will contain content and genre specific vocabulary choices to enhance structure.</p> <p><b>Middle Primary</b> By the end of year 4 students can create a range of detailed and structured texts. Texts include sentences enriched through noun and verb groups and prepositional phrases. Vocabulary choices are appropriate to the purpose of the context and genre, and simple connectives and conjunctions are used as cohesive devices.</p> <p><b>Upper Primary</b> By the end of year 6 students can create a range of detailed and correctly structured texts, elaborating on key ideas for a range of purposes and audiences. Texts contain considered vocabulary choices to enhance cohesion and varying sentence types with an understanding of how complex sentences can be used to expand ideas.</p>
<b>Goal 3: Increase student's critical thinking skills to authentically influence their learning.</b>	<p>2022: 45% of years 3 to 6 students (56 out of 125 students) will receive an A or B grade for English 35% of years 3 to 6 students (43 out of 125 students) will receive an A or B grade for HASS</p> <p>2023: 48% of years 3 to 6 students (60 out of 125 students) will receive an A or B grade for English 38% of years 3 to 6 students (48 out of 125 students) will receive an A or B grade for HASS</p> <p>2024: 51% of years 3 to 6 students (63 out of 125 students) will receive an A or B grade for English 40% of years 3 to 6 students (50 out of 125 students) will receive an A or B grade for HASS</p>	If we consistently design learning that teaches the critical thinking competency of student agency then students' higher band achievement (A and B grades) will increase in English, HASS and Science. Specifically, if we share assessments and the progression of learning with students we will improve their ability to set, monitor and review explicit learning goals.	<p><b>Early Years</b> By the end of year 2 students will be able to identify alternative courses of action or possible conclusions when presented with new information and evaluate whether they have accomplished what they set out to achieve.</p> <p><b>Middle Primary</b> By the end of year 4 students will be able to draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion and explain and justify ideas and outcomes.</p> <p><b>Upper Primary</b> By the end of year 6 students will be able to scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action and evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria.</p>

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X   
Principal

X   
Education Director

X   
Governing Council Chair Person

