



HILLCREST
PRIMARY SCHOOL
AIMING FOR EXCELLENCE



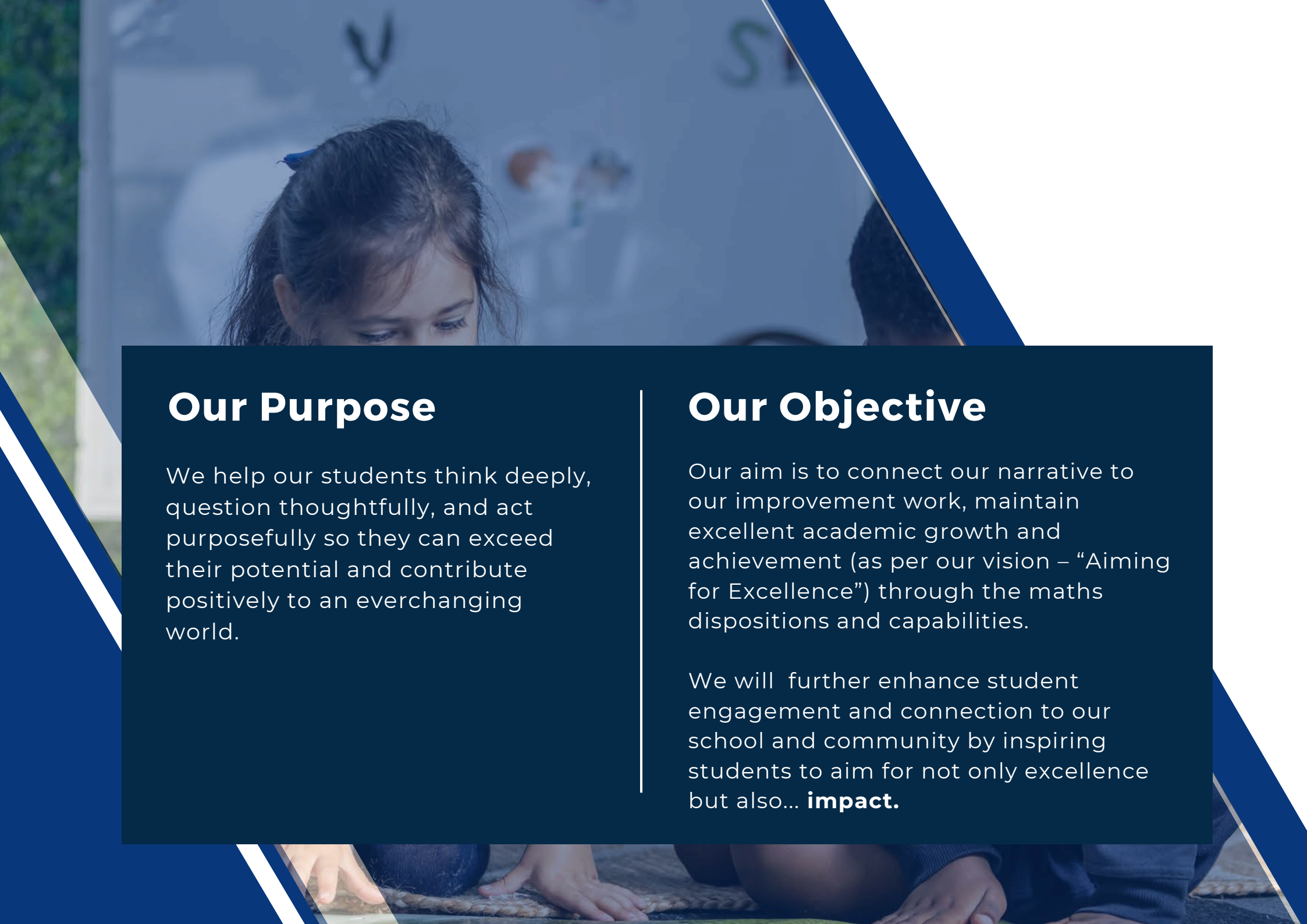
**Government
of South Australia**
Department for Education

We acknowledge and pay our respects to the Kaurna people, the traditional custodians whose ancestral lands we gather on to teach and learn.

We acknowledge, respect and value their cultural beliefs, the deep feelings of attachment of the Kaurna people to country and their past, present and ongoing connection to the land.

Always was, always will be...

School Impact Plan



Our Purpose

We help our students think deeply, question thoughtfully, and act purposefully so they can exceed their potential and contribute positively to an everchanging world.

Our Objective

Our aim is to connect our narrative to our improvement work, maintain excellent academic growth and achievement (as per our vision – “Aiming for Excellence”) through the maths dispositions and capabilities.

We will further enhance student engagement and connection to our school and community by inspiring students to aim for not only excellence but also... **impact.**



Our Journey

We have had a strong focus since 2016 on:

- Intellectual challenge (Transforming Tasks)
- Data informed practice, moderation & analysis (PLTs, PAT Question Analysis, Brightpath Writing, LEAP levels)
- Consistency of teacher practice
- Early identification & intervention
- Synthetic phonics (Read, Write, Inc; R - 2)
- Explicit instruction in reading comprehension (Comprehension XPress; 3-6)
- Identifying and addressing misconceptions in number
- Problem solving and reasoning in maths

Using Perspectives, attendance and wellbeing data & survey results from staff, parents and students, we have strengthened positive school culture & the behaviours that underpin that - establishing a working group to further drive collegiality, attendance, communication, routines & culture and focus directions for improvement in Wellbeing, Climate & Engagement.

Our Values



**Respect &
Responsibility**



**Care &
Compassion**



**Honesty &
Trustworthiness**



Background to our School Impact Plan

We identified three domains within the Learner Agency Area of Impact to enhance for our students:

- 01** Learners choosing what and how they receive feedback on.
- 02** Learners co-constructing assessment tasks.
- 03** Learners having robust conversations with peers and adults to shape decisions about their learning.



Our Goals

01

Empower
reflective
learners who
seek, respond to,
and provide
feedback.

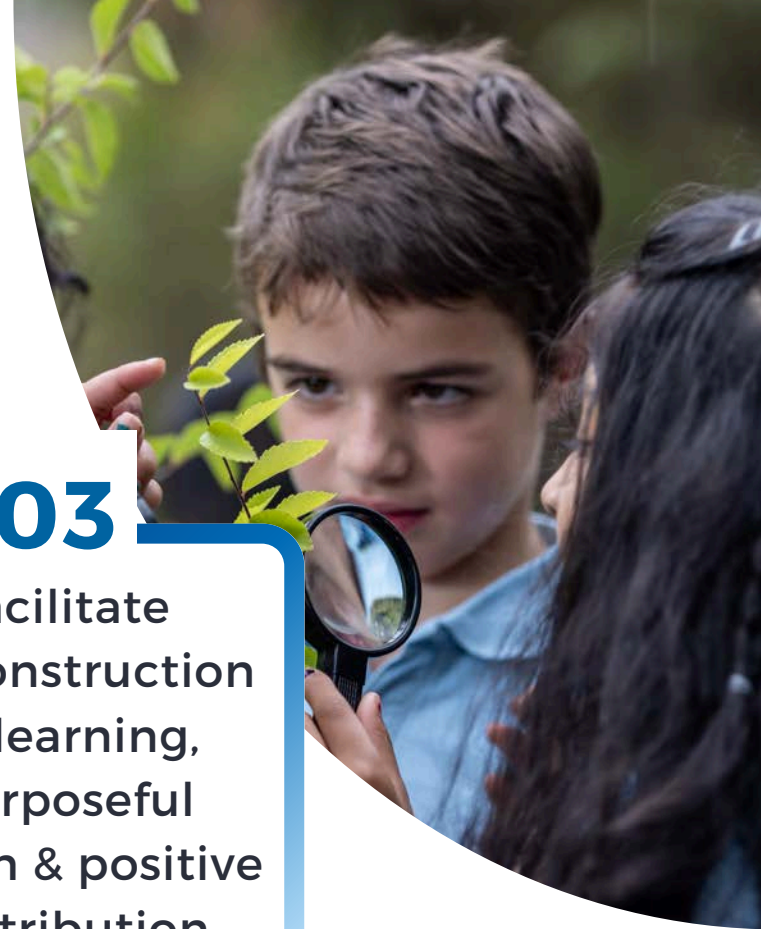
02

Foster
collaborative,
robust
conversations &
thoughtful
questioning

03

Facilitate
co-construction
of learning,
purposeful
action & positive
contribution

**Through the lens of the SA Mathematics
Curriculum's Dispositions and Capabilities.**



2025: Empower reflective learners who seek, respond to, and provide feedback.



**SA Maths Curriculum:
Dispositions**

Resilience

Resourcefulness

Reflectiveness



Enhancing Learner Agency

- Enable students to choose what and how they receive feedback, fostering a reflective learning environment.
- Support students in using and giving feedback to guide their learning journey

SA Maths Curriculum: Capabilities

Problem Solving
Developing Understanding
Fluency and Flexibility
Reasoning

Action Plan: Term 1 & 2 2025

Foundation and Introduction Weeks 1 - 4 Weeks 5 - 11

Expansion and Engagement Weeks 1 - 4 Weeks 5 - 10



Preparation and Planning

- Engage staff with new SIP
- Form PLTs and schedule professional development sessions on learner agency and feedback.

PLT Focus:

- Getting familiar with each other and Open Parachute
- Explore mindfulness practices and their impact on student focus, collaboration and learning behaviour.
- Discuss some of the self-monitoring tools your students use to enhance self-regulation.

ELECTIVE GROUP (Kelly)

- Trial "Community Connections"

Initial Implementation

- Implement choice boards and plan student-led conferences, allowing students to choose feedback focus areas.
- Use Open Parachute, emphasising self-regulation and mindfulness.
- Facilitate initial discussions on how students can shape their learning decisions through feedback.
- Focus students - walkthrough strategies to support learning

PUPIL FREE DAY - WalkThrus Resource Hub and EdChat

SA Maths - Dispositions

- Introduce resilience by encouraging persistence in problem-solving tasks.
- Develop resourcefulness through open-ended maths activities.
- Foster reflectiveness by using reflection journals to discuss learning experiences.

Deepening Engagement

- Revisit formative feedback strategies, such as exit tickets and quick checks for understanding, to provide timely insights into student progress.
- Begin peer review sessions to encourage students to give and receive feedback.
- Use digital platforms for students to request and provide feedback on specific parts of their work.
- Encourage students to set specific learning goals and request feedback on their progress.
- Implement feedback journals where students write about the type of feedback they prefer and reflect on it.

PLT Research: Formative Feedback strategies

- Explore methods for facilitating effective formative feedback.
- Discuss the impact of feedback on student learning and engagement.

Action Research

- Facilitate workshops on effective feedback techniques and reflection practices with students.
- Conduct a mid-point review of SIP and gather feedback from students and teachers

PLT Sprint 1 - Feedback and Reflection

SA Maths - Capabilities

- Promote fluency and flexibility by practising mental maths strategies.
- Encourage reasoning by having students justify their solutions.

Mid-year Review and Adjustment

- Conduct a mid-point review of SIP and gather feedback from students and teachers.

Action Plan: Term 3 & 4 2025

Deepening Practices

Weeks 1 - 4

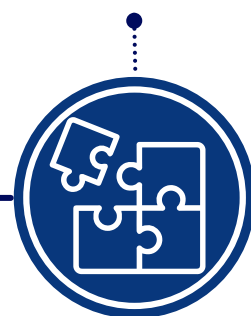


Weeks 5 - 10



Consolidation & Future Planning

Weeks 1 - 4



Weeks 5 - 9



Strengthening Practices

- Launch student-led projects and facilitate feedback sessions, promoting critical thinking, reflection and reasoning.
- Use self-assessment rubrics that allow students to highlight areas for feedback.
- Implement reflective portfolios where students document their learning journey and act on feedback.

PLT Focus: Reflective Learning and feedback

- Research and share best practices for implementing reflective learning strategies.
- Discuss the impact of reflection on student growth and development.

SA Maths - Capabilities

- Enhance problem-solving and reasoning through interdisciplinary projects.

Learner Agency - Reflection & Feedback

- Conduct student-led conferences where students present their learning journey and receive feedback from peers.
- Celebrate achievements in fostering learner agency and collaborative learning.
- Capture students feedback and reflection in mid year reports

PLT Sprint 2 - Student reflection

PUPIL FREE DAY - Tom Sherrington

Consolidation

- Share successful strategies and insights into students receiving, giving and acting on feedback.
- Encourage students to reflect on their growth and set personal learning goals for the next year – will be useful for student comment in end of year report.

PLT Focus:

- review and consolidate learning from the year – what strategies worked? What will you keep doing?

School Impact Plan Review Day

- Review student achievement data against our 100-95-80-60 targets and evidence collected in respect to the goal of empowering reflective learners who can identify areas for improvement and feedback and provide feedback to others.
- Gather staff feedback on priorities and strategies for the next year (Goal 2 - Foster collaborative, robust conversations & thoughtful questioning")

Future Planning:

- Collate and plan for the next year's implementation of Goal 2
- Identify professional development sessions to address thinking and questioning
- Celebrate the year's successes with a school-wide event, highlighting student achievements and contributions.

Our Targets: Equity and Excellence

100

Growth Target for students on One Plans or with Learning Difficulties:

- 100% of students not yet meeting SEA exceed a year's growth (effect size 0.6+) for a year's schooling. (PAT scale score)

95

Overall Achievement Target:

- 95% of students meet the required educational standard (C or above; PAT scale score)

80

NAPLaN Target:

- 80% of year 3 & 5 students to achieve in the "Strong" and "Exceeding" bands

60

High Achievement Target:

60% of students achieve above the required educational standard in both English and Maths. (A or B grade, PAT scale score + 10)

