

HENLEY BEACH PRIMARY SCHOOL IMPROVEMENT PLAN

Mathematics

WHERE DO WE WANT STUDENTS TO GET TO?		
To improve students' problem-solving skills and dispositions for learning through fostering curiosity and creativity in Mathematics.		
KEY ACTIONS AND INITIATIVES	SUCCESS CRITERIA	MONITORING AND EVIDENCE OF IMPACT
Implementation of the SA Curriculum: Mathematics - Collaborative development of Yearly and Term planning overviews. Teams to identify opportunities to strengthen curiosity and creativity at their year level. Plan, implement and assess tasks that: - Range in complexity, develop conceptual thinking and allow students to explain their thinking, justify their reasoning, and explore various methods. - Use frequent, short problem-solving sessions to reinforce strategies over time. - Develop number fluency knowledge and capabilities. (Multiple Exposures) Embed explicit teaching of problem solving strategies that includes modelling structured steps that elicits student reasoning and understanding (Explicit Teaching). Use self-assessment and peer-assessment to promote metacognition and critical evaluation of their own and others' problem-solving processes. Use prompts like "What strategy could work here?" or "How could you check if your answer is correct?" to help students plan and monitor their thinking. (Metacognition) Analyse various data sets, including PVAT, to identify student achievement and inform planning and programming. Professional Learning: James Anderson Learnership. Student disposition survey (start of year).	Students: - Demonstrate increased proficiency in applying problem solving strategies. - Participate actively in problem solving tasks, displaying persistence and a positive mindset towards mathematics. - Demonstrate and strengthen mathematics capabilities: understanding, fluency and flexibility, problem solving and reasoning. Class: - Explicit teaching of problem-solving strategies and regular, ongoing opportunities for students to engage in a range of problem solving experiences (through, for, about). - Teaching experiences facilitate multiple exposures of concepts and content to strengthen fluency. School: - The SA Curriculum (Mathematics) is implemented according to DfE timeline. - PLCs facilitate: - Collaborative planning that supports the implementation of the SA Curriculum. - Learning task design which is responsive to student achievement data. - Classroom environments foster inquiry, collaboration and reflection.	Improvement in student assessments and work samples, showing higher levels of reasoning and application of strategies in problem solving: through observations, work samples, learning conversations. Problem solving tasks provide intellectual stretch for students. Student disposition data indicates positive levels of engagement and mindset towards mathematics. Curriculum planning documents are adapted to align with the SA Curriculum. PLC inquiry cycles informed by student achievement data and purposeful planning and integration of problem solving in lessons.
IMPROVEMENT MEASURE/S		
Increased % of students in Years 2-6 demonstrating growth in Mathematics, using PAT-Mathematics, and NAPLAN as data sources.		

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Writing

WHERE DO WE WANT STUDENTS TO GET TO?		
To improve students' writing skills and dispositions for learning through fostering curiosity and creativity.		
KEY ACTIONS AND INITIATIVES	SUCCESS CRITERIA	MONITORING AND EVIDENCE OF IMPACT
Embed modelled, guided, and independent writing tasks that help students practise writing various genres. Provide worked examples of different text types through regular, ongoing use of mentor texts, modelled texts and co-constructed texts (Multiple Exposures). Explicit Teaching of text features (purpose and audience, sentence types, grammar, punctuation, vocabulary and cohesive devices) through shared reading and text analysis. (Explicit Teaching). Develop self-regulation strategies to support children during the writing process: self and peer assessment, editing strategies and use of learning intentions and success criteria (Metacognition). Engage students in authentic writing tasks (specific audiences, inquiry-based learning, topics of interest). Familiarisation with the SA Curriculum: English - Collaborative review of Yearly and Term planning overviews. Analyse and moderate student writing samples to identify student achievement and growth points. Professional Learning: Brightpath Team and James Anderson Learnership.	Students: • Show improvement in their ability to write complete texts with clear purpose, audience awareness, and appropriate structure across multiple genres. • Demonstrate better control of spelling, punctuation, grammar, and vocabulary usage in their writing. • Reflect on their writing process, showing the ability to edit and improve their own work based on feedback. Class: • Literacy lessons explicitly focus on developing writing conventions and strategies which are then applied by students in their own texts. • Mentor texts and modelled texts are used to focus on specific language structures and features and choices appropriate to achievement standard expectations. • Provide ongoing feedback that supports the writing development of each student. School: • Success criteria and learning intentions are explicit for writing tasks and related to the achievement standard of the learning area. • Professional learning communities facilitate: ○ Collaborative planning supports the implementation of the SA Curriculum. ○ Learning task design which is responsive to student achievement data.	Comparison of pre and post assessments: Students' writing samples show marked improvement in coherence, structure, and creativity, with more sophisticated use of language and grammar. Curriculum planning documents are reviewed in readiness to transition to the SA Curriculum. PLC inquiry cycles informed by student achievement data. Whole school staff meetings to measure and analyse Brightpath and NAPLAN writing achievement.

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IMPROVEMENT MEASURE/S

Increased % of students in Years 2-6 demonstrating growth in Writing, using Brightpath and NAPLAN as data sources.

Wellbeing for Learning

WHERE DO WE WANT STUDENTS TO GET TO?

To be resilient and confident learners through fostering learning dispositions, curiosity and creativity.

KEY ACTIONS AND INITIATIVES	SUCCESS CRITERIA	MONITORING AND EVIDENCE OF IMPACT
Incorporating 'learnership' language in all classrooms and developing areas of focus derived from James Anderson professional learning (and learner survey). Inclusion and Belonging: - Promote and celebrate diversity through whole school initiatives. - RAP goals are implemented and monitored. - Working Together - Cultural Awareness Introduction (PLINK) Implementation of whole school approach to developing emotional literacy in students through use of Zones of Regulation. Wellbeing Leader works alongside teaching teams to support key areas of focus: resilience and self-regulation.	Students: - Take ownership of their learning, showing resilience and agency. - Interact with peers in a respectful and collaborative manner. Class: - Explicit teaching of how to meet class expectations that are predictable and routine. - Students lived experiences and identity are shared and valued. School: - Strategies and tools are used to check in with students to determine how they are feeling and their readiness to learn. - Metacognitive Strategies are explicitly taught in classrooms.	Comparison of 2024 and 2025 WEC data, specifically in emotional literacy. Classroom visuals: Zones of Regulation posters, check ins. OCOP goals Termly pulse checks at staff meeting to identify barriers and areas of growth. *R-3 wellbeing survey across 25% of the cohort in terms 1 and 3 to identify emotional literacy growth.
IMPROVEMENT MEASURE/S		
Increased % of students in Years 3-6 students demonstrate improved levels of wellbeing using the Wellbeing and Engagement Survey as a data source.		