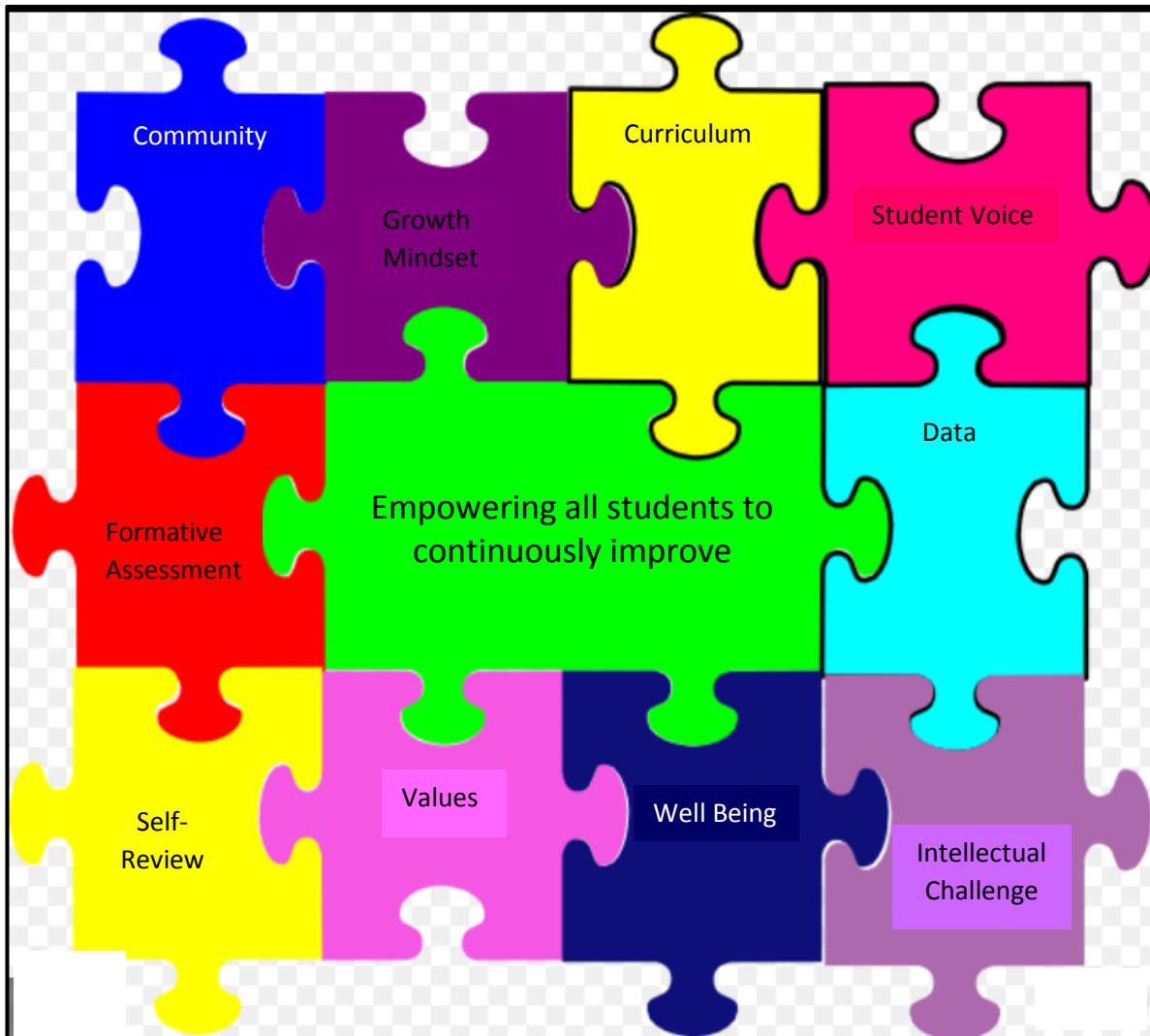




# 2016 Highbury Primary School Site Improvement Plan



*In 2016, our focus will be on the impact our decisions have on opportunities for students to achieve, to aim high in their education and be empowered to do their best.*



## 2016 focus areas:

- Use **Formative Assessment, data** and feedback to directly involve staff and students to continuously improve and support self-review.
- Support **Student Voice** through broadening authentic opportunities, empowering students in decisions that impact on their engagement in learning.
- Continue to embed the use of HPS **Values** of Persistence, Respect, Responsibility and Resilience along with **Growth Mindset** tools & strategies to support students to develop capabilities that promote health and **wellbeing** and lead to making successful decisions in life.
- Use the current version of the **Australian Curriculum (AC)** to inform best teaching practice when setting **intellectually challenging** tasks.
- Staff and the **community** working in partnership to support students to achieve higher in the proficiencies of literacy and numeracy.

# Mathematics

<p>Measurable Outcomes <i>What do we plan to achieve?</i></p>	<p>Strategies <i>What will we do?</i></p>	<p>Evidence/Outcome <i>What evidence will enable us to assess the measurable targets?</i></p>
<ul style="list-style-type: none"> <li>• PAT M data shows progress in students scale score in years 1-7.</li> <li>• NAPLAN data shows improvement in student achievement in numeracy.</li> <li>• An improvement in student achievement in the top two bands of NAPLAN numeracy.</li> <li>• Increase growth of student cohorts from years 3 to 5 and years 5 to 7 in NAPLAN numeracy.</li> </ul>	<p>Mathematics Agreement</p> <ul style="list-style-type: none"> <li>• Implement the HPS Mathematics Agreement for R-7.</li> <li>• Revise a scope and sequence around number fluency and mathematics to be implemented school wide in line with the current version of the <b>Australian Curriculum</b> and the HPS Mathematics Agreement.</li> <li>• At a partnership level, attend and be involved in Natural Maths Professional Development (PD). Follow up PD at a site and partnership level is offered to help build the capacity of teachers in the area of mathematics and in setting <b>intellectually challenging</b> tasks.</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>• In each teacher's Performance and Development Plan there is a focus on Numeracy Strategies, specifically Natural Maths.</li> <li>• In each teacher's Performance and Development Plan there is a focus on interpreting student data.</li> <li>• Each teacher's Performance and Development Plan reflects opportunities for authentic <b>student voice</b> in feedback for teachers.</li> <li>• <b>Formative assessment</b> strategies are included to help build student capacity.</li> <li>• SSOs to be provided with ongoing PD sessions to support students in small groups and/or one to one.</li> <li>• To support the building of a <b>community</b> of learners, a parent workshop/s in Mathematics will be offered.</li> </ul> <p><b>Data</b> analysis and assessment</p> <ul style="list-style-type: none"> <li>• Teachers use NAPLAN, PAT M and other data along with Formative Assessment strategies to inform their practice and support student feedback and self-review.</li> <li>• Teachers use student feedback to inform their practice.</li> </ul> <p><b>Growth Mindset</b> and ICTs</p> <ul style="list-style-type: none"> <li>• Growth Mindset and <b>Values</b> are explicitly taught to students resulting in students being more self-aware when faced with problematized situations. The intent is to promote a healthy disposition and <b>wellbeing</b> in mathematics.</li> <li>• Information Communication and Technologies (ICTs) are utilised as tools in delivering mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are using Natural Maths Strategies</li> <li>• Students are using data to inform their learning, are able to articulate achievements and set personal learning goals in Mathematics.</li> <li>• Students demonstrate growth mindsets when faced with mathematical problems and are able to apply strategies to overcome challenges.</li> <li>• Students will use ICTs in Mathematics e.g. IXL</li> <li>• Students can explicitly make connections between mathematics and real world applications e.g. coding lessons, Small Businesses and Sports Day.</li> </ul>

# English

<p>Measurable Outcomes <i>What do we plan to achieve?</i></p>	<p>Strategies <i>What will we do?</i></p>	<p>Evidence/Outcome <i>What evidence will enable us to assess the measurable targets?</i></p>
<ul style="list-style-type: none"> <li>• PAT R data shows progress in scale scores in years 3-7</li> <li>• PAT S data is collected as a baseline data set Year 2-7</li> <li>• NAPLAN data shows improvement in student achievement in Reading and Spelling. An improvement in student achievement in the top two bands of NAPLAN Literacy.</li> <li>• Increase growth of students from years 3 to 5 and years 5 to 7 in NAPLAN English.</li> <li>• An increase of Rec students achieving level 5 or higher in Running Records by the end of term 3</li> <li>• An increase of Year 1 students achieving level 15 or higher in Running Records by the end of term 3</li> <li>• An increase of Year 2 students achieving level 21 or higher in Running Records by the end of term 3</li> </ul>	<p>English Agreement</p> <ul style="list-style-type: none"> <li>• Implement the ‘Reading &amp; Guided Reading’ component of the Literacy Agreement: Reading &amp; Guided Reading.</li> <li>• Continue to develop the HPS English Agreement in line with the current version of the <b>Australian Curriculum</b> to help build the capacity of teachers in the area of English and in setting <b>intellectually challenging</b> tasks.</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>• In each teacher’s Performance and Development Plan there is a focus on English Strategies including Guided Reading and Spelling.</li> <li>• In each teacher’s Performance and Development Plan there is a focus on interpreting student data and providing opportunities for authentic <b>student voice</b> in feedback for teachers.</li> <li>• <b>Formative assessment</b> strategies are included to help build student capacity.</li> <li>• SSOs to be provided with ongoing PD sessions to support students in small groups and/or one to one.</li> <li>• To support the building of a <b>community</b> of learners, a parent workshop/s in English will be offered.</li> <li>• A Reading Support program will be trialled to support identified students in reading.</li> </ul> <p><b>Data</b> analysis and assessment</p> <ul style="list-style-type: none"> <li>• Teachers use NAPLAN, PAT R, PAT S, Running Records and other data along with Formative Assessment strategies to inform their practice and support student feedback and self-review.</li> <li>• Teachers use student feedback to inform their practice.</li> </ul> <p><b>Growth Mindset</b> and ICTs</p> <ul style="list-style-type: none"> <li>• Growth Mindset and <b>Values</b> are explicitly taught to students resulting in students being more self-aware when faced with difficulties in English. The intent is to promote a healthy disposition and <b>wellbeing</b> in English.</li> <li>• Information Communication and Technologies (ICTs) are utilised as tools in delivering English.</li> </ul>	<ul style="list-style-type: none"> <li>• Students approach all tasks in Reading and Spelling with a clear intent.</li> <li>• Students are using data to inform their learning and are able to articulate achievements and set personal learning goals for Reading and Spelling.</li> <li>• Students demonstrate a growth mindset when faced with problems in Reading and Spelling and are able to apply strategies to overcome challenges.</li> <li>• Students will use ICTs in English e.g. ABC Reading Eggs programs and iPad apps.</li> <li>• During HASS and other AC learning areas, students can explicitly refer to links with Reading and Spelling areas along with make connections to the use of Critical Literacy in the real world.</li> </ul>

# Information and Communication Technologies (ICTs)

<b>Measurable Outcomes</b> <i>What do we plan to achieve?</i>	<b>Strategies</b> <i>What will we do?</i>	<b>Evidence/Outcome</b> <i>What evidence will enable us to assess the measurable targets?</i>
<ul style="list-style-type: none"> <li>The use of Information and Communication Technologies are imbedded within the learning culture at HPS.</li> </ul>	<p>Australian Curriculum</p> <ul style="list-style-type: none"> <li>Teachers have embedded ICTs, specifically Digital and Design Technologies and the ICT General Capability within the current version of the <b>Australian Curriculum</b> in their planning.</li> <li>ICTs are visibly used with all classes R-7 as tools to support learning and engagement.</li> <li>All students are exposed to computational thinking through explicit coding lessons eg using programs such as <a href="http://www.code.org">www.code.org</a> and 'Scratch'.</li> <li>HPS will offer PD in ICTs for HPS staff and, where appropriate, other schools within our partnership and source outside agency PD opportunities for staff to attend.</li> <li>Students develop skills in Computational Thinking (problem solving in the digital age) using resources such as:               <ul style="list-style-type: none"> <li>R-2 Students develop skills in using BeeBots</li> <li>3-5 Students develop skills in using Spheros</li> <li>6-7 Students develop skills in using Edison Robots</li> </ul> </li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>ICT is visible within all teachers' Performance Development Plans.</li> <li>In each teacher's Performance and Development Plan there is a focus on teachers using effective strategies to integrate ICTs into learning and teaching programs to make content relevant and meaningful.</li> <li>To support the building of a <b>community</b> of learners, a parent workshop/s in Digital Technologies will be offered.</li> </ul> <p><b>Data</b> analysis and assessment</p> <ul style="list-style-type: none"> <li>ICT is added to rubrics and other assessment forms where appropriate across the curriculum.</li> <li>Teachers are using <b>Formative Assessment</b> strategies along with other data to inform their practice and support authentic <b>student voice</b> and self-review within ICTs.</li> <li>Students are intellectually challenged in ICTs.</li> </ul> <p><b>Growth Mindset</b> and ICTs</p> <ul style="list-style-type: none"> <li>Growth Mindset and <b>Values</b> are explicitly taught to students resulting in students being more self-aware when faced with Computational Thinking problems.</li> <li>The intent is to promote a healthy disposition and <b>wellbeing</b> in ICTs.</li> </ul>	<ul style="list-style-type: none"> <li>Students are using computational thinking strategies.</li> <li>Students are using data to inform their learning, are able to articulate achievements and set personal learning goals in ICTs.</li> <li>Students demonstrate growth mindsets when faced with computational thinking problems and are able to apply strategies to overcome challenges.</li> <li>Students will use ICTs across the curriculum where appropriate.</li> </ul>