



Highbury Primary School Annual Report 2019



Highbury Primary School

Highbury Primary School Number 0596
Modbury Partnership

School Principal	Frank Mittiga
Governing Council Chairperson	Jon DeConno
Date of Endorsement	16/2/2020



Government of South Australia
Department for Education and
Child Development

INTRODUCTION

The 2019 Annual Report provides the school community with information and data related to our achievements and our identified directions and priorities for 2020. Thankyou to the staff, students and parents for working together throughout 2019. A Special thank you to our school Deputy Principal-Mr Daniel Botten, our school Business Manager-Tracey Baldwin and our Office Manager Ms Karina Eleftheriadis for excellent leadership across the school and ensuring that Highbury continues as a high performing and proud Department of Education Government school.

Regards
Frank Mittiga
Principal.

In 2019, Governing Council met on a regular basis to discuss, plan and implement a range of items to benefit the students and the school community. Governing Council continues to focus on canteen services, fundraising, school sports, the OSHC service, and the finance associated with these areas. Fundraising events were held throughout the year including the Mothers' Day Stall, Fathers' Day Stall, BBQs & Raffles, along with our continued partnership with Credit Union SA's School Community Rewards Program. The \$14,362 generated by these fundraising activities will go towards our School Garden Project.

The Highbury Primary School Planner continues to be an incredibly popular tool at the school, following its introduction in 2017. The Governing Council advocated for an increase in the school fees for the 2020 school year. It was supported by the school community through a poll at the end of 2019. A highlight for 2019 was the improvement in Highbury OSCH's Audit results. Congratulations to the OSHC team and also to the OSHC Sub Committee for their dedication to improve our scorecard.

All of our Governing Council Sub Committees were incredibly effective again this year and I'm proud to have worked with Parent, Leadership, and Community Members of the Governing Council in 2019.

The Governing Council look forward to serving the school community in 2020.

Jon De Conno
Governing Council Chairperson

2019 HIGHBURY PRIMARY SCHOOL HIGHLIGHTS

School Achievements in 2019 were considerable.....

- A number of successful school theme weeks including, Book Week, Science Week, PE Week, Chinese New Year, Crazy Hair Day were celebrated at the school in 2019.
- Our Environmental Education focus continued with the following programs; Recycling, Nude Lunch Day and Clean Up Australia Day undertaken as F-7 initiatives.
- Reconciliation and National Sorry Day were celebrated and acknowledged by our school community with staff and students recognising the importance of reconciliation and harmony.
- Sports Day was held on Friday 26th September and was a fantastic success with students F-7 participating in games, activities and races.
- House Cup competition was also introduced in 2019 facilitated by Mr Kerry Pytharoulis and the school staff. Students have been able to achieve house points for sports/music/academic/etc. activities across the school. Congratulations to our Smart (Red) house students on winning the inaugural House Cup for 2019.
- A Volunteers Morning Tea was held on 29th October to thank the many volunteers who give their time to support the school and students.
- Our Science staff re-introduced the opportunity for Year 4 students to be involved in the SASTA Mark Oliphant Science Competition. 12 students took the opportunity to enter this competition. Our award winner was Emma Li-congratulations Emma. Thankyou to Ms Robyn Satterley (Science Teacher) and Ms Lesley Pittam (Special Needs teacher) for organising this event. In 2020 we will expand this further with more year levels involved.
- The Highbury Primary School Concert was held on Monday 2nd December. After a postponement of the concert due to 44C temperatures, we rescheduled the concert and were lucky with cooler weather. Each year level prepared a dance item around the central theme of Space to commemorate the 50th anniversary of the moon landing. Thankyou to our Music teacher Kirrabelle Lovell for creating the choreography and organising this event.
- In Week 4 term 4, the school held a Remembrance Day Assembly to acknowledge and pay respect to the men and women who served our country in time of war-Thankyou to Ann Hopgood and the students of MBPH.
- The Highbury Annual Instrumental Music Showcase Concert was held on Wed 12th Dec. Students involved in music ensembles/choirs/bands and instrumental programs showcased their talents. Thankyou to our Music teacher Emily Adamson for organising this excellent event.
- All of our students participated in the Premiers Reading Challenge 2019. Thankyou to Zoe Attenborough for coordinating and promoting reading across the school. The Resource Centre Staff organised a fantastic visit by well known author Marris Gleitzman for students.

- School Camps continue at Highbury with the positive support of our teaching and SSO staff. In 2019 we introduced a new camp policy with students attending camps in Year 2 and Year 4.
- Highbury Student Voice introduced a number of new student activities to support the points system for the House Competition—Paper Plane design & making/Memory Game/Chess competition/Highbury Kids Got Talent-A lot of fun!

Our Year 7 graduation to recognise the special achievements of our year 7 graduates was held in December 2019. Congratulations to all of the year 7 students and our award winners:

Toni Thurman Citizenship Awards- Luka Zawada, Hana Wong, Finley Bradtke and Teresa Van Den Hoek

Morialta Citizenship Award – Ella Rooney and Pieta Whitbread

Terrific Kids Award- Maia Thomson and Liam Fielder

Curriculum Award Winners

- Science- Finley Bradtke and Kahlan Mashford
- Health & PE- Marley Mogg and Cooper Hann
- Music- Pieta Whitbread and Luke Zawada
- Chinese-Claire Moorehouse and Ethan Sheppard

SCHOOL DATA

FEDERAL GOVERNMENT REPORTING REQUIREMENTS 2019

The following information is presented as required data sets for Federal Government reporting.

ENROLMENTS

The total December enrolments were 486 students. 19% of our students are from Non English Speaking Backgrounds (NESB) students, 18 students identified as Aboriginal background, 20% of students were eligible for School Card and 29 students, officially recognised by DECS guidance officers, have learning disabilities.

2019	489
2018	486
2017	483
2016	490

For 2020 the school expects to start with a total of 484 students.

STUDENT ATTENDANCE

At Highbury Primary School we work in partnership with families to provide children with learning opportunities that will provide a solid foundation for their future. Research shows that success in learning is directly proportional to regular attendance and participation in education programs. Patterns of attendance and absence that are set up in the early years usually persist through education and life. Regular attendance at school is important to a child's learning and development.

Action

At Highbury attendance records are maintained and monitored regularly. Parent's caregiver's are informed and are assisted to improve attendance. This may require formulating an attendance plan. When a child has been absent for three day the family is contacted. If attendance is still a concern and the family requires more support The Education Department engagement and wellbeing social worker will be contacted.

Comparative Attendance Data 2016-19

	2016	2017	2018	2019
Highbury	92.9%	93.2%	93.3%	93.0%
State/DECD	93.9%	93.3%	90.5%	91.0%

The goal for 2020 is to have a 94% attendance rate.

Action for 2020 will be to examine an electronic attendance scan for student lateness.

GOVERNING COUNCIL

The Highbury Governing Council for 2019 was again comprised of 14 parent members, the Principal, 2 Staff representatives, a Preschool Nominated Member and a community member. Council members participated in reviewing the School Site Learning Plan, monitoring the budget and reviewing school policies and processes. 9 meetings (including the AGM) of the governing council were held during 2019. The Governing Council Subcommittees –Finance, Fundraising & Community Development, Sport, Canteen and OSHC -have provided leadership and guidance in many aspects of school life.

A special thankyou again to Jon DeConno, Governing Council Chair for his support and leadership throughout 2019. Thankyou to the Governing Council Sub-Committee Convenors, Governing Council Members and Parent Members of committees for their fantastic work throughout 2019.

Governing Council Sub-Committees and their work in 2019

The HPS Canteen Committee manages the school canteen which continues to run as a not for profit adjunct to the Governing Council and has again finished the year with a small profit. The Canteen Manager has successfully worked with over 20 community volunteers along with student leaders to offer a 5 day a week service to HPS students. Along with Sports Day, the biennial end of year school concert and 4 special event days throughout the year, the Canteen continues to look for opportunities to be involved in whole school events and within the community.

The HPS Sports Committee

Has been responsible throughout 2019 for managing and supporting the School Sports Programs.

Students at Highbury can participate in after school hours sports-Netball/Basketball/Soccer and in 2020 Aussie Rules Football.

Parents and Governing Council members work on this committee to coordinate each sporting codes needs and support coaches and managers to undertake their roles.

The HPS Budget/Finance Committee

2019 has been a difficult year financially for the school related to the development and spending of school finances. The Budget Finance Committee has been carefully monitoring the cash flow related to spending of the school budgets. Throughout 2019 we have been working with the Department Site Financial Services staff to review our processes and re-look at school class structures for 2020. For 2020 we have set a positive budget with approx. a \$165,000 surplus.

The HPS OSHC Management Committee

Parents with students using the OSHC service, governing council members , OSHC staff and school leadership staff have worked throughout 2019 to support the external review process for OSHC, manage the OSHC funds and provide guidance for policies and the management of the OSHC and Vacation care Programs. In 2019, up to 90 students used the OSHC daily.

The HPS Fundraising and Community Development Committee

Parents, Governing Council Members and School Leadership staff coordinated activities/community events and fundraising events on behalf of the School Governing Council, including Mother's and Father's Day Stalls/Community Film Evening/ BBQ and Sports Day Activities and Concert raffle activities.

FINANCIAL STATEMENT

Financial statements for 2019 will be presented at the school AGM to be held in Feb. 2020.

Funding Source	Amount
Grants;State	\$4,335,397
Grants;Commonwealth	\$8,4173
Parent Contributions	\$217,406
Fund Raising	\$20,419
Other	\$1,954,76

TEACHER ATTENDANCE

Teaching staff attendance for the 2019 year was 92% and the average number of days absent per teacher was 4 days. 5 teachers had extended periods of time absent due to illness and accidents.

TEACHER QUALIFICATIONS

All teachers at the school hold appropriate qualifications and meet the requirements of the teacher registration board.

50 staff have Bachelor degrees or Diplomas/13 have Post Graduate Qualifications.

The prerequisite to teacher registration will see all teachers demonstrate that they have undertaken a minimum of 60 hours of professional development throughout the year focused on the National Teacher Standards.

EXPENDITURE ON TEACHER PARTICIPATION AND PROFESSIONAL LEARNING.

The school expended \$15,000 during 2019 on staff release to undertake professional learning connected to the strategic directions in our site learning plan. All staff participated in extensive professional learning activities related to Writing F-7 throughout the year, especially focusing on the implementation of the Australian Curriculum. These have included student free days and staff meeting sessions.

DESTINATION OF YEAR 7 STUDENTS

Transfer to Non-Government School	14
Government Schools	46
Unknown	1

OUR STRATEGIC IMPROVEMENT PLAN DIRECTIONS FOR 2019 HOW DID WE GO?

The following is a summary of the work undertaken in each strategic direction within our 2019 Site Learning Plan F-7.

READING F-7

Context

Reading is an important factor towards a student's success in school and work. We learn through reading and can have fun through reading. Reading opens doors to all kinds of new worlds. At Highbury in 2019 we tracked all students in their reading from Year F-5. Students who did not meet the year level bench marks were identified to participate in the reading intervention program. As students reached the bench mark they graduated from this program.

The agreed school reading benchmarks assessed through the use of PM Benchmark Running Record Assessments are...

Year	Benchmark
Foundation	5
1	13
2	21
3	26
4	30
5	30

Actions

The reading intervention program supported students experiencing reading difficulties by giving students the opportunity to practice their reading daily, practice the oxford sight words and participate in a phonics lessons. Phonemic awareness is an important component of the reading process. In 2019, identified students participated in a twenty five minute lessons, 4 times per week conducted by student services officers.

Progress/Results

Running Records data was used to measure student success (levels 1-30). At the beginning of 2019 we had 18 students participating in the intervention reading program. By the end of term 4 15 students met their year level RR Benchmark.

In May 2019, Year 3/5 and 7 students completed the NAPLAN tests over a three day period.

NAPLAN PROGRESSION-READING-getting to Middle and Upper Progress Groups (State Average) is a goal

		Yr 3 to 5	Yr 5 to 7	State Average
Upper Progress Group		31%	25%	25%
Middle Progress Group		54%	40%	50%
Lower Progress Group		15%	35%	25%

Literacy-Reading Recommendations for 2020

- Improve the percentage of students at Year 3 and Year 7 level, achieving reading benchmark.
- Further training for teachers on interpreting NAPLAN results and differentiation of student learning.
- Consolidation of the Minilit Reading Intervention program.

MATHEMATICS F-7

Context

Numeracy/Mathematics continues to be high priority for Highbury Primary School. In 2019, all teachers focused their professional learning on familiarising themselves with the new Australian Curriculum, especially Year level outcomes related to our new reporting process and the Report It Program.

Actions

- Teachers participated in school and partnership workshops related to planning with the new Australian Curriculum and using mathematics student work samples to moderate A-E grades
- Sharing and reviewing/moderating mathematics student work and learning tasks across all year levels has been a key focus.

Mathematics Recommendations for 2020

- Improve the percentage of students at Year 3 and Year 7 level, achieving numeracy benchmark.
- Further training for teachers on interpreting NAPLAN results and Mathematics differentiation of student learning.
- Introduction of a of Mathematics Intervention program focusing on year 1-3 students.

NAPLAN PROGRESSION-NUMERACY getting to Middle and Upper Progress Groups (State Average) is a goal

	Yr3 to 5	Yr5 to 7	State Average
Upper Progress Group	26%	24%	25%
Middle Progress Group	46%	59%	50%
Lower Progress Group	28%	17%	25%

This table shows % of students that demonstrated achievement in the relevant NAPLAN higher bands. NAPLAN Upper Two Bands Achievement 2019.

	Number and % of students achieving in the upper two bands	
	Reading	Numeracy
Year 3 2019	40 56%	26 37%
Year 3 2017-19	31 48%	18 29%
Year 5 2019	10 22%	7 15%
Year 5 2017-19	19 31%	4 22%
Year 7 2019	9 20%	13 28%
Year 7 2017-19	10 25%	11 26%

WRITING F-7

Context

Writing allows students to develop and express ideas for imaginative, informative and persuasive purposes in organised, fluent and clear ways. Through the years of schooling, written and multimodal texts become more complex, sophisticated and subject specific. They are central to exploring, developing and expressing complex information and ideas. To become effective writers across the curriculum, students need to understand the language choices writers make. This involves students developing an understanding of the text type required of the task and its social purpose, an understanding of the structural features of specific text types and the ability to make appropriate language choices in a range of contexts. To be successful writers, students need to know the conventions of spelling, grammar, punctuation and an understanding of the structure of text types.

In our 2019 Site Improvement Plan the school identified writing as one of the three key goals. In particular retaining students in years 5 and 7 that achieved results in the higher bands in year 3 NAPLAN results. We agreed that one of the key strategies in achieving this goal was to have a site wide common approach to the development of complex sentences and the increased use of tier 2 and tier 3 vocabulary.

Actions

In conjunction with our Site Improvement Plan goals and targets for 2019 Highbury Primary participated and received training in two different writing programs. During a pupil free day all staff, including School Service Officers, participated in training in Seven Steps to Writing Success. This program assists teachers in creating an overarching and strategic writing program that is interesting, collaborative and fun that engages students. Introducing the Seven Steps across the site in 2019 has enabled teachers to create a unified writing language across the school.

The school was part of the first rollout of the Brightpath writing program 2019 after its trial has been completed over the past few years. This program, provides staff with a range of professional development that enables consistent assessment practices throughout the school to track the growth and achievement of each student. The program also identifies the next step in writing development for each student and enables the teacher to target specific skills or techniques for individuals or groups of students within their class.

A new site wide Literacy Agreement was introduced and agreed upon by all staff. The writing elements in this agreement consisted of

- Writing for a variety of audiences and purposes. Cross-curricular opportunities are vital.
- A balance of explicit teaching of, and exposure to, different text types.
- Sustained writing, spelling, formation of print (handwriting and digital) and use of quality literature as the basis of work.
- Opportunities for students to apply and improve their understanding of texts.
- Teaching and practicing explicit strategies, before, during and after writing.
- Opportunities for discussion and reflection to help students engage in writing with purpose and pleasure.
- Applying the language of 7 Steps to Successful Writing is used across the school.

Results

2019 NAPLAN WRITING RESULTS			
Year level	Mean Score	Proficiency Band	Students achieved National Minimal Standard
3	419.7	4 (high bands 5 & 6)	100%
5	455.4	5 (high bands 7 & 8)	90%
7	517.6	6 (high bands 8 & 9)	98%

Higher Band Retention:

17% of students in year 7 achieved Writing results in the top bands. This was a 12% increase from when these students were in year 5. 10% of students in year 5 achieved Writing results in the top bands. This was an 11% decrease from when these students were in year 3.

Growth rates in Writing:

In 2019 55% of students in Year 7 achieved growth at or above what was expected from years 5 to 7. This was an increase from 49% of the same students achieving the expected growth from years 3 to 5.

In 2019 76% of students in year 5 achieved growth at or above what was expected from years 3 to 5.

2020 Writing Recommendations

Continued professional development for staff in Seven Steps to Writing Success and Brightpath writing programs. Professional Learning Teams plan activities that fit within the 2019 Literacy Agreement and to collaborate to plan and create writing programs that target the needs of their individual students to meet the Site Improvement Plan goals and targets for 2020. There are a large group of students that are achieving results one band below the higher bands. Teachers to implement strategies that stretch the writing capability that will help retain those students already in the higher bands, but to increase this number. Teachers to implement strategies that support students who achieved below the National Minimal Standard to reduce this number in 2020.

This will be monitored through Performance discussions/PMP sessions between teachers and 2020 line managers.

NAPLAN 2016-19 Mean Scores (all scores rounded up or down)

Year Level	ASPECT	HPS				CAT 7 Schools 2019	National 2019
		2016	2017	2018	2019		
3	Grammar & Punctuation	426	392	407	461	434	440
3	Reading	430	401	427	452	428	432
3	Spelling	412	382	403	429	414	419
3	Writing*	419	383	372	420	414	423
3	Numeracy*	396	381	387	406	403	408
5	Grammar & Punctuation*	487	511	496	483	499	499
5	Reading	492	505	511	495	506	506
5	Spelling	482	477	501	492	500	500
5	Writing*	460	461	461	455	473	473
5	Numeracy*	477	487	485	472	495	495
7	Grammar & Punctuation	552	544	556	541	544	541
7	Reading*	538	559	545	540	546	546
7	Spelling	524	532	535	528	541	545
7	Writing*	512	525	505	518	518	513
7	Numeracy	545	535	556	546	552	554

Key Issues for the school to work on from this data in 2020. Generally we are examining our results when there has been a change of 15 points or more related to the comparison of mean scores (Reference NAPLAN Officer D Potter)

- Increased focus at Year 5, related to Writing and Numeracy (Mathematics)
- Continue site focus on Writing across 3/5/7-Brightpath learning and monitoring of student writing.

SCHOOL PRIORITIES

Together with our Key Strategic Directions which have been the responsibility of all staff across F-7, the school throughout 2019 has addressed the following Priorities...

INFORMATION COMMUNICATION TECHNOLOGIES (ICT)

Context

Electronic Learning (eLearning) refers to improving students learning through interaction with digital technologies. At HPS, the aim is to imbue the use of ICTs within the learning culture; that communication technologies are visibly used with all classes F-7 as tools to support learning and engagement; and that students are exposed to computational thinking through explicit coding lessons along with STEM thinking. To support STEM methodologies it is imperative that every student at HPS is provided with the opportunity to access ICTs authentically and that staff have access to meaningful, STEM-related training so that students are supported in their learning of analytic capabilities, critical and creative thinking skills and can work collaboratively to solve emerging problems.

Actions

In line with our 4 year ICT vision. In year 2 we have continued to upgrade network infrastructure. The site is now connected to the NBN allowing the students/staff to have access to internet at greater speed and reliability. Further interactive TVs were installed in spaces around the school. Old student devices accessed in years 3-7 have been retired and new laptops have been purchased to be distributed in these year levels. The school continued subscriptions to online learning platforms such as Reading Eggs and IXL Maths. Skoolbag continues to be the school's platform to distribute information to the school community. The school's Facebook page was used to share celebrations and special events. Classes throughout the school use a variety of online communication programs such as Class Dojo and SeeSaw. Points for the Highbury House Cup can seamlessly be added by any staff via Class Dojo. Two staff members were successful in joining a Modbury partnership initiative focusing on 3D printing using the Maker's Empire process. Classes continue to incorporate STEM pedagogy through ICT resources such as the 3D printer, robots and Code.Org.

2020 ICT Recommendations

There has been a continued improvement in the utilisation of ICT within STEM project based learning within classrooms in 2019. New devices will be added across the school and there will be a significant focus on ICT support and professional development in 2019. An increase in the number of 3D printers available with further training and development for staff and students. As a site investigate the viability and associated work of transitioning to the new department data management platform EMS360 in 2020/21. Develop and execute a plan to upgrade the school website.

STEM-POWERFUL LEARNERS

Context

At HPS we aim to improve outcomes for all students and support the development of the student as a whole, including their disposition as a learner. Continuing on from work in 2015 on HPS values including Respect, Resilience, Responsibility and Persistence along with Growth Mindset and the 'Learning Pit' in 2016, in 2017 the focus on student dispositions to learning has been in developing our students as Powerful Learners. Two of our staff throughout 2018/19 have participated in the Education Department STEM training and professional learning program.

2020 STEM Recommendations

Students as powerful learners will require further work in 2020 with the 'making thinking visible' tools addressed as part of transforming tasks. Anecdotal evidence from staff who focused on powerful learner strategies within STEM units was overwhelmingly positive with regard to student work output, collaboration, problem solving and cross curricular links within a real world context. Investigate the possibility of creating a STEM focused space where teachers and students can access targeted resources effectively.

STUDENT WELLBEING AND ENGAGEMENT SURVEY.

In 2019 our students did not complete the Wellbeing and Engagement Survey as the dates of the survey had changed. If we completed this survey it would be only been a couple of month between the results and we had not yet put into place the focus areas from the 2018 survey.

Using the survey from 2018 the students from middle and upper primary completed a survey which involved a mixture of questions to gauge and understanding of the school's environment from the student's point of view.

The 2018 results were positive and we improved in most areas when compared to 2017. Areas that are a particular strength were:

- 69% of students at HPS report a high sense of emotional wellbeing compared to the state average of 58%. This was also a 6% increase from 2017.
- Students reported lower occurrences of bullying (physical, emotional and verbal) than in 2017. HPS has a lower % of bullying incidents than the stage average.
- 8% higher proportion of students reporting a high satisfaction with life compared to the state average.
- 54% of students reported a low sense of worry about school compared to the state average of 45%.

The Survey also identified some areas to focus on in 2019:

- 10% of students reported a low sense of engagement in the classrooms. Although this is below the state average of 13% it was an increase from 2017.
- 47% of students reported they felt a strong sense of belonging at HPS. Although above state average, it was a reduction of 9% from 2017.

Student Voice led initiatives which were aimed at increasing our student's sense of belonging to each other and to the site. With the house teams now established within the school we tied in a number of non-sport based competitions and challenges throughout the year such as – connect 4, chess, paper plane, memory and Highbury Kid's got talent. Every student in the school had the opportunity to participate earning house points throughout the process. Many staff, students and families responded positively to the initiatives and took great pride and joy in contributing to the success of their respective houses.

2020 Recommendations

Complete the 2020 Wellbeing and Engagement Survey. Continue to implement strategies focusing on fostering a sense of belonging to each other and the school. Continue to investigate ways on increasing engagement in the classes for those students who find it challenging to participate in classroom settings. Revisit the 'Connecting to Self and Others' programme with the 2019 year 3 students.

AUSTRALIAN CURRICULUM-TRANSFORMING TASKS

Context

In 2019, the Modbury Partnership, of which HPS is a part, undertook Student Free Days and Partnership staff meetings with the intent of increasing a shared voice and methodology in the approach to improving outcomes in student learning.

A focus has been on collecting examples of student work in mathematics and specialist teaching areas to moderate A-E grade levels across Year 1-7.

Actions

The Partnership focus on Transforming tasks continued in 2019. Teachers were given discussion time in staff meetings (2xstaff meetings per Transforming Task topic) to make links, including time to begin transferring the ideas into practice. All teachers were given time and support to incorporate and trial components of this training into their existing teaching practice, some tweaking, while others incorporated many ideas into their planning and work with students.

STEM-POWERFUL LEARNERS

Context

At HPS we aim to improve outcomes for all students and support the development of the student as a whole, including their disposition as a learner. Continuing on from work in 2015 on HPS values including Respect, Resilience, Responsibility and Persistence along with Growth Mindset and the 'Learning Pit' in 2016, in 2017 the focus on student dispositions to learning has been in developing our students as Powerful Learners.

Actions

STEM project based methods formed the basis of work with staff over 2019. Two of our staff throughout 2019 have participated in the Education Department STEM training and professional learning program in 2019.

2020 STEM Recommendations

Students as powerful learners will require further work in 2019 with the 'making thinking visible' tools addressed as part of transforming tasks. Anecdotal evidence from staff who focused on powerful learner strategies within STEM units was overwhelmingly positive with regard to student work output, collaboration, problem solving and cross curricular links within a real world context.

STUDENT WELLBEING & BEHAVIOUR MANAGEMENT

Context

Student Wellbeing continues to be a high priority at Highbury Primary School. School leadership in collaboration with the Pastoral Care Worker continued to focus on developing a social skills program that caters for our specific needs at Highbury. Students throughout the year were supported in a counselling capacity as part of the Deputy Principal's role within the school.

Action

Connecting to Self and Others was a custom social skills program developed which took the most relevant aspects of Program Achieve, What's the Buzz and Kimochi dolls. The programme is designed for children who struggle to make friends and fit in socially. These are children who lack confidence, find it difficult to fit in, react too quickly and 'put others off', struggle to read the social play, to bounce back after upsets and deal with day to day frustrations appropriately. In essence, they have trouble making sense of how the social systems they interact with work. This programme delivered to the year 3 students in 2019. Previously where only certain students were identified to participate, all year 3 students took part in the Connecting to Self and Others programme. Rather than focussing on data from Pre and Post surveys we took detailed feedback from teachers about the appropriateness of the role plays, information shared and the structure of sessions. After the programme was completed and discussed at a staff meeting, staff in other year levels commented they would like their students to have access as well. In 2020 we will revisit this program with the 2019 year 3 students and deliver the program to the 2020 year 3 students.

The following data indicates the behavioural incidences at the school throughout 2019

Consequence	Term 1	Term 2	Term 3	Term 4
Time Out- Admin	45	38	28	15
Take Home	2	3	2	5
Internal Suspension	0	2	2	4
Suspension	1	1	3	4
Exclusion	0	0	0	0

ABORIGINAL STUDENTS LEARNING IMPROVEMENT

Education for all is the core business of the department and our school. We increase knowledge and understanding of the Aboriginal culture and improve the learning outcomes of the Aboriginal students by using the cultural studies curriculum. The curriculum supports young south Australians to understand and celebrate the historical and contemporary contributions of the Australian Aboriginal people. Our educators use the cultural studies curriculum to embed Aboriginal perspectives throughout the curriculum. The Aboriginal Community Education Officer has worked with teachers to write individual learning plans to improve student social development, wellbeing and learning. The ACEO has support to monitor attendance & oversee attendance data and follow up program (linked to ILP goals). She has worked 1.1 with students to improve learning outcomes and assisted in transition from pre-school and students to high school. In 2019 we had 11 Aboriginal students enrolled at Highbury. Eleven students reached the PAT -R and PAT - M benchmarks. Three students participated in the NAPLAN. One student achieved national minimum standards in all curriculum areas. Two students achieved national minimum standards for four learning areas.

THE ARTS-MUSIC/VISUAL ARTS

The Arts continues to be a major priority within Highbury Primary School's teaching and learning program throughout 2019. The Arts Program refers to Music and Instrumental Music. All students have access to a weekly specialist lesson with a specialist teacher the main focus of these lessons in 2019 was Music. 2019 saw the school participate in the Festival of Music Choir Concert, with the school choir performing at the Entertainment Centre.

Students who register interest can access the Instrumental Music Program. DECD Instrumental Music teachers hold auditions and select students for Strings, Percussion or Brass Instrumental lessons which occur weekly throughout the year. Instrumental music teachers organise a concert in term 4, as a showcase for their students' learning.

SPECIAL EDUCATION & SPECIAL NEEDS

Highbury Primary School aims to achieve quality learning and wellbeing outcomes for all students. Students with learning disabilities or learning difficulties are supported to reach their full potential. Our leadership staff work with Student Support Services personnel to discuss identified students, request assessments or seek advice. The Department Services personnel and the school representatives meet every term. Families are consulted prior to any discussion taking place and fully informed of the concerns and the outcomes of any discussion or assessment. Students with A disability have a negotiated education plan (NEP) written. This document acknowledges the issues and sets goals to support the student to reach their full potential. The Negotiated Education Plan process occurs twice a year.

Students with Learning Disabilities are also supported by having an individual learning plan that is specific and targeted at addressing their needs.

The goal for 2019 is to improve the writing of the Negotiated Education Plans and create a document that is more relevant, specific and employed daily.

The Following table shows identified students with an NEP in 2019 at Highbury Primary School.

Primary NEP Issue	Totals
Autism	17
Hearing	2
Intellectual	2
physical	2
Speech and language	6
Sensory(vision)	2

WORK HEALTH AND SAFETY

At Highbury Primary School we have continued to monitor OHSW issues and the Health and Wellbeing of staff and students. The 'Business Manager' OHSW Operating program is now currently being used as a management tool for WHS at the school. As part of our normal safety practices the school tested all evacuation and invacuation processes in 2019. We have undertaken 2 practice drills and held information sessions for our teachers and SSO's to ensure clear understanding of the procedures. Both staff and students have treated these drills seriously and with urgency as the safety of the members of our school community remains our number one priority. These were all reviewed and changes to processes are shared back with staff. After each practice the community was notified via Skoolbag that a drill took place. The WHS committee also distributed communication to staff updating them about working with hazardous chemicals, slips, trips and falls and managing electrical equipment. We completed a Psychological Health Survey with staff which looks at the wellbeing, workload, stress and collaboration with school leadership for staff. The results were very positive and indicated that staff are managing the site priorities and collaborating with others effectively.

TRANSITION PROGRAMS

Highbury Primary School in 2019 has further strengthened its transition programs for students enrolling at the school and transition programs for year 7 students to their secondary school. Feedback received from Directors of Kindergartens /Pre schools and new parents has indicated that the changes made to our processes, for children entering our school have been beneficial to all. Individual family interviews were held in term 3 and term 4 by the principal with the 62 new enrolments. Parents and Careproviders found these interviews positive, informative and timely. The communication both through written materials sent home to new parents and the telephone/face to face conversations continues to be positively commented on by new parents.

STUDENT VOICE F-7

The Student Voice programme at HPS involves two students from each class F-7. There is an executive team made from a selection of year 7 members. Meetings run each fortnight and cover issues or questions raised in class meetings. In 2019 we did not have an executive team as the new House Captains and Vice Captains assumed a greater role within the school. The Student Voice team lead a school wide event to raise money for Variety and one of our students had their hair cut while in assembly to donate to the charity. The Student Voice team lead multiple competitions and challenges over the year focussed on increasing student's sense of belonging. Members also volunteered to run assemblies throughout the year. In 2020 we will need to establish specific role descriptions so that the role of Student Voice as opposed to the House Captains is made clearer.

VOLUNTEERS

Volunteers continue to play an integral role in supporting students at HPS reach their potential. Whether it be supporting the resource centre, reading, SAPSASA Events, camps/excursions, the canteen, out of school sports, Governing Council and much more, the support of our volunteers never goes unnoticed. Over 90 current volunteers were recognised with a DECD certificate at our 2019 Volunteer Morning Tea held in October. A number of volunteer trainings occurred in 2019 and will again in 2020 for anyone interested in supporting our school community.

RECYCLING/GARDEN PROJECT

Highbury Primary School is an Aussie-SA (Australian Sustainable Schools Initiative-South Australia) school. At HPS we believe that for students to understand the importance of environmental management, early involvement, in a real context, is important. The Environmental Student Forum and Science Specialist teacher have continued to work with staff, students and the wider community in the area of sustainable waste management. Highlights for 2019 have been the continued involvement of OSHC and the Pre School to use the same processes aligned to HPS recycling processes, 'nude food' days at the beginning of the year and our annual KESAB (Keep South Australia Beautiful) waste audit in March that indicated a sustained movement in the area of a reduction of waste to landfill.

SPORTS AND PHYSICAL EDUCATION

Student participation in Sport and Physical Education is seen as important at Highbury. Through our specialist teaching staff, sports skills / coaching programs a wide range of Sport and Physical Education learning activities are available to all students. The school recognises the importance of a healthy life style and regular daily fitness activities for its students. The school PE/Sport staff and the Sports Sub Committee have worked hard to continue to provide opportunities for students to be actively involved in sport either through the Specialist Physical Education Program, Lunchtime Sports, After School Sports programs or SAPSASA. The school entered teams/individuals in the following SAPSASA Sports-Tennis, Athletics, Cricket, Boys Soccer, Girls Soccer and Football.

STUDENT ACHIEVEMENT IN FURTHER TESTING PROGRAMS

ICAS is an independent, skills-based assessment program which is conducted at Highbury Primary School annually. In 2018 students at Highbury elected to participate in the English, Maths and Science test. Students and families elect to participate and pay a small fee to enter. 46 students participated in 2019. 24 students participated in the English test, 11 students participated in the Science test and 11 students participated in Mathematics. We have 4 students achieve high distinctions, 7 students achieve distinctions and 11 students achieve credits.

