

INTRODUCTION

The 2020 Annual Report provides the school community with information and data related to our achievements and our identified directions and priorities for 2020.

If a Year ago someone in the know told you what was going to happen in 2020, would you have believed them?

2020 has been an extraordinary and challenging year for all South Australians, Australians and the wider World Community. We South Australians are fortunate to find ourselves in pretty good shape and as I write this Annual Report, I am reminded how lucky we are to live in such a safe and beautiful city, with such wonderful and caring people. I am thank you for the forced changes that have led us to grow and improve and looking forward to a brighter and better 2021.

Thankyou to the staff, students and parents for working together throughout 2020, and the patience and support shown.

To our teachers and SSO staff your professionalism and dedication to your work and the care of our students has been exceptional. A Special thank you to our school Deputy Principal-Mr Daniel Botten and our Business Manager-Tracey Baldwin for their 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.

Hello Highbury School Parents,

Words do not do justice to the challenges faced in a Covid 19 affected 2020 school year. Firstly, on behalf of the entire school community I would like to acknowledge and thank all staff who continued to put their best foot forward in educating our children in a year that all would probably like to forget.

In 2020, Governing Council managed to meet, despite all obstacles, on a regular basis, both in person and through Zoom meetings. All did exceptionally well under the circumstances.

GC continues to focus on canteen, OHSC, fundraising and after school sports. All of these areas unfortunately faced significant challenges.

Canteen was severely impacted, Financial reserves were last year depleted due to renovations and revenue was greatly impacted due to far less turnover. The great work of all involved has allowed a canteen to still operate, and a focus needs to be implemented in 2021 to encourage all families to support the canteen.

OHSC had similar challenges, including not being able to charge fees for a period, and have extra expenses due to cleaning requirements. Fundraising was ultimately put on hold. Sport started, stopped and started again. Credit to all who stepped up to do what they could.

It is difficult to give such an underwhelming report. The greatest thing to shine through is the quality of school leadership, staff, GC members and school community as a whole. No doubt such a wealthy resource will allow Highbury to excel in 2021! When we all look back, our children received a quality education, we have a canteen, an OHSC, and some sports still happened. WELL DONE!

Highbury has an excellent reputation in the wider community, which I hope will only continue to improve.

It was a pleasure to be part of the school community.

Thank you to all,

Abraham Shuken

Governing Council Chairperson 2020

2020 HIGBURY PRIMARY SCHOOL HIGHLIGHTS

School Achievements in 2020 were positive, yet impacted by restrictions.....

- A number of successful school theme weeks including, Book Week, Science Week, Harmony Day were celebrated with restrictions at the school in 2020.
- Our Environmental Education focus continued with the following programs; Recycling, Nude Lunch Day and Clean Up Australia Day/Highbury School, undertaken as F-7 initiatives.
- Our students F-7 participated in games and activities in a student/teacher only Sports Day, which was held at an earlier time slot during term 3, 2020.
- House Cup competition was again a great success during 2020, 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 Elliott (Yellow) house students on winning the House Cup for 2020.
- In Term 4, on the 11/11 at 11.00am, the school recognised the importance of Remembrance Day to acknowledge and pay respect to the men and women who served our country in time of war-Thankyou to Ann Hopgood and student leaders for their organisation of this important event.
- All of our students participated in the Premiers Reading Challenge 2019. Thankyou to Zoe Attenborough for coordinating and promoting reading across the school.

- School Camps were affected in 2020, due to the pandemic restrictions. We were fortunate to have our Year 4 camp and a special Year 6 camp occur in term 4. Unfortunately our Year 2 students missed out due to the restrictions.
- The Highbury Annual Instrumental Music Showcase Concert was taped in 2021 and provided to families to view. Students involved in music ensembles/choirs/bands and instrumental programs showcased their talents. Thankyou to our Music teacher Kirrabelle Lovell for organising this excellent event.

Our Year 7 graduation to recognise the special achievements of our year 7 graduates was held in December 2020. Congratulations to all of the year 7 students and our award winners:

Toni Thurman Citizenship Awards- Declan Huntley, Charlotte Bland, Noah Daw and Lucy De Conno

Morialta Citizenship Award – Charlotte Bland and Isla McGraw

Terrific Kids Award- Maia Thomson and Liam Fielder

Curriculum Award Winners

- **Science-** Charlotte Bland and Lucas Bubner
- **Health & PE-** Cara Tricker and Noah Daw
- **Music-** Isla McGraw and William Marshall
- **Auslan-** Lucas Bubner and Munmum Pahwa

SCHOOL DATA

FEDERAL GOVERNMENT REPORTING REQUIREMENTS 2020

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

ENROLMENTS

The total December enrolments were 487 students. 18% of our students are from Non English Speaking Backgrounds (NESB) students, 9 students identified as Aboriginal background, 21% of students were eligible for School Card and 32 students, officially recognised by DECS guidance officers, have learning disabilities.

2020	491
2019	489
2018	486
2017	483

For 2021 the school expects to start with a total of 490 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.

Actions

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 2016-20

	2016	2017	2018	2019	2020
Highbury	92.9%	93.2%	93.3%	93.0%	93.4%
State/DECD	93.9%	93.3%	90.5%	91.0%	93%

The goal for 2021 is to have a 94% attendance rate. Action for 2021 will be to examine an electronic attendance scan for student lateness. Report on action – Unable to find an independent electronic means for student sign in that links directly with EDSAS (school administration and attendance system). We will continue to investigate in 2021 and wait to see what the EMS 360 platform is providing schools.

GOVERNING COUNCIL

The Highbury Governing Council for 2020 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. Meetings commenced and finished for the year with face to face meetings. The majority of meetings were held as Zoom meetings.

A special thankyou again to the Governing Council Sub-Committee Convenors, Governing Council Members and parent members of committees for their fantastic work throughout 2020, within the context of the restrictions we have had to work within.

Governing Council Sub-Committees and their work in 2020

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.

The HPS Sports Committee

Has been responsible throughout 2020 for managing and supporting the School Sports Programs. Students at Highbury can participate in after school hours sport at Highbury-Netball/Basketball/Soccer and in 2021 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. Limited meetings were held in 2020 due to restrictions. Soccer and Netball were not available for students in 2020.

The HPS Budget/Finance Committee

Throughout 2020, the Budget Finance Committee has been carefully monitoring the cash flow related to spending of the school budgets. For 2021 we have set a positive budget with approx. a \$125,000 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 2020 to continue 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 2020, up to 90 students used the OSHC daily.

The HPS Fundraising and Community Development Committee

Parents, Governing Council Members and School Leadership staff coordinate activities/community events and fundraising events on behalf of the School Governing Council. Throughout 2020, limited meetings and functions/activities were undertaken due to restrictions.

FINANCIAL STATEMENT

Funding Source	Amount
Grants;State	
Grants;Commonwealth	
Parent Contributions	
Fund Raising	
Other	\$1,954,76

TEACHER ATTENDANCE

Teaching staff attendance for the 2020 year was 93% and the average number of days absent per teacher was 3 days. 4 teachers had extended periods of time absent due to illness and accidents. 3 teachers retired at the end of 2020.

TEACHER QUALIFICATIONS

All teachers at the school hold appropriate qualifications and meet the requirements of the teacher registration board. 48 staff have Bachelor degrees or Diplomas/11 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 \$13,000 during 2020 on staff release to undertake professional learning connected to the strategic directions in our site learning plan. All staff continued to focus 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	13
Government Schools	48
Unknown	1

OUR STRATEGIC IMPROVEMENT PLAN DIRECTIONS FOR 2020 HOW DID WE GO?

The following is a summary of the work undertaken in each strategic direction within our 2020 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-MiniLit, 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 2020, 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 2020 we had 23 students participating in the intervention reading program. By the end of term 4 19 students met their year level RR Benchmark.

PAT R - Summary by Year Level 2020

Grade	At Risk	Almost At SEA level	At SEA level	Above SEA level	Significantly Above SEA level	>= SEA	Total Students
1	0 % (0)	9 % (1)	0 % (0)	45 % (5)	45 % (5)	91 % (10)	11
2	0 % (0)	1 % (1)	15 % (10)	25 % (17)	59 % (40)	99 % (67)	68
3	6 % (3)	4 % (2)	21 % (10)	26 % (12)	43 % (20)	89 % (42)	47
4	3 % (2)	12 % (8)	12 % (8)	21 % (14)	52 % (35)	85 % (57)	67
5	2 % (1)	7 % (4)	39 % (24)	26 % (16)	26 % (16)	92 % (56)	61
6	8 % (3)	15 % (6)	41 % (16)	23 % (9)	13 % (5)	77 % (30)	39
7	0 % (0)	7 % (4)	31 % (17)	25 % (14)	36 % (20)	92 % (51)	55
Totals:	3% (9)	7% (26)	46% (85)	25% (87)	40% (141)	90% (313)	348
	Students below SEA: 10% (35)		Students at or above SEA: 90% (313)				

Literacy-Reading Recommendations for 2020

- All students at Year 3 and Year 7 in 2021, achieve NAPLAN reading level benchmark.
- Further training for teachers on interpreting NAPLAN results and differentiation of student learnings
- Continuation and consolidation of the Minilit Reading Intervention program for 2021.

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 2020 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 2020 Highbury Primary continued planning and structuring writing activities using our two agreed writing programs – Brightpath and Seven Steps to writing success. These program assists teachers in creating an overarching and strategic writing program that is interesting, collaborative and fun that engages students. Having these two programs embedded over multiple years now has enabled teachers to create a unified writing language across the school.

All our writing goals were to be measured against NAPLAN writing results, however without NAPLAN taking place in 2020 we are unable to share any results. Brightpath is a writing program the school has used for several years now. 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 identifies the next step in writing development for each students and enables the teacher to target specific skills or techniques for individuals or groups of students within the class.

When we were notified that NAPLAN would not occur in 2020 the school looked to use Brightpath as a way of tracking writing achievement within the school. There a number of limitations on using this data compared to NAPLAN but was this was the only platform in which we could track any data in 2020 for writing.

2020 Brightpath writing results (Narrative)			
Year	Mean Score T1	Mean score T3	Effect Size (growth – 0.2 is the expected range)
1	145	249	1.7
2	246	286	0.6
3	304	345	0.7
4	325	338	0.2
5	323	323	0.0
6	334	350	0.4
7	342	386	0.8
Total	283	321	0.5

Interpretation of results:

While no data has been provided by the Brightpath team as to what result is expected in each level, or data from other schools it is impossible to monitor and assess how well our students are doing compared to others. It is however positive to see growth occurring in almost every year levels and as we have data from multiple years now, it is useful to track groups and individuals over a period of time. Further examination of individual results in the year 5 cohort is required to determine what the next steps will be for that group

2021 Writing recommendations

The school will consolidate the Literacy Agreement from 2020 and review at the start of the 2021 school year to clarify with staff any questions or adjustments. Continued use of the Seven Steps to Writing Success and Brightpath writing programs. NAPLAN will occur this year, this will give use writing data to review at the end of the school year. Teachers to implement strategies that stretch the writing capability that will help retain and increase students achieving excellent results. Teachers to implement strategies that support students who achieved below the National Minimal Standard in an effort to reduce this number in 2021. This will be monitored through Performance discussions/PMP sessions between teachers and 2021 line managers.

MATHEMATICS F-7

Context

Numeracy/Mathematics continues to be high priority for Highbury Primary School. In 2020, all teachers focused their professional learning on familiarising themselves with the new Australian Curriculum Scope and Sequence document. Specialist teachers focused throughout 2020, on gaining an understanding of the Numeracy continuum.

Actions

- Introduction of a Mathematics Intervention program focusing on year 1-3 students not having reached PAT M 2019 year level benchmarks.
- 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

PAT M - Summary by Year Level 2020

Grade	At Risk	Almost At SEA level	At SEA level	Above SEA level	Significantly Above SEA level	>= SEA	Total Students
1	0 % (0)	0 % (0)	14 % (9)	3 % (2)	83 % (52)	100 % (63)	63
2	0 % (0)	4 % (3)	30 % (21)	42 % (29)	23 % (16)	96 % (66)	69
3	0 % (0)	13 % (6)	23 % (11)	38 % (18)	26 % (12)	87 % (41)	47
4	0 % (0)	7 % (5)	33 % (22)	39 % (26)	21 % (14)	93 % (62)	67
5	2 % (1)	12 % (7)	37 % (22)	35 % (21)	15 % (9)	87 % (52)	60
6	1 % (1)	18 % (7)	44 % (17)	33 % (13)	3 % (1)	79 % (31)	39
7	0 % (0)	13 % (7)	40 % (22)	22 % (12)	25 % (14)	87 % (48)	55
Totals:	1% (2)	9% (35)	31% (124)	30 (121)	30% (118)	90% (363)	400
	Students below SEA: 9% (37)		Students at or above SEA: 90% (363)				

2021 Mathematics recommendations

- Work with Professional Colleagues to support the Professional Learning and Mathematics Development in the teaching of Mathematics F-7
- Focus our school Professional Development Committee (PDC) to monitor the implementation of Site Improvement Plan actions.
- Review our school Mathematics Agreement in line with new learnings related to the teaching and learning of Mathematics
- Increase student achievement in the higher bands in NAPLAN Numeracy in Year 5 from 64% in (Yr 3 2019) to 70%
- Increase student achievement in the higher bands in NAPLAN Numeracy in Year 7 from 42% in (Yr 5 2019) to 50%
- Increase student achievement in the higher bands in PAT Maths in year 1-7 from 30% to 35%
- Increase the proportion of students receiving A and B grades in Mathematics through effective task design and moderation.

SCHOOL PRIORITIES

Together with our Key Strategic Directions which have been the responsibility of all staff across F-7, the school throughout 2020 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

50 upgraded laptops in trolleys were purchased and made available for middle and upper primary classes. A number of old devices were removed as part of this upgrade but we did increase the overall availability of devices to students by 10 based on 2019 numbers. Switches and network infrastructure has continued to be upgraded to provide fast and reliable network and internet connection. Further interactive TV's were installed in classrooms around the school. Subscriptions to online programs IXL and Reading Eggs were continued.

With the event of COVID-19 in 2020 the Department required teachers/schools to prepare materials for students to be delivered online. At Highbury Primary School we shared resources for Parents/Care Providers to continue schooling activities at home and made these available via our school website. All meetings within the Department, internally on site and with parents either went online or were conducted via phone calls. Teachers having been provided with laptops in 2019 were in a strong position to transition to a more online environment quickly and did so effectivity.

2021 ICT Recommendations

Increasing the level of technical support for HPS while balancing costs has been a challenge for a number of years and we have relied on a private company for this. In 2021 we have moved away from this service model and employed an IT technician as an SSO who will be on site 5 days a week. This is a significant step forward for HPS and it will open up many different learning opportunities for our staff and students and provide consistent support over the week.

In year 3 of our ICT update plan we will be installing more interactive TV's in classrooms replacing the old projectors. We will investigate options for ICT support which is currently outsourced to an external provider. We will investigate the usage of the online programs – IXL and Reading Eggs to determine if the school will continue subscriptions. There is interest in a coding club through the use of Maker's Empire in 2020 and we will investigate the creating of these clubs or similar in 2021.

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.

Actions

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 2020. 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 2020

Behavioural Consequences 2020	
Time Out Admin	187
Take Home	21
Suspension	15
Exclusion	1

STUDENT WELLBEING AND ENGAGEMENT SURVEY.

In 2020 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 2020 results were positive and we improved in most areas when compared to 2018 (no survey was completed in 2019).

Areas that are a particular strength compared to the state average

- 61% of students report high level of wellbeing in Happiness compared to state average of 50% +11%
- 47% of students report high level of wellbeing in School Climate compared to state average of 35% +12%
- 56% of students report high level of wellbeing in Perseverance compared to state average of 41% +15%
- 55% of students report high level of wellbeing in Cognitive engagement compared to state average of 45% +10%

Compared to Highbury in 2018

- 66% of students report a strong connection to an Important adult at school +3% from 2018
- 69% of students report a strong connection to School +5% from 2018
- 47% of students report high level of wellbeing in school climate +7% from 2018
- 72% of students report high level of wellbeing in physical bullying +11% from 2018
- 56% of students report high level of wellbeing in perseverance +7% from 2018

COVID-19 impact – across all areas of emotional wellbeing there was an increase of student responses in the low wellbeing. While the percentages of students is low, and less than the state average this will be a focus when looking at recommendations for 2021.

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.

2021 Recommendations

Focus on emotional wellbeing (happiness, optimism, satisfactions with life, emotion regulation, sadness and worries) of all our students as each of these sections had a reduction of the number of high wellbeing responses from 2018.

Continued work with Student Voice in creating games and activities that all students can participate in.

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 2020. 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 2020 was Music. The school did not have the opportunity to fully participate in the Festival of Music Choir Concert, with the school choir performing and producing a CD of the program.

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.

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.

The following table shows identified students with an NEP in 2020 at Highbury Primary School.

Primary NEP Issue	Totals
Autism	19
Hearing	2
Intellectual	3
physical	2
Speech and language	11
Sensory(vision)	2

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 2020 is to review the One Plan of all identified students and re-apply for funding.

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 2020. 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 2020 has further strengthened its transition programs for students enrolling at the school and transition programs for year 7 students to their secondary school. Each foundation student enrolled to start at Highbury in 2021 participated in two transition days, the third being cancelled due to COVID-19 restrictions changing. Families had the opportunity to meet with Leadership on transition mornings and work through any questions or concerns they had. Electronic forms of communication as well as face to face conversations for families starting at Highbury will a focus for the 2021/22 transition program.

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 2020 we did not have an executive team as the new House Captains and Vice Captains assumed a greater role within the school. There were two main groups within Student Voice – one that focussed on games and special events and the other group working towards improvement of the school toilets. Student Voice members ran assemblies throughout the year. There is now a much clearer distinction of roles between House Captains and Student Voice than in 2019 which was one of the recommendations to focus on in 2020.

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. We have over 100 registered volunteers with the school and normally we would have been able to recognise these individuals with a morning tea however this was cancelled in 2020 due to COVID restrictions. Training opportunities (online and face to face) and induction sessions continue to be offered in 2020/21 but with smaller group sizes

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 our Specialist Science teacher have continued to work with staff, students and the wider community in the area of sustainable waste management.

During 2020 the school planned for and commenced the establishment of a school wide Vegetable and Sensory Garden on the grounds of Highbury Primary School. Ground work and infrastructure development commenced in 2020. An anticipated date for student participation is expected to be early Term 2, 2021.

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 2020 students at Highbury elected to participate in the English, Mathematics and Science tests. Students and families elect to participate and pay a small fee to enter. 39 students participated in 2020. 18 students participated in the English test, 9 students participated in the Science test and 12 students participated in Mathematics. We have 5 students achieve high distinctions, 8 students achieve distinctions and 8 students achieve credits.