

# Highgate Spotlight 2016

Spotlight Area	Links to Business Plan 2016-2018	Targets	Strategies	Resources	Timeline
<p><b>Positive Schools and Classroom Engagement Strategy</b></p>	<p>Implement the "Positive Behaviour School" initiative</p> <p>Ensure collaborative groups, teams within the school and staff meetings are functioning well and staff participate, contribute and collaborate with each other</p> <p>Ensure staff and student wellbeing programs are in place</p>	<ul style="list-style-type: none"> <li>Seek a consensus from staff to implement PBS and attend PBS awareness workshop</li> <li>Identify and create a PBS leadership team</li> <li>Committee to attend professional learning</li> <li>Appoint an internal coach</li> <li>Establish a PBS clear Mission purpose</li> <li>Establish a PBS Action Plan</li> <li>Processes for efficient and effective PBS meetings established</li> <li>PBS team uses effective communication processes to keep all stakeholders well informed</li> <li>Principal attends PBS meetings at least 80% of the time</li> <li>Principal states frequent and public support for PBS through regular communication with staff, students, families and community.</li> <li>Staff understand the seven essential components of PBS.</li> </ul>	<ul style="list-style-type: none"> <li>Principal to attend PBS meetings at least 80% of the time</li> <li>Communication through memos, school newsletters, school website</li> <li>Add time for PBS update to monthly staff meeting agenda.</li> <li>"Top up" workshop/information session for new staff</li> <li>Staff meeting (5 May) session to build awareness</li> <li>The school board will select a member to represent parents on the PBS leadership team</li> <li>Sub-committee develops statement based on team input for team approval.</li> <li>Purpose statement aligns with school vision statement</li> <li>Sub-committee develops working agreements based on team input for team approval.</li> <li>A "basket" of consensus strategies is agreed upon to use during team meetings</li> <li>A message board keeps staff members informed of the activities of the leadership team, with minutes, mission statement and team members/roles posted initially</li> <li>The team completes a TIC</li> <li>Andrew Higginbotham is contacted with regards for the need of scheduling a SET for the school</li> <li>Avenues for self assessment, such as the Joyce/Flowers model, are explored</li> <li>The team uses information from the TIC to identify and develop the areas that need immediate action</li> <li>An Action Plan is developed using that information which will guide the agendas for the semester meetings</li> <li>In Term 2, devote some time in meetings to discuss how the process of developing expectations could work.</li> </ul>	<ul style="list-style-type: none"> <li>Prof Learning for the PBS committee</li> <li>Fortnightly PBS breakfast meetings</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> </ul>
<p><b>Visioning Process</b></p>	<p>Develop a community designed School Vision and Core Values for Highgate PS</p> <p>Implement the community designed School Vision and Core Values for Highgate PS</p> <p>Embed a culture of responsibility, ownership and shared accountability to achieve high standards for all</p> <p>Allow innovation</p> <p>Encourage ownership</p> <p>Create and manage positive school symbols</p> <p>Tell our story, develop pictures and articulate our journey</p>	<ul style="list-style-type: none"> <li>Create a Community Designed School Vision statement</li> <li>Identify HPS Core Values</li> <li>Publish and promote the School Vision and Core Values</li> <li>Reference our Vision in our Business Plan, Spotlight document and Performance Management process</li> </ul>	<ul style="list-style-type: none"> <li>Invite parents and staff to participate in the visioning process</li> <li>Facilitate a series of inquiry probes with school community</li> <li>Form a small team to review draft vision</li> <li>Whole school revise and endorse the vision statement and core values</li> <li>Publish completed vision statement in the school environment</li> <li>Link and embed the School Vision and Core Values to our Business Plan, Spotlight document and Performance Management processes</li> </ul>	<ul style="list-style-type: none"> <li>Brendan Spillane</li> <li>Liesel Quince</li> <li>School Board endorsement</li> <li>Staff participation</li> <li>School Community</li> <li>3 x SDDs</li> <li>Staff meetings</li> <li>Collaborative meetings</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 2016 – Statement completed</li> <li>Term 2 2016 – Statement published and displayed</li> <li>Ongoing - link to school documentation and processes</li> </ul>

<p><b>Teacher Development School EAL/D</b></p>	<p>Whole school data is collected using EAL/D Progress Maps to identify students for teachers to case manage, differentiate the learning environment and inform planning and teaching</p> <p>Teach, assess and report using the Western Australian curriculum</p> <p>Form small teams for a variety of purposes to distribute leadership opportunities</p>	<ul style="list-style-type: none"> <li>• Develop a greater awareness of the language and learning needs of EAL/D students from K-Year 6 at Highgate PS</li> <li>• Level every EAL/D student with language and learning needs on the EAL/D Progress Map and monitor their progress using this tool</li> <li>• Increase the use of interpreters for meetings with culturally and linguistically diverse parents</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an EAL/D TDS Committee</li> <li>• Conduct a needs analysis of the knowledge, skills, understandings and support required by HPS staff to cater for the language and learning needs of EAL/D students from K-Yr 6</li> <li>• Support staff to better cater for the language and learning needs of EAL/D students and monitor their progress on the ESL/D Progress Map</li> <li>• Provide professional learning in EAL/D pedagogy, EAL/D Progress Map and resources</li> </ul>	<ul style="list-style-type: none"> <li>• EAL/D TDS team</li> <li>• EAL/D TDS team and IEC staff</li> <li>• State wide Service EAL/D team</li> <li>• EAL/D Connect Community</li> </ul>	<ul style="list-style-type: none"> <li>• Term 2 2016 and continue throughout year</li> <li>• Ongoing throughout 2017</li> </ul>
<p><b>Curriculum Committee</b></p>	<p>Curriculum Committee established and operating</p> <p>Teach, assess and report using the Western Australian curriculum</p> <p>Whole school data is collected using 'on-entry' testing, NAPLAN, EAL/D Progress Maps to identify students for teachers to case manage, differentiate the learning environment and inform planning and teaching</p> <p>Investigate the implementation of Pairwise Brightpaths assessment tool via an action research group.</p> <p>Develop 'whole school' curriculum plans and approaches with a strong focus on the explicit teaching of literacy and numeracy.</p> <p>Form small teams for a variety of purposes to distribute leadership opportunities</p>	<ul style="list-style-type: none"> <li>• Form a high functioning Curriculum Committee</li> <li>• Plan for the implementation of the WA curriculum as per the SCSA requirements</li> <li>• Identify and suggest professional learning needs for whole school and collaborative groups</li> <li>• Set the assessment schedule for whole school and collaborative groups</li> <li>• Investigate the implementation of the Brightpaths assessment tool</li> <li>• Use whole school data and other evidence to inform school improvement</li> <li>• Develop a communication plan to disseminate information to collaborative teams</li> <li>• Identify and approve relevant university research proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Invite staff to nominate for positions on the curriculum committee</li> <li>• Create a role statement and norms</li> <li>• Meet at least twice a term</li> <li>• Establish a Brightpaths action research team</li> <li>• Analyse whole school data to identify areas of curriculum improvement</li> <li>• Communicate committee minutes and decisions to collaborative teams</li> <li>• Identify curriculum implementation and workforce issues</li> <li>• Approve university research proposals</li> <li>• Maths – Place Value whole school data collection (What does this look like at each year level).</li> <li>• HASS – Professional learning, teaching and assessing: Geography (Semester 1) and Civics and Citizenship and Economics and Business (Semester 2), inquiry model, integration of HASS subjects, common assessment tasks, resources.</li> <li>• Science and Technologies – raise awareness and begin to look at Digital Technologies curriculum content</li> <li>• English – Review the need for and agree on a consistent approach to the teaching of phonics and spelling. Present findings to Curriculum Committee by week 5, Term 4, 2016</li> <li>• Specialist learning areas – Increase community engagement</li> <li>• Planning and resources – curriculum planning</li> <li>• SAER - writing effective individual education plans, using SEN planning and reporting using an action research group</li> </ul>	<ul style="list-style-type: none"> <li>• 2 x meetings per term</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1 2016 – establish curriculum committee</li> <li>• Ongoing – meetings 2 x per term</li> </ul>
<p><b>SWAT</b></p>	<p>Establish SWAT team including LSC role, SAER program and flexible use of EA time.</p> <p>Ensure staff and student wellbeing programs are in place</p> <p>Allow innovation (risk taking, ideas to percolate upwards)</p> <p>Education assistants to develop a greater capacity to deliver literacy and numeracy intervention programs along with social / emotional interventions</p>	<ul style="list-style-type: none"> <li>• Establish a flexible response to the variety of needs at Highgate Primary School on a day to day basis</li> <li>• Identify and remediate issues early in the student enrolment processes</li> <li>• Support teachers in classrooms with students at educational risk and disability resourcing children.</li> <li>• Establish and sustain optimum learning conditions for all students.</li> <li>• Review and refine HAPS program and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Employ two additional EAs</li> <li>• Establish LSC and SAER teacher role</li> <li>• Liaise with Associate Principals, LSC, school psychologist, external agencies, teachers, EAs on an ongoing basis</li> <li>• LSC and SWAT Team EAs to liaise with teachers upon enrolment of new students and provide support as required.</li> <li>• Documented Plans to be completed by week 6 and reviewed on a regular basis</li> <li>• Case conferences with parents of students on Documented Plans by the end of term 1</li> <li>• Associate Principal to prioritise needs and allocate resources (including human resources).</li> <li>• Associate Principal and LSC to review and monitor HAPS</li> </ul>	<ul style="list-style-type: none"> <li>• 0.6 FTE – LSC / SAER role</li> <li>• 2 x FTE Education Assistants (flexible response EA role)</li> </ul>	<ul style="list-style-type: none"> <li>• IEPs to be written by week 6, term 1 and reviewed regularly</li> <li>• Term 1 – establish SWAT EAs</li> <li>• Term 1 – establish LSC role</li> <li>• Semester 2 – employ additional EAs</li> </ul>



SWAT

Positive Behaviour Support

School Visioning

Teacher Development School

Curriculum Committee

# Spotlight 2016

“Doing a few important things well- deeply and with quality”

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