

# Highgate Primary School Spotlight Plan 2020



<p><b>Improving Academic and Social Learning of every student</b></p> <p><i>Growing competence and character in our students is central to their success. We want our students to become skilled, openhearted learners for life.</i></p>	<p><b>Celebrating and unlocking the potential of the staff</b></p> <p><i>We encourage each other to go above and beyond. We are all active learners and we have a culture of high expectations and achievement. Our committed, professional staff members are innovative and open to change.</i></p>	<p><b>Engaging and working with the community</b></p> <p><i>As a community, we share responsibility for each student's education and care. We know that strong family – school partnerships enhance student learning. Parents and caregivers are encouraged to play an active role in supporting the teachers and the school, enriching the opportunities for all students.</i></p>	<p><b>Building our School Culture</b></p> <p><i>We belong. Diversity, understanding and acceptance characterise our school. We celebrate our differences. We have a culture of fun and joy. Our students are always at the heart of our work.</i></p>
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Spotlight Area	Targets	Strategies	Resources
<b>Technologies</b>	<ul style="list-style-type: none"> <li>All teachers to use the Technologies Handbook as a resource to plan, teach and assess the Technologies curriculum</li> <li>Improve access to technology (internet access to Kindergarten, Broadband access)</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing professional learning (linked to the content in the Technologies Handbook) to develop depth of curriculum knowledge, pedagogical approaches and use of effective resources / programs</li> <li>Use of TDS Technologies schools to access and provide professional learning</li> <li>Administration to investigate improvement of access to technology and communicate to staff</li> <li>Technologies committee to develop a bank of iPad apps for the handbook with a brief description</li> <li>Review the Apps for the iPad process</li> <li>Implementation of the Scope and Sequence in the ICT Plan (IEC to implement the modified version)</li> <li>Investigate resources or a program to address cyber-bullying and online safety</li> <li>Technologies Committee</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning time</li> <li>Flexible Funding – Salary Pool</li> <li>TDS support</li> </ul>
<b>Whole School Mathematics Plan</b>	<ul style="list-style-type: none"> <li>Complete the Whole School Mathematics Plan document</li> <li>Ensure the Common Lesson Approach is applied throughout the whole school</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing professional learning and coaching support to ensure the Common Lesson Approach is implemented consistently across the whole school</li> <li>Professional learning and coaching to support engaging pedagogical approaches in line with the Whole School Maths and Common Lesson Approach</li> <li>Professional learning targeting differentiation in mathematics</li> <li>Mathematics Committee</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning time</li> <li>Flexible Funding – Salary Pool</li> </ul>
<b>Whole School English</b>	<ul style="list-style-type: none"> <li>Action research to result in a recommendation to the whole school as to the implementation of Gramatica</li> <li>Ensure the Whole school English Plan is implemented across the school</li> <li>All teaching staff to confidently and consistently upload data to whole school data collection templates</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning and coaching to support the implementation of the English Plan (provided by internal and external providers as required).</li> <li>Continue the implementation of Brightpath</li> <li>English committee to provide support to individual teachers as required to upload handover data</li> <li>Professional learning sourced to develop pedagogy and a consistent approach to teaching Guided Reading</li> <li>Gramatica action research group to trial the Gramatica program – coached by Greg Byrne</li> <li>English committee to begin investigating whole school approaches to writing</li> <li>Professional learning in catering for students diagnosed with SLDs and / or language disorders</li> <li>Professional learning targeted to teaching handwriting effectively</li> <li>English committee</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning time</li> <li>Flexible Funding – Salary Pool</li> <li>Guided Reading – PL</li> <li>Greg Byrne</li> </ul>
<b>Implementing a whole school Social and Emotional Approach</b>	<ul style="list-style-type: none"> <li>Ensure Friendly Schools Plus is being implemented across the school</li> </ul>	<ul style="list-style-type: none"> <li>Develop whole school resources linking the WAC (Health) with FSP and protective behaviours</li> <li>Professional learning to staff using FSP and 'linking document'</li> <li>Social and emotional committee established to provide leadership and support for colleagues</li> <li>Investigate purchasing / developing visuals and additional resources to support whole school implementation</li> <li>Commence development of parent information</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning time</li> <li>Flexible Funding – Salary Pool</li> </ul>
<b>Implementation of the PBS Program</b>	<ul style="list-style-type: none"> <li>Matrix to be consistently applied across the school</li> <li>PBS to be highly 'visible' in the school</li> </ul>	<ul style="list-style-type: none"> <li>Priority areas from the matrix are identified and prioritised by the PBS team to direct whole school focus</li> <li>PBS team to support consistent application of the program – rewards and language applied across the school</li> <li>Visuals / supporting resources (e.g. videos) developed and displayed to reflect the ROAR program</li> <li>Behaviour Management Plan is updated to reflect PBS changes and ministerial documents</li> <li>School wide professional learning to support implementation as required (to provide updates, focus on aims / target areas and share supporting resources)</li> <li>PBS team to support the consistent provision of rewards</li> <li>Whole school reward system to be developed and implemented by PBS team</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning time</li> <li>Flexible Funding – Salary Pool</li> </ul>

<b>Aboriginal and Cultural Standards Framework</b>	<ul style="list-style-type: none"> <li>Commence implementation of the Aboriginal and Cultural Standards Framework</li> </ul>	<ul style="list-style-type: none"> <li>Review the Aboriginal and Cultural Standards Framework</li> <li>Reflect upon one area in detail as a staff and develop an action plan for 2019</li> <li>HaSS committee to lead the implementation of the Framework</li> <li>HaSS committee to coordinate a whole school event to celebrate NAIDOC week</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning time</li> <li>Flexible Funding – Salary Pool</li> <li>External PL providers</li> </ul>
<b>Developing our Business Plan – The Innovation Model</b>	<ul style="list-style-type: none"> <li>Complete the “Understand” phase of the Edwards &amp; Witten-Hannah Innovation Model and input into whole school business plan 2019-2021</li> </ul>	<ul style="list-style-type: none"> <li>Innovation Teams are formed</li> <li>Questions are developed and analysed for effectiveness against Peter Block’s guidelines</li> <li>Whole school professional learning – Facilitative Questioning process</li> <li>Facilitative Questioning process carried out to identify Mental Models around Business Plan pillars (Students, Staff, Community and Culture) in the focus areas of Understanding our Impact, Listening and Learning from Each Other, and Knowing our Strengths.</li> <li>Innovation Teams – (through FQ and 10-4 voting) identify the needs, constraints, perspectives and targets in each focus area to guide the innovations articulated in the Business Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning time</li> <li>Professional Learning budget</li> </ul>
<b>TDS (EAL/D)</b>	<ul style="list-style-type: none"> <li>Continue to build the capacity of HPS staff to provide leadership in EAL/D throughout the state</li> <li>Ensure the EAL/D policy is being consistently applied across Highgate Primary School</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities provided to staff to share their knowledge and expertise through TDS requests</li> <li>Through professional learning, ensure staff understand the practices detailed in the EAL/D Policy</li> <li>Provide professional learning to staff to ensure the EAL/D Progress Map is used appropriately for planning and assessment for EAL/D students in Stage 1 or Stage 2 (mainstream and IEC)</li> <li>Support the making of consistent judgements in regards to student achievement on the EAL/D Progress Map for all EAL/D students</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning time</li> <li>TDS</li> </ul>

