



Highgate Primary School Business Plan 2019 – 2021

Bring Forward & Continue:

Whole school implementation of English, Mathematics, Social & Emotional, PBS & Playground Improvement plans.

- Each of these plans will be further refined, resourced and implemented until they are embedded into and across Highgate primary School.

Continue to engage and work with the Highgate School community especially celebrating our 125 year in 2020.

Improve Academic and Social learning of every student by exploring ways we can extend and challenge our students.

Deliberately and purposefully work on improving and maintaining our school culture.

Celebrate and further unlock the potential of our staff with the introduction of the flexible resource model.

Introduce:

Innovation Model

Phase One (2019): Deeply Understand needs, constraints, perspectives and clarify targets

Form three action research teams (each action research team must be composed of at least one School Board member, at least one teacher, at least one member of the support staff and at least one member of the school leadership team).

- Listen to and learn from each other
- Understand our impact



Celebrating and unlocking the potential of the staff



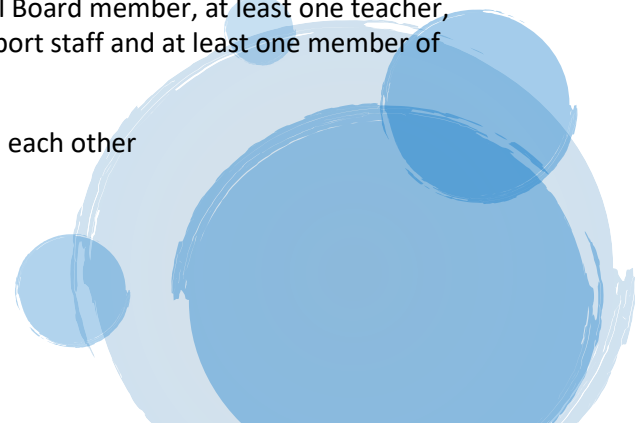
Improving Academic and Social learning of every student

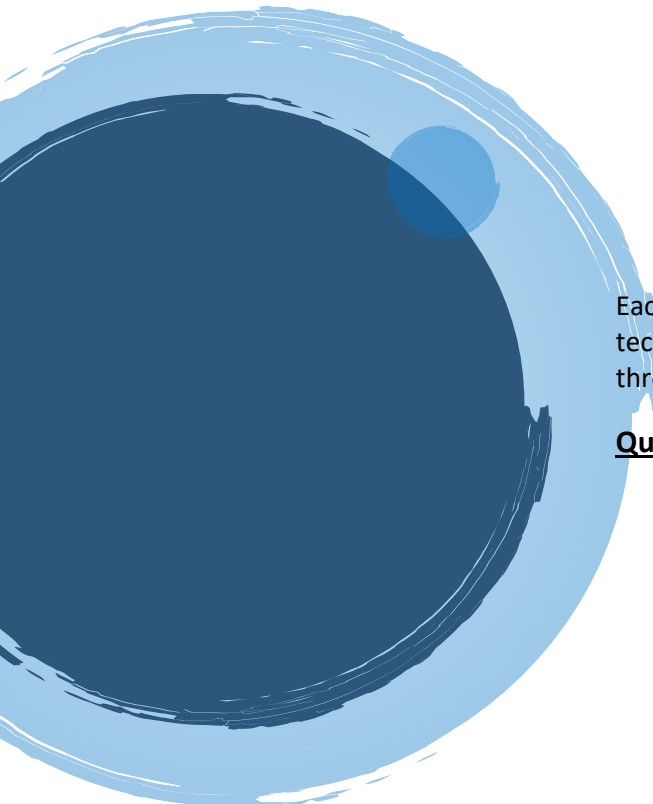


Engaging and working with the community



Improving our School culture



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- Know our strengths

Each member of each group questions (using Facilitated Questioning techniques) one School Board Member, three staff, three parents and three students.

Questions

1. What are Highgate Primary School's strengths?

- What characteristics of our school do our students, parents, staff value the most to drive us into our future?
- What attracts you to our school and what is it that you tell your friends about our school that enhances our reputation?
- When thinking about our school what is it that makes you most happy/proud?
- What are our weaknesses / strengths and how do we continue to improve our school's culture?

2. What is the impact of our teaching, programs, systems, innovations?

What data / evidence (3 sources) do we need to collect to convince us of our impact as a school that values student learning?

Who are the decision makers, and how can we improve when we think of;

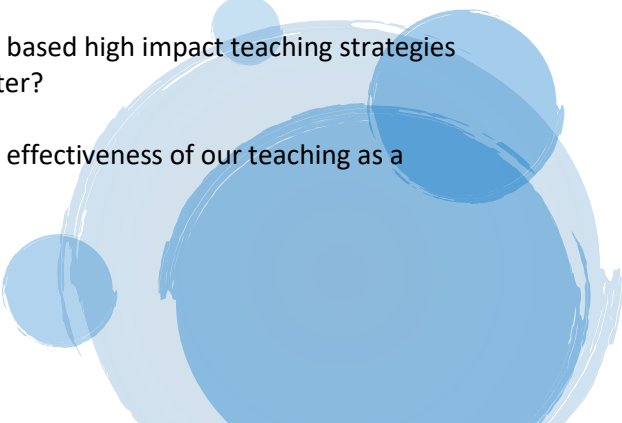
- our teaching,
- our school programs,
- our wider community,
- and our ability to innovate?


What systems and structures do we need to know the impact of to enhance our school's future?

3. How can we listen to and learn from each other?

How are we focused on evidence based high impact teaching strategies and do they make our future better?

Are we, over time, improving the effectiveness of our teaching as a collective?





Are our collaborative teams providing opportunity to listen to and learn from each other and driving us into the future?

What are the existing gaps in our communication strategies for the; - students, parents, and staff, and how do we use communication to build our school community and its reputation?

Phase Two (2020): Design multiple solutions and identify the strongest by testing

Once the action research data is collected and big themes identified, each action research team will design multiple improvement strategies (stemming from the data) to enhance/ improve our school. These will be further refined until the strongest are identified.

School Strengths: Once we deeply know our school strengths design 'solutions' to further build on and improve our unique strengths.

Knowing our Impact: Once we deeply know the impact of various teaching practices, programs, systems and innovations design and test our stronger solutions

Listen and Learn from each other: Once we deeply know to listen to and learn from each other design solutions and refinements

Phase Three and Four (2020 -2021): Implement and test the strongest solutions – refine. Gather feedback from multiple sources and refine

Achievement Targets

- 85% of students in Year 3 & 5 achieving at or above National Minimum standard in grammar punctuation, spelling reading, writing and numeracy
- 85% of students to show 'moderate, high or very high' progress in reading and mathematics
- Year 3 school mean is within 10 data points, at or above 'like school' mean in all NAPLAN areas
- Year 5 school mean is at or above "like school' mean in all NAPLAN areas
- 85% of students achieving ACER testing "levelled targets – Australian Medium Scaled Score"
- Students exiting the Intensive English program achieving level 3 or above on the progress maps