Highbury Primary School
2015 Site Improvement Plan

Working Together Achieving Excellence
All focus areas will be underpinned by the SA TfEL (Teaching for Effective Learning) Framework and the Teaching Professional Standards.

AUSTRALIAN CURRICULUM
The Australian Curriculum sets consistent high standards for what all young Australians should learn as they progress through schooling. It prepares Australia’s next generation for the future and lays the building blocks for generations to come. The Australian Curriculum focuses on learning area content and achievement standards that describe what students will learn and teachers will teach. It also gives attention to seven general capabilities and cross curriculum priorities that are important for life and work in the 21st century.

Highbury Primary School
- An introduction to Executive Functions will be explored as a staff to support students to access the curriculum.
- The understanding of Intellectual Challenge will be developed by teaching staff, through Partnership professional development opportunities and site performance development plans.
- The seven general capabilities and cross-curriculum priorities will be embedded in classroom teaching where appropriate.
- All staff will support the launch, implementation and use of the Highbury Primary School values: Persistence, Respect, Responsibility and Resilience.
- All classes will engage with the Child Protection Curriculum, with a particular focus in week 2 of each term.
- Students’ assessment and reporting of progress will be against the Australian Curriculum achievement standards. Moderation of work samples will occur within professional learning communities (PLCs).
- Digital Technologies: To understand and effectively use digital technologies to improve learning outcomes.
  - This includes accessing appropriate resources such as Reading Eggs, IXL maths, apps, blogs, online learning journals.
  - Digital technologies will be used to share learning with the school and wider community.
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<th>Target</th>
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| **Maths (Problem Solving)** | National Assessment Program- Literacy and Numeracy (NAPLAN)  
- 5% increase of year 3 students achieve in the top 3 bands of NAPLAN Numeracy  
- 5% increase of year 5 students achieve in the top 3 bands of NAPLAN Numeracy  
- 5% increase year 7 students achieve in the top 3 bands of NAPLAN Numeracy  
- 5% growth of students achieving in the top 2 bands in years 3, 5 and 7 for Numeracy.  
- 5% increase of growth of students from years 3-5 and 5-7 in Numeracy aspect of NAPLAN  
Progress Achievement Test in Maths (PAT Maths)  
- PATMaths data shows progress in scale score for all students in years 1 to 7. | Implementation of Maths Professional Development (PD) particularly focused on word problems, problem solving and the language of maths.  
- STAR (Sort Think Action Reflection) approach to problem solving and secret codes used by all staff.  
- Develop a scope and sequence around number fluency to be implemented school wide in line with the Australian Curriculum.  
- Whole school PD with Ann Baker, Module 1 and Ann Baker Professional Learning Community (PLC) complete modules 2 and 3.  
- Develop and trial a school wide daily mental routines and problematized situations in line with the Australian Curriculum as a result of the whole school PD and Ann Baker PLC.  
- In each teacher’s Performance and Development Plan there is a focus on Numeracy Strategies, specifically ‘problem solving’.  
- In each teacher’s Performance and Development Plan there is a focus on Interpreting Student data specifically related to numeracy.  
- Maths Coordinator to provide SSOs with ongoing sessions supporting students in small groups.  
- Ann Baker PLC share and moderate problem solving using student work samples within the school and across the partnership.  
- Year 3, 5 & 7 staff will be released to interpret NAPLAN and PAT M data.  
- One staff meeting per term led by the maths coordinator and supported by maths committee and Ann Baker PLC members. | Students to recognise and use a range of mental computation strategies, such as Ann Bakers ‘secret codes’ to solve problems.  
Students to know and draw on a range of year level appropriate number facts as set out within the Australian Curriculum.  
Students to know and use mathematical vocabulary in context.  
Students to feel confident and competent to engage in Intellectual Challenge within mathematics. This will be gained through the application of the proficiency strand of Problem Solving using real world maths problems.  
Data and teacher judgement identifies improvement in all students maths problem solving ability. |
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<td><strong>Reading Comprehension</strong></td>
<td>Running Records</td>
<td>Teachers develop and implement a Guided Reading program for all students.</td>
<td>Students confidently and competently read and comprehend a range of texts.</td>
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<td>• 95% of Rec students achieve level 5</td>
<td>Teachers explicitly teach in their reading program strategies for:-</td>
<td>Students use prior knowledge, predict, question, make connections, infer, self monitor, are able to visualise, can question and summarise. They apply these strategies, when appropriate, before, during and after reading.</td>
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|                                           | (Standard Educational Achievement) in Running Records                  | • Activating prior knowledge  
• Predicting  
• Making connections  
• Inferring  
• Self monitoring and visualising  
• Questioning  
• Summarising                                                                                               | Teachers have access to ongoing support from RST, Leaders and colleagues to grow their repertoire of effective teaching strategies. |
|                                           | • 95% of Year 1 students achieve level 15                               | At least one staff meeting each term is led by the Reading Support Teachers (RST).                                                                                                                       | Data and teacher judgement demonstrate that all students show improvement in the reading ability and comprehension. |
|                                           | (Standard Educational Achievement) in Running Records                  | In each teacher’s Performance and Development Plan there is a focus on Literacy Strategies, specifically Reading.                                                                                         |                                                                         |
|                                           | • 95% of Year 2 students achieve level 21                               | In each teacher’s Performance and Development Plan there is a focus on Interpreting Student data specifically related to Reading.                                                                      |                                                                         |
|                                           | (Standard Educational Achievement) in Running Records                  | Teachers and Leaders meet in teams to interpret Running Record Data, NAPLAN results and PatRC data.                                                                                                      |                                                                         |
|                                           | • 5% increase in the upper and medium growth for all Running Records   |                                                                                                                                                                                                         |                                                                         |
| National Assessment Program- Literacy and Numeracy (NAPLAN) | • 5% growth of year 3 students achieve in the top 3 bands of NAPLAN Reading |                                                                                                                                                                                                         |                                                                         |
|                                           | • 5% growth of year 5 students achieve in the top 3 bands of NAPLAN Reading |                                                                                                                                                                                                         |                                                                         |
|                                           | • 5% growth of students achieving in the top 2 bands in years 3, 5 and 7 for Reading. |                                                                                                                                                                                                         |                                                                         |
|                                           | • 5% increase of growth of students from years 3-5 and 5-7 in English aspect of NAPLAN |                                                                                                                                                                                                         |                                                                         |
|                                           | Progress Achievement Test in Reading Comprehension (Pat Rc)            |                                                                                                                                                                                                         |                                                                         |
|                                           | • PATRc data shows progress in scale score for students in years 3 to 7. |                                                                                                                                                                                                         |                                                                         |