



SITE IMPROVEMENT PLAN 2016 AND BEYOND

Go beyond your
limits at The
Heights – we will
inspire and
support you.

STATEMENT OF PURPOSE

The Heights P-13 School's key purpose is to work together with our community in the best interests of young people, at every stage of their development from the Early Years to young adult-hood. We want everyone in our community to feel capable and well equipped to tackle daily and future challenges and to achieve individual aspirations.

HOW WE ACHIEVE THIS PURPOSE:

- Through the provision of a caring culture that engenders mutual respect and a strong sense of belonging and pride in the school.
- Through the appreciation of diversity and the provision of a broad range of programmes designed to accommodate individual interests, needs, gifts and talents and to promote curiosity, creativity and optimism.

WHAT WE VALUE

A FAIR GO

DIFFERENCE, DIVERSITY

This means we recognise students' individuality and aspire to give them all a 'fair go', plus opportunities to explore and maximise their personal potential.

HAVE A GO, GO HARD, KEEP GOING

DOING YOUR BEST, HARD WORK, PERSISTENCE, CURIOSITY, CONFIDENCE

This means we inspire students to 'have a go', 'to go hard', 'to keep going' and 'to get up and have another go'. It also means we are focussed on extending inquiry, critical thinking and problem solving skills and helping our students to become optimistic, creative and independent learners.

GO TOGETHER

COMMUNITY, CONTINUITY, RESPECTFUL RELATIONSHIPS

This means we 'go together' in our work towards providing continuity of care, values, relationships and curriculum from Pre School to Year 13. It also means our culture is family friendly, has a sense of community and engenders the qualities of security, trust, belonging, identity and pride in the school.

VISION

*Our greatest strength as a Preschool to Year 12 community is the way we **create the complete environment** that nurtures and guides learners from early childhood through to adulthood. While we are aspiring to grow rapidly and improve in key areas, we will never lose sight of the things we have done well at The Heights such as providing a caring environment where students know they belong.*

*Our vision is The Heights will be the **leading school** in the North Eastern Region, a school of choice for families based on academic excellence reflected in consistently outstanding SACE results, and literacy and numeracy improvement data. Through our professional learning and by focussing on the most promising teaching and learning practices we will ensure **excellence in high quality teaching** in every classroom.*

*Across our school community we maximise educational outcomes for all learners from Preschool to Year 12. This is something we live through our actions every day. Every teacher understands where each **individual student** is currently at in their learning and they use this knowledge to plan the next teaching and learning cycle.*

Our vision is also that our specialist programs, Ignite (Gifted and Talented Program) and AIP (Autism Intervention Program) will be recognised as centres of excellence. Advanced Pathways in Maths, Science and Technology will be a further defining feature of The Heights through our STEM and Defence Industries Program.

PRIORITIES

Teaching & Learning

Literacy & Numeracy

Building Reputation

THE HEIGHTS SCHOOL SITE IMPROVEMENT PLAN 2016

<i>Priorities</i>	<i>Strategies / Actions</i>	<i>Evidence/Indicators</i>	<i>Targets</i>
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> ❖ Develop a culture to continue to improve pedagogy by supporting and valuing: <ul style="list-style-type: none"> • Professional conversations • Learning teams • Observations of practice • Feedback ❖ Professional learning, performance development and review processes support: <ul style="list-style-type: none"> • Identifying and working on areas of teacher learning • The sharing of promising practice in the school • Understanding and using global trends and cutting edge evidence-based practice ❖ Staff know students and where they are in their learning and there is evidence of: <ul style="list-style-type: none"> • Differentiation by teachers • High levels of engagement in learning by students ❖ Development of P-12 Attendance and Wellbeing Plans 	<ul style="list-style-type: none"> ❖ Staff are initiating strategies to improve pedagogy ❖ Mentor teachers are identified ❖ SACE Improvement ❖ Effective use of all resources <ul style="list-style-type: none"> • Support staff • Learning spaces • ICT ❖ Student feedback related to engagement and learning ❖ P-12 Attendance and Wellbeing teams established ❖ Consultation about The Heights School Wellbeing Plan/Program 	<ul style="list-style-type: none"> ❖ Eliminate variations in the quality of classroom practice ❖ Every teacher actively progressing towards the highly accomplished teacher level in classroom practice ❖ Target: 90% of staff teachers are at level 3 or higher on the CPC ❖ Lead teachers are identified and used to mentor others ❖ 80% of students indicate they are engaged and challenged in their learning ❖ 95% student attendance ❖ Establishment of a P-12 approach towards wellbeing

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<p>Literacy and Numeracy</p>	<ul style="list-style-type: none"> ❖ Incorporate the “Results Plus” Numeracy & Literacy Improvement Strategy across P-12 ❖ Whole staff approach to tracking Numeracy and Literacy skill learning progress ❖ Embedded use of the PAT resource centre to overcome barriers to learning ❖ A range of intervention programs to support student learning needs are identified, developed and reviewed ❖ Developing teachers’ understanding of improved Literacy and Numeracy practices across P-12 ❖ Meet literacy and numeracy learning requirements in task design to ensure students know how to present their work at a high grade standard ❖ Engage students in their Literacy & Numeracy progress and involve parents in the process 	<ul style="list-style-type: none"> ❖ Students are identified through their learning data for WAVE 2 and 3 intervention ❖ Referrals to Student Intervention Team ❖ Students are identified for extension as well as support ❖ Students articulate their strengths and weaknesses and have strategies to improve these ❖ Students are drafting their work and improving the academic level of their writing 	<ul style="list-style-type: none"> ❖ Running Records <ul style="list-style-type: none"> • 85% at Yr1 (band 15-20) • 85% at Yr2 (band 21-26) • 100% at Yr3 (band 27-30) ❖ Every student can demonstrate a year’s growth or greater for a year of instruction ❖ Retention of students in high bands across Yr3,5,7,9 NAPLAN ❖ 95% SACE completion ❖ Increase: <ul style="list-style-type: none"> • A Grades >12% Yr 12 • B Grades > 57% Yr12 • C Grades > 95% Yr 12

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Building Reputation	<ul style="list-style-type: none"> ❖ Promotion, it is everyone’s business to represent the school well at all times ❖ Develop a media liaison strategy ❖ Produce & distribute quality marketing material ❖ Foster stakeholder relationships to ensure the school’s positive profile grows ❖ Communities of local Primary Schools know and value the work of The Heights School ❖ Planned approach to continual improvement for Grounds and Facilities 	<ul style="list-style-type: none"> ❖ Regular positive feedback is received ❖ Word of mouth and incidental feedback provided ❖ Publicity is present in local media ❖ Parent surveys and data ❖ Open Day/Nights are well attended, feedback is positive and reflects Primary School connections ❖ Grounds and facilities evolve 	<ul style="list-style-type: none"> ❖ Enrolment increases to 1200 students across P-12 in coming years ❖ Parent involvement ❖ P&F along with Governing Council is strongly supported and attendance increases ❖ Ceiling achieved (150) and a waiting list at Year 8 ❖ Primary school students come to the school for student workshops ❖ Well-kept and cared for environment with planned improvements achieved annually