



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 a **school of choice** for families based on high quality teaching and academic excellence reflected in consistently outstanding SACE results, and literacy and numeracy improvement data P-12. 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

Literacy & Numeracy

Curriculum & Pedagogy

Building Reputation



THE HEIGHTS SCHOOL SITE IMPROVEMENT PLAN 2018

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Priorities	Strategies / Actions	Current Evidence/Indicators	Targets
Literacy - Reading - Writing Numeracy • Number	<ul style="list-style-type: none"> • Develop Literacy and Numeracy guidelines outlining agreements, core resources and intervention programs • Identify aspects of Literacy for Learning to embed Yr 3-12 • Investigate a common approach to embed the Big 6 P-2 • Participate in guided observations to embed literacy practices • Year 8 Maths and English learning teams, planning, assessing and sharing data • Identify and address misconceptions in Number P-9 • Follow assessment and data collection timetable • Introduce, analysis and use data sets to inform teaching and to support targeted learning and track student achievement 	<ul style="list-style-type: none"> • Year 5 NAPLAN Reading- below • Year 3 NAPLAN Numeracy- below • High band achievement & retention <ul style="list-style-type: none"> - Year 3, 7 reading - Year 3, 5 numeracy • Some teachers need help to move literacy for learning forward. • Running records and early years indicators need investigation 	<ul style="list-style-type: none"> • Above state average in literacy and numeracy at year 3, 5, 7 & 9 • Year 12 results 25% A grade & >95% SACE completion • C grade or better for every year 8 maths and English student • Establish a common approach to early years indicators and set targets
Curriculum and Pedagogy	<ul style="list-style-type: none"> • Revamp, reinvigorate, remodel 7-9 learning to enable students to be greater partners with influence in their learning • Implement a STEM strategy that develops guidelines around what is taught and when • Continue to embed learning intentions, formative assessment and moderation practices R-12 • Build on the Play is the Way program or its equivalent to support social and emotional learning R-9. Develop agreements about how and when the virtues and the 5 key concepts will be implemented • Consistent application of SACE Improvement Strategies • Design an Instructional Rounds Model 	<p>The Year 6-9 Learning and Engagement School Survey indicated:</p> <ul style="list-style-type: none"> • Students in middle years: <ul style="list-style-type: none"> ○ Do not love school. Lack of excitement. Not special ○ Are needing something to look forward to • Need to consider other student opinion surveys 	<ul style="list-style-type: none"> • Year 6-9 learning and engagement survey indicates above state average responses • Increase in % of students in senior maths and science subjects • Student attendance rate increases from 90% • Students opinion data shows students feeling safe and content • SACE achievement continues an upward trend
Building Reputation	<ul style="list-style-type: none"> • Raise profile of <ul style="list-style-type: none"> - Ignite Program - STEM and Defence Industry Skills and Career Pathways - Curriculum Offering • Continue to promote the positive view and value of THS and its programs amongst the local community, especially primary schools. • Planned approach to continued improvement of facilities and grounds 	<ul style="list-style-type: none"> • Not the school of choice for local students outside P-7 cohort. Not getting a share from zone/partnership. • Not all Ignite students are retained until year 12. • Not known what we are doing in STEM. • External review indicated more P-12 opportunities to be realised 	<ul style="list-style-type: none"> • 180 year 8 intake • Increase and retain year 12 enrolment to 100 and 150 in time • All Ignite students complete Year 12 at THS • Wait lists at all year levels • Increased understanding and involvement in the P-12 School