

2023 School Improvement Plan Summary

The Heights P-12 School – Years 7 to 12

Goals	Targets	Challenge of Practice	Success Criteria
Goal 1: Increase high-band achievement in Reading	<p>2022: High-band reading targets (completed). The average of high band students in Year 3, 5, 7 and 9 in reading will be 40%. Result: 45.5%</p> <p>2023: High-band reading targets 35 % of Year 7 students (67 out of 190 students) and 30 % of Year 9 students (59 out of 197 students) will achieve high bands Reading.</p> <p>2024: High-band reading targets 38 % of Year 7 students (70 out of 190 students) and 33 % of Year 9 students (66 out of 200 students) will achieve high bands Reading.</p>	<p>If we develop and deliver a high quality, sequenced curriculum by embedding ,in curriculum documentation, evidence-based strategies for teaching and learning Mathematics then we will increase HB achievement in Numeracy.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. know their (challenging and achievable) learning goals in relation to oral language and reading when we talk to students about what they are learning. 2. know what success looks like when we talk to students about their learning 3. use success criteria resources to evaluate their progress in oral language and reading when we observe them engaging in self and peer reflection. 4. understand how to participate in productive classroom dialogue in pairs, small groups and whole class when we observe classroom activities 5. use high-level disciplinary specific language when we listen to their questions and conversations 6. know and use at least one BDA (Before, During and/or After) reading strategy when we observe them engaging with texts
Goal 2: Increase high-band achievement in Numeracy	<p>2022: High-band mathematics targets (completed). The average of high band students in year 3, 5, 7 and 9 in numeracy will be 35%. Result: 36%</p> <p>2023: High-band mathematics targets 40 % of Year 7 students (76 out of 190 students) and 28 % of Year 9 students (55 out of 197 students) will achieve high bands Numeracy</p> <p>2024: High-band mathematics targets 43 % of Year 7 students (82 out of 190 students) and 31 % of Year 9 students (</p>	<p>If we develop and deliver a high quality, sequenced curriculum by embedding ,in curriculum documentation, evidence-based strategies for teaching and learning Mathematics then we will increase HB achievement in Numeracy.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. know their (challenging and achievable) learning goals in relation to Mathematics when we talk to students about what they are learning. 2. know what success looks like when we talk to students about their current Mathematics focus 3. use success criteria resources to evaluate their progress in Mathematics when we observe them engaging in self and peer reflection. 4. use feedback productively when given the opportunity to respond to teacher feedback, peer feedback or self-evaluation. 5. know and understand the 4 AC Mathematics Proficiencies (and Productive Disposition) when asked about showing deep understanding in mathematics.



62 out of 200 students) will achieve high bands Numeracy.

2022: Stage 2 A & B Grade targets (completed).

Target: 28% of Stage 2 subject grades will be in the A grade band.

Result: 26%

67% of Stage 2 subject grades will be in the A and B grade band.

Result: Achieved – 68%

2023: Stage 2 A & B grade targets

29% of Stage 2 subject grades will be in the A grade band.

69% of Stage 2 subject grades will be in the A and B grade band.

2024: Stage 2 A & B grade targets

30% of Stage 2 subject grades will be in the A grade band.

71% of Stage 2 subject grades will be in the A and B grade band

If teachers and students have shared clarity of high-grade achievement, together with effective work submission processes, then we will increase A and B grade achievement at Stage 2.

6. Know and use a range of problem-solving strategies when we observe their response to problem solving in mathematics.

Students will:

1. know their (challenging and achievable) learning goals when we talk to students about what they are learning.
2. know what success at A/B grade looks like when we talk to students about their current assessment tasks
3. use success criteria resources to evaluate their progress on assessments when we observe them engaging in self and peer reflection.
4. actively seek and use feedback productively when given the opportunity to respond to teacher feedback, peer feedback or self-evaluation.
5. submit assessments on time when we look at draft and final submission punctuality
6. develop and act on plans to achieve high standards when we monitor their mentoring documentation.

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X 
Principal

X 
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X 
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