

Highgate Schools SITE Improvement PLAN

Highgate School Improvement Plan summarises the sites agreed priorities. Based on DECD priorities it focuses on improving student learning, achievement and well being in the local context.

Our Vision

Highgate School partners with parents and teachers to provide all students with an exceptional education and the knowledge, skills and strategies to be creative and confident builders of their future.

Our Mission

To inspire a love of learning in every student and equip them to be independent, responsible and positive contributors to society.

Organisational Values and Behaviours

Respect	Integrity	Honesty	Kindness
We show respect by honouring and considering others and treating them with dignity, empathy, esteem and courtesy.	We show integrity by consistently applying moral and principled behaviour.	We show honesty is being open, trustworthy and truthful.	We show kindness by being warm-hearted, considerate, humane and sympathetic.

Numeracy	Literacy	Quality Teaching	Student Wellbeing
<p>Context and Evidence</p> <p>Strategies</p> <ul style="list-style-type: none"> Analyse NAPLAN data to identify strategies to achieve outcomes related to site targets. Implement the Australian Curriculum, to achieve expectations of Standards at each year level. Develop a consistent approach to Mathematics R-7 by investing in high quality training. (2014 Anne Baker) <p>Monitoring</p> <ul style="list-style-type: none"> Review of site data by Leadership. Analyse strategies such as <i>Big Ideas in Number</i> - assessment results to inform training and development decisions Develop a consistent mathematical pedagogy R-7. Use common diagnostic assessments in mathematics for all R-7 students ie PAT M, Mathletics 	<p>Context and Evidence</p> <p>Strategies</p> <ul style="list-style-type: none"> Provide training and development for staff Incorporate the use of data to inform practice PATR Engage students through multimodal texts and Information Communication Technologies Investigate analysis tools to measure growth (Sheena Cameron, Comprehension continuum) Analyse Running Records R - 2. <p>Monitoring</p> <ul style="list-style-type: none"> Analyse current programmes used in the teaching of writing. Investigate and review progress through Levels of school. Use agreed benchmarks for Reading (Level 10 by the end of first year of school (4 terms), level 18 by end of Year 1 and level 26 by end of Year 2 	<p>Context and Evidence</p> <ul style="list-style-type: none"> Nature of teaching and learning is changing Consistency of quality teaching practices in a site improves student outcomes Engagement in learning technologies essential in 21st century. Australian Curriculum, TfEL implementation. <p>Strategies</p> <ul style="list-style-type: none"> Utilise the framework from Australian Professional Teaching Standards. Implement TFEL and support teachers to engage in critical reflection of their own practice. Continue to develop, teach and refine inquiry units of work R-7 . Incorporate new technologies into classroom practice. Increased number and range of authentic tasks using a range of ICT's Begin to develop a culture of deprivatisation. Collect baseline data around quality teaching and learning at Highgate. <p>Monitoring</p> <ul style="list-style-type: none"> Conduct performance development discussions based on Australian Professional Teaching Standards. Shared critical reflection of practice at sector/year level meetings Develop student surveys around Quality Teaching. 	<p>Context and Evidence</p> <ul style="list-style-type: none"> Work with families to ensure every child has the foundation for success in school the workplace, community and life. Targeted interventions for Students with additional needs. <p>Strategies</p> <ul style="list-style-type: none"> Use <i>Play is the Way</i> as the basis of wellbeing at Highgate. <i>Quality Start</i> used to start each year of schooling. Develop student voice opportunities to report bullying. Bullying surveys carried out twice a year. Develop students skills in solving problems and address bullying e.g. <i>Circle Time</i> Initiate and Resource Early Intervention Programs for students with additional needs. Incorporate <i>Healthy Eating Guidelines</i> and <i>Rite Bite Strategy</i> Implement <i>PERMA</i> by training all staff . Use <i>Resilience Australia</i> data to identify areas of support for classes. <p>Monitoring</p> <ul style="list-style-type: none"> Review wellbeing policy in line with DECD expectations. Continue to educate the school community about the effects of bullying on well being. Deliver the child protection curriculum.

Targets

<p>Improved Outcomes in Numeracy</p> <ul style="list-style-type: none"> Increase ten percent of students in top two NAPLAN proficiency Bands in Year 5 Increased percentage of students in highest 2 proficiency bands in Years 3,5 and 7. Year 5 students attain the same level as year 3 and 7. Collecting and Analysing Data via DataMart , PAT M 	<p>Improved Outcomes in Literacy</p> <ul style="list-style-type: none"> Increase of students in the top band in writing Increase the number of students in years 5 and 7 in the top 2 bands in reading. Increase from previous year in students achieving benchmark 26 Running Records at end of year 2 Assess the results from intervention, Multilit, Minilit, SPA data, Rocket Reading. 	<p>Improve the quality of teaching to engage 21st Century learners</p> <ul style="list-style-type: none"> Teachers continuously work towards achieving Lead Teacher Standards. Increased use of ICTs for students assessment and reporting and engagement of the school community. Use of TFEL framework evident in all classrooms. 	<p>Focus on Student Wellbeing</p> <ul style="list-style-type: none"> Opinion Survey data indicates that bullying is reduced. Use the MDI and AEDI data to inform. Data indicates that student satisfaction is maintained or increased from previous years.
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