



Highland Reserve
State School



School Strategic Plan 2023-2026



Acknowledgement of Country

Highland Reserve State School acknowledges and pays respect to the Bullongin Peoples who are the Traditional Custodians of the land on which our school is built and learning takes place. We also acknowledge and pay respect to the Kombumerri Peoples who have connections and stories to this land. We extend that acknowledgement to Elders past, present and future and thank them for allowing us to work together, share knowledge and stories, and walk alongside them in the education of our Jarjums.



Our School

Highland Reserve State School has been a symbol of success since opening in 2009. The educational philosophy of Highland Reserve State School places an emphasis on putting students first and maximising student learning potential. We are very proud of what we have achieved thus far and excited about the possibilities that lay ahead in terms of academic offerings and student development.

To achieve our vision of creating clever, skilled and creative students, an engaging and diverse range of curriculum offerings are available to all students to meet their learning needs. This is delivered through personalised classroom learning experiences that are supported by extra-curriculum options within the four pillars of Sport, The Arts, Academics and the Community.

Our staff are a wonderful team of dedicated professionals who are committed to offering students a high, quality education delivered within a disciplined, safe and supportive environment. This environment is developed through a focus on the four school expectations:

- **Be a Learner**
- **Be Safe**
- **Be Respectful**
- **Be Responsible**

At Highland Reserve State School, we believe in every member of our school community contributing to every child's learning journey and as such we strive to establish positive community partnerships with parents and community groups to enrich learning experiences for our students.

Our Identity

2009 Was the year Highland Reserve State School opened for students.

154 School opened in 2009 with 154 students enrolled.

90%+ Our school aims for aspirational targets above State means for students achieving C and above in core subjects.

970 Students enrolled in Prep to Year 6 in 2022.

70 Teachers work hard for our students every day.

90%+ Student attendance above state benchmarks

40 Support staff commit to providing a positive environment and service for our students and families.

4% Aboriginal and Torres Strait Islander students supported through EATSIPs initiatives.

10 Excellence Programs aligned to sport, academics, music and community to challenge our students.

25 Countries of origin for our students. We are proudly diverse and multicultural.



Our Thinking

The 2022 School Review clearly showed that Highland Reserve State School continues to implement exemplar practices for student learning. From a great position in 2018, our commitment was to continue to improve, to make progress in new initiatives and show the gains that had been achieved. As a result, many areas of the school have seen enhanced practices embedded and deepened throughout the school.

Our ongoing school priorities highlight

the foundations of success for our school and our students. Over the next four years, strategies will be embedded to ensure these practices are maintained and enhanced to continue our journey from good – to great – to exceptional.

The recent review also identified areas that our school can continue to refine and enhance over the next four years. Whilst celebrating the amazing practices, the review identified some focus areas for future improvement that allows us to

sharply focus on key areas over the next four years.

In this plan, we are committing to the following priorities of improvement:

- **Inclusion**
- **Positive Behaviour for Learning**
- **Teaching and Learning**

School systems and processes will align to these priorities to ensure actions meet the needs of the school and support the aspiration of 'Every Student Succeeding'

Our Ongoing Priorities

EDUCATIONAL ACHIEVEMENT

- ✓ Accountable implementation of the Australian Curriculum through school Curriculum and assessment plans and Moderation processes
- ✓ Reading Excellence through the consistent approach to teaching of reading embedded throughout the school
- ✓ Consistent school-wide approaches to the teaching of spelling and writing
- ✓ Consistent approaches to teaching problem solving and Maths Warm Ups to enhance student achievement in Mathematics
- ✓ Early Years Success through an Age Appropriate Pedagogies (AAP) approach and effective use of Early Start data to strengthen and align intervention for students
- ✓ Visible learning, through the use of Learning and Bump It Up Walls, to guide feedback and student goal setting
- ✓ Researched based approaches of AAP, Visible Learning and Inquiry to enhance learning
- ✓ Maintaining a research based Pedagogical Framework outlining essential teaching and learning practices to enhance student achievement
- ✓ Teaching and Learning Framework to maintain consistency in implementation of signature practices across the school
- ✓ Collecting and analysing purposeful data to inform teaching and learning
- ✓ Quality Induction program for all new staff
- ✓ Annual Developing Performance Plan process to support staff development
- ✓ Weekly cohort Professional Learning Team meetings to collaborate on teaching practices and student progress
- ✓ Coaching and mentoring aligned to school priorities and individual areas for improvement
- ✓ A Professional Learning Plan to provide a range of learning and support pathways and programs for staff
- ✓ Research teams to implement inquiry cycle approaches to drive priority improvement agendas
- ✓ The availability of Digital Resources to effectively embed Information and Communication Technologies (ICT) into learning through initiatives such as iLearn@HRSS
- ✓ Programs of Excellence in Academics, Sport, Music and Community pathways to maximise learning for high achieving students
- ✓ Opportunities for all students through an extensive range of extra-curricular events, competitions and programs
- ✓ A range of initiatives in Science, Technology, Engineering, The Arts and Maths (STEAM) to enhance interest and learning

CULTURE AND INCLUSION

- ✓ An Inclusive Environment fostered to ensure all students and families are welcomed and supported
- ✓ Departmental specialists engaged to support the strategic planning for student needs
- ✓ Individual Curriculum Plans (ICP) and Personalised Learning Plans (PLP) developed for students on highly differentiated programs of learning
- ✓ Nationally Consistent Collection of Data (NCCD) used to identify students with disability
- ✓ Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPs) Committee leading the embedding of Indigenous perspectives and practices within the school
- ✓ Student Support Team meetings to plan and case manage student support plans
- ✓ Support Teachers – Literacy and Numeracy implementing programs and strategies to enhance the achievement of targeted groups including students with English as an Additional language (EAL/D) and students requiring support and extension
- ✓ Skilled Inclusion teachers and teacher-aides to provide co-teaching and focused support for students with disability

WELLBEING AND ENGAGEMENT

- ✓ Parent and Community Engagement framework to encourage and enhance parent awareness and involvement in the school
- ✓ Semester reporting and interviews to inform parents on student learning and progress
- ✓ Collaborative partnership with school Parents and Citizens Association (P&C)
- ✓ Strategic partnership with School Council to drive school performance and improvement
- ✓ Secondary and Early Years Centre partnerships to enhance transitions, pathways and curriculum links
- ✓ Programs and Pathways to support and develop student leadership
- ✓ Engagement in professional networks and associations to stay connected with trends, policies and new learning
- ✓ Access to Regional and community support staff and specialists to enhance response to situations and student needs
- ✓ Staff and Student Wellbeing Frameworks to guide school wide approaches
- ✓ Targeted wellbeing programs, Life Education and Ditto Show, provided for all students
- ✓ Additional resourcing to employ Guidance Officer, Chaplain and Social Workers to support student needs
- ✓ A Positive Behaviour for Learning approach to maintain a safe and supportive learning environment for all students
- ✓ Programs and strategies, including Zones of Regulation, to support the social and emotional wellbeing of students
- ✓ A clean and vibrant environment maintained to engage and excite students
- ✓ Expectations and strategies to support students achieving high levels of attendance
- ✓ A range of celebrations to reward and acknowledge student and staff achievement
- ✓ Skilled Inclusion teachers and teacher-aides to provide co-teaching and focused support for students with disability



Our Improvement Priorities

Our Signature Practices

Develop 'Clever - Skilled - Creative' students

Educational Achievement

TEACHING AND LEARNING

Leading Question:

How are we implementing rigorous, purposeful and differentiated learning programs aligned to the Australian Curriculum to challenge and engage all students?

Strategies:

1. Further strengthen processes to quality assure the development of rigorous, engaging and contextualised units of work aligned to the Australian Curriculum.
2. Update the school's assessment framework to refine processes for data collection, analysis and actioning aligned to vertical, horizontal and cluster school moderation.
3. Continue ongoing research, refinement and implementation of school's agreed pedagogical approaches.
4. Enhance teachers' capacity to deliver differentiated instruction to cater for all students.

Wellbeing and Engagement

POSITIVE BEHAVIOUR FOR LEARNING

Leading Question:

How are we implementing the Positive Behaviour for Learning framework consistently and effectively to improve all students' social wellbeing and academic outcomes?

Strategies:

1. Further embed and document the revised school's agreed approach to Positive Behaviour for Learning (PBL).
2. Further build staff capacity through professional learning opportunities to ensure a whole school approach to PBL.
3. Explicitly teach social and emotional learning (SEL) alongside academic instruction.
4. Effectively use data to collaboratively review the success of the school's PBL framework.

Culture and Inclusion

INCLUSION

Leading Question:

How are we catering to individual needs by utilising shared responsibility and understanding within a whole school approach for inclusive education?

Strategies:

1. Further develop the shared understanding of the school's philosophy and whole school approach to inclusion which aligns to departmental policies and practices.
2. Enhance processes for allocation of roles, responsibilities and accountabilities of staff to maximise student learning outcomes.
3. Strategically review the effectiveness of all resource and facility allocations to ensure they are delivering maximum benefits for student learning and wellbeing.

PRIORITY MEASURES

✓ Proportion of students achieving C and above in English, Mathematics and Science

✓ Proportion of students achieving A or B in English, Mathematics and Science

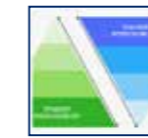
✓ Increased attendance for all students

✓ Decreased school disciplinary absence

✓ Improved School Opinion Survey results



Learning Goals



Gradual Release of Responsibility



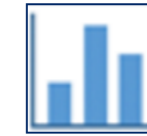
Intentional Collaboration



Feedback



Age Appropriate Pedagogies



Data informed instruction



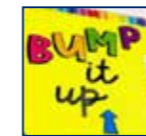
Success Criteria



Inquiry Learning



Digital Pedagogies



Learning Walls and Bump It Up Walls

When we adopt new practices, we want these to become part of the teachers' repertoire, engrained in practice and enacted to enable visible and engaged learning.

These are our signature practices.





Our Values

Our Aspiration 'Every Student Succeeding'



Highland Reserve
State School

- Be a Learner
- Be Respectful
- Be Responsible
- Be Safe

At Highland Reserve State School we value Learning, Respect, Responsibility and Safety. We believe that everyone has the right to learn, be safe and respected, and have the responsibility to respect themselves, others and property.

We aspire to nurture CLEVER, SKILLED and CREATIVE learners who are inspired to become life-long learners. Our aim is to prepare our students for life with high

levels of literacy and numeracy, and as confident, happy and caring individuals who strive to achieve personal goals and aspirations and develop a love of learning.

Highland Reserve State School strives to build positive relationships that value difference. We believe that education is a shared responsibility between school, families and the wider community.


We provide a safe and supportive environment that optimises student success and well-being through a Positive Behaviour for Learning approach. We promote a spirit of fun, belonging and cooperation amongst students, staff, parents and the community.

It is our goal to create an environment that encourages students to take pride in themselves and their school.





Highland Reserve State School

 (07) 5588 3333

 principal@highlandreservess.eq.edu.au

 www.highlandreservess.eq.edu.au

 570 Reserve Road
Upper Coomera Qld 4209



School Mascot - Highland Hawk