



Heathfield High School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Heathfield High School Number: 926

Partnership: Mount Lofty

Name of School Principal:

Alistair Brown

Name of Governing Council Chair:

Anne Ellis

Date of Endorsement:

7-3-2017

School Context and Highlights

CHALLENGING AND ENCOURAGING

Heathfield High School is a co-educational public school for Years 8–12, with approximately 830 students set in the stunning Adelaide Hills and only 15 minutes from the CBD.

Together, our teachers, leaders, support staff, students and parents have created a dynamic learning environment in which students are challenged and encouraged to become the best they can be.

Heathfield students emerge as leaders, innovators, problem-solvers and creators. They achieve excellence in all fields – academic, artistic, sporting and vocational. They become compassionate and resourceful global citizens with a well-rounded view of the world and an ambition to succeed and contribute. They are resilient, adaptable and well prepared for life beyond school.

Heathfield High School boasts highly sophisticated facilities – from the Advanced Technologies Robotics and Control Technologies Centre, with its robotics equipment, CNC mills and 3D printers, to the brilliant Piltarilla Skill Centre for food and hospitality training, to the Mount Lofty Community Sports Centre, with its internationally accredited indoor and beach volleyball courts. Heathfield also has exceptional centres for music, drama and the visual arts.

Heathfield is a “special interest” school for volleyball, and it has won the Australian Schools Volleyball Championship a record number of times and again are Australian Champions for 2016.

The construction of a \$2.5 million STEM Centre for learning, innovation and excellence will begin in 2017 providing students with a futures focussed state-of-the art learning space.

The school's international program features overseas tours to Asia and Europe, along with short term visits from schools worldwide. Our school community is exceptionally welcoming of students from overseas with many families enjoying the opportunities to host students in their homes

I am proud of what we do. I am proud of our teachers, leaders and support staff who have an extraordinary commitment to their students and who work as a team to improve learning outcomes. I am proud of the strong involvement of parents. Above all, I am proud of our students, who embrace school life with such energy and who continually rise to the challenge of being the best they can be.

Principal – Alistair Brown

Governing Council Report

2016 has been another big year for Heathfield High and it has been my pleasure to work with the great team of Governing Council members plus our Principal Alistair Brown and during Term two Assistant Principal Amanda Baldock. Council met up to 6 times this year in addition to other school presentations, events and end of year functions. School Captains Henry Phillips and Serena Williams attended each meeting and reported on Students for Students (S4S) initiatives.

Some being:-

- Leadership and professional development workshop / conference
- Year 12 kitchen refurnish
- School murals and the Year 12 formal
- Increased responsibilities and school decision making

FUNDING

Alistair and his team have worked hard to attract extra funding to support our students development. Initiatives this year have included:-

- Upgrading Music Centre in consultation with staff and students.
- New STEM Centre due for completion in 2017.
- Solar Panels - \$250k
- Robot BAXTER
- Old music room changed into a fitness and wellbeing centre.
- New tractor!

We also farewelled Catherine Farrent who retired after 32 years service at Heathfield

The strong music program saw many performances from the different groups and students with the Tapas Melodia and Gateway Festival as highlights.

The three-way conversations evenings were held again with changes in format based on feedback received from parents – 10 minutes instead of 15 minute meetings were trialled with success.

The International Program saw 5 study tours from Japan attending Heathfield. 17 students travelled to amazing cities, experiencing opportunities to interact with many different cultures as part of the Europe Trip. Thank you to our home stay families and we welcome many more for 2017 – this is very important to our international program and I encourage your participation.

The Volleyball Program had a great win in 2016 with committed and dedicated staff supporting the students. Well done to all involved in the program.

Our SACE results were very pleasing which again shows the level of commitment and dedication to the students from our staff and students. So as the school heads into 2017 I wish you all the very best for a year of change ahead. Thank you to you all who work and participate in the Heathfield school life as it is a strong and committed school that always strives to do its best for its families and students. It has been a pleasure to be the Chairperson for 2016 and I wish the new Council all the best.

Improvement Planning and Outcomes

Improvement Planning and Outcomes for 2016

Our 2016 improvement and planning priorities identified in the Site Improvement Plan were:

- Priority 1 - Quality teaching and learning in a "Culture of Improvement"
- Priority 2 - Student Attendance, Retention and Culture
- Priority 3 - Recognising, Acknowledging and Celebrating Diversity
- Priority 4 - Communication

Staff professional learning in 2016 continued to focus on designing learning tasks and their improvement through the use of the 21CLD (Microsoft 21st Century Learning Design) tool and the concepts of the TfEL (DECD Teaching for Effective Learning Framework). In response to the Mount Lofty Partnership Results Plus focus on "Stretch", tasks were designed with this as an essential aspect along with the critical and creative thinking capabilities. Staff shared tasks on a Partnership Moodle enabling R-12 teachers access to tasks from all learning areas and year levels, This broadened their understanding of the ways in which Stretch, Literacy and Numeracy improvement was being addressed through task design. Although collaborative moderation processes began in some learning areas this will be expanded to all learning areas in 2017 to deepen the understanding of the Australian Curriculum achievement standards and confirm marking decisions.

All teaching staff were active and collaborative members of at least one of the PLIC (Professional Learning Improvement Communities) groups focussed on key improvement areas within the school .

These groups included:

- STRETCH – exploring how we support our potential high achievers and create learning environments for all students that provide challenge/stretch
- LITERACY – looking at ways to improve literacy through all learning areas
- NUMERACY – looking at ways to improve numeracy through all learning areas or strategies that support improved numeracy outside of curriculum
- LEARNING SPACES – creating learning spaces for 21st century learners
- DIGITAL PORTFOLIOS – exploration of ways students can present evidence of their learning and progress in a digital format
- CULTURE – continuing with the work undertaken in 2015 to identify and build on the positive cultural aspects of the school

Each PLIC group was provided with regular times to meet and shared more broadly with all staff their progress at the end of each term through Learning Expo's. We continue to see the value in times when staff can share with each other regarding their work or learning and the Expo's were a positive example of this. A significant number of directions and projects have been developed by these groups and supported through \$25,000 of funds being made available.

Continued focus on not only increasing the SACE completion rate but also the percentage of students achieving in the "A" and "B" grade band. Results for 2016 provided evidence of improvement through the use of the Senior Support Strategy, student tracking data and the publication of checkpoints and due dates.

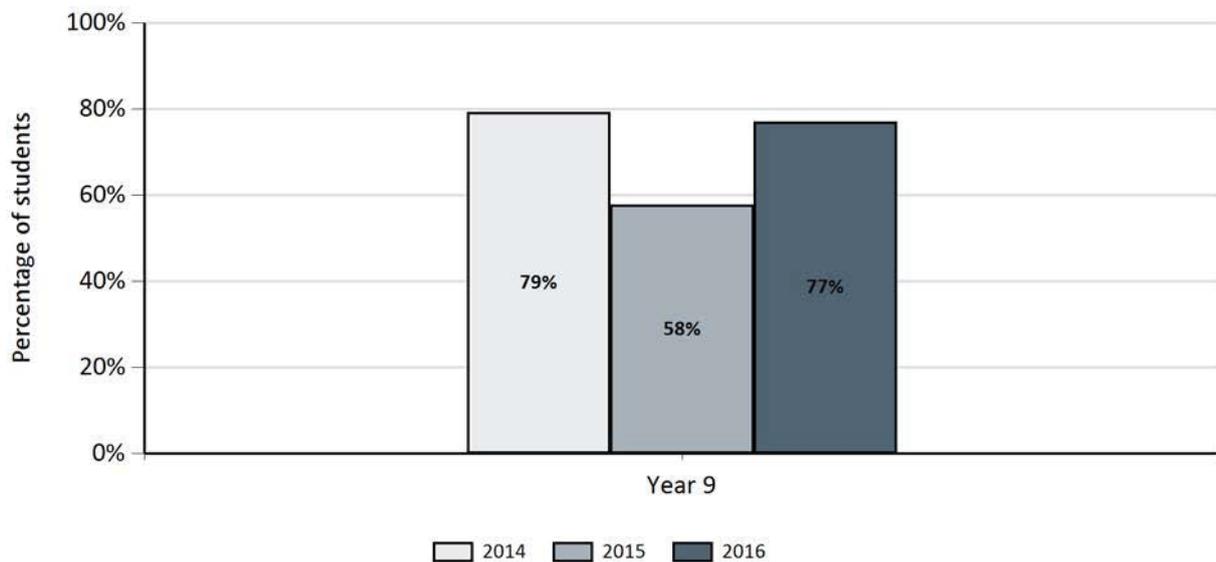
STEM focus. Heathfield partnered with Jurlique Cosmetics, Beerenberg and SA Water to develop STEM Connections Projects that integrated the teaching of Science, Technology, Engineering and Mathematics (STEM) subjects with a real world problem based learning experience for Middle Years students. This work along with the development of a \$2.5 million STEM Innovation Centre and our connected curriculum has been acknowledged through the selection of Heathfield as a STEM Lead Learning school for South Australia in 2017.

Performance Summary

NAPLAN Proficiency

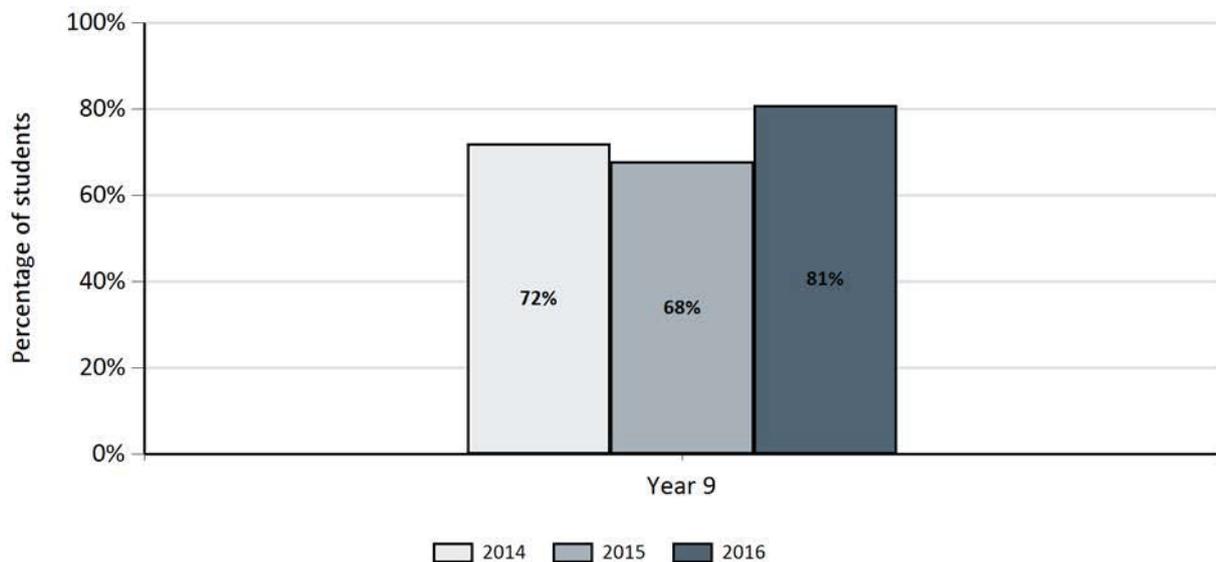
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	32%	25%
Middle progress group	40%	50%
Upper progress group	28%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	29%	25%
Middle progress group	49%	50%
Upper progress group	22%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2016	157	157	43	23	27%	15%
Year 9 2014-16 Average	172.7	172.7	38.0	26.7	22%	15%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
92%	92%	97%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	.4%
A	2%	4%	4%
A-	6%	7%	7%
B+	14%	11%	14%
B	16%	16%	19%
B-	17%	15%	14%
C+	16%	16%	17%
C	12%	15%	15%
C-	9%	7%	6%
D+	4%	3%	1%
D	2%	2%	1%
D-	1%	2%	1%
E+	0%	0%	0%
E	1%	1%	1%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
95%	96%	97%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training		16%	12%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	95%	96%	97%

School Performance Comment

SACE ACHIEVEMENT

Both SACE completion and SACE achievement has continued to show improvement over the last six years. Heathfield has exceeded the DECD Standard of Educational Achievement targets in both areas and is continuing to work towards 100% completion.

The "Senior Support Strategy", as well as all SACE due dates communicated through the "Assessment Alert" App and student tracking every four weeks continues to support our goal of no student achieving below a C-.

143 Year 12 students were enrolled to complete SACE with 97% achieving this. 101 students achieved an ATAR (Australian Tertiary Admission Rank) selection score and 113 students achieved a TAFE selection score

The top ATAR in 2016 was 99.6

The overall mean ATAR 2016 was 65.47

75 Year 12 students made SATAC applications for university entry.

72 students were offered university placements

- 59 students received their first preference offer (82%)
- 8 students were offered their second preference course (11%)
- 2 students were offered their third preference (3%)
- 3 students were offered their fourth preference or higher (4%)

99.7% of students achieved a pass for the Research Project (one student did not pass this subject). Seven Year 12 students and twenty-three Year 11 students achieved in the A band for Stage 2 Research Project

47 students or 34% students would not have completed SACE without VET Studies.

NAPLAN

In 2015 57.7% of students met or exceeded the DECD expected achievement in Reading, 77.1% achieved this in 2017.

In 2015 67.9% of students met or exceeded the DECD expected achievement in Reading, 80.9% achieved this in 2017.

In terms of growth there has been improvement in the percentage of students in the upper bands for Reading but a small decrease in Numeracy despite a greater number of students meeting the expected achievement.

In 2017 there will be a continued focus on tracking student progress beyond year 9 through the PAT- R and PAT- M tests as well as the four weekly tracking data entered by all staff.

Attendance

Year level	2014	2015	2016
Year 08	92.1%	93.0%	92.2%
Year 09	88.5%	89.6%	89.0%
Year 10	88.9%	88.2%	89.1%
Year 11	87.2%	88.3%	88.6%
Year 12	88.5%	92.9%	88.2%
Total	89.0%	90.2%	89.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Our attendance data has remained within less than a 1% difference to the previous year. The DayMap attendance program is used by teachers to record absences on a lesson by lesson basis creating far greater accuracy for half and full day absences and the need for parents to provide appropriate reasons for the absence. Strategies in place to improve attendance include: SMS absence messaging service, phone calls and emails to parents and engaging the DECD Attendance Officer. Our target for 2017 is a 95% or greater attendance.

Behaviour Management Comment

The Flexible Support Centre has provided a case management approach for students with regard to behaviour support. This early intervention has along with the development of explicit expectations regarding behaviour shifted the approach from one perceived as punitive to a supportive behaviour change focus. 17 students were suspended over 2016 with 23 suspensions in total.

The ACE Program 8-12 has provided students with skills to stay safe online and strategies to address cyber bullying should it occur. The role of senior students in BBS (Big Brother and Sister Peer Support Program) and S4S (Students for Students Leadership Team) has continued to strengthen student voice and provide positive role models for younger students.

Client Opinion Summary

The value of the partnership between students, staff, parents and the wider community continues to support and enhance the quality and range of learning experiences Heathfield offers. It is important that data from students, parents and staff is sought so that we identify areas for improvement. Opinion surveys for 2016 used the ACARA online survey tool, with all groups randomly selected and invited to participate. The number of parents who chose to complete the Annual Opinion Survey was very low this year despite it being well promoted. The very small sample size makes it difficult to draw specific conclusions from the data as each individual response has a significant impact. In 2017 strategies will be explored to increase the number of responses from parents.

Responses from parents, students and staff are consistently of a very positive nature in all areas surveyed. Two of the highest result areas were in terms of the school expectations for each student to do his or her best and that students feel safe at school.

Although still very positive staff identified receiving feedback on their work performance as an area to develop. The "Observing the Learning" approach to be introduced for 2017 is in response to this data and designed to support improved feedback opportunities. All staff will be resourced for and involved in learning observations and feedback cycles with their peers. Again although still rating positively parents identified acting on parent opinion and useful feedback to students as an area to continue developing. Students identified the management of student behavior as an area for development with more detail being sought in 2017 through the student leadership group to identify specific areas we can address.

The staff also undertook the DECD WHS Psychological Survey. Results are similar to those of previous years. Results are inform strategies to improve the wellbeing of staff where identified. The 2016 results show that the vast majority of staff believe the school is well led; there are protective practices in place for staff wellbeing; there is role clarity, positive staff interaction and morale and involvement in decision making.

Intended Destination

Leave Reason	School	
	Number	%
Employment	20	8.6%
Interstate/Overseas	26	11.2%
Other	1	0.4%
Seeking Employment	5	2.2%
Tertiary/TAFE/Training	3	1.3%
Transfer to Non-Govt School	18	7.8%
Transfer to SA Govt School	25	10.8%
Unknown	134	57.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All staff have completed the Reporting Abuse and Neglect training update, have current DCSI Criminal History Checks and Basic First Aid qualifications. An SSO role continues to be assigned to the recording and follow up of DCSI checks, Reporting Abuse and Neglect Training, Teachers Registration and First Aid Certificates to make sure that all staff, volunteers and workers on site meet the DECD requirement.

The school is compliant with DECD regulations with regard to Relevant History Screening for all staff, coaches, mentors and other volunteers employed in the school.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	102
Post Graduate Qualifications	34

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	52.4	0.0	19.5
Persons	1	59	0	27

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	3385
Parent Contributions	548,643
Fund Raising	65,187
Other	0

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Students are supported through specific goals and programs developed for them to engage in learning and modify behaviours.	There were no exclusions in 2016
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	Not Applicable
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	A OnePlan was developed for each student through staff, student and parent consultation. Funds have been used to provide 1:1 support and targeted support for non-funded students.	Tracking of students continues to show improved learning outcomes and retention.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	Aboriginal students within the school were supported through individual tuition and study support in Flexible Support Centre (FSC) when appropriate. The Counsellor assisted with study skills, time management, goal setting, career planning and with a successful application for scholarship to university for a Year 12 student. 6 Students undertook FLO (Flexible Learning Options) pathways in 2016	An attendance average of 82% with a focus for this to continue improving.
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required)	Not Applicable	Not Applicable
Other Discretionary Funding	Improved Outcomes for Gifted Students	Used to employ specialist staff and sso's where appropriate to meet the needs of identified students. Short and long term support was provided through an Adaptive Education Team based within the Flexible Support Centre.	A greater number of students received focused learning support.
	Primary School Counsellor (if applicable)	Creation of a "Stretch" leadership position to develop a culture of stretch and resilience towards learning for students and staff.	Significant development of task design to promote "stretch" and differentiation.
		Not Applicable	Not Applicable