

Expect to be challenged

Expect to be encouraged

Expect to be the best you can be



**HEATHFIELD
HIGH SCHOOL**



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SITE IMPROVEMENT PLAN 2016 -

Heathfield High School is committed to developing students who:

- *have the skills and attitudes that enable them to be life-long learners and responsible global citizens*
- *are equipped for tomorrow's world through the engagement in an innovative, futures oriented curriculum.*

Heathfield High School strives to be the school of choice for Adelaide Hills students being at the forefront of educational excellence and innovation with a focus on transforming learning and raising achievement levels for all students.

"Our commitment to excellence, supporting every student and every teacher to be their best, is the basis of all our work."

Priority 1 Quality Teaching and Learning in a “Culture of Improvement”

IMPROVEMENT PRIORITIES GOALS	WHERE DO WE WANT TO BE? TARGETS
<ul style="list-style-type: none"> • Enable all staff to develop and meet their own learning goals and continuously improve their teaching 	<ul style="list-style-type: none"> ✓ All teachers comfortable with ongoing review and assessing of improvement in skills and knowledge. ✓ Short and long term improvement goals established in line with the Site Improvement Plan, Assessment for Learning, TIEL, National Teacher Professional Standards and Step 9 requirements. ✓ All teachers have a “Performance Plan” and are engaged in professional learning through whole of school “Performance and Development” processes. ✓ Feedback regularly sought from students on what is helping them learn and adjust teaching practices accordingly. ✓ 100% of staff engage in internal and external professional learning and professional learning communities.
<ul style="list-style-type: none"> • Establish common understandings of the characteristics of exceptional teacher practice 	<ul style="list-style-type: none"> ✓ A whole school commitment to exceptional teacher practice. ✓ A common understanding by staff of what exceptional practice involves and this is documented. ✓ Professional conversations and sharing of practice at Learning Area and Staff Meetings. ✓ All teachers create explicit and implicit expectations that students will succeed. ✓ Lesson observation and sharing of practice an expectation for all teachers. ✓ A school culture that lifts student performance. ✓ A wide range of successful teaching and assessment practices are employed across all Learning Areas.
<ul style="list-style-type: none"> • Improve Senior Years achievement in SACE and strengthen student successes in post school pathways 	<ul style="list-style-type: none"> ✓ All students complete the SACE successfully and achieve their chosen pathway. ✓ Every student achieves their compulsory SACE subjects at a ‘C’ grade or better (PLP, Literacy, Numeracy and Research Project). ✓ “Senior Years Support Strategy” applied to all SACE Stage1 and 2 students. ✓ Inclusion of Year 10 into the Senior Years. ✓ Year 10 revitalised. ✓ Year 8 to 12 Career Education with dedicated leadership to support it. ✓ Increased numbers of students achieving an ATAR above 90. ✓ Destination data collected that reflects a high level entry into University, TAFE, training and employment.

<ul style="list-style-type: none"> • Implementation of the Australian Curriculum in an innovative, connected Middle Years learning environment 	<ul style="list-style-type: none"> ✓ Australian Curriculum is successfully implemented in Years 8 and 9 as part of the four Middle Years Connected Curriculum Learning Areas. ✓ Australian Curriculum implemented according to ACARA timelines.
<ul style="list-style-type: none"> • Use Learning Technologies to enrich and personalise learning for all students 	<ul style="list-style-type: none"> ✓ 100% of staff engaged in professional development supporting 21st century learning in a 1:1 laptop environment. ✓ Curriculum and learning resources are published in a consistent online format. ✓ Learning for all students becomes more personalised through improved use of learning technologies. ✓ Assessment tasks and feedback improve through the use of learning technologies. ✓ 1:1 laptop program for years 8 to 12 maintained and developed sustainably after DER funding ceases. ✓ Transition from text books to e-books as high quality options become available. ✓ Students use a wide range of technologies as tools to assist in creative and critical thinking. ✓ Online learner management system to provide quality learning materials and experience for all students in all classes. ✓ Access to curriculum and quality learning materials online 24/7 through Learner Management Systems including Moodle and DayMap. ✓ Parent portal in DayMap provides access to live information about students' assessment tasks, deadlines and attendance. ✓ Data is collected to evaluate the impact of learning technologies on student engagement and learning outcomes.
<ul style="list-style-type: none"> • Use data to improve Literacy and Numeracy strategies and student achievement 	<ul style="list-style-type: none"> ✓ Accessible and success oriented Literacy and Numeracy strategies in place for all students at all year levels. ✓ A Literacy and Numeracy focus team utilizing available NAPLAN and site collected data to inform the Literacy and Numeracy Strategies across the school. ✓ All year 8 to 10 teachers know students' NAPLAN results and integrate this information into their curriculum planning. ✓ Learning areas have implemented explicit teaching of "text type" and "genre" specific to their learning area to improve literacy in years 8 to 10. ✓ Subject specific literacy scaffolds evident in all classrooms and on Moodle. ✓ Intervention strategies in place for all students below national minimum standard in the NAPLAN. ✓ All students in years 8 to 10 who achieved Band 9 or 10 results in the NAPLAN flagged in DayMap to enable staff to extend their outcomes.

Priority 2 Student Attendance, Retention and Culture

IMPROVEMENT PRIORITIES	WHERE DO WE WANT TO BE? TARGETS
<ul style="list-style-type: none"> Increased opportunities for involvement in leadership for students 	<ul style="list-style-type: none"> ✓ Leadership Programs and opportunities in place that develop students' capabilities to exercise positive leadership and responsibility. ✓ Year 8 to 12 student representation on S4S (Students for Students leadership team) ✓ Student involvement in policy making, school committees, curriculum development, staff meetings and leadership in the school. ✓ Regular opportunities provided for student reflection and feedback are built into teaching and learning programs. ✓ Effective and obvious student leadership 8 to 12.
<ul style="list-style-type: none"> Continue to develop strategies that improve student attendance 	<ul style="list-style-type: none"> ✓ 100% of ACE and subject rolls marked in DayMap daily. ✓ Student attendance continues to be above the Region and State percentage. ✓ Unauthorised absence continues to be below the Region and State percentage.
<ul style="list-style-type: none"> Continue to build a safe and supportive physical and social environment and culture 	<ul style="list-style-type: none"> ✓ ACE Program meeting the wellbeing and safety needs of all students. ✓ Innovative Flexible Support Centre that promotes a positive approach towards the support of student behaviour, specific learning needs and student wellbeing. ✓ Increased numbers of students engaged in extra-curricular activities. ✓ All facilities and grounds are improved and maintained to a high standard and meet learning and WHS needs. ✓ Improved 'environmental sustainability' practised school-wide with water and energy use reduced per capita. ✓ A Visual Arts and Design Centre. ✓ Improved Music facilities. ✓ Laboratory upgrades.

Priority 3 Recognising, Acknowledging and Celebrating Diversity

IMPROVEMENT PRIORITIES		WHERE DO WE WANT TO BE? TARGETS
<ul style="list-style-type: none"> Strengthen and expand the school's International Program 	<ul style="list-style-type: none"> ✓ An International Programs Committee with staff, student and parent representation. ✓ Maintain and expand international programs and student enrolments. ✓ Strengthen the school's profile overseas. ✓ Increased number of international students choosing to study at Heathfield. ✓ CIS re-accreditation is achieved along with IES accountability processes. ✓ The school website is relevant, informative and accessible to international students and their parents in their home countries. 	
<ul style="list-style-type: none"> Deepen the school's understanding of <i>Internationalism</i> in the curriculum 	<ul style="list-style-type: none"> ✓ A shared understanding of <i>internationalism</i> is evident in all aspects of school life. ✓ Learning Areas have included <i>internationalism</i> in the development of curriculum and learning tasks. 	
<ul style="list-style-type: none"> Further develop opportunities for staff and students to experience and celebrate cultural diversity 	<ul style="list-style-type: none"> ✓ Increased number of short term and long term student Homestay families within the immediate school community. ✓ Formalised 'Buddy Program' with increased number of local students working with short and long term international students. ✓ European and Vietnam tours added to with a Japanese tour available to students. ✓ Students learn about Australia and our place in the world, which includes: our Indigenous culture and heritage, our Asian neighbours and acknowledging the diversity of our societies cultural heritage. ✓ Maintain and extend opportunities for students to participate in and support international programs across all year levels. 	
<ul style="list-style-type: none"> Improve the achievement, support and pathways through school and beyond for international students 	<ul style="list-style-type: none"> ✓ International students' results match those of local students. ✓ International students achieve 'C' grade or better in their subjects. ✓ International and local students participate in social activities together. ✓ ISEC program staffed by specialist ISEC teachers. ✓ Online pre- arrival induction package accessible to all international students. 	

Priority 4 Communication

IMPROVEMENT PRIORITIES	WHERE DO WE WANT TO BE? TARGETS
<ul style="list-style-type: none"> School identity and culture is further strengthened and communicated with the community 	<ul style="list-style-type: none"> ✓ The school is recognised as innovative and inclusive with high levels of student and community involvement. ✓ School website updated with weekly articles of news, activities and events. ✓ All Year 8 to 10 students engaged in community service. ✓ School promotion officer position
<ul style="list-style-type: none"> Community connections, relationships and partnerships continue to increase with improved student outcomes as their focus 	<ul style="list-style-type: none"> ✓ Students are provided with many opportunities to engage in activities that develop their citizenship skills and community partnerships/service. ✓ Ongoing recognition of high standards, performance, student, parent and staff satisfaction through survey data. ✓ The range of VET available meets changing skill demands and opportunities.
<ul style="list-style-type: none"> Continue to improve communication strategies within school and school community 	<ul style="list-style-type: none"> ✓ DayMap remote access. ✓ Individual Learning Plans developed for all NEP, Aboriginal and Guardianship of the Minister students. ✓ E-diary. ✓ Newsletter online.