2010 Site Learning Plan

Our commitment: to equip young people for tomorrow’s world, through their engagement in futures oriented curriculum.

Futures oriented curriculum:
- supports the development of relationships between learners (including teachers as learners)
- is inclusive of wellbeing
- enhances student identity and a sense of belonging
- promotes successful transitions into and through Middle Years to Senior Years and into the world of work, training and / or future study
- builds on the previous learning experiences of students
- promotes challenge, continuity, problem solving, lateral thinking, creativity and innovation
- creates a stimulating learning environment
- respects the needs of students as learners
- reflects the local and global networked world that is and will be the future of Heathfield High School students.
- is leading edge. engaging and enjoyable

Futures oriented curriculum is best delivered through pedagogy and technologies that
- promote and support the development of exciting and challenging learning experiences for middle years learners.
- challenge and extend the learning experiences of senior years learners
- are interactive, engaging, beyond industry standard, high end
- promote career pathways and support the futures of young people, which may well yet be unknown
- develop transferable skills for young people
- engage young people in online learning and at the same time offer face-to-face learning experiences
- support young people’s acquisition of 21st century literacies
- support young people’s acquisition of 21st century numeracy, including mathematics relevant to the qualification and pathways for trades and industry
- promote future pathways in maths, science and technology
- promote flexible pathways for young people as they work towards the achievement of SACE, Certificate 3, Traineeships, Apprenticeships, Diplomas, Degrees, employment

Successful outcomes are achieved when young people
- can articulate their own learning / career/ future pathways
- have achieved numeracy, literacy, science and technology skills as applicable to an increasingly sophisticated futures world
- are able to move forward with, for and because of rapid change, continuing to develop skills in critical analysis, and lateral, flexible problem solving
- are able to make connections between their varied and various learning experiences, at local and global levels, with extensive cultural understandings
- are healthy, well rounded and have a range of interests, well prepared for citizenship
- can compete in global and domestic job markets

Our challenges for 2010:

To develop and deliver innovative, connected curriculum

To develop a strong and pervading culture of professional learning talk

To provide students with quality feedback that makes a real and significant difference for improved learning
HEATHFIELD HIGH SCHOOL

2010 priorities for reform

Technologies for the 21st Century

Targets: (refer to Heathfield High School 2008 – 2011 ICT Strategic Plan)

- Increase the number of teachers who are skilled in being able to deliver contemporary online learning programs and activities; increase the sharing of exemplary practice across schools including pedagogical reform in the Trade School for the Future and Trade Training Centre initiatives using online learning modes
- Increase the training and development opportunities for staff to implement ICT across the curriculum, focussing on the development of 21st century learning strategies which promote higher order thinking skills and the integration of ICT into the curriculum
- Ensure minimum student: computer ratio of 2:1
- Begin the use of interactive whiteboard technologies as part of effective classroom programs
- Increase ICT monitoring of student learning
- Design and deliver curriculum (including online learning experiences) which are inquiry based and extend and develop student learning outcomes
- Create problem solving situations to stimulate student engagement in learning through hands-on and virtual experiences increasingly linked to industry and trade

Strategies: (refer to Heathfield High School 2008 – 2011 ICT Strategic Plan)

- Support the engagement of key staff in professional development in online learning including moodle, centra and videoconferencing with foci that connect to the Trade School for the Future (eg ‘trade school maths’; the connections between science, maths, technology and industry), senior secondary curriculum – the new SACE and reforming the pedagogy to deliver middle years curriculum
- Support two key staff to be trained as trainers to deliver the DECS program – INTEL Teach: Thinking with Technology to between 10 – 15 teachers each.
- Support the appointment of a key staff member as eTeacher to design and deliver online learning experiences in focus areas inclusive of Maths and Science and which facilitate the use of innovative technologies to extend student learning
- Enhance student use of the technology infrastructure in the Trade School for the Future teaching and technology rooms (inclusive of the Flexible Manufacturing Systems training system together with LearnMate Learning Management System and LearnMate E-learning Virtual Content Modules) through intensive T&D for key staff by Intelletek and time for key staff to be engaged in curriculum planning and writing.
- Provide ongoing T&D to staff in using the anti-plagiarism program “Turnitin” in Years 8 – 10 classes
- Use the DER (Digital Education Revolution) Federal Government funds and school budgeted funds to open a new computing room with 30 computers (IT6); update workstations so that 100% computers will be three years old or less; purchase at least two interactive whiteboards; increase the capacity of ICT2, ICT3, ICT4 and ICT5 to 30 workstations and ICT1 to 25; purchase at least 10 more printers; purchase another wireless trolley for targeted faculty use); add a new file-server to the curriculum network; replace the workstation machines (currently deployed as servers) with smaller servers; upgrade the admin server
- Curriculum leaders explore software suited to monitoring and recording evidence of student learning achievement through faculty trials, review and moderation
- Re-develop the school website for web-based applications to be developed, eg online bulletin, online booking for parent teacher interview evenings, relief lesson submission and resource booking systems, for staff access at school or home
21st century literacies

Targets:
- Improve targeted literacy and numeracy skills for those identified at risk in the Year 9 2008 and also 2009 NAPLAN tests
- Improve targeted literacy and numeracy skills for those identified at risk in the Year 7 2008 NAPLAN test
- Establish baseline literacy data for all Year 8’s (and Year 9’s) using the ESL Scales
- Support the literacy data base with further information from the Year 9 LAN data, through all Year 9 students participating in Year 9 NAPLAN test
- All Heathfield High School students are skilled in 21st century literacies, such that all current Year 8-10 students will pass the literacy requirement for the new SACE

Strategies:
- Key staff will meet with parents of students identified at risk in the Year 7 and Year 9 2008 LAN test to jointly consider support strategies for students eg tuition program, school based intervention, classroom support in developing action plans for each student.
- Re-focus professional development opportunities for staff in relation to literacy and numeracy in the middle and senior years curriculum, inclusive of traditional learning and industry pathway programs, through 12 teachers participating in the TESMC (Teaching ESL students in mainstream schools: language in learning across the curriculum) program
- A small group of key staff will be trained in using the ESL scales to assess the literacy level of all students in Years 8 – 10 so that long term developmental growth in literacy can be measured
- Support a key staff member to participate in being trained to deliver the Stepping Out Writing program to Year 8, 9 and 10 teachers, and work with them to explore ways of promoting literacy (writing) practices across the curriculum and to strengthen understandings and practices in literacy across the curriculum, as part of the development of the school’s literacy plan

Middle Years Curriculum Reform – reframing and repackaging the learning

Targets:
- Develop, implement and deliver cutting edge curriculum in Maths, Science and Technology.
- All learning areas will continue the professional focus on consistency and validity of teacher judgement of student achievement through ongoing collaborative professional conversations about assessment and improvement.
- Develop and implement whole of school curriculum which is inclusive of transition, futures pathways, new SACE, PLP, Trade School for the Future, SACSA, Trade Training Centre

Strategies:
- Engage curriculum leaders in professional conversations T&D to reframe and repackaging the curriculum for middle years learners in a futures focussed school
- Establish significant and engaging links to industry and trade through middle years programs which are tasters for vocational / industry courses to be offered and resourced through the ‘normal timetable’ and / or regional VET delivery agreements.
- Develop curriculum which is structured through innovative and futures focussed technology incorporating the ICT equipment and infrastructure in the Trade School for the Future teaching and technology rooms.
- Support the appointment of a key staff member as eTeacher to design and deliver online learning experiences in focus areas inclusive of Maths and Science and which facilitate the use of innovative technologies to extend student learning in the middle years
- Support the involvement of two teachers in the STELR (Science and Technology Education Leveraging Relevance) program aimed at addressing the shortage of science graduates though professional development and resource provision assistance to teachers in order to support the delivery of exciting, relevant and engaging science education focussed renewable energies.
Senior Secondary Reform

Targets:
- Maintain and/or improve student achievement of the SACE
- Strengthen student successes in post school pathways;
- Support ongoing reform to strengthen the diversity and flexibility of the senior years curriculum
- Further strengthen student participation and achievement in Maths and Science
- Implement senior secondary reform through transition, wellbeing and learning AND through the interface with SACSA, the PLP, the Trade School for the Future, Trade Training Centre, Futures Connect, Vocational Learning and HHS Middle School curriculum reform

Strategies:
- Participate in the new SACE developmental programs eg PLP (with the appointment of a project coordinator), the Research Project and curriculum development projects
- Strengthen Heathfield High’s participation in and contribution to the Regional VET programs both in the Hills Murraylands (School and Beyond) and in the Adelaide East (YouthJET)
- Continue to develop whole of school career education / transition to work program
- Develop Heathfield High School’s role as a lead school, for the Hills Murraylands Trade School for the Future. Strengthen leadership in learning and leading for the future.
- Expand the ‘functioning’ of the new Piltarilla Skill Centre Training Restaurant and Kitchen
- Lead out in facilities development and curriculum reform as lead school for the successful Adelaide Hills Trade Training Centre (Oakbank, Birdwood and Mt Barker) application.

International Education

Targets:
- Further strengthen overseas learning experiences (integrated into learning programs)
- Increase number of full fee paying International Students to 50 by end of 2010, with a particular focus on Hong Kong, China and Korea
- Work towards achieving international accreditation for Heathfield High School
- Expand a comprehensive database of community members who are willing to be host families
- Strengthen curriculum perspectives on international understanding across cultures

Strategies:
- Begin preparations for the 2010 Heathfield High School European Arts/Cultural Tour
- Strengthen ESL, ISEC programs through T&D for key and consequently all staff
- Incorporate global perspectives, including Asia, into learning programs in all curriculum areas
- Strengthen existing short term visits and sister school relationships; expand new ones.
- Include focus on internationalism in all leadership and teaching positions when advertised

Attendance, Retention, Engagement and Wellbeing of all students

Targets:
- Consolidate the ACE program to articulate and achieve relevant outcomes for all year levels
- Improve participation, retention and wellbeing for Aboriginal students in 8 – 12
- Implement child protection curriculum across all learning areas

Strategies:
- Increase staff understanding of Aboriginal Culture Studies, strengthen communication networks with families of Aboriginal students
- T&D for all staff re mandatory notification and cyber bullying
- Key staff will work with staff and students in promoting T&D about drugs and alcohol through the Federal Government’s Adolescent and Alcohol Initiative 2009 grant funds.
- Key staff will use the funds from the successful “Wellbeing for Learning Inquiry” application to further expand the half day ACE program so that students in all year levels are fully engaged.