



HEATHFIELD
HIGH SCHOOL

EXPECT TO BE CHALLENGED

EXPECT TO BE ENCOURAGED

EXPECT TO BE THE BEST YOU CAN BE



SITE IMPROVEMENT PLAN 2018 – 2020

Priority 1:

Secure high level student
achievement, engagement &
wellbeing

Priority 2:

Leading Innovation in curriculum,
pedagogy and assessment

Priority 3:

Ensuring highly effective
Leadership, school culture and
community engagement

HEATHFIELD HIGH SCHOOL STRIVES TO BE THE SCHOOL OF CHOICE FOR ADELAIDE HILLS STUDENTS
by 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: Securing highest levels of student achievement, engagement & wellbeing

IMPROVEMENT PRIORITIES	WHERE DO WE WANT TO BE? TARGETS	STRATEGIES
Priority 1: Securing the highest levels of student Achievement, engagement & wellbeing		
Whole school achievement and successes in post school pathways	<ul style="list-style-type: none"> • 100% SACE completion by 2019 • 25% > A grades at stage 2 by 2020 reflected in all year levels. • 85% > or greater retention of HB student from year 7 in NAPLAN by 2019 • Data directs “Senior Years Support Strategy” applied to all SACE stage1 and 2 students including HB students • Middle school support strategy is introduced by the end of 2018 • Year 8 to 12 Career Education Plan with dedicated leadership to support it implemented by 2019 • Destination data reflects 100% students have post school pathways each year • Individual Learning Plans reviewed for all NEP, Aboriginal and Guardianship of the Minister students by Dec annually. 	<ul style="list-style-type: none"> • Implement termly tracking strategy • Evaluation of LAP/tasks • Whole staff focus on A grade criteria AC/PS • Focus on students using language of assessment • ACE teachers as academic mentors
Use data to improve literacy and numeracy strategies and student achievement	<ul style="list-style-type: none"> • All year 8 to 12 teachers know students’ NAPLAN results and integrate this information into their lesson delivery providing multiple entry points to learning by the end of 2019 • Subject specific literacy scaffolds evident in all classrooms and on Moodle or Daymap, or 365 by end of 2019 • Intervention strategies in place for all students below national minimum standard in the NAPLAN year 7, PAT yr 8 by the end of 2018 and their impact are evaluated. • Teachers use traffic light indicators of NAPLAN/PAT on day map for all students in years 8 to 12 students. • Termly analysis of Head Start progress against literacy and numeracy continuums, as well as PAT resources by end of 2018 	<ul style="list-style-type: none"> • Collaborative moderation Intra/ inter school • PL on data and multi entry points, class stratification tool • Appoint SSO to support attendance and family engagement.
STEM strategy	<ul style="list-style-type: none"> • 20% increase for stage 2 maths courses including physics, class size > than 20 for stage 2 science courses by end of 2019 and beyond. • 100% of students involved in STEM quest or equivalent years 8-10 by 2020. • 20% > increase in female enrolment in stage 2 science, maths subjects by end of 2019 (approx. 5%) • S4S – students involved in planning and reviewing programs of study by term 4 2019 through the Culture PLIC • STEM quests and or associated program are evaluated by students, teachers and linked to improved outcomes in science, mathematics technology subjects by Dec 2018. • Interdisciplinary approach for creating STEM capable learners across the curriculum by 2020. 	<ul style="list-style-type: none"> • Staff training on data tracking • Attendance strategy revisited with staff. • Youth worker to a develop attendance watch lists.
Improve student attendance through parental engagement & wellbeing	<ul style="list-style-type: none"> • 91% > of students attend school every day by the end of 2018 • 50% reduction in habitual and chronic non-attendance, escalation procedures are implemented and used by all stakeholders by term 2 2018 • Use MDI data to support appropriate responses to wellbeing issues, support ACE program development linking to cross curricular capabilities, child protection curriculum by term 3 2018. • Needs analysis across the school for specific well-being supports carried out by term 2 2018, correlating interagency support needs. 	<ul style="list-style-type: none"> • Review ACE program and links to high profile well-being issues identified. • Referral process for trauma and mental health cases

Priority 2: Leading innovation in curriculum, pedagogy and assessment

IMPROVEMENT PRIORITIES	WHERE DO WE WANT TO BE? TARGETS	STRATEGIES
Implementation of the Australian Curriculum & new SACE in an innovative, interdisciplinary middle and senior years learning environment	<ul style="list-style-type: none"> Curriculum review years 8-12 is carried out and new proposal developed by term 2 2018 DEEP STEM is reflected across the curriculum yrs. 8-10 to involve the arts, global learnings and HPE in the STEM approaches of interdisciplinary approaches by the end of 2019. Curriculum provides opportunity for students to be creative/curious in their learning while supporting students to overcome learning barriers ACE curriculum review carried out and responsive to student needs and career development strategies aligned to DECD policy 2018 Rationalise curriculum pathways for 2019 from year 8-12. Learning areas have implemented explicit teaching of "text type" and "genre" specific to their learning area to improve literacy in years 8 to 10 by the end of 2020 40% > all students are surveyed for feedback on curriculum innovations and are involved in planning for their futures. 	<ul style="list-style-type: none"> External whole school curriculum review \$40k STEM strategy developed and implemented Collaborative planning all LA to implement VL15 days (TRT) Leader observations Peer observations (10 day TRT) Students observing the learning
Pedagogical shift and implementing visible learning framework	<ul style="list-style-type: none"> All teachers use LI/SC every lesson, implement self/peer feedback strategies by the end of 2018 Consistent approaches whole school and LA to ensure best practice in feedback of teachers to students, students to teachers and students to students. Blooms and solo taxonomy are linked to LI/SC and learning activity choice by 2019. Observe the learning supports teacher feedback on professional practice to inform PDR process by term 3 2018 Impact coaches as pedagogical coaches by term 2 2018 T & L coordinator supports LAL for stretch and challenge strategies termly Assessment for learning and of learning strategies are revisited and embedded by term 3 2018; Checking for understanding strategies 	<ul style="list-style-type: none"> S4S construction of units of work with teachers (2 days) 3 Visible learning days 2 leadership days VL Performance development training. Create HALT teacher group to drive VL implementation Opportunity for PL in teaching teams to examine student progress, teacher pedagogy
Observation of practice	<ul style="list-style-type: none"> All teachers trained in lesson observation and providing feedback of pedagogical practice term 4 2018 All teachers take part in observer learning by term 3 linked VL outcomes. Develop leaders observational and feedback skills through coaching methodology term 1 2018 Introduce instructional rounds teacher and student process by term 3 2018 	<ul style="list-style-type: none"> 10 TRT days fund collaborative planning days for curriculum development.
Assessment & Reporting	<ul style="list-style-type: none"> Termly tracking system implemented by term 1 2018. All staff take part in and gain feedback from collaborative moderation process by term 4 2018 year 8-10. Tracking systems inform intervention decisions whole school including SS support strategy and implementation of MS support strategy Student focus groups inform the school of effective assessment practices across the school by term 2 2018 LAL exam review meetings linked to SACE achievement and target setting using NAPLAN data by end of term 1 2018 	<ul style="list-style-type: none"> Recording teacher practice 0.2 STEM release 0.4 VL release Secondary collaborative moderation Phil Beadle emersion prog
Professional Learning innovation teams	<ul style="list-style-type: none"> Digital portfolios, Visible learning, critical creative thinking for collaborative learning space, 2019 curriculum review, e-learning platform and apps, Moodle. PLIC outcomes feed into SIP and PL processes for 2018. PLIC and PL are increasingly staff directed by 2019/2020 	<ul style="list-style-type: none"> HALT- 3-5 teachers self-select to go through certification by 2019, become teaching leaders in the school IT data officer 15 hr per week

Priority 3: Developing Leadership, school culture and community engagement

IMPROVEMENT PRIORITIES	WHERE DO WE WANT TO BE? TARGETS	STRATEGIES
<p>Performance development aligned to school improvement and professional learning</p>	<ul style="list-style-type: none"> • Implement PDP process that aligns to DECD practice and focusses on performance review conversations by December 2018 • Provide professional learning using DECD personnel to all teachers and leaders about the code and PDR processes by end of term 1 2018 • All staff are trained in Public Sector Code of Conduct and performance development requirements 2018 • PDR targets are aligned to SIP and APST for individual professional improvement by end of 2018 	<ul style="list-style-type: none"> • DECD training and Tuesday PL time • Evaluation and direction of community projects.
<p>School identity and culture is further strengthened and communicated with the community</p>	<ul style="list-style-type: none"> • 100% of students are involved in a community project annually • School website updated with weekly articles of news, activities and events • 100% all year 8 -10 students engaged in community service projects in 2018 • School promotion officer position SSO appointed by term 2 2018 • Students as co-constructors of learning by term 3 2018 • Carry out community links audit by end of term4 2018 • Establish Student Alumni by 2019 for engaging old scholars to build school culture 	<ul style="list-style-type: none"> • Evaluate PDR process by term 1 2018 • Target German international student demand • Consultancy support for new website development, website working party established term 1 2018.
<p>Strengthen and expand the school's International Program</p>	<ul style="list-style-type: none"> • An International Programs Committee with staff, student and parent representation established by Term 2 2018 • Maintain and expand international programs and student enrolments for more long term students • Strengthen the school's profile overseas • Increased number of international students to 15+ choosing to study at Heathfield by 2019 • The school website is relevant, informative and accessible to international students and their parents in their home countries, including broadening into social media platforms. • Develop and implement a strategy to increase home stay family pool. 	<ul style="list-style-type: none"> • Daymap calendars used and supported by administration. • Weekly/fortnightly assemblies all year levels to promote school culture and ethos
<p>Continue to improve communication strategies within school and school community</p>	<ul style="list-style-type: none"> • Website review rebuild and implementation committee established by term 3 2018 • School Website to be developed • Daymap calendars used as main communication tool by term 1 2018, Daymap messenger used for staff to parent communication term 2 2018 • Develop staff communication strategy to streamline school communication by term 3 2018 • Develop a school rewards, student acknowledgement process that is inclusive of a broader group of students 	<ul style="list-style-type: none"> • Review and implement BFL strategies and processes
<p>Behaviour for learning and student engagement</p>	<ul style="list-style-type: none"> • Develop and implement sharing the data with student's process, use behaviour data for proactive termly intervention and set target for students and families. • Student focus groups used termly to gain feedback from students about their learning and school improvements every term 2018. • Involve all staff in reviewing behaviour for learning responses whole school by term 2 2018 • Review summer uniform using student and parent input. • Use student feedback to identify effective practice across the school for learner engagement, school belonging and climate. 	<ul style="list-style-type: none"> • Student focus groups • Students as observers and constructors of learning