



**HENLEY  
HIGH SCHOOL**

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## **HENLEY HIGH SCHOOL STRATEGIC PLAN 2015 - 2020**

### **Core values are Respect Responsibility Equity Achievement**

Henley High School is the local Government Secondary School for 1400 students in years 8 to 12 in the western suburbs of Adelaide, South Australia; it operates under the governance of the South Australian Department for Education and Child Development. Its student cohort has grown by 50% over the past ten years and currently includes 100 International students, 30 students in our Flexible Options program and the 30 students with significant learning difficulties in our Disability Unit.

Henley High School currently and proudly provides for each student equitable and accountable access to

- quality teaching
- opportunities to develop skills for their future, including entrepreneurial skills
- support for their wellbeing
- opportunities to become global citizens
- subjects and experiences to help them achieve their post-school goals

School systems are in place to enable this to occur

- The school operates under the Governance of DECD. It is supported by parent and community members on the Governing Council. A Management Committee of 30 school leaders is the decision making body in the school, to which the Student Executive have input.
- Student services teams for the Middle School (Years 8 & 9), Senior School and Disability Unit manage the wellbeing of students and staff, their attendance and achievement. Additional support is managed for marginalised students.
- Operational teams manage the Finances, Facilities, Promotion, Human Resources, Team International, Special Sport Program, Work, Health and Safety, Information Technology, Performance Development, Training and Development and Aspiring Leadership programs for both staff and students.
- Curriculum teams ensure we comply with the Australian Curriculum (AC) and South Australian Certificate of Education (SACE) curriculum and assessment requirements, with particular focus on differentiation, skill development, including the higher order thinking skills, literacy and numeracy and research, entrepreneurialism, STEM (Science, Technology, Engineering and Mathematics, the digital Arts and sports sciences), career development and vocational education. Partnerships with the community, business and industry, the tertiary sector, Western Adelaide Secondary Schools Network (WASSN) and Western Adelaide Shores partnership and schools overseas have been critical.



**Government of South Australia**  
Department for Education and  
Child Development



Some notable achievements include

- A year 12 student won numerous awards for his creation of robots and a science teacher was joint winner of the New Science Teachers award.
- A seamless transition from a physical library to a virtual library with NAPLAN results indicating ongoing achievement of our students in literacy
- SACE completion rates in 2014 of almost 100% - two students gained an apprenticeship
- Ongoing funding for the leadership of Advanced Technology and STEM programs, within the school, WASSN and the partnership
- Funding for a Maths enrichment program for year 8 students
- The success of the ACARA STEM project which has resulted in teachers and leaders invited to present at an ACARA conference in Sydney
- STEMLings – aspiring STEM students – are regularly accessing facilities and resources at Adelaide University and University of South Australia
- Enrolments continuing to rise, with a waiting list of 80 students for entry into year 8 maintained for three years.
- Numbers of Year 7 into Year 8 applications for enrolment into the special entry Special Sport Program are consistently high and include increased numbers of quality athletes who have high academic aspirations
- A steady shift of the 'bell curve' to indicate more students are gaining As rather than Bs. There are now almost no D and E grades
- SACE completion of aboriginal students in 2014 was 100%
- Increase in numbers of International Graduate and Study Abroad students by 30% over the last three years; we now have two Intensive English Classes. We continue to sponsor three annual overseas tours for students
- Improvement in attendance at all years to meet DECD targets and a reduction in student suspensions
- Data sets are regularly generated and interrogated and indicate high levels of improvement against targets, engagement and wellbeing of students and staff and community approval of school programs, directions and achievements
- Staff performance is regularly reviewed as part of the ongoing school culture of improvement
- Virtual Classrooms contain all curriculum documentation and resources and can be accessed by staff, students and their parents and partners overseas
- Council Of International Schools and CRICOS accreditation achieved
- 15 ASQA accredited vocational courses are available on campus, delivered by qualified staff and providing up to Certificate 3 qualifications
- A broad curriculum includes more than 80 different courses for students
- Annual Arts Festival, a musical every two years and an annual exchange between Henley High School and New Caledonian choir members
- Our Trade Training Centre holds an annual expo that is well supported by business and industry
- Dematec is one of a number of sponsors providing mentoring to teachers and students in the Advanced Technology course

The challenge for the next 5 years is continuing to improve the quality of the teaching and learning through:

#### GOVERNANCE

- Increased engagement of students and parents in determining and managing the culture of the school
- Resolving the role of the school in the Western Shores partnership and WASSN

## STUDENT SERVICES

- Improvement in the transition of year 7 students into 8, particularly related to academic achievement
- Improvement in the achievements and engagement of year 10 students
- Increased accountability of mentors in supporting student achievement and wellbeing
- Improvements in attendance, engagement and achievements of our marginalised students
- Students and staff access to current training about cyberbullying and mental health
- Increased leadership provided by students for their peers

## OPERATIONS

- Targeted Training and Development for teaching and non-teaching staff based on their Personal Development Plans
- Increased involvement of parents in monitoring student performance through the parent portal
- Implementing the 10 year Master Plan for an Educational Hub, in particular improvement in facilities for teaching of science
- Development of facilities to promote the integration of STEM experiences
- Consolidation of quality school leadership, succession planning processes and aspiring leadership programs
- Consolidation of sustainable partnerships for pre-service training
- Establishing Office 365 and the new EMS in the school within a consolidated school IT infrastructure and maintenance regime
- Consolidation of Team International programs, particularly for student exchanges
- Improved accountability of our Special Sport Programs and achievement of these students at Stage 2
- Promotion and consolidation of our community and tertiary partners
- Building our old scholars network
- Data sets indicating ongoing improvement in all targeted areas
- Resolution of overcapacity concerns and their impact on human resourcing and facilities
- Resolving funding, staffing and capacity of the Disability Unit
- Maintaining compliance and managing risk efficiently and effectively

## CURRICULUM

- Inclusion of 3D printers, laser cutters, robotics, coding, gaming and new technologies to engage students to learn in 'their' world
- Lessons focus on skill development rather than content - literacy, numeracy, research, problem solving, communication, IT, entrepreneurialism
- Ongoing movement of Bs into As through increased students access to Higher Order Thinking Skills
- Improvement in the performance of boys
- Career advice processes recognise personal aspirations and pathways of individual students
- Differentiation in classrooms ensures the needs of all students are being met