

## Henley HS Site Improvement Plan 2016 – 6<sup>th</sup> July 2016

Priorities	Targets/focus	Strategies	Evaluation Measures
<p><b>Quality Teaching Strategy</b></p> <p>Raise and sustain higher levels of achievement for all students as they progress through the school by building teacher capacity to effectively design assessment tasks to cater for the full range of student learners and to measure the effectiveness of tasks. <i>(ESR Recommendation 2)</i></p> <p>Increase the number of students attending school and attaining higher levels of achievement by identifying and promoting teaching practices that stretch and challenge learners. <i>(ESR Recommendation 1)</i></p>	<p>Classroom practice reflects a quality teaching culture with engaged students and purposeful learning.</p>	<p>Quality Teaching Leadership position appointed.</p>	<p>Survey of teacher practice.</p>
	<p>Task and learning design promote the academic stretch for high achievers and support for others to achieve at their best. Tasks promote critical and creative thinking.</p>	<p>“Better schools funding” used to provide leaders with extra time to support their staff in the development of highly effective teaching practices Develop a process to track student growth and review practice.</p>	<p>Curriculum Leaders access appropriate data to plan and implement improvements and target T&amp;D in curriculum area meetings.</p> <p>Student’s maintain high achievement levels or improve.</p>
	<p>SACE and AC curriculum are delivered and assessed using best practice task design – student, parent and peer feedback informs change.</p>	<p>Curriculum teams address task design and effective teaching practices in T&amp;D and curriculum design.</p>	<p>Curriculum teams use meeting time effectively to support T&amp;D and development of High Quality Tasks.</p>
	<p>Quality assurance and consistency across all classes within subjects</p>	<p>Subject moderation occurs for all subjects within HHS and across WASSN and Partnership schools where appropriate.</p>	<p>Subject moderation is scheduled for all subject areas.</p> <p>HHS links with other WASSN HS for single subject moderation.</p> <p>HHS develops a structure and supports moderation between years 7 and 8 teachers.</p>

Priorities	Targets/focus	Strategies	Evaluation Measures
	Strategies evident in all curriculum areas to improve: <ul style="list-style-type: none"> <li>Literacy and numeracy</li> </ul>	Whole school plan to improve Literacy & Numeracy – with leadership structure to support (long term).	Improvement in NAPLAN – decrease in students under benchmark.  Strategies in place to support students who are under benchmark to improve.  Maintain high achieving bands.  Raise within and across bands – NAPLAN and PAT.
	HHS Quality Teaching Framework is developed.	Performance and development processes promote sharing of best practice, reflection and the use of data to inform effectiveness.  Line managers ensure P&D meetings occur and are based on performance conversations.	All staff are engaged in P&D processes to improve practice. <ul style="list-style-type: none"> <li>Peer Observation</li> <li>Student Feedback</li> <li>Examination of class data</li> </ul>
	Flexible delivery through the use of Scholaris and other alternate delivery methods ensure students have 24/7 access to curriculum.	Office 365 opportunities are explored and implemented especially OneNote.	OneNote for the classroom is utilised to support learning and collaboration.
	STEM Focus.	Leadership of STEM amongst WASSN, primary & Uni SA & international and inclusive of partnership schools through 'stemlings' program and STEM connections project.  Accessing ATP funding.	Attract and retain students in STEM subject pathways to a Stage 2 level. (Enrolment data)

Priorities	Targets/focus	Strategies	Evaluation Measures
	Middle School review.	Examine data from student and teacher feedback and projects/ curriculum trials to develop a model of curriculum delivery for the middle school.	A 'new' model of curriculum delivery is accepted for 2017.
<p align="center"><b>Attendance</b></p> <p>Increase the number of students attending school and attaining higher levels of achievement by identifying and promoting teaching practices that stretch and challenge learners. <i>(ESR Recommendation 1)</i></p>	Student Attendance improves to achieve DECD benchmarks.	Structured and accountable mentoring for all students – all staff have a mentor group. With a focus on attendance.	Analyse attendance data taking into account anomalies eg high levels of exemptions. Attendance percentage increased.
	Unexplained absences are reduced.	<p>Regular examination of attendance data to establish patterns, areas of concern and strategies for improvement.</p> <p>IAIPs developed for chronic non-attenders.</p> <p>District support staff – relationship maintained and utilised.</p>	Data regarding student's attendance from senior and middle school teams and targeted (marginalised) groups.
<p align="center"><b>Wellbeing of Staff and Students</b></p>	Mind Matters framework implemented. Hosting of Social Worker placement - UniSA	<p>T&amp;D and the establishment of an action team. (promotion of a positive Psych Model).</p> <p>Utilise social workers to gather data on student wellbeing.</p> <p>SFD – staff and student wellbeing focus.</p>	<p>MDI data and student/staff/parent opinion surveys.</p> <p>Psychological surveys</p>
	Student Executive are promoted and supported to provide student voice.	Presentation at assemblies, collection of data re specific student issues. Promoted achievements of Exec.	Student/Teacher surveys Whole school understanding of quality teaching and learning – formal and informal feedback.

Priorities	Targets/focus	Strategies	Evaluation Measures
		Authentic contribution to Quality Teaching and Learning. Student membership in decision making groups.	
	Promotion of house culture beyond sports events.	Include house stats on attendance, achievement and improvement.	House shield.  Student involvement in co-curricular activities.
	Strategies and programs established to improve students outcomes across transition points <ul style="list-style-type: none"> <li>• 7-8 through partnerships</li> <li>• 9-10 middle school and senior school</li> <li>• Collaboration</li> </ul> Smoother and timelier transition of year 7 data/information from all sectors.	Partnership portfolio groups, engagement in shared staff meetings and SFD to promote continuity of curriculum.  Senior school coordinator – Transition from 9 to 10.  Maths/Science student pathway preparation to senior school.	Administration members are on individual partnership groups. These relationships allow better follow up of individual transition – both directions. Less course changes. Increase in student satisfaction in subject selection.  Collection of data on subject changes – against recommendation

<b>Community engagement and our Educational Hub</b>	Promotion of the 10 year Educational Hub plan.	Governing council to reboot the 10 year plan and support the realisation of aspects of the plan.	Commitment to the aspects of the 10 year plan developments.
	Sharing facilities with community.	Develop relationship with community group to make use of facilities after hours.	Facilities are in regular use by community groups – hirers data, community interactions.
	Industry partnerships to enhance Trade Training/VET. Partnerships with sporting and other organisations.	Reinforce established links with industry and investigate other ways to support student pathways	Student pathway data. Established ECAs with organisations and industry.
	International partnerships.	<p>Promote supportive partnerships with IES. Establish new agreements with OS schools to provide exchange and study tour opportunities.</p> <p>Support international program to maintain demand for OS student placement.</p> <p>Training and development for International Teachers.</p>	<p>International Student enrolments Inbound and outbound study tours Shared classrooms though the use of IT eg Skype.</p> <p>Extensive visits from overseas Teachers/Educators.</p>
<b>Strategic Business planning and operation</b>  <b>Improvement, compliance and accountability</b>	Effective Succession Planning.	<p>Aspiring leaders identified and mentored.</p> <p>Clear expectation that all leaders have an identified successor.</p>	<p>Effective 'backfill' of leadership positions in case of leave or promotion.</p> <p>Aspiring leaders are seeking leadership opportunities.</p> <p>Many aspiring leaders have won leadership positions.</p>

	Partnerships – primary schools and WASSN	Active participation in WASSN and WASP portfolio groups.  Identification of areas of potential collaboration	Aspiring leaders are active in all are portfolio groups where possible.  Through partnership relationships – tracking of student growth from K-12. Improved use of data to support all students.  Greater understanding and collaboration between PS and HS of the flow of curriculum and skill development.
	Effective and comprehensive Induction program exists.	Scheduled and ongoing induction for new staff throughout semester 1 and then as necessary.	New staff are supported and are able to focus on teaching and learning.  Induction package needs to be digitised and interactive online training.
	Implementation of CIS and ESR recommendations	Review of SIP and Strategic Directions	Strategic directions 2016 – reflect the recommendations from ESR and CIS reviews.
	PDP program - KPIs and line management	Performance and development processes. Line management training.	All staff have PDP (all leaders KPIs) saved to Q drive. HR module reflects this.  Staff have regular, recorded LM meetings.  Classroom observations – development of process, template that allows staff to identify and assess Professional Standards.

	Effective and Proactive WHS committee.	Training of WHS committee, WHS standing item on all agendas, effective reporting of WHS issues.	The school is safe and staff are regularly using risk assessments in their planning and programming and throughout the worksite.
	Improved facilities, particularly science.	Continued pursuit of masterplan. Management of capacity issues.	Continued improvement of facilities provide modern learning spaces for improved student learning.  Re-development of Science laboratories.  Improved space for year 10.