HENLEY HIGH SCHOOL STRATEGIC PLAN
2012 – 2014

Henley values a diverse learning environment supporting all students to achieve their best as future global citizens.

Core values are Respect  Responsibility  Equity  Achievement

Henley High School prides itself on its commitment to quality teaching and 21st century learners.

PHILOSOPHY
• Promotion of the school’s philosophy
• Articulation of the alignment of all school policies and processes with the school’s philosophy
• Review of its relevance during 2014.

GOVERNANCE & MANAGEMENT
• A Governing council is constituted and promoted on the website; increase in parent and business participation is encouraged
• CIS (Council of International Schools) accreditation protocols and processes are current
• School uniform is reviewed
• Streamlining of management processes

CURRICULUM
• Implementation of the Australian Curriculum
• Data - NAPLAN(National Literacy and Numeracy) and SACE (Senior Secondary) - meets targets
• Capabilities/cross curriculum perspectives are explicit in HHS curriculum documentation and teaching practice(including literacy and numeracy, work practices, working in teams, citizenship and resilience)
• Collaborative and personal Virtual Classrooms are quality assured and include explicit differentiation/backward planning
• Breadth of curriculum offerings offers choice and successful outcomes for all parents and students
• The Advanced Technology Project (STEM) is maintained and targets met
• The Career Development Program is implemented and career information is explicit in all curriculum documentation.
• Assessment and Reporting policies and processes are aligned to the SACE and Australian Curriculum requirements and managed through Scholaris (Learner Management System)
• Sustained learning between Henley students and those in other countries is facilitated
• Adjustment to changes in SACE processes and structures

COMMUNITY
• Public Education system is promoted
• Customer service is a priority
• Participation in IES (International Education Schools) programs address multiculturalism and internationalism targets
• Partnerships with all tertiary institutions are promoted
• Employer support for workplace training is promoted
• Partnerships with business and sporting organizations are acknowledged and promoted
• Fundraising and sponsorship opportunities and scholarships are investigated and managed
• Web site is the major promotional tool for 13 areas of the school including Quality teaching and learning, Middle School, Senior School, Arts, SPESSS, Home Economics and Community Services, Disability Unit, International Education, Trade Training, Information and Communication Technology, Community, ATP and CDP and Staff Well-being
• Old Scholars network is formalised
• Partnerships with other WASSN schools (Secondary Schools in western Adelaide) support student learning
• Partnerships with St Michaels and Immanuel Colleges are maintained, including Caica Cup
• Partnerships with feeder Primary Schools are developed and promoted
• Student and staff exchanges with interstate and international schools are consolidated
• Community expertise is available on campus to support student choices/pathway

STAFF
• Quality teaching supports 21st century learners and is an emerging whole school priority
• An agreed and accountable Performance and Development Program is implemented
• Training and Development programs/funding reflect school priorities and the needs of teaching and non-teaching staff
• Innovation and integration in teaching practice is encouraged
• Focus is on the leadership capacity of current and aspiring leaders and succession planning
• The Human Resource Profile, including the Leadership model and current Job & Person Specifications for leaders and SSOs, reflects the Enterprise Bargaining Agreement and school priorities, and includes a mix of experienced and graduate teachers and Middle School teaching teams.
• Staff contributions and achievements are celebrated
• Support is provided for Teacher Training programs, including internships, Teach SA and visiting international teams of teachers and leaders
• Staff attire and attendance meets community expectations

STUDENTS
• Students are enrolled in courses that will provide successful outcomes, including full time, part-time, on and off campus
• Middle School and Senior School cultures reflect a socially inclusive 21st century learning environment: the wellbeing and aspirations of all 21st century learners is respected and supported, including the gifted, those with a disability, those with English as a Second Language and aboriginal students
• Transition processes into and from Henley meet needs of DECD and a wide range of students
• Student leadership is promoted and student participation in school decision making processes encouraged
• Student safety programs, including Cyber bullying and driver safety are in place: staff training in Child Protection is managed
• Student achievements are celebrated and promoted
• Reduced targets for student suspensions are realised
• Student are actively involved in citizenship and internationalism activities
• All students have a Career Development Plan

RESOURCES
• Learning Spaces reflect the needs of 21st century teachers and learners and the impact of emerging technologies: staff and students have a laptop/tablet with software, internet, peripherals and devices
• A Virtual Library and e-book strategy is established
• Consolidation of school facilities to cater for increased enrolments and needs for storage
• Ambience of the yard is addressed, including management of litter, cleanliness, improved outdoor shade, seating and gardens
• Negotiated resolution of the RES, including consolidation of all income and resolution of Tier 2 funding – for the Disability Unit, Aboriginal and ESL students
• A business model includes sustainability funding for current and future major investments: the increased use of school facilities after hours, and User Agreements, could provide an income stream