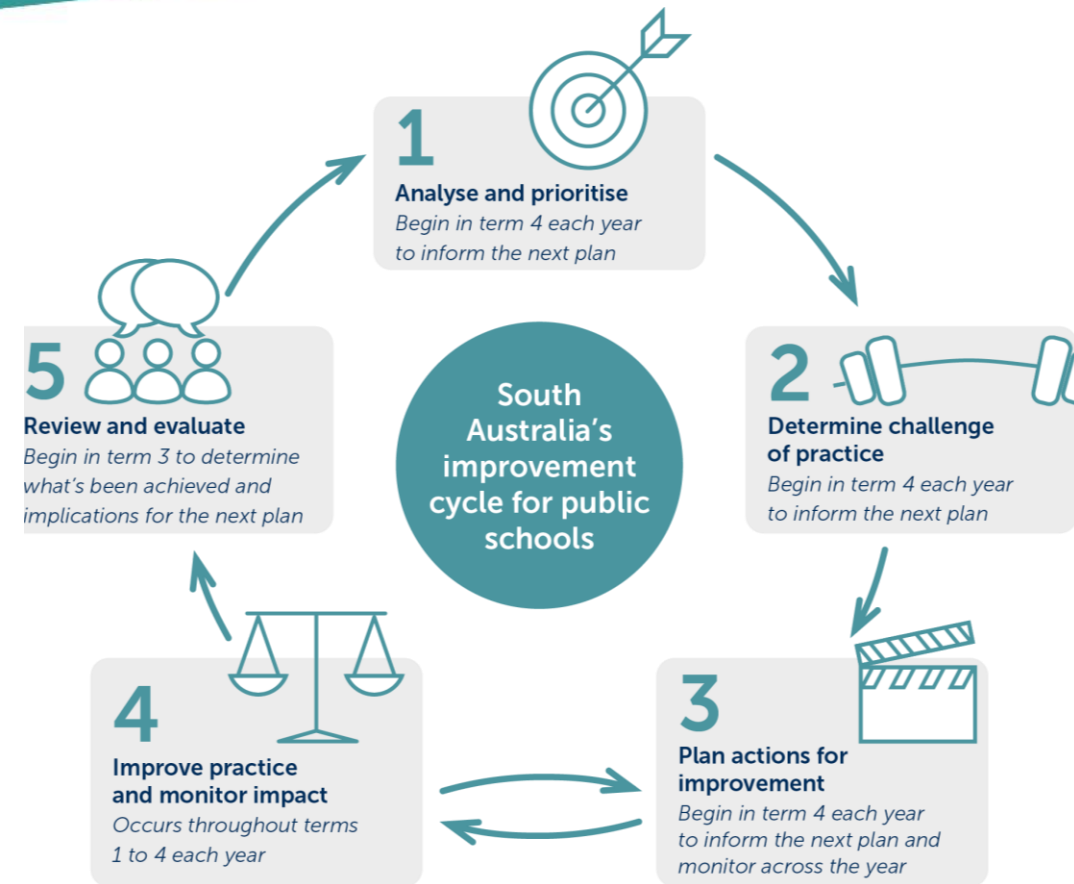


2022 - 2024

School Improvement Plan for Henley High School

Site Number:
0809 and 7855



Vision Statement:

To prepare our students to flourish in a challenging and evolving world.



Government of South Australia
Department for Education

2022 – 2024

School Improvement Plan for Henley High School

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (18 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
Review, Improvement and Accountability
Phone: 8226 1284
education.RIA@sa.gov.au



Government of South Australia
Department for Education


STEP 1 Analyse and Prioritise

Site name: Henley High School

Goal 1: *To Strive* to develop all students into assessment capable learners.**ESR Directions:**

Ensure improvement profiles are achieved and challenges of practice are implemented through strategic performance and development processes that enables teachers to deliver agreed teaching practice.

Target 2022:
Based on Sem 1
 Year 7 cohort GPA will be greater than 10.
 Year 8 to 12 student cohort GPAs grow by 5%

2023:
Based on Sem 1
 Year 7 cohort GPA will be greater than 10.
 Year 8 to 12 student cohort GPAs grow by 5%

2024:
Based on Sem 1
 Year 7 cohort GPA will be greater than 10.
 Year 8 to 12 student cohort GPAs grow by 5%


STEP 2 Challenge of practice
Challenge of Practice:

If we develop learning that empowers the student's use of the general capabilities by embedding them into their lesson planning then the students will become assessment capable learners.

Student Success Criteria (what students know, do, and understand):Students will **establish** highly developed skills and understandings of the Australian and SACE capabilities.Students will have an increased self-awareness to **enhance** them to work more effectively and achieve greater academic success.Students will be highly capable and use these skills to **extend** employability and career readiness.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Leaders will develop a capability driven Care Group Program	Semester 1 End of Term 4 2021 Semester 2 end of Term1 2022	Director for Learning, Director for Inclusion, Year 11/12 Leader, Year 9/10 Leader, Year 7/8 Leader	The Resilience Project, Personal Learning Plan, Course Counselling documents.
Inclusion Team will consistently document the detailed capability driven Care Group Program	Semester 1 End of Term 4 2021 Semester 2 end of Term1 2022	Director for Learning, Director for Inclusion, Year 11/12 Leader, Year 9/10 Leader, Year 7/8 Leader	The Resilience Project, Personal Learning Plan, Course Counselling documents
Teachers will develop an understanding of the updated Australian Curriculum Capabilities in all learning areas, through the facilitation of the Care Group program	End of Semester 1 2022	Director for Learning, B1 Curriculum Leaders	Finalised Australian Curriculum capabilities documents
Teachers will update tasks to reflect updated Australian Curriculum Capabilities and ensure tasks are capability focussed.	End of Semester 1 2022 and End of Semester 2 2022	Director for Learning, B1 Curriculum Leaders	Finalised Australian Curriculum capabilities documents
Leaders will investigate, develop or adopt a capability assessment tool.	End of 2022	Director for Learning, Director for Inclusion, Year 11/12 Leader, Year 9/10 Leader, Year 7/8 Leader	Banksia Park International High School, SASPA, SACE Board

Teachers will work with students to implement a capability assessment tool initially through the Care Group Program	End of 2023	Director for Learning, Director for Inclusion, Year 11/12 Leader, Year 9/10 Leader, Year 7/8 Leader	Banksia Park International High School, SASPA, SACE Board
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Goal 1: **To Strive** to develop all students into assessment capable learners.



STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	Yes Needs attention/work in progress Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
Students will establish highly developed skills and understandings of the Australian and SACE capabilities. Students will have an increased self-awareness to enhance them to work more effectively and achieve greater academic success. Students will be highly capable and use these skills to extend employability and career readiness.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	90% embedded Needs attention/work in progress Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Leaders will develop a capability driven Care Group Program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Inclusion Team will consistently document the detailed capability driven Care Group Program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will develop an understanding of the updated Australian Curriculum Capabilities in all learning areas, through the facilitation of the Care Group program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Teachers will update tasks to reflect updated Australian Curriculum Capabilities and ensure tasks are capability focussed.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will investigate, develop or adopt a capability assessment tool.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Teachers will work with students to implement a capability assessment tool initially through the Care Group Program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 1: *To Strive* to develop all students into assessment capable learners leading to an increase in the percentage of students with a high GPA for each cohort.

STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

Targets 2022: Based on Sem 1 Year 7 cohort GPA will be greater than 10. Year 8 to 12 student cohort GPAs grow by 5%	Results towards targets: Click or tap here to enter text.
School Improvement planning template If we develop learning that empowers the student's use of the general capabilities by embedding them into their lesson planning then the students will become assessment capable learners.	Evidence - has this made an impact? Click or tap here to enter text.
Success Criteria: Students will establish highly developed skills and understandings of the Australian and SACE capabilities. Students will have an increased self-awareness to enhance them to work more effectively and achieve greater academic success. Students will be highly capable and use these skills to extend employability and career readiness.	Evidence - did we improve student learning? how do we know? Click or tap here to enter text.
Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.	
Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.	



STEP 1 Analyse and Prioritise

Goal 2: <i>To Seek</i> to improve academic results in SACE Stage 2.		ESR Directions: Enable greater student ownership of learning and deepen their thinking through the development of an agreed pedagogical approach that makes success criteria and learning intentions clear and ensures teachers and students provide each other feedback.
Target 2022: Based on Sem 1 4% of students achieving GPAs greater than or equal to 14 22% of students achieving GPAs greater between 12.5 and 14 56% of students achieving GPAs between 10 and 12.5 29% of students achieving GPAs between 7 and 10 39% of all SACE Stage 2 grades in the A and B Bands END OF YEAR 74% of all SACE Stage 2 grades in the A and B Bands	2023: Increase in the number of students with GPAs greater than 12.5 by 5%. Increase the number of SACE Stage 2 grades in the A and B Bands by 3%	2024: Increase in the number of students with GPAs greater than 12.5 by 5%. Increase the number of SACE Stage 2 grades in the A and B Bands by 3%

STEP 2 Challenge of practice

Challenge of Practice: If we implement High Impact Teaching Strategies from Year 7 to 12 then students will achieve higher academic outcomes in SACE Stage 2.
Student Success Criteria (what students know, do, and understand): Students will know and understand the role of establishing HITS in all classroom practice and how it can support their learning. Students learning will be enhanced through teachers' applying the HITS to their general practice. Students will extend their learning through taking greater control of their learning in collaborating with their teacher.

STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Teachers will implement HITS #1 – Setting Goals, HITS#2 – Structuring Lessons, HITS#3 – Feedback and HIYTS#4 – Differentiated Teaching, through consistent implementation in all classrooms, leading to greater student voice.	End of 2022	Director for Learning, Director for Inclusion, B1 Leaders	Victorian Education Department HITS strategy, John Hattie Effect Size Research
Leaders will develop a series of ways in which teachers can use data to inform teaching and to provide evidence of improved student outcomes, through improved data literacy.	End of Term 1 2022	Principal, Director for Learning, Director for Inclusion	Victorian Education Department HITS strategy, John Hattie Effect Size Research, AITSL Classroom Observation Guides, Visible Learning Plus
Leaders will develop an approach to lesson observations to monitor and support the implementation of the HITS, and provide opportunities to upskill leaders to have crucial conversations.	End of Semester 1 2022	Principal, Director for Learning, Director for Inclusion	Victorian Education Department HITS strategy, John Hattie Effect Size Research, AITSL Classroom Observation Guides, Visible Learning Plus
Leaders will develop a moderation process to ensure the integrity of A-E grades in each class and subject, with a view to wider external moderation.	End of Term 1 2022	Director for Learning, B1 Curriculum Leaders	Victorian Education Department HITS strategy, John Hattie Effect Size Research, AITSL Classroom Observation Guides, Visible Learning Plus

Leaders will develop structures and supports for teachers to use data to identify where differentiation will support all students to grow including targeted groups.	End of Semester 1 2022	Principal, Director for Learning, Director for Inclusion, B2 Accessibility Leader, B1 Curriculum Leaders	Victorian Education Department HITS strategy, John Hattie Effect Size Research, AITSL Classroom Observation Guides, Visible Learning Plus
Leaders will develop consistent PDP goals and process related to the schools SIP Goals.	End of Term 1 2022	Principal, Director for Learning, Director for Inclusion B1 Curriculum Leaders	DfE PDP Documentation

Goal 2: **To Seek** to improve academic results in SACE Stage 2.



STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?

Student Success Criteria	<input type="radio"/> Yes <input type="radio"/> Needs attention/work in progress <input type="radio"/> Not on track	Evidence Are we improving student learning? How are we tracking against our student success criteria?	What are our next steps? Potential adjustments?
	Students will know and understand the role of establishing HITS in all classroom practice and how it can support their learning. Students learning will be enhanced through teachers' applying the HITS to their general practice. Students will extend their learning through taking greater control of their learning in collaborating with their teacher.	Click or tap here to enter text.	Click or tap here to enter text.
Actions	<input type="radio"/> 90% embedded <input type="radio"/> Needs attention/work in progress <input type="radio"/> Not on track	Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Teachers will implement HITS #1 – Setting Goals, HITS#2 – Structuring Lessons, HITS#3 – Feedback and HIYTS#4 – Differentiated Teaching, through consistent implementation in all classrooms.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will develop a series of ways in which teachers can provide evidence of improved student outcomes	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will develop an approach to lesson observations to monitor and support the implementation of the HITS	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will develop a moderation process to ensure the integrity of A-E grades in each class and subject	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Teachers will increase the opportunities for greater student voice in tasks and the classroom by expertly implementing HITS 1, 2, 8 and 10	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Leaders will develop consistent PDP goals and process related to the schools SIP Goals.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: **To Seek** to improve academic results in SACE Stage 2.



STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p>Targets 2022: Based on Sem 1 4% of students achieving GPAs greater than or equal to 14 22% of students achieving GPAs greater between 12.5 and 14 56% of students achieving GPAs between 10 and 12.5 29% of students achieving GPAs between 7 and 10 39% of all SACE Stage 2 grades in the A and B Bands END OF YEAR 74% of all SACE Stage 2 grades in the A and B Bands</p>	<p>Results towards targets: Click or tap here to enter text.</p>		
<p>Challenge of Practice: If we implement High Impact Teaching Strategies from Year 7 to 12 then students will achieve higher academic outcomes in SACE Stage 2.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>		
<p>Success Criteria – did we improve student learning? Students will know and understand the role of establishing HITS in all classroom practice and how it can support their learning. Students learning will be enhanced through teachers’ applying the HITS to their general practice. Students will extend their learning through taking greater control of their learning in collaborating with their teacher.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>		
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn’t? why? where did we get the lift? why? where didn’t we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what’s needed for next year? Click or tap here to enter text.</p>			

Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps?

[Click or tap here to enter text.](#)

STEP 1 Analyse and Prioritise

Goal 3: <i>Not To Yield</i> on increasing the number of students in the higher bands in Numeracy and Reading		ESR Directions: Ensure improvement profiles are achieved and challenges of practice are implemented through strategic performance and development processes that enables teachers to deliver agreed teaching practice.
Target 2022: 25% of Year 7 & 8 students with a PAT-R (>140) 25% of Year 9 & 10 students with a PAT-R (>148) 27% of Year 9s in the Higher Bands in NAPLAN for Reading 25% of Year 7 & 8 students with a PAT-M (>140) 25% of Year 9 & 10 students with a PAT-M (>148) 25% of Year 9s in the Higher Bands in NAPLAN for Numeracy	2023: For Pat M & R and NAPLAN increase all year level data by 3%	2024: For Pat M & R and NAPLAN increase all year level data by 3%

STEP 2 Challenge of practice

Challenge of Practice:

If teachers implement high yield literacy and numeracy practices, then the number of students in the higher bands in Numeracy and Reading will increase.

Student Success Criteria (what students know, do, and understand):

Students will **establish** an understanding of their literacy and numeracy levels and how this knowledge impacts their learning.

Students will **enhance** their literacy and numeracy skills through consistent and established in class improvement strategies.


Students will **extend** their literacy and numeracy skills to increase their academic performance in higher order, complex questions.


STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
Leaders to re-establish previous processes in Literacy and Numeracy and support teachers to refocus their programs to focus on these capabilities.	End of Term 2 2022	Director for Learning, Director for Inclusion, B2 Lit/Num Leader, B1 Leaders	Previous supporting documentation
Curriculum leaders will be supported to become the drivers for high yield Literacy and Numeracy strategies.	End of Term 2 2022	Director for Learning, Director for Inclusion, B2 Lit/Num Leader, B1 Leaders	Previous supporting documentation
Leaders will support all teachers to become data literate to use data to drive continuous improvement.	End of Term 2 2022	Director for Learning, B1 Curriculum Leaders, Teachers	Power BI, OARS, Compass, Databases, self developed systems
Senior Leaders will support the Mathematics team to analyse data sets to review the Maths Pathways program.	End of Term 3 2022	Director for Learning, B2 Lit/Num Leader, Maths Coordinator, Maths Teachers	Maths Pathways data, PAT Data, A-E Grades data, Student and Staff Feedback
Senior Leaders will support the Mathematics team to analyse data sets to review the Maths Pathways program.	End of Term 3 2022	Director for Learning, B2 Lit/Num Leader, Maths Coordinator, Maths Teachers	Maths Pathways data, PAT Data, A-E Grades data, Student and Staff Feedback

<p>SACE Leaders will establish processes to monitor and support Senior Students to achieve greater success in SACE Stage 2.</p>	<p>End of Term 1 2022</p>	<p>Director for Learning, Director for Inclusion, B2 11/12 Leader, 11/12 Coordinator, Maths Teachers</p>	<p>Compass</p>
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Goal 3: *Not To Yield* on increasing the number of students in the higher bands in Numeracy and Reading.

 **STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving student learning? How effective have our actions been?**

<p>Student Success Criteria</p>	<p>  Yes  Needs attention/work in progress  Not on track </p>	<p>Evidence Are we improving student learning? How are we tracking against our student success criteria?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Students will establish an understanding of their literacy and numeracy levels and how this knowledge impacts their learning. Students will enhance their literacy and numeracy skills through consistent and established in class improvement strategies. Students will extend their literacy and numeracy skills to increase their academic performance in higher order, complex questions.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Actions</p>	<p>  90% embedded  Needs attention/work in progress  Not on track </p>	<p>Evidence Are we doing what we said we would do? Are we improving student learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Leaders to re-establish previous processes in Literacy and Numeracy and support teachers to refocus their programs to focus on these capabilities.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Curriculum leaders will be supported to become the drivers for high yield Literacy and Numeracy strategies.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Leaders will support all teachers to become data literate to use data to drive continuous improvement.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Senior Leaders will support the Mathematics team to analyse data sets to review the Maths Pathways program.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Senior Leaders will support the Mathematics team to analyse data sets to review the Maths Pathways program.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

SACE Leaders will establish processes to monitor and support Senior Students to achieve greater success in SACE Stage 2.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 3: *Not To Yield* on increasing the number of students in the higher bands in Numeracy and Reading.

STEP 5 Review and Evaluate - Have we achieved our improvement goals and targets? What have we learned and what are our next steps?

<p>Targets 2022: 25% of Year 7 & 8 students with a PAT-R (>140) 25% of Year 9 & 10 students with a PAT-R (>148) 27% of Year 9s in the Higher Bands in NAPLAN for Reading 25% of Year 7 & 8 students with a PAT-M (>140) 25% of Year 9 & 10 students with a PAT-M (>148) 25% of Year 9s in the Higher Bands in NAPLAN for Numeracy</p>	<p>Results towards targets: Click or tap here to enter text.</p>
<p>School Improvement planning template If teachers implement high yield literacy and numeracy practices then, the number of students in the higher bands in Numeracy and Reading will increase.</p>	<p>Evidence - has this made an impact? Click or tap here to enter text.</p>
<p>Success Criteria – did we improve student learning? Students will <i>establish</i> an understanding of their literacy and numeracy levels and how this knowledge impacts their learning. Students will <i>enhance</i> their literacy and numeracy skills through consistent and established in class improvement strategies. Students will <i>extend</i> their literacy and numeracy skills to increase their academic performance in higher order, complex questions.</p>	<p>Evidence - did we improve student learning? how do we know? Click or tap here to enter text.</p>
<p>Reflection on Actions – did we do what we said we would do? how effective were our teacher/leader actions? why? which actions had the biggest impact? why? which didn't? why? where did we get the lift? why? where didn't we? why? what happened in which classrooms? which data sets and what evidence was most useful in tracking progress? what's needed for next year? Click or tap here to enter text.</p>	
<p>Reflection on our improvement planning and implementation – how effectively are improvement planning processes resulting in informed change? How do we know? how effectively have staff students and families been involved in improvement planning? how do we know? to what extent is our plan enacted collaboratively and coherently across the school? what do we need to do to improve this? what have we learned and what are our next steps? Click or tap here to enter text.</p>	

