



HERITAGE COLLEGE



School Improvement Plan 2018

2018 College Snapshot



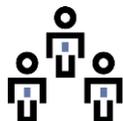
Education Offered:

Foundation to Year 12 classes delivering the Australian Curriculum within the ethos of the College, providing an increasing range of options in Secondary and partnership with Marden Open Access College



403 Students

238 in Primary and 165 in Secondary



Staff

48 Staff with 29 Teachers (15 Primary and 14 Secondary) supported by 5 SSO and 12 Non-Teaching Staff



Achievement

Minimum NAPLAN standards are achieved with an average of 28% high achieving top band in Primary and 9% in Secondary. 100% SACE achieved with 2 Merits



Satisfaction

All staff are approachable, professional and helpful
Learning is balanced and well-structured encouraging excellence in students

A safe God-centred environment where facilities and grounds are well maintained



History

Celebrated 20 years of operation in 2016

About Heritage College

In 1993, a working committee formed to investigate the feasibility of establishing a Christadelphian school in Adelaide. The School acquired the site of the former Hillcrest Hospital. The main building on the 3.5-hectare site was renovated in 52 days and opened in late January 1996 as an R-7 School with an enrolment of 105 students.

In the second year, a Secondary School (with Years 8-10) was added, bringing the total enrolment to 238. Over the subsequent two years, Year 11 and then Year 12 classes were added.

As the College developed, more sections of the original building were renovated, providing features such as Science laboratories, an Art Studio, Library, Home Economics Centre (and Technology Studies Centre on rented premises nearby). Over time, the grounds were developed and more classrooms and specialist facilities built. In 2010, as a result of the Australian Government's Building the Education Revolution program, the College erected a \$2M multipurpose Sports Centre with facilities for assemblies, concerts and drama productions. In 2015 a new Design and Technology Centre was opened and 2016 a new staff car park has been completed in line with the Building Master Plan. In 2017 there was the construction of a new classroom block to form a courtyard area. In 2018 there will be the creation of a breakout space to connect the Oval and the Courtyard, additional toilet block and Courtyard development for multi-use.



Plan context

Why a School Improvement Plan?

In 2013 the Australian Government enacted the *Australian Education Act* which created a legislative framework that puts an excellent education for every child at the heart of how Australia delivers and funds schooling. The Act enshrines a national commitment to ensuring that all Australian children can equitably access the high-quality education to which they are entitled. The Act sets out a national vision for schooling reform and for the development of the National Plan for School Improvement.

There are principles in the Act such as an "excellent education" and they are intended to mark a level of ambition for this reform, recognising that "excellent education" will allow all students to reach their full potential.

As part of this Act, the Australian Government looks to schools to improve school performance through developing and implementing a School Improvement Plan.

Specifically, the National Reform Agenda describes the following as the directions that are proven to make a difference in schools and to students.

The five reform directions are:

1. quality teaching;
2. quality learning;
3. empowered school leadership;
4. transparency and accountability; and
5. meeting student needs.

The Act requires each school to publically make available their School Improvement Plan

Our approach

Following a School improvement framework

A School Improvement Plan requires a three stage process

1. Self-Assessment
2. Improvement Identification Planning
3. Annual Review of progress

Heritage College has identified a Plan to guide the Schools improvement. These areas reflect the College's Council's approved 2014 – 2016 Strategic Plan and the thinking driving the creation of the 2017-2019 plan.

The School Improvement Plan (SIP) is an important tool to assist in driving continued improvement in the quality of teaching and learning at Heritage College.

Self-Assessment

Heritage College has made use of the National School Improvement Tool to guide the development of the School Improvement Plan. The National School Improvement Tool brings together findings from international research into the practices of highly effective schools and school leaders.

Improvement Identification Planning

The Council considered the result of the Self-Assessment, along with structured feedback from all College Staff (Leadership Team, Teaching, and Non-Teaching), the Student needs (via the Student Council process), Parents and Grandparents (via Surveys and interviews).

Annual Review

The Council along with the School Leadership team look to the nominated Improvement Areas for progress during the life of this plan.

How does this link to our College Mission?

The mission since the beginning of the College has been to assist student reach their full potential

Our Mission

Heritage College is dedicated to providing a God-centred educational environment that assists all students to achieve their full potential by encouraging them to strive for excellence, to use their talents in the service of others and for the glory of God.

The SIP embeds a formal process to ensure the school stays relevant and contemporary in its methods to help students towards this mission.

Our Objectives

- To assist the development of godliness in children based on the Word of God, in support of the role of parents.
- To provide a quality education within a biblical context to encourage each student to develop his or her full potential (intellectual, social and emotional).
- To create a safe, happy and spiritual environment where each member of the school community feels loved, valued and respected.
- To assist with the development of skills necessary to earn a living and for a life in Christ.
- To encourage respect for authority and the standards of the College.
- To operate the College in a manner which makes it accessible to as many Christadelphian children as practicable.

The SIP touches on each of these points in terms of the assessment and as the plan is developed in consultation with many stakeholders the Objectives are important reference points for the plan.

Self-Assessment Process

Applying independent measures to highlight Improvement needs

A key resource used to develop the SIP has been the National School Improvement Tool developed which was developed by the Australian Council for Educational Research for the Commonwealth Department of Education, Employment, and Workplace Relations

Nine Strategic 'Domains' for School Improvement

According to the Australian Council for Educational Research, and as highlighted in the National School Improvement Tool, highly effective schools are ensuring that:

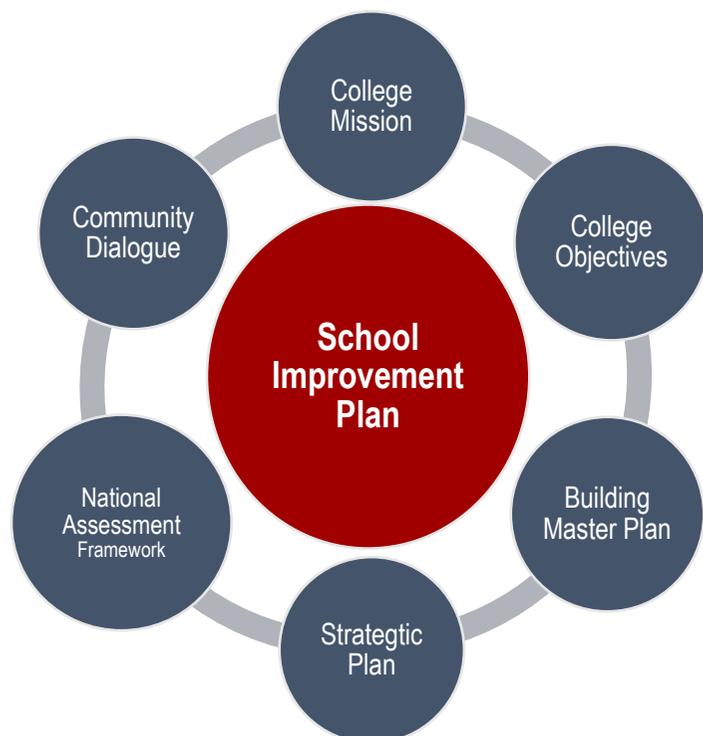
1. There is a strong and explicit improvement agenda for the school which sets measurable improvements in outcomes for students
2. Hard data on student outcomes is tracked, monitored, discussed and is the basis of planning.
3. The school culture promotes learning – high expectations of every learner and a commitment to academic excellence permeates the entire school.
4. The school applies its resources in a targeted manner to meet the learning needs of all students.
5. Teachers are experts in the subjects they teach and have very high levels of pedagogical knowledge.
6. There is systematic curriculum delivery and the Curriculum Plan makes explicit what (and when) teachers should teach and students should learn.
7. Differentiated teaching used as a strategy for engaging every student in learning is promoted.
8. There is a commitment by every teacher and every leader in the school to identify and implement better teaching methods.
9. The school actively seeks partnerships with parents, families, and other education institutes, businesses, and community organisations to enhance student learning

Judgment of performance is that 3 domains are high and the remaining are at medium that we wish to move to high.

School Improvement Plan Components

The School Improvement Plan represents the immediate priorities based on the College Mission, Objectives, Building Master Plan, Strategic Plan, the National Assessment Framework and Community Input, as indicated in the diagram below.

The school has chosen Four Improvement Areas (Not in any order of priority) as a result of this plan.



Annual Review Process

This is a description of the annual review process:

1. Leadership track overall progress, that is evidence based from relevant sources throughout the year.
2. Leadership confirm what has been achieved in a review in Term 4 before the Council Planning Day.
3. Council review evidence of progress and question the reasons for non-achievement and agree or alter the priorities for the following year at the annual Planning Day.
4. Annual report against the School Improvement Plan created and shared with staff.
5. Annual report against School Improvement Plan is published on the website. Hard copy available on request.
6. Leadership suggest School Improvement Plan priorities for the following year based on stakeholder feedback gained informally through the year. Every third year when a new Strategic Plan is due large scale formal consultation will occur with all stakeholders.
7. New School Improvement Plan created with Leadership and Council, then shared with staff and published on the website, with a paper copy available on request.

School Improvement Area 1

Enhance teaching & learning by Technology

School Improvement Statement

To provide accessible, reliable ICLT which enables the integration of technology with pedagogy to maximise student learning outcomes.

2018 Implementation Plan

- Develop further staff digital skills in order to integrate ICLT across the curriculum to improve student learning outcomes and engagement.
- Monitor progress in Professional Learning Teams and Leadership Team of ICLT implementation in the curriculum by staff
- Include in Staff Individual Development Plan process a link to the AITSL standards
- Online billing and fee payments to be made through FACTS account set up by parents and automatically tracked by text/-email to parents and finance
- Purchase Edison Robotic kits for Primary Robotics digital curriculum that are then used by students for specified outcomes
- Wireless access points in Admin and Junior Primary for greater reliability of service so teachers can depend on internet based IT within lessons
- Have dedicated curriculum time for Year 3/4 for typing skills with skills being used cross curricular in Primary
- Devices for Years 10-12 being allowed to be taken home for use with appropriate agreement and filtering software
- Purchase devices for every Year 7-9 student that are dedicated to each student to use, when the teacher determines, to enhance teaching & learning
- Family Zone filtering on all devices from school taken home and devices brought onto the school site to support College duty of care during school times
- Use of i-pads within Primary classrooms to support learning across the curriculum

School Improvement Area 2

Advance professional teaching

School Improvement Statement

To advance teaching capabilities for professional fulfilment to provide a quality education so each student can develop to their full potential

2018 Implementation Plan

- Implement a new dedicated Leadership structure in Primary School that has newly defined roles that supports Teaching & Learning and organisation
- Leadership Training Sessions with AISSA in Term 1 for new Primary Leadership Team
- Dedicated Training Sessions with all leadership team in Terms 1, 2 & 3
- Mentoring and Coaching of leaders by Principal and fellow leaders
- Performance Management Process includes review progress by 360 AITSL Leadership survey for leaders
- Leadership to have a target from self-audit and colleagues survey linked to School Improvement Plan
- Live peer observations with specific focus guided by the Teaching & learning leader
- Revisit Thinking Skills curriculum - understanding, knowledge and implementation of foci for each year group within an agreed scope and sequence
- Use Blooms/Solo Taxonomy Thinking Skills models across the school for consistency of approach
- Primary curriculum assessment rubrics developed to assist reporting attainment judgements and stretch the more able
- Moderation of judgments across the College for core subjects
- Professional Development Days to continue to have School Improvement Plan focus supporting preparation and follow up
- Literacy input from NAPLAN marker to identify key aspects of different levels of attainment to share with students and strategies to improve attainment
- Staff to undertake self-audit on AITSL standards self-reflection tool to determine level operating for related objectives in Individual Development Plan and personal Professional Development
- Individual development plans for staff – 1 objective focused on ICLT use in the classrooms including the Sentral and objective focused on thinking skills
- Promote supporting external qualifications related to roles in the College



School Improvement Area 3

Pursue Academic Excellence

School Improvement Statement

Provide a quality education within a Biblical context that encourages each student to develop his or her full potential

2018 Implementation Plan

- School Management System Sentral to be implemented replacing PC School System for student information and allowing tracking of progress and attainment
- SMS system to be the same as other Heritage Colleges in Australia and use purchasing power for best value pricing and share resources with other Colleges
- Transfer all student data to Sentral system during a holiday period
- Provide staff training throughout the year on different modules on the system starting with completing the roll
- Provide staff training with entry of data onto the system from PAT and other assessments carried out against Australian Curriculum standards
- Use Sentral to create written reports to parents using the templates created in 2017 for Australian Curriculum
- Implement PAT testing across Years 3 - 10 to triangulate with NAPLAN data and track progress
- Use PAT testing Literacy and Numeracy resources to support next steps with students in their learning
- Undertake deeper data analysis of NAPLAN results with leaders using electronic files and training from AISSA
- Appoint some staff to middle leadership 'Positions of Responsibility' to recognise and develop further experts in their field
- Use agreed technical terminology vocabulary across the school for Literacy terms with a scope and sequence of key vocabulary to be learnt and used to improve writing
- Incorporate specialist lessons with specialist teachers into Junior Primary (Music & PE) to cover JP teachers non-contact time

School Improvement Area 4

Increase Student Safety and Welfare

School Improvement Statement

To create a safe, happy and spiritual environment where each member of the school community feels loved, valued and respected.

2018 Implementation Plan

- Sustain focus on child protection, anti-bullying and e-safety curriculum within Junior Primary and Primary
- Home Groups in Secondary to have a more structured systematic approach to Child Protection/E-Safety/Anti-Bullying being taught
- Implement Heritage Adelaide Learner Profile (HeLP) for students linked to 4 values and 8 key aspects of learning
- Implement Heritage Adelaide Learner Profile (HeLP) link to teachers and support staff to model values and encourage adult learners
- Enable Heritage Adelaide Learner Profile (HeLP) development to be recorded by staff and also driven by students for recognition of learning aspect demonstrated
- Staff awareness of Online issues, associated language and the teaching of strategies in staff meetings
- E-safety focus "Family Zone Expert" to complement SAPOL on a 2 year cycle
- Employment of a Student Wellbeing Officer to support students with wellbeing issues
- Develop staff/students awareness of mental health issues and identification of strategies to support themselves and others
- Revisit the termly themes of - T1 – Respect, T2 – Responsibility, T3 – Resilience, T4 – Reflection with greater emphasis at teacher/student interaction of associated language highlighting examples of values being demonstrated

