

School plan 2018-2020

Albury High School 8101



School background 2018–2020

School vision statement

To focus learning in our school community on innovation, creativity and excellence, preparing staff and students for the challenges of the future.

School context

Albury High School is a large and proudly comprehensive school with a current enrolment of 1004 students. It is an active member of the Albury Learning Community. Albury High School caters for a diverse range of students who are successful in the academic, technology, sport and arts fields. The school provides a wide range of opportunities to cater for all students. As well as the consistently strong results in external exams, students are encouraged to enter national competitions. Students are expected to set high goals and develop the skills to achieve them.

Albury High School has a proud sporting heritage and an enviable record in state sporting competitions and we have had success at numerous regional and state championships.

The school has a very strong welfare team whose aim is to ensure that all students feel safe and secure. Students are encouraged to develop their personal and leadership skills through our Prefect body and our Student Representative Council, and also through camps and excursions.

Our school has a strong commitment to providing support for students with a range of learning abilities. Albury High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential.

Parents and the wider community are encouraged to participate in the life of our school through the P&C and the School Council. The school has strong links with the local Aboriginal and Torres Strait Island community and provides many activities to foster the development of our indigenous students through academic, cultural and sporting achievement.

Albury High School has a proud history and continues to maintain the positive traditions of its past, while at the same time embracing the challenges of an exciting future.

School planning process

All staff were invited to nominate for school plan writing teams. Three teams were established, one for each strategic direction based on the School Excellence Framework version 2. Members of these teams attended the Evaluative Thinking training and other professional learning around data evaluation and planning.

Each team considered whole school data including past School Excellence Framework evaluations, “Tell them from Me” surveys, NAPLAN and HSC data, attendance information and wellbeing data. The past plan’s progress and current strategies were also evaluated and analysed. Considering this information three new strategic directions were developed along with the Practices, Processes and Products. Teams have met regularly with the Principal, School Leadership to develop and refine the plan to meet DoE directions.

These strategic directions have been presented to the Parents & Citizens Association (P&C), School Council and Student Representative Council for feedback. Strategic directions were work shopped in executive meetings and presented at staff meetings for consultation.

Staff teams refined the processes, products and practices and developed the milestones. Regular feedback and the ability to comment is given through the staff teams. Consultation with the School Council, SRC and P&C is ongoing.

After the document is published, feedback will be accepted to allow the review of the plan on a regular basis.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Informed, creative and
empowered learning for our
school community.

Purpose:

To achieve an aspirational learning culture, focusing on adaptive and reflective learners, supporting them to become successful members of their community while leading rewarding, productive lives in a complex and dynamic world.

STRATEGIC DIRECTION 2

Creating an environment of
consistency in best teaching
practices.

Purpose:

To deliver evidence-based teaching protocols that will promote consistency of practice; including higher order thinking, use of data and assessment in order to have a positive impact on student learning and engagement.

STRATEGIC DIRECTION 3

A culture of high expectations

Purpose:

To build a culture of high expectations in sustainable practices, policies and procedures that are inclusive and focused on learning.

Strategic Direction 1: Informed, creative and empowered learning for our school community.

Purpose

To achieve an aspirational learning culture, focusing on adaptive and reflective learners, supporting them to become successful members of their community while leading rewarding, productive lives in a complex and dynamic world.

Improvement Measures

100 % of teaching and learning programs and registration demonstrate evidence of teacher reflection on student progress, high order questioning and adjustments to teaching based on assessment for and as learning.

The school mean in the the Tell Them From Me Survey for students will show improvement in students valuing schooling outcomes, intellectual engagement and interested and motivated in their learning.

From SCOUT the Years 7 – 9 across all schools graph for value adding has Albury High School above the 40 point reference line.

People

Staff

Teachers use information about students development to plan and engage them in rich learning experiences and provide feedback that shifts learning.

Students

Students will be partners in learning, developing critical thinking, problem solving and creative skills while demonstrating an ability to respond in a fluent and sophisticated manner.

Leaders

School leaders provide opportunity and strong support for teachers to develop effective pedagogy.

Processes

Using Data

Teachers utilise the literacy and numeracy progressions and other data to inform quality teaching practice that improves student learning.

Formative Assessment

Provide professional learning to enable the use of a range of formative assessment practices that inform teaching and are adaptive to meet the learning needs of students in reading text and comprehension.

Evaluation Plan

Data Use / Formative Assessment

All data will be analysed collaboratively;

- Observational rounds evaluations.
- PDP reviews.
- Faculty programs and registration.
- Staff surveys on implementation and impact of strategies.
- Analysis of meeting minutes.
- Student surveys on learning processes.
- Analysis of the Tell Them From Me survey for teachers, parents and students.
- Analysis of whole school assessment practices.
- Teacher professional learning evaluations.

Practices and Products

Practices

Using Data

Staff and students collaboratively use data to monitor their progress and provide meaningful feedback to shift performance.

Formative Assessment

Teachers and students use information about student learning in the moment to plan where to next.

Products

Using Data

All teacher programs show evidence of teacher reflection and adjustments that were made to them in response to student learning.

Formative Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Strategic Direction 1: Informed, creative and empowered learning for our school community.

Processes

- Analysis of literacy and numeracy progression data.
- SCOUT data.

Strategic Direction 2: Creating an environment of consistency in best teaching practices.

Purpose	People	Processes	Practices and Products
To deliver evidence-based teaching protocols that will promote consistency of practice; including higher order thinking, use of data and assessment in order to have a positive impact on student learning and engagement.	Staff Knowledge of and commitment to Curiosity and Powerful Learning and the skills to implement this evidence-based teaching practice. Work collaboratively and engage in professional learning to develop formative assessment practices. Competence and confidence using data and research to inform teaching practice.	Professional Learning: Develop, deliver and evaluate whole school professional learning in the Theories of Action as part of the Curiosity and Powerful Learning program. Collaborative Practice: Establish and implement protocols for peer observation, and feedback through triads to support reflective practice and evaluation. Data Analysis: Develop and deliver ongoing professional learning in data analysis to support teaching practice. Utilise internal and external data to inform planning on a personal and faculty basis.	Practices Teachers use assessment information and data to guide ongoing teaching and learning and to provide effective student feedback. Teachers plan quality lessons based on the Curiosity and Powerful Learning protocols informed by feedback. All teachers engage in collaboration using triads for maintaining consistency of the Curiosity and Powerful Learning protocols.
Improvement Measures	Students Act on feedback received from their teachers and peers Set learning targets based on what they still need to learn. Reflect on the learning process to understand how they learn best.	Evaluation Plan – Teacher reflection on individual HSC results – SMART data analysis – Tell Them From Me survey (teacher data informs practice) – Analysis of observation data and feedback	Products The Curiosity and Powerful Learning protocols are included in programs. Explicit systems for data analysis and review are embedded across all faculties.
100% of teachers are involved in triads for peer observations regarding use of Learning Intentions, Success Criteria and use of Higher order questioning. 100% of teachers are able to use available data to analyse results to amend Teaching and Learning programs.	Leaders Lead by sharing knowledge and skills in implementing Curiosity and Powerful Learning protocols. Model and assist in the analysis of data to inform practice. Facilitate a supportive professional learning culture to enable collaborative practice.		
	Parents/Carers Engage in dialogue and share feedback to support student learning.		

Strategic Direction 3: A culture of high expectations

Purpose

To build a culture of high expectations in sustainable practices, policies and procedures that are inclusive and focused on learning.

Improvement Measures

Increased engagement of at risk students as part of targeted well-being and learning programs.

Improved levels of compliance of staff with regards to NESA requirements.

People

Leaders

A commitment to a culture of high expectations for continuous improvement of teaching and learning.

The capacity and skills to mentor and coach staff as they are being inducted into the school. to ensure continuity and consistency of practice.

Staff

Demonstrate the knowledge, skills and responsibility for student learning, engagement and well-being.

Engage in professional learning to enhance their knowledge and skills.

Students

Take responsibility for their own learning and wellbeing.

The ability to demonstrate empathy and kindness towards others.

Parents/Carers

Support the school's policies and procedures in regards to student learning, attendance and well-being.

Processes

Syllabus Implementation

Establish systems to support consistency of practice in order to satisfy NESA requirements across all stages of learning.

Student Well-being

Establish, implement and embed systems to support the positive wellbeing processes through a framework that articulates a whole school approach to student support.

Evaluation Plan

All data will be analysed collaboratively:

- Wellbeing Self-Assessment Tool for Schools
- Attendance data
- NESA requirements and guidelines
- lesson plans and teaching programs
- Tell them from me survey
- Welfare data

Practices and Products

Practices

Student Wellbeing

The school community provides ongoing support for students and their well-being.

Student Wellbeing

Staff teams prioritise the review and implementation of NSW DoE policies.

Syllabus Implementation

Teachers consistently implement school procedures reflecting NESA requirements and differentiate the curriculum to reflect student learning needs.

Products

Student Wellbeing

Our Attendance and Student Well-being procedures are evaluated and documentation is developed to reflect the current expectations of the school community and external agencies.