

# School plan 2018-2020

**Albion Park High School 8586**



# School background 2018–2020

## School vision statement

### CHALLENGE THE FUTURE

Albion Park High's motto is to Challenge the Future. We aim to teach and encourage students to be

- excellent independent thinkers
- concerned for themselves, others and the world in which they live and
- ready for a workforce which will expect creativity, complex problem solving, and communication skills.

## School context

Albion Park High School has an enrolment of 800 students with approximately 50 Aboriginal students but very few ESL students. Enrolments have been slowly declining over the past seven years due in the main to smaller primary numbers. APHS has an ICSEA index of 965 (average is 1,000) and a FOEI (family Occupation & Education Index) of 117 (State average is 100). Both of these major points of data make our school slightly below average of advantage. The school employs 65 staff who are all fully trained in their teaching areas. The staff work in structured Leadership Teams. We have a high performing Learning Support Team and a high quality Support Unit with 2 IM classes, an IO class and a newly formed Autism class. We have 2 ED classes and a suspension centre which are regional resources. These two units attract two Head Teachers to the school. The school has a wide curriculum with a strong focus on VET, a Head Teacher VET who is also the careers adviser. The school retains a good balance of academic and non ATAR courses in the senior years and offers Distance Education for courses unable to be offered. APHS's Performing Arts courses have been in decline and measures are being taken to re-build the Music and Dance subjects. The HSC results reflect particular strengths in PD H PE, Music, Art, Hospitality and more recently some Maths courses. NAPLAN results also show improvements in student growth in Maths. The area of Writing has been a concern over a number of years and is a key feature of our plan. Staff-student relationships are excellent and a hall-mark of the school. Anecdotal evidence suggests that the reputation of the school has improved dramatically.

## School planning process

To identify our three key strategic directions, senior executive of Albion Park High surveyed staff, students and parents. These surveys were extensive and gathered over a six month period. Parents were asked what the hopes and aspirations for their child/children were, and specifically what they wanted from APH school and why. This information was gathered at the P&C and also from large key events such as Senior Information night and the 'High Level HSC Success' night. Students were asked a range of questions similar to those above. Staff were asked why they chose to teach, what they believed was working well at APHS and what needed to improve and why. They were asked what they believed the future directions of the school should be. The information from the surveys were collated by the Principal and presented to the executive over a number of executive meetings. The information was worked and re-worked and then presented to the whole staff and the P&C for their contribution. Other data that was used to inform the plan were

- NAPLAN and HSC data
- Attendance and retention data
- The 5 formal evaluations that were done throughout the year
- *Tell Them From Me* Survey
- Data around Indigenous students
- Learning Support Team data
- PBS data
- Student Exit surveys
- IT data

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Teaching Excellence

### Purpose:

The purpose of Strategic Direction One is to ensure staff are able to develop students who are INDEPENDENT AND CREATIVE THINKERS, with the appropriate skills to meet the 21ST CENTURY. This direction concentrates on high quality teaching delivery and excellent pedagogy UNDERPINNED by THE HOW2Learn model & quality PDPs. This includes ongoing teacher self-evaluation, two-way feedback, formative assessment, and targeted professional development IN HOW2Learn for staff. This includes all staff actively working towards the Australian Teaching Standards.

## STRATEGIC DIRECTION 2 Programming Excellence

### Purpose:

Strategic Direction Two concentrates on excellent and innovative teaching programs ensuring Albion Park High students are prepared for the future. Programs need to be high quality and relevant to targeted students, they need to include gold standard project-based programs. Programs need to embody material that deeply engages and prepares students for the real world, including high level literacy and numeracy and IT skills. Programs need to be challenging, ensuring that all students are interested and enriched by the content. HSC success is a priority for Albion Park High so that students have access to tertiary education.

## STRATEGIC DIRECTION 3 Student Excellence

### Purpose:

The purpose of Strategic Direction three is to ensure that students exiting Albion Park High are able to access the world with confidence and pride, in order to create strong, well-rounded, CONFIDENT WORLD CITIZENS who care about others, who are highly literate, communicate well and VALUE ACHIEVEMENT & EXCELLENCE. This strategic direction is to enable every student to fulfill their own personal potential, to be happy and create the future that will fulfill their dreams. Positive Behaviour for Learning and Aboriginal Education are the corner stones of this direction.

# Strategic Direction 1: Teaching Excellence

## Purpose

The purpose of Strategic Direction One is to ensure staff are able to develop students who are INDEPENDENT AND CREATIVE THINKERS, with the appropriate skills to meet the 21ST CENTURY. This direction concentrates on high quality teaching delivery and excellent pedagogy UNDERPINNED by THE HOW2Learn model & quality PDPs. This includes ongoing teacher self-evaluation, two-way feedback, formative assessment, and targeted professional development IN HOW2Learn for staff. This includes all staff actively working towards the Australian Teaching Standards.

## Improvement Measures

An increase of 50% of structured professional teacher conversations related to professional learning goals (mapped via the PDP process).

Teaching programs show evidence, through registration and adjustment, of learning habit implementation.

Teaching programs show evidence, through registration and adjustment, of formative assessment.

## People

### Students

Students immersed in HOW2Learn and have regular opportunities to engage with formative assessment. Students encouraged to be an active part of the conversation about their own learning.

### Staff

Engage with PD; HOW2Learn, formative assessment and Peer Coaching Classroom Observation program.

### Leaders

Leadership teams at APHS will work collaboratively to ensure high expectations across the school, learning from each other and engaging in appropriate leadership professional development.

### Parents/Carers

Parents will be informed of the importance of learning habits and formative assessment and encouraged/assisted to support their child in the home environment.

### Community Partners

APHS will further develop the strong two-way partnerships with community stakeholders including CoS; this will include quality consultation.

CNI will help support high expectations.

## Processes

**Formative assessment** will be embedded into everyday practice. This will be scoped and monitored in a layered way through the leadership team, the HOW2Learn team, the program/assessment evaluation team, the 'futures' team and the senior executive.

**Learning Habits (HOW2Learn)** will continue to be 'rolled out' progressively by the team to the whole school in professional development sessions which have been mapped over 2018.

**Professional Growth** will be overseen by the leadership team for Direction 1. The HT Science will continue to monitor new scheme teachers, the PDP process, including observations, will continue to be enhanced through the senior executive.

## Evaluation Plan

Peer Coaching Classroom Observation program will be evaluated through the Leadership Team.

HOW2 Learn will be evaluated in an ongoing way at the end of each professional development program.

## Practices and Products

### Practices

Teachers actively participate in personally selected and school developed professional learning, including CNI leading towards delivering/leading professional learning.

Pre 2004 teachers identify Professional Teaching Standard for maintenance of accreditation.

Teachers complete their PDP portfolio which includes classroom observation with their buddy as part of the Peer Coaching Classroom Observation program (formerly buddy program).

Learning habits and split screen lessons are embedded in programs, observed in classroom practice and potentially demonstrated in Peer Coaching Classroom Observation program.

### Products

Staff actively participate in their own professional growth through engagement in CNI, PDP process, professional learning, accreditation and peer coaching and classroom observations (Peer Coaching Classroom Observation program).

All teachers explicitly program, reflect upon and refine their delivery of the learning habits within the classroom, supplemented by the practices that accelerate learning.

# Strategic Direction 2: Programming Excellence

## Purpose

Strategic Direction Two concentrates on excellent and innovative teaching programs ensuring Albion Park High students are prepared for the future. Programs need to be high quality and relevant to targeted students, they need to include gold standard project-based programs. Programs need to embody material that deeply engages and prepares students for the real world, including high level literacy and numeracy and IT skills. Programs need to be challenging, ensuring that all students are interested and enriched by the content. HSC success is a priority for Albion Park High so that students have access to tertiary education.

## Improvement Measures

Improved NAPLAN writing results (value adding and improvement in relation to SSG), particularly for Year 9 students in the middle bands.

Improved NAPLAN numeracy results (value adding and improvement in relation to SSG), particularly for Year 9 students in the top bands.

Improvement in HSC creative writing results to be on par with module results.

Every staff member teaches at least one project at the 'gold standard' (this is a world standard for project based learning).

## People

### Students

Students are taught according to their personal needs with a focus on WRITING. students in Stage 6 understand the shift in focus for the new HSC syllabus (Reading to write). Students are taught the fundamentals (building blocks) of Maths through structured formative assessment exercises. Students are highly engaged through PBL.

### Staff

Teachers know students as individuals, including their learning data. Participation in high quality PD to develop ability to program effectively and use formative assessment well. Development will be around the focus areas outlined in this strategic direction and be data driven. Data will be shared with primary schools. Staff continue to move to the gold standard in Project BL.

### Parents/Carers

Parents will be invited to participate in all information sessions including; HSC High Performance, REV's (program, Aboriginal Programs, ABC (Above Beyond Committed) class program and other specific initiatives.

### Leaders

Leaders will continue to participate in and LEAD high quality PD in order to transform the landscape of learning at APHS in Literacy, Numeracy and PBL.

### Community Partners

## Processes

**Literacy** is taught explicitly by all staff, concentrating particularly on writing in 2018. Staff are informed about students' skills using the 'progressions'.

**Numeracy** program in Year 8 is widened to include Year 7. Students are engaged in understanding their own strengths and weaknesses.

**Project Based Learning** continues to be professionally developed with staff to understand the gold standard; this includes sharing best practice, celebrating success and quality observations.

## Evaluation Plan

All evaluations will be through the Direction 2 leadership teams; PBL, literacy and numeracy. Evaluations will be ongoing throughout the 3 years.

## Practices and Products

### Practices

Teaches actively and explicitly teach the skills of writing at the appropriate level. All staff continue to examine RAP data to inform T&L practice.

Teachers teach to engage students via PBL at the gold standard (this is a world standard for project based learning).

Staff engage with the living classroom and program appropriately to engage students.

Teachers teach the skills of numeracy in a planned and informed way for their subject.

### Products

Teachers gain confidence in their understanding of the Literacy progressions, ready for implementation in 2019. Students know how to improve their literacy skills.

Teachers gain confidence in their teaching of PBL and have more students actively engaged in their own learning.

Teachers gain confidence in their teaching of numeracy within their subject and understand the connections across KLAS.

## Strategic Direction 2: Programming Excellence

### People

Project based Learning in particular will continue to draw the community in to APHS, including: Skills21, REVs (alternative HSC program) , In2 Uni, ANZAC, White Ribbon and other significant days, Playgroup, UOW in various ways and Aboriginal Education through a variety of programs. P&C will continue to be strong and supportive.

# Strategic Direction 3: Student Excellence

## Purpose

The purpose of Strategic Direction three is to ensure that students exiting Albion Park High are able to access the world with confidence and pride, in order to create strong, well-rounded, CONFIDENT WORLD CITIZENS who care about others, who are highly literate, communicate well and VALUE ACHIEVEMENT & EXCELLENCE. This strategic direction is to enable every student to fulfill their own personal potential, to be happy and create the future that will fulfill their dreams. Positive Behaviour for Learning and Aboriginal Education are the corner stones of this direction.

## Improvement Measures

Comparative Performance of low SEs and Aboriginal students in year 7 and 9 shows improvement to match like schools (See SEF: Attainment of equity groups)

Evidence of differentiation for G&T (now referred to as high performance students) in programs and assessment as identified through program and assessment mapping.

*Tell them from me* survey data continues to show improvement from 2017–2020, specifically in the area of student Intellectual engagement. This is judged on (a) Interest and Motivation (b) Effort and (c) Appropriately Challenged.

Ongoing increasing (from 2017) numbers of students who participate in student leadership and extra-curricula programs and volunteering opportunities

Increased whole school attendance by 1% (SEF currently matches like schools)

## People

### Students

Students are encouraged to participate in programs for personal and academic growth.

All students are actively engaged in PBL.

Aboriginal and TSI students are supported and encouraged to excel, culture is highly valued.

### Staff

Staff are supported by PBL Team, to promote a school culture where PBL is part of our core business.

High level leadership of student *Wellbeing* teams supports staff who in turn support students.

Staff have access to quality targeted professional learning opportunities in accelerated learning practices that improve outcomes in the classroom for all students.

Staff have access to quality professional development in Aboriginal education.

### Parents/Carers

A learning partnership is fostered with all parents and carers, including Indigenous parents, by ensuring that parents are provided opportunities to engage authentically with student learning through school events and information sharing.

### Community Partners

APHS actively seeks the involvement of key community bodies to help support

## Processes

**Aboriginal Education:** High functioning Aboriginal Education Leadership Team with strong links to community and services. Ongoing monitoring and support of Aboriginal attendance.

**PBL:** Multifaceted whole school approach to Positive Behaviour for Learning that includes the embedded teaching of explicit social and communication skills.

**High Performance:** review and rewrite the school's philosophy of high performance at APHS with a clear understanding of responsibility.

## Evaluation Plan

- *Tell Them From Me* survey data (Intellectual engagement).
- Sentral Wellbeing and PBL (SET) specific data
- School exit data collected through careers adviser and Matt Hawkins (Aboriginal data).
- Number of students participating in targeted initiatives are counted and followed with qualitative data via evaluations

## Practices and Products

### Practices

Aboriginal students are well supported and Indigenous perspectives are embedded across the curriculum.

Staff are actively implementing with fidelity the philosophy and practices of Positive Behaviour for Learning school wide and in classrooms.

Staff review their thinking around high performing students in the context of their own classroom to ensure students with potential are being challenged.

### Products

Students take risks in learning, respect themselves and all cultures, in class behaviour is settled and learning is effective, students care about the school environment, attend regularly and wear school uniform with pride.

Students communicate effectively and confidently across a wide range of contexts.

Students are empowered world citizens who leave school prepared for a changing world with excellent skills and a clear direction.

High rate of student participation in school and wider community events including volunteering and student leadership events.

Staff understand the needs of high performing students and students with potential, and accommodate accordingly in their daily practice.

## Strategic Direction 3: Student Excellence

### People

global citizenship, student learning and personal growth.

APHS values and encourages partnerships with Indigenous parents, agencies and community members.

### Leaders

Staff are encouraged to take on leadership roles to bring about transformation. This is supported by leadership teams where every staff member is valued as a leader. Targeted professional learning is encouraged.