

Strategic Improvement Plan 2021-2025

Albion Park High School 8586



School vision and context

School vision statement

Albion Park High School's motto is *Challenge the Future*. We aim to do this each and every day through creative, research informed teaching practices which promote communication, collaboration, creativity and critical reflection. Our vision is to provide opportunities, and an environment, for all members of our school community to thrive and to be their personal best.

School context

Albion Park High School is located on Dharawal Country at the foot of the Illawarra escarpment. The school is a complex, comprehensive high school with a rapidly growing student population. The current enrolment is 1060 students and includes 80 Aboriginal students and 12 support classes. We have a strong focus on creating a safe, happy and caring environment where every student is known, valued and carer for.

The school's current ICSEA is 952 and the school's FOEI is 112. The staff at Albion Park High School are committed to providing innovative and successful programs focussing on authentic, evidence informed initiatives and teaching pedagogies.

Our school has an active and supportive P&C and enjoys close connections with the local community. We seek feedback from all members of the school community to underpin ongoing school improvement. Following a comprehensive External Validation and Situational Analysis, targeted areas for further improvement include student growth and attainment, wellbeing, community partnerships and staff growth and excellence. All staff play an active role in diverse Strategic Improvement Teams to promote school improvement. We have a strong learning and wellbeing culture, driven by Positive Behaviour for Learning frameworks, a future focussed learning philosophy and high-quality Project Based Learning initiatives.

We continue our emphasis on the development of students who are active, critical, and creative thinkers. The school is committed to continually improving effective classroom practices with staff professional learning being the key to this growth. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in high quality individualised and differentiated teaching and learning.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy with explicit, evidence-based, and data-informed teaching, responsive to the learning needs of all students.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be at or above the lower bound system-negotiated target of 66.50%.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the lower bound system-negotiated target of 71.0%.

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to be at or above the lower bound system negotiated target of 16.9%.

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to be at or above the lower bound system negotiated target of 21.4%.

Initiatives

Highly Effective Teaching Practice: Literacy and Numeracy

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods in literacy and numeracy with evidence-based teaching strategies. We will achieve this by:

Teachers understanding and explicitly teaching literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Effective classroom practice enhanced through a focus on explicit teaching, programming, formative assessment, questioning and use of data.

Consistent formative data collection, collaborative goal setting and sharing of teacher practice to ensure evidence-based teacher judgement.

Highly Effective Teaching Practice: High Expectations and Personalised Learning

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement. We will achieve this by:

Teaching and learning programs across the school showing evidence that they are adjusted to address individual student needs ensuring that all students are challenged, and all adjustments lead to improved learning.

Teachers engaging students and parents in planning to promote student achievement, learning outcomes and high expectations.

Teachers participating in professional learning to develop their knowledge and capacity to effectively embed the use of evidence-based differentiation strategies, including High Potential and Gifted Education.

Success criteria for this strategic direction

Explicit processes are developed to collect, analyse and report internal and external student and school performance data.

The school has processes in place to support consistent, evidence-based teacher judgement and continuous tracking of student progress and achievement.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices and consistent and reliable student assessment.

Student learning is differentiated with explicit and timely feedback and all staff ensure that they expect high expectations of all students to make learning progress.

Evaluation plan for this strategic direction

Question: To what extent has a culture of high expectations and high-quality evidence-based teaching led to effective strategies and practices being embedded into the school's teaching and learning programs?

Data: NAPLAN, SCOUT, Check-in Assessments, PLAN2, School Excellence Framework, Professional Development Plans, teaching and learning programs, student work samples.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures. The school will review the extent to which explicit, consistent, and data-informed teaching maximises student learning outcomes.

Implication: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 2: Wellbeing, Belonging and Culture

Purpose

To ensure the educational development of each student with an effective whole school approach to collective wellbeing through evidenced based strategies that are strengths based, preventative and protective.

Improvement measures

Wellbeing

Achieve by year: 2023

Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 61.0%.

Attendance (>90%)

Achieve by year: 2023

Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 65.3%.

Achieve by year: 2025

Self-assessment against the School Excellence Framework in the element Wellbeing indicates improvement from Delivering to Excelling.

Achieve by year: 2025

Tell Them from Me student data indicates an improvement in the proportion of Aboriginal students reporting that 'teachers understand Aboriginal culture'.

Initiatives

Engaging, Culturally Inclusive Relationships and Environments

Positive, respectful relationships are evident and widespread among students and staff with effective partnerships for learning. We will achieve this by:

Teachers participating in specific, structured, evidence-based professional learning around the Neurosequential Model in Education (NME) and applying this knowledge to the teaching and learning process.

Professional learning which enhances connection and collaboration between parents, students and the community to support academic and social wellbeing.

Culturally nourishing and inclusive practices which embed an explicit, holistic approach to wellbeing and belonging, with partnerships supporting learners to flourish.

Whole School Wellbeing Systems and Processes

Inclusive practice and wellbeing are embedded in all aspects of school life, and supported by culture, policies and everyday practices. We will achieve this by:

Teachers participating in specific, structured, and evidence-based professional learning to ensure all members of the school community engage with strength-based school-wide behaviour and wellbeing processes and practices.

Developing expectations of behaviour which establish, promote and maintain a consistent safe and respectful learning environment for all students, staff and community members.

The implementation of evidence-based change to whole school practices resulting in positive relationships with students, staff and the school community to support belonging, transition, agency and attendance.

Success criteria for this strategic direction

There is a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive, and learn.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing ensuring optimum conditions for student learning across the whole school.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Expectations of behaviour are codesigned to ensure effective conditions for learning and are explicitly, consistently and supportively applied across the school.

Evaluation plan for this strategic direction

Question: To what extent do engaging, culturally inclusive relationships and environments and a planned approach to wellbeing processes support the wellbeing of all students so they can connect, succeed, thrive and learn?

Data: Sentral data, TTFM Survey, staff/student/parent surveys, attendance data. School Excellence Framework Self-Assessment, SCOUT, student IEPs and PLPs, Learning Support Team meetings.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures. The school will review the extent to which a whole school approach to collective wellbeing ensures the educational development of each student.

Implication: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 3: Staff Growth and Excellence

Purpose

To embed explicit systems for collaboration and professional learning, developing effective leadership attributes to sustain quality teaching practice and facilitate whole school improvement.

Improvement measures

HSC achievement - top 3 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in the top 3 bands to be at or above the lower bound system negotiated target of 57.2%.

Achieve by year: 2025

Improvement in the element of 'Learning Culture' to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2025

Improvement in the theme 'Community Engagement' to the level of Excelling as measured by the School Excellence Framework.

Initiatives

Collaborative Culture of Effective Teaching Practices

Explicit systems for collaboration and feedback with collective teacher efficacy are in place, and the impact on the quality of teaching and student learning outcomes is evaluated. We will achieve this by:

Teachers engaging in professional discussion, collaboration and mentorship through negotiated classroom observations with structured feedback to improve teaching and learning practices.

Teachers engaging with research and evidence-based pedagogies to guide practice and enrich learning progress and achievement.

High Impact Professional Learning (HIPL), reflecting the HSC Strategy, with a focus on developing and refining processes which support increasing the number of students who achieve in top bands in the HSC.

Leadership Development and Mentoring

Instructional leadership supports a culture of high expectations with a focus on effective practices and continuous improvement. We will achieve this by:

Developing a new to teaching (beginning) mentoring program to support professional standards, teacher reflection and improvement, and accreditation from graduate to proficient.

Developing the leadership capacity of teachers as mentors through coaching support to ensure the ongoing development and improvement of all teachers.

The establishment of a Leadership Development Program and professional learning community developing the capacity of all staff in leading whole school programs focused on continuous improvement including planning, teaching, and assessment.

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice to ensure high quality teaching for every student.

Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Teachers engage in professional discussion, collaboration and feedback focused on continuous improvement of teaching and learning.

Strong, strategic and effective leadership supports individuals and teams building capacity to effectively deliver ongoing, measured improvement in student progress and achievement.

Evaluation plan for this strategic direction

Question: To what extent has the implementation of a collaborative culture of professional learning and enhanced leadership led to sustained and measurable whole school improvement?

Data: School Excellence Framework, Tell Them from Me, Professional Development Plans, NAPLAN and HSC, teaching and learning programs.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures. The school will review the extent to which a collaborative culture and leadership development leads to best practice in evidence-based teaching strategies and pedagogies.

Implication:

Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.