School plan 2015 – 2017
**School background 2015 - 2017**

**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 to for a workforce which will expect creativity, complex problem solving, and communication skills.

**SCHOOL CONTEXT**

Albion Park High School has an enrolment of 850 students with approximately 50 Aboriginal students but very few ESL students. Enrolments have been slowly declining over the past 7 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 LST and a high quality Support Unit with 2 IM classes and an IO 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 CAPA courses have been in decline and measures are being taken to re-build the Music and Dance subjects.

The HSC results reflect strengths in PD HPE, Music, Art and the VET subjects.

NAPLAN results show improvements in student growth in Maths. The area of Writing has been a concern over a number of years.

Welfare surveys show strengths in physical activity and ??

**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 2015 - 2017

The Strategic Direction **Teacher Innovation**
is supported by the **Leadership for Leadership**
team overseen by Deputy Principal Paul Ryan.

The strategic Direction **Program Innovation**
is supported by the **Curriculum leadership**
Team overseen by Deputy Principal Paul Ridgway

The strategic Direction **Student Excellence**
Is supported by the **Engagement Leadership**
Team overseen by Principal Suzi Clapham.

---

**STRATEGIC DIRECTION 1**

**Teacher Innovation:**

Teachers deliver the highest quality 21st century learning

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. This includes ongoing teacher self-evaluation, two-way feedback, from and to students, and targeted professional development for staff. This includes all staff actively working towards the Australian Teaching Standards.

### 21st C Learning
- Critical thinking / knowledge construction
- Creative thinking
- Collaboration
- Communication
- Problem solving / innovation

---

**STRATEGIC DIRECTION 2**

**Program Innovation:**

Teaching programs to prepare students for their future

Strategic Direction Two concentrates on excellent 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 project-based, cross-curricular teaching.

Programs need to embody material that deeply engages and prepares students for the real world, including high level literacy and an ability to navigate their world using 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.

### 21st C Literacy
- Information literacy
- Technology literacy
- Media literacy

### 21st C Life Skills
- Flexibility
- Resilience
- Self-regulation
- Initiative
- Social/civic
- Leadership
- Productivity

---

**STRATEGIC DIRECTION 3**

**Student Excellence:**

Students are confident world citizens who value excellence

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 highly literate, communicate well and VALUE ACHIEVEMENT AND EXCELLENCE.

This strategic direction is to enable every student to fulfil their own personal potential, to be happy and create the future that will fulfil their dreams. PBS is the cornerstone of this direction.

Albion Park High students need to understand the world in which they live to enable them to be good global citizens.
## Strategic direction 1: Teachers deliver the highest quality 21st Century learning

### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

To create students who are independent and creative thinkers, with the appropriate skills to meet the 21st Century.

The future workforce needs a range of complex skills in order to navigate and thrive in the world. The work environment has changed considerably and needs people who are very creative and who can problem solve. Students exiting our school need to be able to construct new knowledge and be able to communicate well, and across a range of modes.

### IMPROVEMENT MEASURE/S

| 100% staff involved in CNI and 100% staff participation in the teacher buddy system. | 100% of staff actively have a professional learning plan with a personal focus on one aspect of 21st Century Learning |
| HSC Data analysis in writing reflects improvement overall (RAP data) | FLAME appropriately embedded across all KLAs |
| HSC value-added Yr 9-12 improved by 1.0 from 23.0-24.0 (School Excellence Framework) | Proportion of HSC students with at least 2 Band 5-6 results increased by 1%, from 18-19% (School Excellence Framework) |
| Increase in inquiry based learning. – data TBA |

### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:** Students will be immersed in 21st Century Learning and Literacy and encouraged to own their own learning. Transition supportive of Year 7.

**Staff:** Staff to be developed through quality professional development to fully understand the subsets of 21st C learning and how to creatively deliver learning experiences in and out of the classroom.

**Parents:** Parents will be informed of the importance of 21st Century learning and encouraged / helped to support their child in the home environment.

**Community partners:** APHS will further develop the strong two-way partnerships with community stakeholders; this will include quality consultation.

**Leaders:** Leaders at APHS will work in a team environment to ensure high expectations across the school, learning from each other and engaging in appropriate leadership professional development. This will include keeping abreast of educational readings, research and thinking in this area.

### PROCESSES

**How do we do it and how will we know?**

- Teachers actively participate in the buddy teaching program in order to reflect and share best teaching ideas and strategies around 21st C learning.

- Every teacher actively participates in their own professional learning program of growth with a focus on 21st C learning & pedagogy.

- Every teacher has created their own quality two-way feedback loop with their students.

- Year 7 have fewer teachers (generalist employed).

### PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

**Products:** APHS staff are actively involved in the teacher buddy system and the CNI. FLAME is used by teachers in teaching programs and assessment.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:** Year 7 taught by fewer teachers – staff able to teach a range of subjects.

- Teachers employ Critical Thinking in their teaching using the higher levels of the Blooms taxonomy (eg, interpret, analyse, synthesise, evaluate) avoiding the superficial.

- Teachers encourage curiosity and inquisitive learning.

- Teachers are Creative in their delivery and thinking. Creativity is valued and aspired to.

- Teachers foster high quality interdependent collaboration. 2 way feedback is embedded.

- Teachers employ solutions based problem solving opportunities that encourage innovation.

- Teachers promote Communication in all of its forms, it is valued and explicitly taught and assessed.
### Strategic direction 2: Teaching Programs to prepare students for their future

#### PURPOSE

**Why do we need this particular strategic direction and why is it important?**

Engaging and relevant teaching programs will maximise the learning outcomes for all students.

Hands-on, project-based, cross-curricular programming will increase engagement and deepen the connections across learning.

Ensuring that programs are challenging is essential to meet the needs of high achieving students and allowing students to fulfill their aspirations.

### IMPROVEMENT MEASURE/S

- 100% staff using 2-way feedback with students
- **Value-added Year 7-9** improved by 0.5: from 38.7 to 39.2 (School Excellence Framework)
- 100% of staff have a professional learning plan with a personal focus on programming for relevance
- Comparative Performance & attendance of Aboriginal students in 7 & 9 improved to match ‘similar schools’ (School Excellence Framework)
- Stage 5 restructure of electives completed
- Adoption of a pre-selection process
- Increased number of students participate in high stakes, whole school, student leadership programs (list attached).
- Increased number of G&T students participate in identified programs (list attached).

### PEOPLE

**How do we develop capabilities of our people to bring about transformation?**

**Students:**
Students are taught according to their personal needs.

**Staff:**
Staff will participate in high quality professional development in order to develop their ability to program effectively. Development will be around the focus areas outlined in this strategic direction.

**Parents:**
Parents will be invited to participate in all information sessions including: High level HSC success, REVs program, ABC class program and other specific initiatives.

**Community partners:**
Project based learning will utilise community where available, appropriate and possible (eg Playgroup, Camembert in the classroom, Aboriginal Education …)

**Leaders:**
Leaders will participate in high quality professional development in order to develop their and their staff’s ability to program with excellence.

### PROCESSES

**How do we do it and how will we know?**

- Programs will be written to include opportunities for active, hands-on and project-based learning. Best practice is shared & celebrated.
- Teaching programs are evaluated, refined and examined with a critical eye for relevance. This will include feedback from students.
- Faculties will collaborate to map learning across teaching where appropriate.
- Programs will embed quality differentiated learning opportunities, including excellent opportunities for G&T. Best practice is shared and celebrated.

**Evaluation plan:**
Teaching programs reviewed in a formal and strategic way to examine: Relevance, engagement and differentiation.
Access to student feedback.
Cross-curricular opportunities
Gifted and talented opportunities and options.

### PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

**Products:**
- Improved student engagement.
- Increased attendance.
- Decreased truancy and suspensions.
- Evident high quality, two-way feedback.
- Greater number of gifted and talented students actively involved in alternative and extra-curricular opportunities.
- Greater number of high quality whole school events which are student driven and run (eg, ANZAC, Remembrance day, SRC events, House events…)

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- All programs are differentiated for student abilities and learning styles, catering to the diversity of all students’ individual needs.
- Project based learning is adopted by teachers in appropriate units of work.
- Programs embody and promote student centred, inquiry based learning which is cross-curricular in nature.
- The improvement process is valued as the foundation of the teaching-learning cycle.
Strategic direction 3: Students are confident world citizens who value excellence

PURPOSE

Why do we need this particular strategic direction and why is it important?

To ensure that students are able to access the world with confidence and pride. To create strong, well-rounded young people who can communicate effectively.

To enable every student to fulfill their own personal potential, to be happy and create the future that will fulfill their aspirations.

To understand the world in which they live to enable them to be empowered global citizens.

IMPROVEMENT MEASURE/S

Comparative Performance of low SES students in Yr 7 & 9 improved to match like schools (see SEF: Attainment of equity groups)

Every Yr 7-8 teaching programs have been reviewed for the explicit teaching of communication.

G&T students have been identified & have a PLP:


Greater number of students participate in student leadership & extra-curricular programs & volunteering opportunities (list attached).

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

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Programs providing opportunities for growth are advertised and all students are encouraged to participate in the most appropriate. All students continually exposed to PBL.

Staff:

School culture where PBL is highly supported, including the use of data / Edval Welfare & VIVO.

Personal plans are organised for students by appropriate staff & advertised to all.

Ongoing support of the Welfare Team.

Parents:

Programs providing opportunities for growth are well advertised and all parents asked to encourage their child to participate.

Community partners:

Involvement of key community bodies to help support global citizenship including: Rotary, APEX, Lions, local government, environmental groups, UoW, Cancer Council etc...

Leaders:

Leadership is not exclusive at APHS L/S.

PROCESS

How do we do it and how will we know?

Ongoing high level whole school support and emphasis of the:

- Leadership Team framework for staff which emphasise quality CR teaching
- High quality PBL program including induction of new staff. New recording system in place (VIVO & EDVAL)
- Support of the wide range of special student programs offered.
- Teaching programs that emphasise Communication skills.
- Identification & support of G&T students

Evaluation plan:

“Tell Them From Me” survey.

All data related to PBL will be collected via the PBL team using hard data from EDVAL Welfare.

Quality of communication skills will occur through student evaluations.

Exit school data collected through careers adviser.

No. of students in ‘special programs’ each year counted and followed with qualitative data via evaluations.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

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 appropriately and wear school uniform

Students communicate effectively and with confidence across a wide range of contexts.

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

High participation in school and wider community events including volunteering & student leadership events

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Quality & well supported PBL & G&T programs.

Staff explicitly teach communication skills and high level experiences are offered.

Quality in-school programs including: TAP, PASS, In2Uni, homework centre, SRC/Sports committee & mentoring, White Ribbon and Environment group.