School plan 2015 – 2017

Arimdale High School 8102

High Quality Educational Practice

21st Century Curriculum

School and Community Learning
## School background 2015 - 2017

### School vision statement

The Armidale High School community is committed to developing proud, responsible, respectful learners through the provision of exceptional learning opportunities for all.

### School context

Armidale High School is a comprehensive, co-educational high school in the Northern Tablelands network of schools. It is a school that offers every student the opportunity to achieve to their best potential.

Armidale High School has a current enrolment of 701 students. Our diverse student body includes 123 Aboriginal students, and 58 students with English as an additional language/dialect.

Armidale High School has benefitted from the establishment of a Clontarf Academy within the school since 2012.

Armidale High School has established many productive community partnerships that aim to support and extend student learning experiences.

### School planning process

The 2015-2017 School Plan is the result of significant consultation with staff, students, parents and carers.

- **Initial staff survey focussed on**
  - What makes AHS unique
  - What are the characteristics of students who complete school at AHS
  - How are we preparing our students as global citizens

- **Parent consultation**
  - Through parent/teacher night survey with 3 focus questions.
    1. Qualities that students demonstrate
    2. What makes a quality learning environment
    3. What does quality teaching/instruction look like

- **Student consultation**
  - TTFM survey
  - Opportunistic feedback (eg. NIPS meetings, year meetings, captains meetings, suspension interviews etc)

Once feedback was collated it was taken to the school planning team who worked together and with the support of the Principal School Leadership to develop the strategic directions.
The Armidale High School community is committed to developing proud, responsible, respectful learners through the provision of exceptional learning opportunities for all.

Purpose:
High quality curricula that caters for the diverse range of students attending Armidale High School enabling all students to reach their potential.
- Positive Behaviour for Learning
- Personalised learning

Purpose:
21st Century Curriculum and professional development that reflects the dynamic state of teaching and learning to foster essential skills for success in the 21st Century.
- Quality professional learning
- Effective integration of ICT

Purpose:
A focus on shared values of inclusivity, respect, responsibility and pride that contribute to the achievement of a caring and tolerant community with active and informed citizens.
- Partnerships (Community & Parent)
- Student wellbeing
Strategic Direction 1: High quality educational practice

**Purpose**
High quality education practice that caters for the diverse range of students attending Armidale High School enabling all students to reach their potential.

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<th>People</th>
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<th>Products and Practices</th>
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<td><strong>Students:</strong> Through high quality teaching and learning conducted in a supportive environment, students will learn how to take personal responsibility for their behaviours, attendance and learning. Students will be able to recognise what quality learning looks like and how to achieve their own learning goals.</td>
<td><strong>PBL</strong> is continually used to promote and emphasise expectations and responsibilities of all students and staff in the school environment and be driven by a team.</td>
<td><strong>Product:</strong> Students at AHS know and demonstrate the core rules and values in every setting.</td>
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<td><strong>Staff:</strong> Through engaging with research and data staff will develop a deep understanding of what PBL is and how to model and teach the associated core values. Staff will believe that all students can be successful learners and they have a critical role in ensuring every student is accessing the curriculum.</td>
<td>Curriculum planning and implementation that caters for all students. Teaching and learning programs are developed to incorporate independent learning and choice. Tasks cater for the full range of abilities. Assessment tasks are supported with relevant scaffold to support students to effectively engage with the tasks. Feedback is clearly articulated in a meaningful and consistent way to students and parents/caregivers.</td>
<td><strong>Product:</strong> Students are engaged in positive and respectful relationships and high quality learning experiences.</td>
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<td><strong>Parents/Carers:</strong> Through many and varied opportunities, parents are able to engage with the school community to support their child to develop as a proud, respectful and responsible learner.</td>
<td><strong>Product:</strong> Students are able to achieve their learning goals and their successes are recognised and celebrated.</td>
<td><strong>Product:</strong> PBL data (SET) is captured and used to inform planning.</td>
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<td><strong>Leaders:</strong> Through collaborative practices and based on research and data the leadership team will collaborate with stakeholders to ensure students individual needs are met in a climate of positive relationships.</td>
<td><strong>Practice:</strong> Staff systematically and collaboratively use a school-wide assessment scaffold.</td>
<td><strong>Practice:</strong> Staff share high quality educational practice with colleagues and pre-service teachers.</td>
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<td><strong>Community Partners:</strong> Through our many community engagement strategies, partners will support student growth and achievement.</td>
<td><strong>Practice:</strong> Students and teachers work together to determine the classroom expectations and subsequent rewards and consequences.</td>
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**Improvement Measures**
- 100% of teachers consistently apply the core rules and values in every class and follow welfare and behaviour management policies.
- A 20% reduction in the rate of partial absences and 20% reduction in long and short suspensions
- 100% of teachers are differentiating the curriculum and making learning adjustments where necessary
### Strategic Direction 2: 21st Century Curriculum

#### Purpose
Curriculum and professional development that reflects the dynamic state of teaching and learning to foster essential skills for success in the 21st Century

#### People
**Students:** Through the provision of a challenging curriculum, underpinned by evidence based pedagogies student learning opportunities will be extended. Develop higher level skills in the utilisation of ICT both in and across subject domains. Submission of tasks via technology reflects effective integration of ICT

**Staff:** Through the development of quality Professional Learning Plans improve teaching practicse using authentic observation, analysis of professional and pedagogical documents, professional dialogue and reflective practice. Professional Learning is internally driven, collaborative and addresses the National standards.

**Parents:** Participate in forums and meetings to actively engage in school activities and support student learning.

**Leaders:** Through ongoing support of staff in Professional Learning Plans, facilitate opportunities for collaboration. Model professional learning and innovative practice based on research and evidence relevant to school, system, teacher and student needs.

#### Processes
**BYOD initiative extended 7-12 and all KLA programs integrate ICT into teaching and learning activities.**

Effective teams leading improved practice and professional learning in line with the key reform agenda

Development of a set of expectations around readiness to learn.

Development of an effective PL community encompasses feedback mechanisms..

Integrate a parent portal (via Sentral) to facilitate ongoing and enhanced communication with parents

Initiate collaboration between and within faculties and schools to enhance creative and critical thinking skills.

Tertiary partnerships:
Literacy/numeracy programs to develop skilled communication.
Effective supervisory practices developed through PEX initiative.

#### Products and Practices
**Product:** Professional Learning Plans are developed (with support) and reflect the strategic directions of the school.

**Practice:** Staff actively deliver quality professional learning to their colleagues and peers.

**Practice:** Assessment tasks imbed ICT components.

**Product:** Student engagement in learning is reflected in achievement of students learning goals

**Product:** Students participation in curricular and extra-curricular leadership opportunities increased.

**Product:** Streamlined booking and utilisation of Chrome Books and iPads in classes.

**Practice:** Technology used for ongoing communication with parents re: school activities, student learning and well-being.

**Practice:** Student driven collaborative projects

**Product:** Demonstration of self-regulation and real world problem-solving and innovation

- Full migration to Sentral operating system including parent portal
- 50% of PL is internally driven and delivered
- 100% of staff complete AITSL ITE modules by end 2017
- Individual and faculty goals reflect the school plan
### Strategic Direction 3: School and Community Learning

#### Purpose
A focus on shared values of inclusivity, respect, responsibility and pride that contribute to the achievement of a caring and tolerant community with active and informed citizens.

Three main focus areas for this strategic direction:
- Involvement of community and partners in educational opportunity at AHS.
- Communication with parents.
- Student wellbeing.

#### Improvement Measures
- Register of all school and community based opportunities with effective student participation and access of parents to published information.
- Implementation of the Social Work in Schools (SWIS) initiative.
- Increase rates of participation in extra curricular activities from 15%-25% via TTFM survey and Sentral welfare data.
- Decrease reported levels of student anxiety from 25% to 15% via TTFM survey and Sentral welfare data.

#### People
**Students:**
Students have the opportunity to access learning experiences in non-school settings. This may include workplace learning, links to learning, TAFE.

Through the provision of a safe and supportive learning environment students are able to readily access support services at school via the wellbeing team.

**Staff:**
Account for and value the learning that is occurring outside of the school setting. Staff are equipped to map the skills and experiences against the syllabus outcomes.

Through the provision of quality professional development staff understand the impact of student wellbeing on learning.

**Parents/Carers:**
Have a greater awareness of post-school pathways and related patterns of study through communication via the school website.

Foster greater parent involvement in school activities and decisions and provide opportunities for consultation.

**Community Partners:**
In partnership look for funding opportunities to further enhance the opportunities available to students.

**Leaders:**
By example, encourage parents and community members to be involved in all aspects of the school community and associated activities.

#### Processes
Establish a Wellbeing Team which includes staff and community representatives to identify and highlight wellbeing programs and oversee their implementation. Coordinated plan and calendar for events to involve community in school functions.

Develop a register of all school and community based opportunities and publicise it on the school website. Include maintenance of this in the role of the librarian.

Develop a coordinated plan for promotion and support for identified programs based on data from TTFM and other surveys.

Develop staff awareness of what learning opportunities are available for students outside of the school setting and how this relates to an IEP.

Increase communication between school and organisations providing work experience opportunities for students.

Appoint a community engagement officer and continue the SWIS initiative.

Duke of Edinburgh scheme to be invigorated and supported.

Review of school wellbeing and discipline policy and the establishment of the Learning Centre as a centre for learning and welfare support for students.

Reclassification of HT position to include HT Welfare.

#### Products and Practices
- Register of all school and community based opportunities with effective student participation
  Student uptake of these opportunities increased by 20%.
  Regular review of all school and community based opportunities and planning for promotion and engagement.
- Meaningful partnerships with partner schools, local organisations and tertiary institutions
  Launch of AHS Wellbeing Day in T4 – to be an annual event.
  Student participation in extra curricular activities (as per TTFM results)
  Promotion of student work and achievements to whole school community
  Regular display of student work and achievements at information evenings, Parent/Teacher nights, foyer displays and Oakleaf articles.
- Enhanced communication with and meaningful engagement of parents within the school
  Increased communication with parents via 2-way SMS messaging, iDoceo, SOBS, Sentral, Facebook and Twitter.
  Centralised whole-school information about students – reports, PLP’s, ESES adjustments, G&T, medical information, work experience, interests.