

Strategic Improvement Plan 2021-2025

Albury High School 8101



School vision and context

School vision statement

Together we focus learning in our school community on inclusivity, creativity, excellence and wellbeing, preparing all students and staff for the challenges of the future through engagement and a culture of high expectations.

School context

Albury High School is a large and proudly comprehensive school which has recently celebrated 100 years of operation. We have a current enrolment of 942 students and 115 staff. Albury High School employs professional persons who have expertise in their areas of specialty including a Business Manager, General Assistant (GA), Agriculture Assistant, Teachers, School Learning Support Officers (SLSO) and School Administration Officers. We are an active member of the Albury Schools Network. Albury High School caters for a diverse range of students who are successful in the academic, technology, sport and arts fields. Our student population includes 72 Aboriginal and Torres Strait Islanders, 6 students from a refugee background and 71 with an EALD background.

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. Students are able to be accelerated in areas of talent. Our students are often selected to participate in HSC showcases for their practical works and many achieve ATARs in the 90's on a regular basis.

Albury High School has a proud sporting heritage and an enviable record in state sporting competitions and beyond. We have supported our students in achieving success at numerous regional, state championships and professional sporting arenas. Likewise in Public Speaking, Debating and the Performing Arts we have strong representation at a state level on a frequent basis. Our students are often involved with local organisations such as the Albury City Youth Council and support events such as the Albury ANZAC Day march.

The school has a very strong wellbeing culture driven to succeed by an established team led by the Head Teacher Wellbeing. The team aims to ensure that all students feel safe and secure. Students are encouraged to develop their personal goals and leadership skills through our Prefect body, our Student Representative Council, and community service participation. Our students have a voice and are encouraged to participate in what social goals they have.

We have excellent community ties with our facilities being used by outside community groups on a regular basis. Our close relationship with TAFE and local universities is leveraged to support our students. A key partner is YES Unlimited who manages the Albury Project which is a Community of Schools and Services model that supports students wellbeing and assists students to navigate their merging into adulthood.

Our staff and school community have a strong commitment to provide individualised supports for students with wide ranging learning abilities. With three multi-catergorical classes supported by staff with specialist teaching qualifications and leveraging community based health and learning expertise, our students are staying at school longer and are being enabled with the skills to merge into the workforce when ready. Albury High School uses the funding available to support our students to achieve independence and confidence. Albury High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential. The school receives equity funding to

School vision and context

School vision statement

School context

support students from a low SES background, Aboriginal students and students with disabilities.

Parents and the wider community are encouraged to participate in the life of our school through the P&C. 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 achievements.

The 2020 External Validation process highlighted three strategic areas to focus on for the school improvement plan. The first is Student Attainment where we are focused on pedagogy related to improving student growth in Reading and Vocabulary. The second area is Wellbeing, where our focus is on contextual wellbeing and building positive relationships throughout the school, while the last is on Professional Learning to facilitate the first two with a particular emphasis on explicit teaching.

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 based on high expectations for both students and staff to meet the needs of learners in the 21st Century.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students grow in their learning through explicit, consistent teaching focused on the aspects of reading and numeracy.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

HSC achievement - Top 3 bands:

An increase in the proportion of students' HSC results in the top 3 bands in 2027 as compared to 2023 and 2022.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Increased mean scaled score of year 8 and 9 students from 2023 to 2024 in Reading Check-in assessment.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Increased mean scaled score of year 8 and 9 students from 2023 to 2024 in Numeracy Check-in assessment.

Initiatives

Excellence in Reading and Writing through a focus on Vocabulary

All teachers will enact research informed practice focused on the explicit teaching of vocabulary, understanding and creating text in their subjects and develop consistent and explicit teaching protocols focused on reading through vocabulary, comprehension and creating text across all KLA's.

Excellence in Mathematics Practice

All mathematics teachers develop their knowledge and enact research informed practice focused on the explicit teaching of mathematics through participation in and embedding of the DoE Mathematics Growth program.

Success criteria for this strategic direction

NAPLAN Trend data for scores over time for Year 7 to 9 for reading and numeracy shows positive growth.

NAPLAN student growth for Year 7 to 9 for reading and numeracy shows positive growth.

There is evidence that school based data informs teaching agilely.

There is clear evidence that teachers are using multiple strategies from research to explicitly teach vocabulary:

- model relevant subject specific vocabulary in teacher talk
- teachers read aloud, demonstrating the contextual use of the key vocabulary list
- utilise small group interaction to build oral language
- explicit teaching of word meaning occurs at start of the unit
- teachers are able to demonstrate student growth in their use of vocabulary
- there are visual cues to vocabulary (for example word walls/bump it up walls within classrooms) that are subject specific which are developed collaboratively by staff.
- students use words in context demonstrating an understanding of the word's meaning

There is evidence from teaching programs and registration that teachers use a variety of texts; fiction, non-fiction, multimodal and digital that are appropriate to the students interests and abilities.

There is evidence in programs and examples of strategies used that demonstrate staff pay particular attention to strategies that engage boys in learning.

Learning Intention and Success Criteria highlights vocabulary strategies are being implemented across the school.

There is evidence in programs and registration that the mathematics faculty uses low floor high ceiling tasks to

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

inform practice and differentiate work for students.

In the mathematics faculty there is evidence of collaboration and shared teaching practice that influences teaching and learning within the faculty and in future years across the school to improve the teaching of mathematics.

Evaluation plan for this strategic direction

LITERACY

Question:

Does the evaluation show that teachers are teaching vocabulary explicitly to students?

Is there an evident change in the pedagogies of teachers in the teaching of vocabulary?

Is there growth evident in student vocabulary, reading and comprehension?

Data:

Staff registration and programs. Student completion of check assessments. NAPLAN. Triad observations.

Analysis:

Is there an increase in the number of students in the top 2 bands in Year 7 and reading growth data?

Does the data from Check In Assessments for years 7,8&9 reflect the NAPLAN data? - if not what needs to be done?

Implications:

NUMERACY

Question:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Is there evidence of collegial practice and observations?

Is there growth evident in student numeracy in Years 7 and 9?

Data:

NAPLAN, Maths Space, Check in Assessments, HSC data

Teacher programs, sample tasks

Analysis:

Are practices within the mathematics faculty evolving as a result of the Mathematics Growth program?

Implications:

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to ensure all members of our school community build positive relationships to support engagement in learning and further develop a positive school culture with high expectations for all.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.3% in the attendance rate, from 82.3% in 2023 to 83.6% in 2027

Attendance for Aboriginal Students

Achieve by year: 2025

Aboriginal Student Attendance:

An increase in Aboriginal students attendance rates for all cohorts from 2024 attendance rates.

Initiatives

Building Positive Relationships

Improve relationships across the school community through a consistent approach to the implementation and the development of positive social norms that enhance school engagement.

Update and adapt Good Discipline and Wellbeing Procedures at Albury High School

Continually update and adapt the current Albury High School *Good Discipline and Welfare Procedures* and other relevant policies to reflect the language and social norms of Pivotal Education practices and Contextual Wellbeing to promote student engagement in learning and a sense of belonging to Albury High School.

Success criteria for this strategic direction

As a result of implementing evidence-based change to whole school practices there is a reduction in suspensions and wellbeing entries for negative behaviours.

Students who require support to regulate and alter behaviour are identified and tracked through the FLHUB. Students are allocated a mentor who can provide advice, support and assistance to help them to fulfil their potential and build positive, respectful relationships within the school environment. Data shows an increase in attendance and reduction in negative incidents For these students.

Data from the Universal Survey from the Albury Project shows students feel connected to staff.

There is an increase in the number of students attending more than 90%.

Evaluation plan for this strategic direction

PIVOTAL WELLBEING

Question:

What impact has the Five Pillars of Pivotal Practice had on the learning environment and relationships within the school environment? Are staff reflecting on their practice and adapting to the pillars? Are students practicing self-regulation, altering their interactions with others and the environment to reflect the expected positive social norms?

Data:

Sentral data on student behaviour and staff record keeping.

Recorded data on internal student engagement measures to track the effectiveness, outcomes and impact of programs, activities and initiatives (eg: leadership numbers, representative measures, uniform).

P&C feedback.

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved. Is there a greater sense of student belonging and engagement?

Implications:

Where do we go from here? Future directions and steps. (This will require a plan for induction of new staff/students into the school environment).

UPDATED PROCEDURES

Question:

Have policies and procedures been identified and updated?

Data:

Sentral data on behaviour.

TTFM data.

Policies actually updated, posted on web and communicated to parents, staff and students.

Suspension data.

Attendance data.

Analysis:

Consider the data to look at the impact on student engagement and behaviour.

Implications:

Strategic Direction 3: Professional Learning

Purpose

Our purpose is to ensure teachers use explicit teaching practices consistently across the whole school. Teachers explain why students are learning something, how it connects to and builds on what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

Improvement measures

Explicit Teaching

Achieve by year: 2025

Explicit Teaching: All teachers are actively applying the principles of explicit teaching with a focus on vocabulary.

Initiatives

Explicit Teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Collaborative Practice

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Success criteria for this strategic direction

Establish an environment where teachers feel comfortable giving and receiving honest and constructive feedback.

Cross faculty collaboration is actively occurring on a regular basis. Collaboration connects teachers to their colleagues and to external experts (AITSL, 2012). This increases collective teacher efficacy (Donohoo, Hattie & Eells, 2019).

All staff engage with effective explicit teaching techniques in order to improve student comprehension and growth.

Staff explicitly focus on the instruction of vocabulary, reading, writing, spelling and creating texts in their classrooms.

Training has been delivered in literacy strategies to all teachers.

Evaluation plan for this strategic direction

EXPLICIT TEACHING

Question:

Has professional learning offered to staff increased the use of explicit teaching practices?

Data:

Teacher programs, TTFM data, staff surveys, student surveys, analysis of teacher practice.

Analysis:

Has there been an impact on student learning from the use of explicit teaching strategies?

Implications:

COLLABORATIVE PRACTICE

Question:

Strategic Direction 3: Professional Learning

Evaluation plan for this strategic direction

Data:

Teaching programs, staff surveys, TTFM data.

Analysis:

Is collaborative practice now embedded in the school teaching culture and does it build collective teacher efficacy? What strategies exist to ensure that collaborative practice is sustainable into the future?

Implications: