

School plan 2018-2020

Armidale Secondary College 8915



ARMIDALE
SECONDARY
COLLEGE

School background 2018–2020

School vision statement

Our school provides the skills and attributes to be confident, resourceful, responsible lifelong learners as well as active and informed global citizens. Our community promotes creativity, collaboration and success for every learner through a safe, inclusive environment, and a personalised, relevant curriculum

School context

The Armidale High School and Duval High School communities are in a very unique position as the lifespan of this school plan will see the two schools consolidate. There is significant work to be done over the next three years to ensure that students and staff are well-prepared and well-supported to make this significant transition.

The 2018 school year will still have both schools operating on their current school sites with significant planning to be undertaken in both the physical and curriculum spheres associated with the consolidation.

In 2019 the Armidale High School students and staff will move to Duval High School where there will be sufficient temporary classrooms to accommodate an anticipated combined enrolment of 1200 students. By this time the school will be functioning as a combined entity.

By the end of 2020, the school will be making significant preparations to move the entire school community back to the brand-new school which will be situated at the current Armidale High School site

School planning process

There has been a great deal of consultation around the development of the School Plan 2018–2020. This work commenced with both schools conducting staff meetings and online surveys to capture the school vision. The raw ideas were refined by a working party who came up with the statement that is reflected in the plan.

The Term 1 2018 Staff Development Day will provide an opportunity to gain feedback on the strategic directions and associated 5 Ps from the staff.

Through the consultation process that has occurred through Seftons*, which has captured the community voice, coupled with workshops and staff meetings at both schools it is clear that the 3 most significant considerations moving forward are wellbeing, curriculum for a future focused school and professional development. These 3 areas have formed the basis of the school plan. *Seftons is the Public Relation group that has been conducting focus groups since the announcement of the consolidation.

School strategic directions 2018–2020



Purpose:
To provide a safe and nurturing environment enabling students and staff to succeed in their learning and personal growth. To build trust and respect through personal learning, individual support and mentoring programs

Purpose:
To increase student engagement and outcomes through the development of relevant, inclusive and purposeful learning and teaching practices.

Purpose:
To promote a culture of continuous quality professional learning to enhance the capacity to deliver innovative teaching. All teachers will use research-based teaching practices in all classrooms to ensure every student is challenged, engaged and learning successfully.

Strategic Direction 1: Leadership for Wellbeing

Purpose

To provide a safe and nurturing environment enabling students and staff to succeed in their learning and personal growth. To build trust and respect through personal learning, individual support and mentoring programs

Improvement Measures

Internal data reflects increased positive student engagement (Sentral data) through decrease in negative wellbeing incidents and increase in students' attendance.

Wellbeing surveys for students and staff indicate growing levels of satisfaction. Students can identify staff who can support them with the implementation of CREW

Stable and/or growing enrolments in the transition period.

Maintain or increase number of Aboriginal support personnel in the school through use of targeted funding.

TTFM data indicates a high sense of belonging, advocacy and expectations

Newly arrived students are supported through Intensive English classes

People

Students

Engage with Positive Behaviour for Learning and Positive CREW to develop self-regulation and resilience. Students will continue to be involved in focus groups and have a voice in decision-making, specifically in regard to wellbeing approaches.

Staff

Embrace wellbeing as central to their roles and responsibilities with targeted professional learning. Staff have a voice in regard to their own wellbeing.

Parents/Carers

Understand and support the school's wellbeing goals. Effective communication and involvement of the school's wellbeing programs to parents is key to this outcome.

Community Partners

Collaborate with the school to enable the development and delivery of a world-class, evidence-based, wellbeing approach.

Leaders

Commit to their own leadership growth to provide staff with opportunities to build their understanding and mindsets regarding current research and understanding about how best to develop the whole child.

Processes

Student Wellbeing

The development of a safe and nurturing environment through personal learning, individual support and mentoring schemes will build the capacity of students in order to enhance student efficacy.

Staff Wellbeing

Through supported activities staff efficacy will be enriched to embrace change. This will include planned and informal opportunities from groups and individuals to engage in targeted professional learning that supports cultural and workplace change.

Evaluation Plan

Consolidated Wellbeing and PBL Teams will have oversight of wellbeing within the school. Opportunities to provide additional support staff will be sourced from above-establishment staffing and equity resourcing where possible.

Practices and Products

Practices

Staff and students experience a positive, productive and supportive environment where everyone is working towards enhanced learning outcomes and a happy consolidated school.

Students develop peer relationships and are well-positioned to transition to the new environment.

Products

Increased use of the PBL rewards system which is standardised across both sites.

Staff systematically analyse student data and make informed interventions to support student needs.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Strategic Direction 2: Self-Directed Learning

Purpose

To increase student engagement and outcomes through the development of relevant, inclusive and purposeful learning and teaching practices.

Improvement Measures

All KLAs embrace transformation and embed innovative pedagogical practices in the learning cycle. This is identified and monitored through Learning and Teaching Programs.

Student engagement data generated from surveys, focus groups, etc indicate positive student experience in the learning cycle.

All staff engage in professional learning and collaboration to increase student engagement, choice and self-directed learning. This is evidenced in observations and PDP reflections.

Through the use of the *Literacy and Numeracy Progressions* there is a growth in aspects of student achievement. This can be measured by quantitative assessments that are both internal and external.

Greater than 80% of Year 10 students achieve Minimum Standards in literacy and numeracy as shown through NESA data.

All students engage with the learning disposition wheel to better know themselves as learners so as to take more responsibility for their learning.

People

Students

Increase engagement with flexible, self-directed learning.

Understand themselves as learners and experience greater authorship of their learning, think deeply and critically and make relevant connections.

Students develop learning behaviours aligned with the Learning Disposition Wheel, the 4Cs and *Literacy and Numeracy Progressions*.

Staff

Are supported to design and implement innovative learning opportunities that encompass creativity, high engagement and high expectations.

Actively and regularly communicate with parents/carers about learning and teaching.

Parents/Carers

Share high expectations for their child's learning and celebrate progression towards potential.

Are well-informed and involved in the learning process of their child

Community Partners

Are engaged with students and educators to collectively empower and enhance the learning experience.

Share in student learning and support showcase events.

Leaders

Model and contribute to the collective capacity of the school community to resource and support new teaching pedagogies.

Processes

Pedagogy: Practice and Innovation

Whole school strategies and protocols are used to establish and maintain educational excellence in the learning cycle through the development of a framework of transformation through innovation.

Pedagogy: Student Experience

Students become self-directed learners through engaging with the Learning Disposition Wheel and a variety of future-focused pedagogy that enriches the school experience.

Evaluation Plan

Professional Learning Teams meet weekly to discuss, share, review, reflect and modify whole school strategies towards self-directed learning and educational excellence.

Practices and Products

Practices

School systems and structures are adapted to maximise student choice and voice. A variety of learning pathways are provided to cater for the interest and ability of all students

Teachers develop the capacity to operate as a facilitator of learning and students are developing the skills to be self-directed learners. Showcases of student learning and regular feedback to parents (eg. Email etc)

Products

Students are able to articulate their own learning goals and empower each other through collaborative learning.

An enjoyable learning experience that inspires student empowerment and academic success.

Positive, engaging and productive teaching experience where staff are supported to take risks and pursue their passions

Staff co-create and plan student learning through collaborative approaches.

Strategic Direction 3: Professional Development

Purpose
To promote a culture of continuous quality professional learning to enhance the capacity to deliver innovative teaching. All teachers will use research-based teaching practices in all classrooms to ensure every student is challenged, engaged and learning successfully.
Improvement Measures
All Professional Learning is aligned to school and system priorities and is peer reviewed
All PL funds are fully expended and mapped against School Strategic Directions, PDPs and the APSTs.
All staff engage in learning that models collaboration, communication, creativity and critical thinking

People
Students Actively engage in innovative, differentiated learning and co-curricular programs.
Staff Participate in research-based professional learning to develop expertise and innovative strategies in meeting the differentiated needs of students and the wider community.
Staff Develop and undertake personalised Professional Development Plans (including non-teaching staff) that focus on career development, whole school priorities and the Australian Professional Standards for Teachers (as appropriate for teaching staff).
Staff Actively collaborate with their supervisors to plan their own professional development to improve personal performance. Distributive leadership will build the capacity of aspiring leaders.
Parents/Carers Support and reinforce innovative learning and teaching practices.
Community Partners Work in partnership with teachers in delivering world class pedagogy.
Leaders Develop a coaching and mentoring culture to enhance the capacity of all staff, incorporating elements of instructional leadership. Establish systems and procedures to facilitate collaboration and participation in learning opportunities

Processes
Building Culture The establishment of a culture of sharing of professional learning to build the capacity of self and others.
Building Collaborative Practice Human and financial resources are strategically allocated to support ongoing opportunities for authentic cross-KLA and whole-school collaboration that builds staff efficacy. Staff collaboration is used to drive transformative learning Faculties plan and prioritise PL to ensure it is meaningful and targeted.
Evaluation Plan Systems are in place to review the effectiveness of the Professional Learning at School, Faculty and Personal levels. Staff evaluation of Professional Learning informs and enhances to subsequent cycle of meaningful PL. SEF self-reflection is used to measure our practice and move towards excelling

Practices and Products
Practices Teachers collaborate with staff in other KLAs and schools to share and embed transformative practice. This includes but is not limited to team teaching, curriculum design and engaging with research. Staff evaluate and map professional learning activities to identify and systematically promote and implement the most effective strategies to improve learning and teaching.
Products Locally planned and written professional learning is the preference for addressing school priorities and providing opportunities for teachers to demonstrate proficiency (as a minimum) against the Australian Professional Standards for Teachers. Externally planned and written professional learning is provided to address professional learning needs where required. Partnerships are formed to enable the modelling of best practice for transformative learning. All staff engage in context specific training including disability standards and cultural awareness.

Strategic Direction 3: Professional Development