



ALBANY SENIOR HIGH SCHOOL CHARTER 2020-2022

Me mātau ki te whetū, i mua i te kōkiri o te haere | *Before you set forth on a journey, be sure you know the stars*

Our Vision

At Albany Senior High School

we nurture each other

we inspire each other

we empower each other

to achieve highly and be good citizens.

Our Values

We value:

- Excellence in all that we do
- Families as a part of our learning community
- Learning together and making decisions together
- Curiosity and enquiry, creativity and innovation
- Warm, mutually respectful relationships
- Fairness, openness, honesty and trust
- Using evidence and reflection to make decisions
- Contributing to our local and global communities
- Diversity that enriches our learning community

Our Mantras

- It's not if you are bright, it is how you are bright
- No one slips through the cracks
- We will always be a new school

Annual Plan 2020

LEADING LEARNING <i>We inspire each other to create our futures.</i>	STUDENT SUCCESS <i>We empower each other to achieve personal success.</i>	COMMUNITY RELATIONSHIPS <i>We nurture each other to make the world a better place.</i>	RESEARCH AND DEVELOPMENT <i>We will ALWAYS be a new school.</i>
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Aim	To differentiate our approach to Impact Projects so as to provide more supported approaches to project based learning.	To embed our approaches to inclusive learning design (universal design for learning and assess when ready) in Specialist Subjects .	To further develop and implement our Tutorial curriculum to improve student success through nurturing learning relationships.	Growing our middle leaders to become agents of change with a focus on future-focused innovative learning design.
Actions	Mentors will develop and lead a scaffolded or a supported impact project class to support more visible, deep and inclusive learning in impact projects. Students will be led by mentor teachers using a problem based framework to scaffold, with authentic external partners. Mentors implement a new learning language - set of skills and dispositions that will sit at the centre of impact project planning. Mentors build a 'team' culture within their project class. Mentors intentionally teach design thinking and 'domain specific knowledge and content' that is relevant to the hub.	SSLs work with teachers to ensure that they are confident in explaining the concepts of UDL pillars and that UDL strategies are planned and implemented in the classrooms in order to deepen learning and cater for all learners. Teachers collaborate within/ across departments to seek innovative ways of delivering the curriculum. Teachers negotiate assessment with learners so as to maximise opportunities for student success. Teachers continue to explore and implement culturally sustaining practices with a focus on biculturalism in order to honour Te Tiriti o Waitangi and to target our priority learners' (Māori and Pasifika) achievement outcomes.	Community Leaders work with Tutors to establish and grow a sense of community. The tutorial curriculum is developed focusing on - growing learning relationships, planning for success and connecting with the world. Tutors are supported to deliver modules about wellbeing, financial literacy, citizenship and career planning (two topics per year) through an inquiry learning model. Community Leaders will work with Tutors to implement an attendance strategy. Community Partnerships will be expanded through the establishment of a Community Partnership Within School Leader.	All middle leaders complete two day Growth Coaching professional development. SLT work with middle leaders to develop interpersonal skills and strategies for understanding teachers' thinking around problems of practice. SLT meet with middle leaders weekly one to one to maintain focus on annual plan and targets. SLT will work with SSLs to review Specialist Subject Curriculum to plan for renewed Specialist Subject Curriculum in 2020. Collaborative Professional Inquiries are based on student-focused data and inform the focus on the group's inquiry.
Outcomes	Engagement levels in Impact Projects are raised. A culture is developed within the 2020 Year 11 cohort, where students expect success in impact projects and can thrive in this strand of our curriculum. Mentors of Impact Projects are energised and feel confident using the design thinking framework and the learning language.	Rates of L1, L2 and L3 NCEA Certificate merit and excellence endorsements are improved. Teachers and students can explain and use UDL strategies to deepen learning. Learning is visible, deep, inclusive and culturally responsive. Assessment practices are negotiated, responsive and inclusive for all learners.	A greater sense of connection and community is established. Tutorials provide responsive personalised support and learning for students - growing learning relationships, planning for success, building leadership and understanding and managing self. Tutees experience responsive and personalised learning and support and learning. Poor attendance is addressed quickly and students are reengaged with learning.	Middle leaders feel confident to practice Growth Coaching with their teachers. Middle leaders feel comfortable addressing problems of practice and engaging in difficult conversations with their teachers. Middle leaders feel supported by the SLT. Teacher practice improves and results in improved student outcomes.
Goals	>90% of Year 11 students experience success in a scaffolded impact project. >90% of teachers plan and teach using the Design Thinking framework. >50% of projects will have an authentic external partner. >100% of teachers and 95% of students can identify the learning language/skills dispositions.	>65% Level one certificates are gained with merit or excellence endorsement. >55% Level two certificates are gained with merit or excellence endorsement. >55% Level three certificates are gained with merit or excellence endorsement. >95% of students report experiencing universal design for learning and assess when ready.	>80% of Tutors and tutees report a greater sense of connection and community. >80% of tutees agree/strongly agree that their tutor helps them with their learning at school and for the future. 100% of students complete two Tutorial inquiries. Attendance is improved by 10% across all levels.	100% of middle leaders complete Introduction to Growth Coaching. 100% of middle leaders feel confident addressing problems of practice and engaging in difficult conversations with their teachers. 100% of middle leaders feel supported by the Senior Leadership Team. 100% of teachers engage in Collaborative Professional Inquiries.

Strategic Plan 2020-2022

Strategic Focus	2020	2021	2022
<p>Strategic Focus 1 - Learning and Teaching To deliver a curriculum for Albany Senior High School that empowers students to co-construct their learning in a dynamic learning community.</p>	<ul style="list-style-type: none"> ● See 2020 ASHS Annual Plan ● Review and refine Tutorial Curriculum ● Introduce Scaffolded Impact Projects ● Review and refine universal design for learning and assess when ready in Specialist Subjects 	<ul style="list-style-type: none"> ● Introduce refined Tutorial Curriculum. ● Introduce refined Scaffolded Impact Projects and focus on the use of Design Thinking. ● Introduce and trial integrated and/or connected Specialist Subjects. 	<ul style="list-style-type: none"> ● Embed Tutorial Curriculum ● Embed Impact Projects ● Review and refine Specialist Subjects
<p>Strategic Focus 2 - Self Review and Reporting To develop and implement a strategic plan affecting the National Education Guidelines through policies, plans and programmes that reflect the vision and values of Albany Senior High School allowing for constant reflection, review and refinement of the processes to ensure the school is constantly seeking to be the best it can.</p>	<ul style="list-style-type: none"> ● Review and refine annual self-review policies, plans and programmes. ● SSLs to complete updated Specialist Subject Annual Report for BOTs. (new) ● SLT to conduct annual self-review surveys to be completed by students. ● SLT to conduct annual self-review surveys to be completed by parents. (new) 	<ul style="list-style-type: none"> ● Introduce refined annual self-review policies, plans and programmes. ● Review and refine use of self-review surveys. 	<ul style="list-style-type: none"> ● Embed refined annual self-review policies, plans and programmes. ● Introduce refined self-review surveys.
<p>Strategic Focus 3 - Human Resources To ensure that high quality staff are appointed who are committed to the values and visions of Albany Senior High School and to design professional learning for all staff that empowers them to co-construct their learning in a dynamic learning community.</p>	<ul style="list-style-type: none"> ● Introduce refined Personal Professional Learning Plan and Professional Inquiry documentation for all staff (moving away from appraisal) ● Set up a system to ensure all teachers are being observed 1-2 times per year. ● Design a Leaders at ASHS framework to ensure all leaders are getting the support they need 	<ul style="list-style-type: none"> ● Review and refine Personal Professional Learning Plan and Professional Inquiry documentation for all staff ● Review systems to ensure all teachers are being observed 1-2 times per year. ● Review and refine Leaders at ASHS framework to ensure all leaders are getting the support they need 	<ul style="list-style-type: none"> ● Personal Professional Learning Plan and Professional Inquiry documentation for all staff embedded ● All teachers are being observed 1-2 times per year ● Leaders at ASHS framework embedded
<p>Strategic Focus 4 - Finance and Property To ensure a model of resource allocation that provides the greatest opportunities for students and staff, which will remain sustainable over the long term.</p>	<ul style="list-style-type: none"> ● 2019 10YPP finalised and enacted ● Continue to work towards an operating surplus. 	<ul style="list-style-type: none"> ● As per 10YPP ● Continue to work towards an operating surplus 	<ul style="list-style-type: none"> ● As per 10YPP ● Continue to work towards an operating surplus

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Strategic Focus	2020	2021	2022
<p>Strategic Focus 5 - Health and Safety To maintain a mutually respectful learning community where individuals are valued and no one falls through the cracks.</p>	<ul style="list-style-type: none"> All obligations in regards to Health and Safety are met. 	<ul style="list-style-type: none"> All obligations in regards to Health and Safety are well understood, met and reviewed as appropriate. 	<ul style="list-style-type: none"> All obligations in regards to Health and Safety are well understood, met and reviewed as appropriate.
<p>Strategic Focus 6 - Compliance To fully comply with all regulatory, legislative and school policy requirements as they pertain to school operations, and to ensure that policies and practices reflect NZ's cultural diversity and the unique position of Maori.</p>	<ul style="list-style-type: none"> Review policies and procedures to ensure they align with our strategic directions while meeting our legislative and contractual obligations. Review policies to ensure they reflect NZ's cultural diversity and the unique position of Maori. Introduce attendance strategy. Review and introduce revised reporting strategy. 	<ul style="list-style-type: none"> Review policies and procedures to ensure they align with our strategic directions while meeting our legislative and contractual obligations. Revise policies to ensure they reflect NZ's cultural diversity and the unique position of Maori. Embed attendance strategy. Embed revised reporting strategy. 	<ul style="list-style-type: none"> Routinely review policies and procedures to ensure they align with our strategic directions while meeting our legislative and contractual obligations. Routinely review policies to ensure they reflect NZ's cultural diversity and the unique position of Maori. Refine attendance strategy. Refine revised reporting strategy.
<p>Strategic Focus 7 - Building School Community To communicate a school identity that reflects our values and vision, our unique character and our community.</p>	<ul style="list-style-type: none"> Opportunities for engagement and consultation with Maori Community are strengthened. Launch updated school website, app and newsletter platform. Kahui Ako profile and community engagement strengthened via appointment of Within School Leaders. 	<ul style="list-style-type: none"> Engagement and consultation with Maori Community reviewed and refined. School website, app and newsletter platform reviewed and refined. Kahui Ako community work reviewed. 	<ul style="list-style-type: none"> Engagement and consultation with Maori Community reviewed and refined. School website, app and newsletter platform reviewed and refined. Kahui Ako community work reviewed.
<p>Strategic Focus 8 - ICT and E-learning To ensure information systems support the development of an effective learning community.</p>	<ul style="list-style-type: none"> New external IT Support providers complete review and address any infrastructure issues School is migrated from Linux to Windows ICT and E-learning strategy developed 	<ul style="list-style-type: none"> IT support reviewed ICT and E-learning Strategy implemented 	<ul style="list-style-type: none"> IT support meeting needs of staff and learners in a timely fashion ICT and E-learning Strategy reviewed and refined