



ALBANY SENIOR HIGH SCHOOL CHARTER 2023

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



ALBANY SENIOR HIGH SCHOOL ANNUAL PLAN 2023

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*

	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>
Aim	To further develop and embed our scaffolded/structured approach across all year levels of Impact Projects to improve student success and engagement.	To embed our approaches to inclusive learning design (Mana Ōrite Mo te Matauranga Māori, universal design for learning and responsive assessment practices) in Specialist Subjects .	To embed effective tutor practice and deliver the Tutorial Curriculum so that all ākonga experience consistent levels of support and connection.	To grow SLT and our middle leaders to become agents of change with a focus on access to useful data and helping teachers improve their professional practice (through the professional growth cycles / PGCs and PI).
Actions	Authentic external partnerships are established, supported and nurtured. NZQA Standards are offered in Impact Projects. IP Leads establish an IP Mentor team, understand their needs and support and improve their mentoring practices. Strong collaboration between IP mentors is supported. Mentors embed the structured impact project approach. Mentors intentionally teach Design Thinking. Mentors use agile methodologies to structure the day and phases of IP (3 weeks sprints) Mentors confidently use the Principles and self-reflection tool to give feedback to students at the end of a sprint and at the end of a project. IP champions have distinct responsibilities in areas of branding, advertising, external expertise, agile methodology Mentors explore the community outside of 'ASHS walls' to connect with stakeholders and experts. Mentors build a 'team' culture within their project class. Impact mentors monitor attendance and contact whanau and tutors where needed to re-engage ākonga.	Teachers embed Mana Ōrite mo te Matauranga and Te Ao Maori concepts into their learning design. Teachers design and deliver Level 1 courses that focus on significant learning and include one Level 2 standard. SSLs work with teachers to ensure UDL strategies are planned and implemented in classroom practice. Teachers are supported to incorporate teaching and learning technologies to improve students' outcomes. Teachers develop explicit strategies to support self-directed learning throughout the year. Teachers negotiate assessment with learners while having high expectations so as to maximise opportunities for student success. Teachers continue to explore and implement culturally sustaining practices with a focus on bicultural partnerships in order to honour Te Tiriti o Waitangi.	Tutors build a sense of community within their tutor class focused on turangawaewae, making tutor groups the 'place to stand' for all ākonga. Tutors, with support from CLs, intentionally plan to deliver tutorial curriculum elements. Communities begin to explore ASHS unique identity through the ASHS Pepeha. Community leaders coach tutors using the Tutor Improvement Model. Tutors understand their ākonga as learners and use interventions to support learners to achieve their personal learning goals. Tutors implement the attendance procedures to contact home so as to re-engage ākonga. Community leaders support tutors to create wellbeing routines in their tutorial class. Community leaders support tutors to intentionally plan and deliver global citizenship learning.	SLT supports middle leaders to engage in LbL conversations about teachers' PGCs. Identify data that can inform the actions of SLT and the wider school and make these more readily available. SLT works with middle leaders to develop interpersonal skills and strategies for understanding teachers' thinking around teacher learning. SLT meets with middle leaders weekly one to one to maintain focus on the annual plan and teacher PGCs. Department focussed Professional Inquiries are based on student-focused data and inform the department's inquiry. Teaching observations take place within PI and PGCs in a way that best supports teacher learning. Whole school data are analysed at points during the year to look for patterns relating to students outcomes. Staff understanding of data and what insights it can offer are identified and catered for with PD and department-level support.
Outcomes	Engagement and attendance levels in Impact Projects are raised. Students experience personalised learning and support from their mentors. A culture change continues to be built within the 2023 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. Consistent delivery of structured projects (eg: teachers actively engaged with students throughout the day.)	Students experience success for who they are as people and learners. Students are meaningfully engaged in learning until the end of the year. Students develop a sense of creativity, curiosity and deep expertise in each learning area. Students experience learning through UDL practices Assessment practices are negotiated, responsive and inclusive for all learners. Students grow their levels of agency and are confident in being self-directed in their learning. Students use learning technologies effectively to improve their learning outcomes.	Ākonga tutorial experiences are cohesive, consistent and inclusive. Ākonga feel a sense of turangawaewae - tutor groups is the 'place to stand' for all ākonga. Tutors actively support students towards their personal learning goals and this is recorded. Tutors work collaboratively to develop learning opportunities for tutees to address elements of the tutorial curriculum in meaningful ways. Attendance and engagement is improved for at-risk ākonga. Ākonga have greater knowledge on how to enhance their personal wellbeing.	Middle leaders feel confident to engage in discussions about PGCs and PI with their teachers. Middle leaders explore differences in perspectives about teaching practice in conversations with their teachers. Middle leaders genuinely inquire into teachers' perspectives about teaching practice in conversations. Middle leaders are supported by the SLT to effectively lead their teams in weekly meetings and when problems occur. Observations happen for all teachers during the year and are embedded in their PGC and/or PI. Teachers carry out PIs and PGCs to support their teaching learning in ways that link student experiences with teacher actions / practices.
Targets	100% of teachers plan and teach using the Design Thinking framework. 100% of teachers and 95% of students are using the sprint and principles framework to gain feedback on their projects >50% of projects will have an authentic external partner. Mentor practice and the experience for students is more consistent across 80% of Impact Projects.	>80% Level 1 students gain Numeracy and Literacy and they achieve some Level 2 credits >80% of students experience universal design for learning and responsive assessment practices >70% Level two and three students have success in each subject studied achieving 14 credits and/or agreed course completion goals >55% Level two and three certificates are gained with merit or excellence endorsement.	In line with the National Attendance and Engagement Strategy all staff support 70% of Ākonga have a 90% attendance rate (monitored by Community Leaders and Tutors) >50% of tutees believe their wellbeing has been enhanced through tutorial >90% of tutees agree/strongly agree that their tutor helps them monitor their individual learning plan towards success.	100% of middle leaders feel confident in supporting teacher PGCs. 100% of middle leaders set and pursue LbL goals. 100% of middle leaders feel supported by the Senior Leadership Team. 100% of teachers engage in Professional Inquiries and record their findings.