



ALBANY SENIOR HIGH SCHOOL ANNUAL PLAN 2024

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

	Impact Projects	Specialist Subjects	Tutorial	Effective Teacher Learning
Actions	<p>To enhance mentoring approaches for Impact Projects across all year levels to boost student success and engagement.</p> <p>Authentic external partnerships are established, supported and nurtured for a majority of projects. NZQA Standards are offered in all Impact Projects. All new ākongha will undertake IP101 for Semester One. IP101 - Design Thinking, agile methodologies, learning dispositions and IP principles are explicitly taught. Mentors embed the IP101 structured impact project approach.</p> <p>IP Leads establish an IP Mentor team, understand their needs and support and improve their mentoring practices. Mentors intentionally teach Design Thinking. Mentors use agile methodologies to structure the day and phases of IP (3 weeks sprints)</p> <p>Mentors confidently use the Principles and self-reflection tool to give feedback to ākongha at the end of a sprint and at the end of a project.</p> <p>IP champions have distinct responsibilities in areas of branding, advertising, external expertise, agile methodology</p> <p>Mentors build a 'team' culture within their project class. Impact mentors monitor attendance and contact whānau and tutors where needed to re-engage ākongha.</p>	<p>To further develop and improve our approaches to inclusive learning design in Specialist Subjects.</p> <p>Kaiako are supported by SSLs to design and populate a collaborative Google site to supplement Google Classroom that provides resources using Universal Design for Learning (UDL) to enable Self Directed Learning (SDL). Kaiako incorporate teaching and learning technologies to enhance learning opportunities and improve ākongha outcomes.</p> <p>Changes in practice and improvement to Teaching/Learning programmes are made to ensure continued engagement and are informed by ākongha voice and achievement data. Kaiako will design and deliver Level 1 courses that focus on significant learning and include two new NCEA Level 1 standards.</p> <p>Instructional design and resourcing approaches are planned within the department and explicitly implemented to facilitate self-directed learning.</p> <p>Kaiako and ākongha have a clear and agreed understanding of Course completion for each course/programme of learning and high expectations are maintained all year. Kaiako will negotiate assessment approaches and timelines with ākongha while having high expectations so as to maximise opportunities for ākongha success.</p> <p>Kaiako will embed te reo Māori, te ao Māori and mātauranga Māori through their Teaching/Learning approaches and learner relationships.</p>	<p>To embed effective tutor practice and deliver the Tutorial Curriculum so that all ākongha experience consistent levels of support, connection and success.</p> <p>Tutors embed te reo Māori, te ao Māori and mātauranga Māori into their learning design to give effect to Te Tiriti o Waitangi.</p> <p>Tutors are supported by Community Leaders (CLs) to work with ākongha to ensure all ākongha have individualised learning plans and personal and academic goals.</p> <p>Tutors are supported by CLs to foster the skills that enable learner agency, self-directed learning and executive function.</p> <p>Tutors are supported by CLs to implement attendance procedures, to support the engagement of ākongha. CLs are supported by DPs to foster community collaboration and support individual tutors to improve tutor practice.</p> <p>Tutors are supported by CLs to use the Tutor Improvement Model and the Hikairo Schema to reflect on and improve tutor practice.</p> <p>Tutors will continue to nurture the wellbeing of tutees through engagement with and delivery of relevant programmes</p> <p>Community Kaiarahi supports Associate Tutors to build learning experiences, programmes and events to improve the culture of the community.</p>	<p>To support middle leaders and teachers to engage in teachers' professional growth cycles (including professional inquiries).</p> <p>DPs meet with SSLs weekly to discuss and progress:</p> <ul style="list-style-type: none"> teachers' learning in their professional growth cycles (including teachers' PIs) observations and the links with teachers' professional growth cycles. the departmental culture and structures supporting teacher collaboration around professional growth cycles. data literacy and the integration of data in teacher learning and practice. <p>Identify additional data that can inform the actions of SLT, middle leaders and/or teachers and make these more readily available.</p> <p>Teaching observations take place and are resourced in a way that supports teacher learning.</p> <p>Collect PI information from teachers at the different PI phases, provide feedback and facilitate the sharing of this information across teachers.</p> <p>Friday morning professional growth cycle mini-sessions reinforce the role of teacher collaboration, data and research within departments.</p> <p>Further develop the effective teacher learning dashboard at the course level (attendance, Google Classroom engagement, grade data, well-being meter etc).</p>
Outcomes	<p>Engagement and attendance levels in Impact Projects are raised.</p> <p>Ākongha experience personalised learning and support from their mentors.</p> <p>Ākongha understand and use specific processes in IP to experience success in Impact Projects and thrive in this strand of our curriculum.</p> <p>Mentors of Impact Projects are energised and feel confident using the design thinking framework.</p> <p>Consistent delivery of structured projects (eg: teachers actively engaged with ākongha throughout the day.)</p>	<p>Ākongha are able to navigate their learning programmes based on a clear plan and grow their levels of agency.</p> <p>Ākongha are meaningfully engaged in learning until the end of the year.</p> <p>Ākongha develop a sense of responsibility and ownership for their achievement.</p> <p>Assessment practices are negotiated, responsive and inclusive for all ākongha.</p> <p>Ākongha use learning technologies effectively to improve their learning outcomes.</p> <p>Learning programmes clearly reflect the embedding of te reo Maori, te ao Maori and mātauranga Maori.</p>	<p>Ākongha tutorial experiences are cohesive, consistent and inclusive.</p> <p>Attendance and engagement are improved for at-risk ākongha.</p> <p>Ākongha can articulate processes and strategies that support their learning.</p> <p>Ākongha feel a sense of tutor and community connection</p> <p>The place of te ao Māori in the tutorial curriculum is valued by ākongha and tutors</p> <p>Ākongha voice demonstrates that their wellbeing is supported through tutorial</p> <p>Ākongha voice demonstrates that their academic achievement is supported through tutorial</p>	<p>Middle leaders are carrying out one-to-one discussions and facilitating opportunities in department meetings for teacher collaboration on professional growth cycles and PI.</p> <p>Middle leaders explore differences in perspectives about teaching practice in conversations with their teachers and in department meetings.</p> <p>Middle leaders are supported by the DPs to effectively lead their teams in weekly meetings.</p> <p>Observations happen for all teachers during the year and are embedded in their professional growth cycle and/or PI.</p> <p>Teachers carry out PIs and professional growth cycles to support their learning in ways that link student learning outcomes with teacher actions and practices.</p>
Targets	<p>100% of new ākongha undertake an IP101 to understand and use the Design Thinking framework, sprints, and learning dispositions.</p> <p>100% of teachers plan and teach using Design Thinking, agile methodology, and learning dispositions.</p> <p>100% of ākongha are using the sprint and principles framework to gain feedback on their projects</p> <p>Ākongha gain 10 credits or more NCEA standards as part of their IP programme.</p> <p>>80% of projects will have an authentic external partner.</p>	<p>>80% of all ākongha achieved their personal academic goals</p> <p>>80% of all ākongha have experienced responsive assessment practices (choice/negotiation)</p> <p>>75% of Level one ākongha have success in the two standards offered in each of their 5 courses (including Maori/Pacifica data)</p> <p>>70% of Level two and three ākongha have success in each subject studied, achieving at least 14 credits and/or agreed course completion goals (including Maori/Pacifica data).</p>	<p>>70% of ākongha (including Māori and Pacific) believe their wellbeing has been supported through tutorial</p> <p>>80% of ākongha (including Māori and Pacific) agree/strongly agree that their tutor helps them monitor their individual learning plan towards success.</p> <p>>60% of ākongha (including Māori and Pacific) feel connected to a larger community of learners through tutorials</p> <p>>60% of ākongha (including Māori and Pacific) are attending school above 85% of the time</p>	<p>100% of SSLs have a view on their teacher's practice improvement areas and use this to carry out support actions.</p> <p>100% of SSLs organise and carry out observations across their departments.</p> <p>100% of SSLs engage in their teachers' professional growth cycles.</p> <p>70% of teachers submit all phases of their Professional Inquiries.</p>

Supplementary Goal - Community Engagement

	Community Engagement
Actions	<p>To review and strengthen community connections and collaboration to raise the profile of the school within the wider community.</p> <p>Strategy finalised and implemented for raising the profile of Albany Senior High School as the school of choice for the community.</p> <p>ASHS to share regular updates and celebration of achievements through the AJHS Newsletter.</p> <p>Community event aka a “Food Truck Evening” hosted in Term One.</p> <p>An ASHS “documentary” video produced to help educate the community about the three strands of the ASHS Curriculum and school culture promoted so as to address common misconceptions.</p> <p>An AJHS to ASHS pathway plan is co-designed and established to help improve retention within the kāhui ako pathway.</p> <p>Partnership established with Te Kawerau ā Maki. (Year One).</p> <p>A communication and connection strategy is developed for all ākonga who identify as Māori.</p>
Outcomes	<p>The pathway between Albany Junior High School and Albany Senior High School is strengthened.</p> <p>Community perception of the school is enhanced with a greater number of “in zone students” choosing to attend the school.</p> <p>Misconceptions about the school are addressed and minimised.</p> <p>A partnership is established with Te Kawerau ā Maki.</p> <p>Communication and connection with Maori ākonga and their whānau is strengthened.</p>
Targets	<p>5% increase of “in zone” students enrol in 2025</p> <p>100% Māori students have been identified and profiles created for academic tracking and engaging with whānau and specific iwi.</p>