



Alfred Deakin High School
Excellence Responsibility Community Respect



ACT
Government
Education

Alfred Deakin High School

Network: South/Weston

Strategic Plan 2018-2022

This page is intentionally left blank.

School Profile

Vision

The Alfred Deakin High School community embraces the diversity of its students and celebrates the advantages that this diversity brings to the school. Our school values of excellence, respect, responsibility, and community are mirrored in our learning programs, our policies and in the overall culture of the school.

Alfred Deakin High School:

- places high value on building relationships with students as a basis for creating a positive learning environment;
- enriches student lives through innovative education, a pursuit of excellence in learning, and the celebration of personal success;
- encourages teachers to try new ideas and approaches/putting curiosity, imagination and creativity at the heart of learning; and
- considers the purpose of teaching and learning as pursuing the happiness of learning and cultivating the development of the whole child.

Our school promotes the development of individuals through a broad range of flexible and dynamic learning experiences.

School Improvement Planning

Priority One: flexible and personalised learning experiences to maximise each student's growth.

Student outcomes to be achieved through this priority include:

- all (within school match) year 9 students show growth in reading, writing & numeracy
- Increased proportion of students studying digital technology and undertaking STEM projects.
- Every student will have a personalised learning portfolio
- Improved staff capability to use student data to positively impact growth in student achievement.

Targets

By the end of 2022 we will achieve:

- 70% of year 9 students (within school match) achieve expected growth or better in reading and writing, and 77% in numeracy. This represents a 5% increase in growth in each of the three domains from an average of the past four years.
- Increase the number of Digital Technology classes from three in 2018 to six and at least one STEM class.
- All students utilise E-portfolios as repositories for their best work, goals and future planning
- All staff can critically reflect on their impact on student learning using a range of data/evidence based tools

National School Improvement Tool – Domain focus:

Choose an item.

National Quality Standard – Quality Area focus: *Choose an item.*

Education Directorate Priorities: [INSERT RELEVANT PRIORITIES]

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
1.1. Develop a pedagogical framework grounded in formative assessment, 'visible' learning and teacher self reflection.	Draft Framework document Feb 2018	The Leadership Team	Time to develop and review pedagogical framework Coaching training for School leaders Suitable evaluation surveys	Observations of staff/walkthroughs to ensure <ul style="list-style-type: none"> • clear intentions and success criteria • formative assessment Teachers regularly receive feedback/coaching on the impact of their teaching from staff & students. Feedback includes both affirmations and constructive critique to stimulate self-reflection. Experienced teachers mentoring early career teachers
1.2. Build a culture of student ownership of learning and self-reflection on progress	Progress each year to full implement	Leadership team to progress and plan for	Technology in place to support Detailed rubrics that show next step for	Number of parents involved in the conferencing process. Students regularly talking about their progress

	ation in 2020	implementatio n Parents Students	improvement Explicit success criteria Feedback on assessment Template for student reflection Visit other schools to view a range of models Staff and parent PL in Pathways document	Portfolios as repository of student work supported by self reflection template Students have regular input into curriculum (student agency) Range of e-portfolio models /self-reflection processes explored (from other schools)
1.3. Improve alignment between curriculum assessment and reporting	2018 commence	SLB Faculty leaders	Faculty PL to build understanding of work samples and elaborations Examples of best practice Release time to build rubrics.	Rubrics are explicitly linked to AC standards, detailed and inform students on the 'next step' Rigorous moderation against the work samples/standards and with like schools Common understandings of what moderation is and effect of moderation
1.4. Build teacher capacity to use data/evidence more skillfully to inform their impact on student learning	Commence 2018	SLC (data analysis)	Check SAS functionality Audit data currently collected PL for staff	Data plan documented and developed Teachers regularly use system testing to inform their teaching programs Teachers can show student progress in learning using their own data/evidence

1.5. Build the capacity of teachers to explicitly teach critical and creative thinking in all classes.	Commence 2019	GaTLO	Assessment strategies for assessing higher order thinking	<p>Professional learning in critical and creative thinking skill development</p> <p>Inclusion of higher order language/questions in every assessment item.</p> <p>Types of questions used in classes</p>
1.6 Implement e-portfolios to include goal setting & reflection on academic, wellbeing and future aspirations.	2018	Leadership Team	<p>Suitable platform to host student portfolios developed.</p> <p>PL for staff on developing authentic assessment for audience</p> <p>Time allocated in learning program for implementation and skill development</p>	<p>Students have goal setting, achievement evidence with reflection & student Pathways for all learning areas over time.</p> <p>Parents attend/are involved in a learning conference once a semester.</p> <p>ADHS allocates a specific day each semester for learning conferences.</p>

Priority Two: equipping students to be successful members of our community.

Student outcomes to be achieved through this priority include:

- More students engage in a broadened range of extra-curricular non-screen time activities
- Student skills in managing and organising their time and work increase their self-efficacy.
- Tutor Group teachers utilise TG time to build positive and effective relationships with their students.
- Refurbish and revitalise the Canteen into an attractive space that attracts more students

Targets

By the end of 2022 we will achieve:

- Use Sentral (new SAS for the Directorate) measures of community involvement (TBC) or Reduce to 15% students giving a 'needs improvement' rating to measures for Student Well-Being, specifically anxiety, in the School Climate survey (from an average of 21% over the previous three years).
- Add new questions for Satisfaction Survey (staff/students/parents) – I am able to organise school work and submit assignments on time/I am able to organise my time and seek 90% agreement from all stakeholders.
- 80% of students report 'I can talk to my teachers about my concerns' in the annual Satisfaction Survey (from average 55% over last four years)
- Canteen returns to profit (currently \$22,000 in deficit) and 70% of students respond positively to 'I am satisfied with the availability of healthy food and drink at this school' in the annual Satisfaction Survey (from average 51% over previous two years).

National School Improvement Tool – Domain focus: *Choose an item.*

National Quality Standard – Quality Area focus: *Quality Area 2 - Children's health and safety*

Education Directorate Priorities: [INSERT RELEVANT PRIORITIES]

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
----------------------------	-------------	----------------	--------------------	----------------------------

1.1 Talk to key institutions Deakin University, Headspace, beyondblue, Woden community Service to explore high yield strategies to have big impact on wellbeing of students	2018	SET & SLC LEAN	Deakin University (or other organization) engages with ADHS in a research project	Buy in from an organization to assist ADHS implement programs/strategies to support wellbeing of students Relevant baseline data (Deakin Uni 2013) on screentime, daily physical activity or other recreational activity.
1.2 Build student capacity to self-regulate screen time and engage in a range of recreational activities not involving screen time that actively build social connection	2018 commence	SLC LEAN	Ride to School PR Clubs of interest for students. Consistent practice expectations of IT use across the school	An increase in students riding/walking to school Number of clubs and/or students in clubs Protocols for use of IT in every classroom, especially mobile phones. WiFi free time across the school for students at a particular time of the week.
1.3 Enhance wellbeing of students through personal efficacy	2018	Leadership Team/Student Engagement Team (SET)	Set of explicit and consistent expectations of effective use of TG time Structured program to build student capacity to manage their time using a range of strategies.	Maximise TG time with students to build relationship and organizational skills Provide explicit forums/time to build student capacity to be organized (email, due dates, enroll in activities)
1.4 Provide better access to healthy eating opportunities within the school	2018 commence	SLC LEAN & SET	More tables in the Canteen to encourage social interactions Student engaged in designing	Student voice evident in healthy food options and value for money of food for sale in the Canteen. Horticulture garden provides produce for use in school kitchens and Canteen

			<p>refurbished Canteen</p> <p>Budget allocation/grant for refurbishment</p> <p>Guidelines from Healthy Kids Assoc on food prep/portions for commercial sale.</p>	<p>Refurbish Canteen space to make more attractive to students/staff</p> <p>NFS classes create food for sale in the Canteen</p>
--	--	--	--	---

Endorsements

School Principal

SIGNATURE

Name: Belinda Bartlett



Board Chair

SIGNATURE

Name: Anne Twyman



Director School Improvement

SIGNATURE

Name: Wayne Prowse
