



## Albany Junior High School 2022-2024

Albany Junior High School (AJHS) is a co-educational state school which caters for adolescent learners from Year 7-10. Our current roll is around 1145 learners (May, 2022). Pre-COVID, AJHS had approx. 65 international students but this number has reduced to around approx. 13 students who have recently enrolled to start this year. We have initiated marketing to further grow this number for 2023.

AJHS is situated on an elevated site approximately 5 kilometres south of the Albany town centre on the corner of Albany Highway and Appleby Road. The 8.3 hectare site includes playing fields and two all-weather multi-sport surfaces. There are 4 Whānau blocks which include specialist science labs and technology facilities, an Administration/Learner Services block (containing a Library and specialist Computer Design Centre, a Gymnasium, Music Block and a separate Performing Arts Centre. The Wilson School has a satellite unit of two classes at the school. Recently, AJHS was given a new building from Pinehurst School which will be our new Wharenuī, after renovations are completed by a sponsoring local company "Growing Spaces".

The AJHS school zone incorporates rural and urban areas. It extends from Sunset Road in the south, to include Albany township in the north, northern motorway in the east, and Greenhithe in the west. The school zone continues northwards to include Paremōmo, Ridgeview, and Coatesville school zones.

The AJHS school community is predominantly European, and increasingly Māori and Pacific Island learners. Although the COVID 19 pandemic impacted immigration to New Zealand, there is a diversity of cultures and ethnicities in the local community. These represent Asia, South Africa, South America, Europe. These are reflected in our school roll, and as one of our 2022-2024 strategic aims which is to *'Ensure AJHS has a culture of inclusivity to recognise and respect the diversity within our school community.'*

AJHS is a part of the Albany Community of Learning (CoL) which is coined 'Whānau Ki te Ako'. This group of contributing schools include Albany Senior High School, Albany Primary School, Upper Harbour Primary, Greenhithe School, Coatesville School and Ridgeview School. AJHS has 5 Within School Leaders and 1 Across School Leader.

Despite the challenges and constant Covid response from the pandemic, we conducted extensive consultation over 5 months to continue the momentum and development of our school. AJHS remains steadfast in their engagement and partnership with their school, local and wider community.

## Albany Junior High School Strategic Plan 2022-24

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
<b>Community and Engagement</b> <b>Whakawhanaungatanga</b>	<b>Identity and Culture</b> <b>Rangatiratanga</b>	<b>Clarity and Understanding</b> <b>Māramatanga</b>
Build and engage in reciprocal learning partnerships within and beyond our community.	Ensure a culture of inclusivity to recognise and respect the diversity within our school community.	Commit to and build a cohesive Junior High School programme catering for the emerging adolescent learner.
Develop and implement cohesive programmes across Y7-10, with visible pathways of transition.	To review and refresh our curriculum to greater support Te Tiriti o Waitangi, and our bicultural values.	Establish learning design to develop programmes that enhance relationships, and provide meaningful, connected experiences for academic and personal development.
Contribute to the Albany Kahui Ako Community of Learning (CoL) to establish relationships, and foster student achievement.	To teach a curriculum that enables student agency to personalise and co-construct their own learning in a supportive learning community.	Create clarity and ownership around the school vision, and values.
Provide clarity about the benefit of student learning at Albany Junior High School.	Provide a safe and engaging environment that builds capability and wellbeing/Hauora.	Implement sustainable systems for learning support.

## Annual Plan 2022

### Strategic Goal 1

#### Community and Engagement Whakawhanaungatanga

Sub Goals	Actions	Who
Build and engage in reciprocal learning partnerships within and beyond our community.	<ul style="list-style-type: none"> <li>Regular opportunities for communication with parents and Whānau</li> <li>Termly Whānau forum for parents, caregivers, Maori &amp; Pasifika on relevant student learning themes (online or face to face)</li> <li>Community engagement development plan</li> </ul>	Principal, Marketing/Comms Whānau forum Leader Senior Leaders/Core Education
Develop and implement cohesive programmes across Y7-10, with visible pathways of transition.	<ul style="list-style-type: none"> <li>Appoint CoL leadership team with portfolio of <i>Transitions</i></li> <li>Conduct consultation with students, parents, Whānau, and contributing schools about transitions</li> <li>Develop transition plan</li> </ul>	Senior Leaders Within School Leaders CoL, SENCo Within School Leaders CoL
Contribute to the Albany Kahui Ako Community of Learning (CoL) to establish relationships, and foster student achievement.	<ul style="list-style-type: none"> <li>Develop working relationships with our Whānau Ki te Ako Co-Principals, Principals, Across and Within School Leaders</li> <li>Identify and appoint teachers to relevant CoL positions with portfolios that align with our school needs</li> <li>Monitor and collate student achievement data relevant to our CoL strategy as needed</li> </ul>	Principal, Deputy Principals, AJHS CoL Leaders Deputy Principal, CoL Principal(s) Across School Leader
Provide clarity about the benefit of student learning at Albany Junior High School.	<ul style="list-style-type: none"> <li>Identify and develop teaching and learning relationship and pathway to Albany Senior High School</li> <li>Develop and implement streamlined and cohesive academic and pastoral/wellbeing programmes across Y7-10 for improved student outcomes</li> <li>Academic development plan to monitor data and rigour across Y7-10</li> <li>Review and research, in consultation, reporting and assessment approaches for 2023</li> </ul>	Senior and Middle Leaders Senior and Middle Leaders, Teachers Y9/10 Academic Coordinators Within School Leaders CoL

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### Strategic Goal 2

#### Identity and Culture Rangatiratanga

Sub Goals	Actions	Who
Ensure a culture of inclusivity to recognise and respect the diversity within our school community.	<ul style="list-style-type: none"> <li>• Consultation with students, parents and Whānau to gather and identify current perspectives and social and learning needs</li> <li>• Establish leadership roles of key curriculum and cultural areas of the school</li> <li>• Wharenuī development plan for community engagement and use</li> <li>• Establish Tikanga Māori and Te Reo for teaching, learning and key practices and events</li> <li>• Engagement and communication with community to build relationships of understanding and partnership of diverse learners</li> </ul>	Senior and student Leaders, SENCo  Senior, middle and student leaders Senior Leaders, Board of Trustees Matua and Kuia, teachers Senior Leaders, Marketing/Comms Senior Leaders, Teachers
To review and refresh our curriculum to greater support Te Tiriti o Waitangi, and our bicultural values.	<ul style="list-style-type: none"> <li>• Identify what we already know about Aotearoa New Zealand's histories and who our local experts are to develop connections</li> <li>• Connect with community networks to enable us to explore the historical significance of local places and people</li> <li>• understand the what, why, when, and how of including Aotearoa New Zealand's histories in the social sciences learning area.</li> <li>• Improve knowledge to progressively integrate Mātauranga Māori (Māori knowledge) into the AJHS curriculum</li> </ul>	Senior and Curriculum Leader(s)
To teach a curriculum that enables student agency to personalise and co-construct their own learning in a supportive learning community.	<ul style="list-style-type: none"> <li>• Teachers contribute positively to professional learning at AJHS</li> <li>• Curriculum review and restructure of programmes to achieve efficiency and sustain diverse opportunities</li> <li>• Monitor, collect and analyse a range of achievement and learning data to inform teaching practice, and refine progressions that support learning</li> <li>• Teachers self direct their own Professional Growth Cycle</li> </ul>	Senior Leaders, Teachers Senior and curriculum Leaders  Curriculum Leaders, teachers  Within School Leader CoL, Teachers
Provide a safe and engaging environment that builds capability and wellbeing/Hauora.	<ul style="list-style-type: none"> <li>• Review and revitalise pastoral mentoring, professional learning, and cohesion of Whānau classes, systems, and meeting the needs of diverse learners</li> <li>• Develop a two year staff and student wellbeing action plan</li> <li>• Wellbeing surveys of students and staff are undertaken biannually and analysed to inform leadership and the curriculum</li> </ul>	Whanau Leaders, SeNCo  Senior and Whanau Leaders, Teachers Senior and Whanau Leaders

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### Strategic Goal 3

#### Clarity and Understanding Māramatanga

Sub Goals	Actions	Who
Commit to and build a cohesive Junior High School programme catering for the emerging adolescent learner.	<ul style="list-style-type: none"> <li>Establish relationships and consultation with other NZ Junior High Schools</li> <li>Develop a shared understanding of the Y7-10 holistic needs of our students to inform our teaching and learning model</li> <li>Establish learning progressions from Y7-10 to streamline our curriculum</li> <li>Review funding capability to rationalise efficient human resources for effective teacher (FTE) distribution, for the delivery of the curriculum</li> </ul>	Senior Leaders, SeNCo Senior and Middle Leaders, Teachers  Curriculum Leaders, teachers Senior Leaders, Board of Trustees
Establish learning design to develop programmes that enhance relationships, and provide meaningful, connected experiences for academic and personal development.	<ul style="list-style-type: none"> <li>Following curriculum review and restructure of programmes to achieve efficiency and sustain diverse opportunities, identify professional learning and programme development to achieve authentic learning design</li> <li>Establish a shared understanding of the key elements of teaching and learning that include: relationships, learning progressions, contextualised programmes, collaborative practice</li> <li>Develop structures to ensure that the localised curriculum is relevant to engage students in their own personal progress and achievement</li> </ul>	Senior and Curriculum Leaders Teachers
Create clarity and ownership around the school vision, and values.	<ul style="list-style-type: none"> <li>Consultation with students, parents and Whānau to gather and identify priorities and perspectives of the school vision and values of our school</li> <li>Maintain or develop new school vision and values for our school community</li> <li>Action plan for the development of a <i>Learner profile</i> commencing 2023</li> </ul>	Senior and Curriculum Leaders Teachers Students, Parents, and Caregivers
Implement sustainable systems for learning support.	<ul style="list-style-type: none"> <li>Review structure and implementation of learning support programmes</li> <li>Programmes reviewed, adapted (including analysis of progress) for identified students</li> <li>Regular meetings and communication with SLT, guidance and Ministry of education leaders regarding learners requiring additional support</li> <li>Refine funding application processes to support appropriate human resources for student outcomes</li> </ul>	Senior Leaders, SeNCo, Learning Support Team Teachers