School plan 2015-2017

NSW GOVERNMENT | Education Public Schools

Asquith Girls High School 8222

LEARN TO LIVE

School vision statement

To nurture personal best and global citizenship in every student by providing a safe and vibrant learning environment with inspiring teaching.

School context

Asquith Girls High School is located within the Hornsby District and is surrounded by beautiful natural bush land.

Asquith Girls High School is a comprehensive girls' secondary school which enjoys a high standing in its community and is committed to developing young women who are independent, responsible learners and leaders, able to contribute as future citizens.

Teachers cater for individual learning styles, by differentiating the curriculum and providing inspirational and motivational pedagogies, so that all students have the opportunity to achieve their personal best. Effective implementation of technology into teaching and learning continues to be a major priority at Asquith Girls High School as we strive to educate the modern female learner.

Asquith Girls High School promotes holistic education and provides numerous opportunities for students to achieve personal excellence in the areas of academic studies, sport, leadership, performing and creative arts, design and technology, citizenship, extra–curricular and extension programs, including high achievements in external examinations.

There is a strong emphasis on wellbeing for all members of our school community.

The school is committed to developing resilient and confident global leaders, who make a difference to their ever–changing world.

The excellent achievement of students not only reflects their sustained commitment and effort, but also the dedication of our caring and professional staff.

School planning process

In planning to best meet the needs of young women of the future, Asquith Girls High School decided to involve its whole community: students, teachers, parents/caregivers and the wider community in a comprehensive community consultation process titled "VISION 2020", so named because the Year 7 students of 2015 will graduate Asquith Girls High School in the year 2020. This process employed wide–ranging consultation to:

- *empower the school community to own and direct the school's future*

- *enable the school community to make a positive difference for students from its active participation in the school planning process*

- *provide a lens into the school community's educational expectations and aspirations*

- *identify priority areas for school planning 2015–17; 2018–20 and beyond.*

The community consultation process included surveys, a community forum evening, focus group interviews and staff meetings, resulting in over 10,000 individual elements of feedback to guide the development of the AGHS 'Vision 2020'. A planning team was tasked with developing this plan from the VISION 2020 findings, together with other data sources such as:

- *The Motivation and Engagement Survey (MES)*

- *Tell Them From me Survey (TTFM)*

- *Student, parent and staff feedback on strategies*

- *NAPLAN and HSC analysis*

To create a culture of shared responsibility for the delivery of this plan, a model of distributive leadership has been developed that empowers all staff with ownership of the school's strategic directions. Each strategic direction is led by a Vision Leader while each process and practice is led by a Innovative Change Agent (ICA) and delivered by Innovative Delivery Agents (IDA). ICA meetings are held twice each term and reported upon in this plan.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1
Student and Staff Wellbeing

STRATEGIC DIRECTION 2
Active and Engaged Learners

STRATEGIC DIRECTION 3
Communication and Community Links

Purpose:

To provide a safe, vibrant learning environment where staff and students feel valued and empowered. To provide a foundation for students to achieve their personal best.

Purpose:

To equip learners with the capabilities they need to succeed at and beyond school. To embrace challenging opportunities, build resilience and problem solving abilities through actively engaging in learning. To make a powerful impact as creative, responsible global citizens.

Purpose:

To strengthen and improve communication links, encourage involvement, celebrate success and promote initiatives and programs. To enhance effective educational partnerships in the local and global communities.

Strategic Direction 1: Student and Staff Wellbeing

Purpose

To provide a safe, vibrant learning environment where staff and students feel valued and empowered. To provide a foundation for students to achieve their personal best.

Improvement Measures

Data sources reflect consistent approaches to managing positive learning environments.

90% of students achieve a minimum of 4 XCEL points each year.

Wellbeing curriculum embeds PERMA framework and identified key initiatives are designed to address the evolving wellbeing and learning needs of students.

Average score of 8 across domains of the Tell Them From Me: Focus on Learning Teacher Survey Report.

Learning spaces provide opportunities for collaborative learning for both students and staff.

People

Students

Build capabilities to strengthen resilience, leadership capacity and promote lifelong learning for adaptability to global challenges.

Staff

Have an increased capacity to draw upon welfare, curriculum and pedagogy practices for personal growth and to support students to achieve their personal best.

Parents/Carers

Become active, involved, supportive and well informed partners in school welfare initiatives.

Processes

Embed Positive Psychology (PERMA: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment), Choice Theory and restorative practices into the wellbeing curriculum to inform student learning culture and further support and promote staff wellbeing.

Recognise and celebrate student and staff achievement throughout the school by enhancing the XCEL values, co–ordinating recognition assemblies and promoting XCEL values by developing common resources to explicitly teach these values.

Implement programs to increase student agency and promote opportunities to include students as partners in school decision making and teaching and learning programs.

Evaluation Plan

In order to evaluate progress made in this strategic direction, staff will engage in milestone reporting twice each term and at the end of the year, reflect on the chosen improvement targets to ensure they continue to align with community expectations, current research and milestone achievement.

Practices and Products

Practices

Professional learning for staff on identified wellbeing issues including developing positive classroom environments, classroom management, developing collaborative positive relationships, high expectations and implementing restitution practices.

A dynamic and representative student leadership body which actively contribute to whole school decision making

Products

A wellbeing framework based on Positive Psychology to promote and support individual and collective wellbeing.

The XCEL recognition values (Excellence, Commitment, Effort and Leadership) form the basis for teaching, learning and wellbeing across the school by embedding XCEL values into classroom practice.

Initiatives implemented to promote staff wellbeing and achievements.

Learning environments that enhance teaching, learning and teacher collaboration.

Student actively contribute to whole school decision making to enhance their personal growth.

Strategic Direction 2: Active and Engaged Learners

Purpose

To equip learners with the capabilities they need to succeed at and beyond school. To embrace challenging opportunities, build resilience and problem solving abilities through actively engaging in learning. To make a powerful impact as creative, responsible global citizens.

Improvement Measures

Asquith Girls High School teachers participate in collegial observations with opportunities to provide quality feedback to colleagues and engage in reflective practice.

Increase value–added achievement measures to 36 between Years 7–9 and 25 from Years 9–12.

Increase average HSC results across the school to at least 2 points above the state mean.

Exceed the Premier's Target with more than 37% of students achieve Y9 reading, writing and numeracy results in the top two bands.

Improved levels of student engagement and relevance reflected through internal and external data sources.

People

Students

Demonstrate improvement in writing, specifically in Stage 6 subjects where writing is a large component of assessment.

Students

Demonstrate improved competence using technology to take greater responsibility for learning.

Staff

Demonstrate increased capacity to drive student improvement in writing via ALARM/PETAL.

Staff

Increase their understanding of the role of technology to personalise learning and engage learners.

Staff

Increase their capability via collaborative inquiry and with thorough knowledge of current educational research, design and deliver quality learning experiences that engage today's learners.

Parents/Carers

Increased understanding about the role of technology in learning and how to support their child's learning in a digital learning environment.

Processes

Implement programs and strategies aimed at exceeding the Premier's targets for literacy and numeracy by delivering targeted programs that develop whole school approaches with a focus on increasing value–added measures.

Design cross curricular and co curricular authentic learning opportunities to increase student engagement and enrichment through extension, design thinking, collaboration and non–traditional areas for girls (STEM: Science, Technology, Engineering, Mathematics).

Implement processes that collect and interpret data for evaluative measures across the school. The data collected will be both qualitative and quantitative and include feedback, observations, instructional rounds, external surveys such as TTFM and SMART data.

Evaluation Plan

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Practices and Products

Practices

Develop a school culture where academic research, internal and external data inform teaching and learning programs, student goal setting and substantive reflection.

Teachers, as a community of learners, collaboratively inquire into best practice, through Classroom Observations, Instructional Rounds and effective feedback.

Drive and sustain ongoing, school–wide improvement in literacy and numeracy through key initiates such as PETAL and Year 7–8 targeted literacy and numeracy programs.

Products

Deliver key cross curricular initiatives to offer innovative learning experiences that meet the needs of current and future learners informed by the Curriculum Review.

Strategic Direction 3: Communication and Community Links

Purpose

To strengthen and improve communication links, encourage involvement, celebrate success and promote initiatives and programs. To enhance effective educational partnerships in the local and global communities.

Improvement Measures

To be considered the school of choice by 75% of girls from local primary schools who participate in the AGHS transition program

Parents report increased levels of engagement in their child's education reflected through TTFM, community forums and share of parents using online platforms.

Increase opportunities for students to actively engage in the promotion of school activities, achievements and sense of school pride.

Increased community partnerships with community experts and higher education institutions within and outside the local community.

People

Students

Develop capabilities to author external communication.

Staff

Develop knowledge about successful links that can be made to enhance and celebrate their curriculum area.

Parents/Carers

Build capacity in understanding school practices and policies.

Parents/Carers

Build capacity to be involved in student learning and school learning outcomes and aims.

Processes

Strengthen links between AGHS, schools and other organisations in the local community, by leading transition programs and events to promote the school in the local and wider communities.

Facilitate and celebrate Global Connection by coordinating whole school events that promote social justice, intercultural understanding, student–volunteering and hosting international government representatives, colleagues and students.

Involve parents in the education of their children by implementing strategies to engage parents through information evenings, celebrations of learning, parent/teacher nights, alumni and other community forums.

Evaluation Plan

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Practices and Products

Practices

Use of the School Assessment Tool (Reflection Matrix) from Strengthening family and community in student learning to identify projects to enhance collaboration.

Cohesive and structured program of co–curricular, authentic learning opportunities to engage students as

Coordinated program to facilitate stronger communication and interactions with local feeder Primary Schools and High Schools, transition support and exploring opportunities to share student and staff expertise with our community.

Products

Create opportunities for effective collaboration with parents and community stakeholders.

Implement efficient promotions and communications processes and practices to celebrate student learning.

The school website reflects evidence of achievements, succinctly to the world.