

School plan 2018-2020

Asquith Girls High School 8222



School background 2018–2020

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 a comprehensive girls' secondary school which is located within the Hornsby District. The school enjoys a high standing in its community and is committed to developing young women who are independent, responsible learners and leaders, able to lead rewarding and productive lives in a complex dynamic world.

Developing the social and emotional capabilities of students underpins the emphasis on wellbeing at the school. We are committed to developing resilient and confident learners based on individual strengths and goals.

Leadership and social endeavour are provided in an inclusive environment to support learning, teaching and positive relationships.

The school has an experienced and highly dedicated staff with a strong united culture of collaboration, professional learning and the pursuit of excellence.

The school provides numerous opportunities for students to achieve personal excellence in the areas of academic studies, sport, leadership, performing and creative arts, design and technology and leadership.

The school celebrates outstanding student achievement across the comprehensive range of interests and abilities as measured by exceptional results in external examinations such as the Higher School Certificate.

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

The Asquith Girls High school planning process has been designed to engage students, staff and community throughout 2017 in considering past successes and future needs.

In order to reflect on the achievements made by the school during the 2015–2017 planning cycle, stakeholders were given the opportunity to share their aspirations for Asquith Girls High School as a school of choice beyond 2017. A community forum (210 attendees), focus groups, and internal and external surveys were used to evaluate our progress and identify priorities for further growth.

Data analysis, current educational research and reform documents have also been an integral part of the planning process.

The School Plan writing team consisted of teaching staff, DoE personnel and P&C representatives. The team analysed internal and external data, both quantitative and qualitative, from all stakeholders to inform the development of the school plan.

Feedback on the draft plan has been sought from parents, students, teachers and DoE personnel through information evenings, student and staff workshops, and online feedback to further refine the School Plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Build Practice Excellence

Purpose:

To build a positive school culture that fosters best practice in learning, teaching and wellbeing with a strong emphasis on literacy, numeracy and character development.

STRATEGIC DIRECTION 2

Grow Entrepreneurial Mindsets

Purpose:

To support the growth of confident and creative individuals with success-oriented attitudes which embrace initiative, intelligent risk taking, collaboration, opportunity recognition and design thinking to respond to personal and global challenges and advance human wellbeing.

STRATEGIC DIRECTION 3

Empower Connected Leaders

Purpose:

To empower leadership at all levels by building collaborative leadership capacity, creating productive partnerships, and nurturing relationships.

Strategic Direction 1: Build Practice Excellence

Purpose

To build a positive school culture that fosters best practice in learning, teaching and wellbeing with a strong emphasis on literacy, numeracy and character development.

Improvement Measures

School data demonstrates improvement in positive learning climates.

Students meet or exceed individual expected growth in literacy and numeracy.

Data demonstrates an increase in teacher and student efficacy in providing, receiving and applying quality feedback.

People

Students

Students build skills to self-assess and reflect on their learning, self-regulate their behaviour, set explicit learning goals, use a range of effective learning goals, and utilise regular feedback for their personal growth.

Staff

Staff develop and implement consistent, evidence-based approaches to feedback, assessment, lesson planning and instruction.

Staff continue to build respectful relationships across the learning community promoting wellbeing and optimum conditions for high quality learning.

Parents/Carers

Parents/carers continue to improve their understanding of teaching and wellbeing practices in order to develop a collective responsibility for student learning.

Parents/carers are involved in their child's learning and actively promote the value of education.

Processes

Establish a consistent approach to student wellbeing, based on agreed values and clear expectations, to ensure optimum conditions for student learning.

Develop and implement consistent and informative feedback strategies to support individual growth.

Develop internal data analysis tools and enhance the use of external data to target student growth in literacy and numeracy.

Evaluation Plan

To evaluate these processes, teams will regularly report progress towards milestones by analysing external and internal data (including NAPLAN, literacy and numeracy progressions, PBL evaluation tools and Tell Them From Me) and seeking feedback to ascertain client satisfaction.

Student feedback will be collected by faculties systematically to inform cyclic teaching and learning practice and further enhance products and practices.

Consistent practice by all faculties on school, NESA and DoE compliance will be evidenced through reported data.

Practices and Products

Practices

Positive Behaviour for Learning (PBL) fully implemented to support wellbeing, character development and learning.

Consistent, evidence based structures developed for providing feedback and tracking student growth.

Visible learning tools are used to promote consistent reflection of practice excellence for measurable learning goals.

Targeted, research based, professional learning on: lesson planning, feedback, assessment, literacy and numeracy strategies, lesson delivery, and wellbeing.

Products

Teaching and learning programs are informed by student data and differentiated for individual learning needs.

Teacher capacity and collective efficacy continues to improve through instructional rounds.

Strategic Direction 2: Grow Entrepreneurial Mindsets

Purpose

To support the growth of confident and creative individuals with success-oriented attitudes which embrace initiative, intelligent risk taking, collaboration, opportunity recognition and design thinking to respond to personal and global challenges and advance human wellbeing.

Improvement Measures

School data indicate an improvement in student engagement and relevance.

School data demonstrates an increased teacher emphasis on future-focused skills.

People

Students

Students develop growth mindset through their capacity to collaborate, embrace challenge, take intelligent risks, and enhance confidence and persistence.

Staff

Staff develop a growth mindset, have the confidence to explore new pedagogies, and actively engage in future-focused professional learning.

Parents/Carers

Parents/carers and community partners contribute to school programs and share skills as active participants in learning.

Processes

Evaluate and further develop teaching programs and assessment tasks to reflect elements of design thinking, creative problem solving, collaboration and critical analysis.

Evaluate and implement strategies that encourage students to embrace entrepreneurial mindsets.

Develop holistic programs that connect learners and the educational community and provide authentic, real-world experiences.

Evaluation Plan

To evaluate these processes, teams will regularly report progress towards milestones by analysing external and internal data (including surveys, student work samples, student focus groups and Tell Them From Me) and seeking feedback to ascertain client satisfaction.

Feedback will be collected systematically to inform cyclic planning processes and further enhance programs based on community need.

Practices and Products

Practices

Student agency is embraced and evident across school programs.

Creative use of human resources by engaging community members to share their expertise and use their skills to connect learners to real-world opportunities.

Products

Learning and assessment demonstrates authentic experiences, reflect student choice and cater for individual differentiation.

Students document their learning journey to demonstrate their entrepreneurial skills.

Student reports align with the wellbeing scope and sequence to reflect the development of capabilities required for entrepreneurial mindsets.

Strategic Direction 3: Empower Connected Leaders

Purpose	People	Processes	Practices and Products
To empower leadership at all levels by building collaborative leadership capacity, creating productive partnerships, and nurturing relationships.	Students Students actively own their learning through reflective practices and goal setting whilst utilising their personal capabilities to affect positive change.	Strong collaboration between parents, community and school supports continuity of learning at key points of transition. Leadership skills and relationships are enhanced through volunteering, social justice and wellbeing programs. Individualised mentoring programs increase aspirations and challenge personal best.	Practices All teachers have regular opportunities to meet with an identified coach who can provide advice, support and assistance for professional development. Student wellbeing initiatives enhance school values and sense of belonging. Teachers and students have the opportunity to develop collective efficacy and contribute to school decision making. Personalised approaches to student and teacher goal setting, transition planning and learning are developed based on the needs of individuals at key transition points.
Improvement Measures	Staff Teachers adopt a growth mindset to reflect on their professional practice and embrace opportunities to further public education. Teachers forge productive relationships and inspire students to challenge their personal best.	Evaluation Plan To evaluate these processes, teams will regularly report progress towards milestones by analysing external and internal data (including surveys, student focus groups, Sentral data and Tell Them From Me) and seeking feedback to ascertain client satisfaction. Feedback will be collected systematically to inform cyclic planning processes and further enhance programs based on community need.	Products Individualised mentoring program for students to meet with an identified staff member who can provide advice, support, and assistance to help students fulfil their potential. A program of community-focused initiatives developed to empower students to make a valuable contribution as global citizens