

School plan 2018-2020

Auburn Girls High School 8253



School background 2018–2020

School vision statement

Auburn Girls High School is a centre of excellence in girls' education.

We are committed to empowering young women to learn, lead and succeed. We recognise and celebrate individuality and diversity. Excellence, respect and responsibility are our core values.

As an innovative learning community we actively promote, collaborate and reflect to engage and transform the lives of our students as future leaders and active global citizens.

School context

Auburn Girls High School is a partially selective high school committed to making our banner statement, 'Learn, Lead, Succeed', a reality for all girls.

Diversity is our strength. Auburn Girls' High School is a multicultural, safe and caring environment with high expectations. Girls are supported to become resilient, well-rounded high achievers with a social conscience and a desire to enrich and lead society in the future.

Auburn Girls offers a full range of subjects that cater for academic and vocational pathways in Years 11 and 12. Of our HSC students, 77% pursue further study at university or TAFE, with many receiving awards for excellence in academic and extra-curricular competitions.

Our students are involved in a wide range of activities including music, sport, debating, charity and community work.

The majority of students at Auburn Girls High School are from language backgrounds other than English. The school has a series of proactive programs that successfully develop our students' English language skills. This support allows students to excel in the Higher School Certificate examinations.

The school has a purposeful and friendly feel with students from a wide variety of cultural backgrounds learning together in harmony. Strong welfare support is provided for our students and their families, with an emphasis on student wellbeing.

Student voice is heard and respected. Students have the opportunity to develop their leadership skills through participation in the Student Representative Council (SRC), mentoring and extensive careers programs. Students are encouraged to make a difference and to care for and respect others.

Our students' road to success is paved by our supportive and active staff, who create a rich learning environment.

School planning process

This School Plan was developed using a consultative planning process during Terms 3 to 4 2017.

Auburn Girls High School Plan was built on the framing questions of:

- Where are we now?
- Where are we going?
- How are we going to get there?

The School Plan included the following processes:

In a series of workshops in Term 3 Executive, staff, SRC and parents were asked to evaluate and reframe the school's vision statement to reflect the school's new and evolving ethos and values. As a result an enhanced vision statement and new motto were developed, providing the impetus to guide our planning process.

Extensive staff evaluation of data: NAPLAN, HSC, welfare, TTFM and administrative was used to inform "Where are we now?" It provided the summary data of which focus areas needed to be addressed.

Executive in teams collated the data to identify key focus areas. From this information and following reflection from the annual School Self Evaluation process the 3 key strategic directions were developed. Teams were formed to draft the key improvement measures and a planning page for each strategic direction, including the purpose, people, processes, practices and products.

An Evaluation Team consisting of teachers, students and parents provided feedback on the draft and suggestions. The refined draft was evaluated early in Term 1, 2018 with the whole staff, student leadership team, SRC and parents.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

Guiding statement: Students are responsible for and enthusiastic about their learning.

Students flourish with a curriculum that meets their diverse needs. Best practice assessment principles are implemented to judge effectiveness and inform teaching and learning. Effective reporting practices track student success and gauge performance. Teaching, learning and high expectations will be supported by Positive Education creating an environment of achievement and success.

STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

Guiding statement: Teachers are empowered to be excellent practitioners.

Teachers are empowered through effective professional learning to improve student outcomes and aspire for excellence in their practice. Teachers are supported with ongoing coaching and mentoring to improve professional practice and build capacity. All teachers collaborate and engage in professional dialogue to gather and analyse student data. Evidence-based practices guide explicit teaching and quality feedback.

STRATEGIC DIRECTION 3 Excellence in Leadership

Purpose:

Guiding statement: Strong strategic instructional leadership is the corner stone of school excellence.

Instructional leadership, high expectations and community engagement will ensure sustained, measurable whole school improvement. Student and staff leadership capacity is strengthened with professional learning, mentoring and targeted initiatives. A positive, inclusive learning culture is promoted through organisational excellence and effective communication channels.

Strategic Direction 1: Excellence in Learning

Purpose

Guiding statement: Students are responsible for and enthusiastic about their learning.

Students flourish with a curriculum that meets their diverse needs. Best practice assessment principles are implemented to judge effectiveness and inform teaching and learning. Effective reporting practices track student success and gauge performance. Teaching, learning and high expectations will be supported by Positive Education creating an environment of achievement and success.

Improvement Measures

Quantitative and qualitative measures will include:

1. State average or higher HSC value added data for students.
2. An increasing number of Year 9 students achieve in the top 3 bands in NAPLAN reading, writing and numeracy.
3. Social and emotional outcome indicators in the TTFM survey for students meet or exceed NSW norms.
4. Increased student engagement leading to a decrease in negative incidents from 2017.

People

People

All people will develop an understanding that learning and wellbeing are closely entwined processes that must be cultivated.

Students

Students are engaged and challenged by their learning experiences, develop skills for future focused learning and are supported by a Positive Education whole school learning culture.

Staff

Teachers plan and deliver differentiated teaching programs, resources and innovative tasks catering for gifted, comprehensive and learning support students.

Leaders

School Executive initiate and oversee school curriculum, best practice assessment and reporting practices and provide quality, evaluative feedback to staff, students and parents.

Parents/Carers

Parents will be engaged through collaborative and inclusive partnership opportunities to enhance and support their daughter's learning.

Processes

Wellbeing

Develop a strategic and planned approach to support student wellbeing with:

- Positive Education will be embedded into the curriculum and culture of the school for students, staff and parents
- an integrated, strategically mapped study skill program for Years 7–12
- consistent delivery of Positive Education lessons
- the effective use of student school diaries
- revised student merit system to encourage participation
- a program for student stress management

Curriculum

Develop differentiated Teaching & Learning (T&L) programs that engage and challenge students with a strategic focus on:

- higher order thinking and learning using the Bloom and Maker Models
- future focused learning skills
- develop cognitive skills with the ALARM Matrix

Assessment and Reporting

Implement a whole school approach of assessment best practice with a focus on:

- formative and summative assessment
- explicit, timely and quality feedback

Practices and Products

Practices

All staff develop capacity to collaboratively develop, evaluate and refine T & L programs to ensure quality and rigor.

Teachers will develop their capacity to collaboratively design quality assessment tasks that effectively measure, provide information about students learning, share feedback with students and use that information to inform subsequent learning.

Teachers will develop their capacity to collaboratively interpret and implement marking guidelines ensuring accurate evidence based teacher judgments, moderation of assessment and compliance with NESA standards.

Teachers will develop their capacity in interpreting and implementing NESA performance descriptors in their reporting practices.

Teachers will develop their understanding and capacity to embed Positive Education into the curriculum and culture of the school to enable students to flourish.

Products

Students will be actively connected to their learning, enjoy positive and respectful relationships and experience a strong sense of belonging.

A strategic and planned approach is developed that supports and builds students' capacity in resilience, optimism and grit.

Student efforts are acknowledged and

Strategic Direction 1: Excellence in Learning

Processes

- NESAs Performance Descriptors will underpin reporting of student achievement

Evaluation Plan

Annual Milestones will be evaluated each term. Quantitative and qualitative data will be used to inform and improve progress in differentiation, curriculum, assessment practices and student well-being.

Practices and Products

rewarded by a merit system which recognises and tracks excellence in learning and engagement.

The school has an integrated approach to quality teaching, curriculum planning and delivery and assessment that promotes learning excellence and responsiveness of future focused learners.

The school has a strategic and planned approach to support the cognitive, emotional and physical wellbeing of all students which is in line with the Every Student, Every School Policy.

Strategic Direction 2: Excellence in Teaching

Purpose

Guiding statement: Teachers are empowered to be excellent practitioners.

Teachers are empowered through effective professional learning to improve student outcomes and aspire for excellence in their practice. Teachers are supported with ongoing coaching and mentoring to improve professional practice and build capacity. All teachers collaborate and engage in professional dialogue to gather and analyse student data. Evidence-based practices guide explicit teaching and quality feedback.

Improvement Measures

Quantitative and qualitative measures will include:

1. Teaching programs are differentiated to accommodate the diversity of student abilities.
2. All teachers are capable in the use of data to inform their teaching practice.
3. An increase in the TTFM Survey of student engagement from 2017.
4. Increased Year 9 NAPLAN results with student gain being higher than similar schools.
5. Future focused skills are embedded into T & L programs and teaching practice.

People

Students

Students will be engaged and will be supported by teachers to set and achieve high but realistic goals.

Staff

Professional learning for teachers will be designed to ensure the ongoing development and refinement of their professional practice. Collaborative and collegial discussion and implementation of DoE initiatives includes:

- Australian Professional Teaching Standards
- Performance and Development Framework
- Consistent and effective data use
- Evidence based teaching practices

Leaders

Head Teachers will lead their faculties as leaders of learning through collaboration, mentoring and professional learning to support their staff in evidence-based, effective teaching practices. They will support their staff through consistent promotion of effective data use and analysis to inform teaching and learning.

Parents/Carers

Will be engaged through collaborative and inclusive partnership opportunities to enhance and support their daughters learning.

Processes

Quality Teaching

Teaching practice will be informed, enhanced and refined by establishing school– wide best practice principles by:

- embedding the evidence-based research of Prof. John Hattie into professional learning
- Bloom's Digital Taxonomy and the Maker Model will be applied to develop a resource toolbox for teaching and assessment
- professional learning to focus on differentiated teaching practices to cater for future focused skills, gifted, mainstream and support students
- teachers competently and routinely analyse, interpret and use data to inform their planning and teaching practice
- embedding the Australian Professional Teaching Standards into all professional learning
- Qualified VET staff are equipped with suitable resources to meet RTO and NESA requirements for all frameworks being delivered

Literacy Projects

Implement best practice in literacy instruction through the development, implementation, monitoring and evaluation of a whole school literacy project with:

- data analysis
- improvement targets
- explicit teaching

Practices and Products

Practices

All staff will embed professional learning from UNSWGAT certificate, Blooms Taxonomy and the Maker Model to differentiate for gifted learners.

Teachers will routinely reflect and evaluate on their teaching and resources to refine lessons, differentiation strategies and programs.

Teachers will engage with the Australian Professional Standards and their Professional Development Plans to reflect and use formal and informal feedback to develop deeper insights into the effectiveness of their teaching practice.

School Executive and aspiring leaders implement principles of evaluative thinking, as well as continually monitor the impact of programs and approaches used by all teachers.

Implementation of a school wide approach to analysing and using data is developed.

Products

Teaching and learning programs will reflect the Quality Teaching Framework, strategies for differentiation, explicit literacy development and future focused skills.

A culture of collaborative professional learning is valued and builds the capacity of all staff.

Teachers successfully maintain their accreditation at proficiency or will be supported in their quest for higher levels of accreditation.

Strategic Direction 2: Excellence in Teaching

Processes

Active participation in the University of Sydney's Longitudinal Partnership with literacy focused professional learning and student workshops.

Evaluation Plan

Improved use of PDPs to inform teacher professional development and quality teacher practice.

Increased use of teacher peer observations, reflection and collegial feedback.

Practices and Products

Hattie's three most impactful effect sizes of teaching practice will inform professional learning and teaching strategies.

The development of ICT skills is embedded into learning and assessment.

Strategic Direction 3: Excellence in Leadership

Purpose

Guiding statement: Strong strategic instructional leadership is the corner stone of school excellence.

Instructional leadership, high expectations and community engagement will ensure sustained, measurable whole school improvement. Student and staff leadership capacity is strengthened with professional learning, mentoring and targeted initiatives. A positive, inclusive learning culture is promoted through organisational excellence and effective communication channels.

Improvement Measures

Quantitative and qualitative measures will include:

1. The SRC is more efficient, vocal and all participants are active leaders in the school community.
2. Increased proportion of students active in programs or activities that allow them to build or demonstrate leadership skills.
3. Improved communication across the school and community. Communication mediums have been designed and meet the needs of the school community.
4. Increased parental engagement in the learning and wellbeing of students.
5. Leadership capacity of staff within the school is developed to ensure the sustainability of school improvement with an increased number of staff applying for leadership positions within the school and wider education community.

People

Students

Student voice is heard and encouraged ensuring their active involvement in core decision making and school life.

Staff

Teachers will have enhanced professional development opportunities to develop their capacity to lead and be supported in their aspirations for promotion with mentoring and coaching.

Leaders

The school executive team will participate in professional learning and lead capacity building programs. They will implement the principles of evaluative thinking as well as monitor the impact of programs and ensure continuous improvement.

Parents/Carers

Parents will participate in a range of school-based programs that strengthens their engagement with their daughters' learning and leadership aspirations.

Processes

Students

Develop a coordinated framework for targeted leadership development opportunities for aspiring student leaders.

Staff

The Executive provides a focus on distributed leadership developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Parents

Develop strategies and educational programs to support the active participation of parents in forums and meetings to allow them to engage with their daughter's learning.

Communication

Develop streamlined communication systems and structures that support effective teaching and learning, communication, school administration and that promote the school.

Evaluation Plan

Use of qualitative and quantitative data to assess improvements in leadership.

Monitor and analyse the effectiveness and usage of communication and administrative systems.

Practices and Products

Practices

Re-evaluate and re-invigorate the role of the Student Representative Council and Student Leadership Teams.

Programs are sourced and/or developed that facilitate the development of student leadership skills.

Leaders provide and support opportunities for leadership by providing professional learning, mentoring and aligning teacher strengths and roles.

The school develops and maintains a social media presence that promotes positive links between the school, parents and community.

Systems are developed to ensure improved communication processes utilising SENTRAL across the school.

Parents are actively encouraged and supported to take advantage of parent workshops and learning opportunities.

Products

Students are actively and effectively engaged in Student Representative Council and Leadership Programs to extend their leadership capacity, empowerment and confidence within the school and the wider community.

A culture of honesty, trust, collegiality and professionalism underpins leadership capacity, and builds leadership density within the school community.

Leadership capacity of staff within the school is developed at all levels. Teachers

Strategic Direction 3: Excellence in Leadership

Practices and Products

and executive are encouraged to seek accreditation at higher levels.

Communication of the school's values, events and news are promoted through social media, apps, the school website and effective marketing.

A streamlined use of SENTRAL promotes effective communication and improved administrative efficiency across the school.

Parents are active partners in their daughter's learning and engage with school life and opportunities.