

School plan 2018-2020

Ashcroft High School 8397



School background 2018–2020

School vision statement

Promote, develop and consolidate an integrated whole–person whole–school approach to student learning and development, encompassing the intellectual, physical, social, emotional, moral, spiritual and the aesthetic.¹ This learning is embraced within the context of the school and its community, through the notion of a hub ('Centrum'²); that includes members of the local community; the inclusion and integration of support from agencies in order to embrace a holistic approach for young people, and globally through personal and virtual engagement.

1 Melbourne Declaration on Educational Goals for Young Australians (Dec 2008)

2 Centrum: (Latin) meaning *centre*

School context

Ashcroft High School (AHS) was established in 1964, and for over half a century it has served part of the Green Valley community in south–west Sydney. There are 519 students, including 61% CALD and 13% students of ATSI background. The school community is funded within the lowest 5% socio–economic background. AHS has built its intellectual and holistic focus by providing high–level teaching and learning, culminating over recent years in a substantial increase in HSC results at the highest level. The Ashcroft Research Centre (ARC) underpins twenty–first century research and thinking, and has supported the delivery by teachers and students of a range of learning presentations at conferences at state and national level. The school has developed a unique student leadership program (SLC) that includes four portfolios, and a Student Learning and Innovation Centre.

AHS has initiated the concept of a K–12 continuum. This includes five feeder primary schools, with a focus on Maths and Science head teachers teaching primary classes; dance teachers delivering lessons leading to performance for Year 6 students; and liaison in primary classes via a transition teacher bridging the important PS–HS transition point and exploring the language of learning across all stages.

The school is recognised for its best practice Aboriginal programs, and has supported students through a unique Student Support Services faculty, Student Learning Centre, drama and art therapy, and research on the role of co–curricular in student learning and motivation. A Trade Training Centre (Construction) opened in 2016, and links with UoN, UWS, Beacon, and Horizons have been established as part of the school's futures plan.

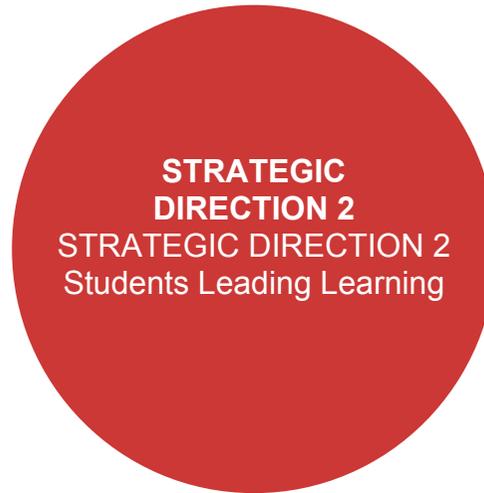
School planning process

The school has utilised the following information in order to determine current and future program directions:

- Quantitative and qualitative data in the form of regular reports from each of the key programs provides formative feedback, and serve to inform the current 3 Strategic directions.
- Formative faculty data including Quality Teaching coding, individual and head teacher journals and student focus groups, soon–to–be–launched personal learning plans and k–6 data provide in–depth analysis of each student's conditions for learning together with classroom practice data, which is then matched against NAPLAN and the HSC.
- The AHS Aboriginal Community Group is the pre–eminent consultative group which provides a forum for consultation and feedback to the Principal and executive regarding programs, including the current school plan.
- The Student Leadership Council (SLC) is the pre–eminent student representative body which provides a forum for consultation, including the current school plan. Portfolios include: Quality Teaching; Welfare; Global Perspectives; Healthy Schools. Over 150 students have been part of formal formative feedback regarding teaching and learning practice, and the SLC QT portfolio provides Quality Teaching learning modules to Stage 4 students informed by feedback data.
- The 'NSW 2021' document.(Dep of Planning & Cabinet, 2011)

http://www.ipc.nsw.gov.au/sites/default/files/file_manager/NSW2021_WEBVERSION.pdf

School strategic directions 2018–2020



Purpose:

To continue to develop the ten-year focus of the NSW Quality Teaching (QT) model as the basis for all practice. The practice requires continued refinement and evidence including teacher classroom data, student QT leadership and focus group feedback, teachers' learning journals, and coaching which together connects and supports the school's whole-child whole-school ethos.

1 The NSW Quality Teaching model

Purpose:

To continue to develop the significant role of students within the Student Leadership Council (SLC) as it links to learning through the avenue of four portfolios that includes Quality Teaching, Global Perspectives, Healthy Schools and School Welfare. Student focus includes developing and promoting initiatives, integrated co-curricular programs, creativity, research, feedback, and providing presentations to local and global audiences.

Purpose:

AHS serves its students through the notion of a whole-person whole-school community approach and seeks to ensure that all practices, connected research, community agencies and the school's physical environment support students within an integrated P-12 model in order to enable a comprehensive holistic and mutually inclusive process and resultant positive educational outcomes.

Strategic Direction 1: STRATEGIC DIRECTION 1 Quality Teaching

Purpose

To continue to develop the ten-year focus of the NSW Quality Teaching (QT) model as the basis for all practice. The practice requires continued refinement and evidence including teacher classroom data, student QT leadership and focus group feedback, teachers' learning journals, and coaching which together connects and supports the school's whole-child whole-school ethos.

1 The NSW Quality Teaching model

Improvement Measures

Increased engagement with evidence based research in the area of quality teaching, informed by data and reflected in professional learning plans.

- 100% of teachers keep a learning journal at a proficient standard documenting their reflection of classroom practice via the QT framework, and includes the school focus on setting targets and goals within the theme of 'collaboration and improved knowledge and understanding'.
- 60% of teachers achieve highly accomplished standard regarding the knowledge and understanding of the QT model, and provides evidence for their proficiency standard according to the National Standards. This evidence is matched to the school's focus on 10% increase in the number of students achieving Band 5/6 HSC.

People

Students

Students through the Student Leadership Council (QL) will continue to develop and deliver their knowledge and understanding of the learning process, as they also provide feedback as active members of the learning continuum.

Staff

Teachers as individuals and as internal and external collegial groups will participate in and provide evidence of their continued learning from baseline data and in response to the four key teaching & learning questions.

Community Partners

The Ashcroft Community Group is the forum in which processes and programs are discussed and tested in order to provide clarification, feedback and community-wide discussion. Feeder primary schools will develop further as a P-12 continuum. An interconnected social media plan will assist this process.

Leaders

Executive teachers & the senior executive team continue to develop their learning leadership skills, while a Leadership Centre will be created to connect and develop in all teachers an approach to their professional learning as an intrinsic part of their practice.

Processes

Deepen and extend further the application of the QT model for students as a reciprocal process of learning. Classroom students provide feedback of learning, and students in the SLC-QL portfolio facilitate the role of junior students in QT learning.

Within and across faculty teams to continue sharing learning through set program and data and to be tracked by each faculty for each teacher. Evidence to be provided of data as it relates to SDD activities.

Provide timetabled classes in Maths & Science at partner feeder primary schools to extend Stage 3 learners including through connected electronic classes, to assist reciprocal teacher understanding of high-level practices, and to enhance the continuity of the broad range of educational outcomes including literacy and numeracy.

All teachers are coded by the senior executive team in addition to coding which occurs within and across faculties using the NSW Quality Teaching model. Coding process includes lesson observation, individual feedback and student and teacher focus groups.

Teachers to provide a learning journal as evidence of their reflections as it links to pedagogical practice, with a focus on deep learning and reflective practice which will also assist their professional development goals as linked to their PDP's and teacher National Standards.

Opportunities to promote teaching practice and innovation.

Evaluation Plan

SLC-QL presentations evaluated by peers

Practices and Products

Practices

As a result of our work, teacher personal learning goals will reflect the continuing and consistent improvement of teacher quality over time as evidenced through data analysis and ongoing collegial dialogue.

Teachers in collaboration with their mentors/supervisors will use their journals and data to identify their progression though the National Standards for teachers and develop further areas for professional growth as life-long leaders of learning.

Our work will involve teachers collaborating both within and across faculty teams in an area of action research embedded within their PDP's. Teachers will value the undertaking of action research as evidence of improving knowledge and understanding of practice.

Products

Learning journals will reflect individual and group action research undertaken by all teachers as a result of their collaboration within and across faculties. Journals and data analysis will be used to identify and direct teacher growth in understanding of the Quality Teaching elements.

All teachers participate in coding partnerships cross-faculty with the senior executive team as an opportunity to increase their knowledge of the QT framework beyond the paradigm of their own curriculum area.

Increased teacher understanding and confidence in QT model and application beyond their own classrooms is evidenced

Strategic Direction 1: STRATEGIC DIRECTION 1 Quality Teaching

Processes

and executive team.

PS Maths/Science program: pre & post focus groups and surveys.

Review of PL and SDD – evaluations used to set next agenda.

Executive review of individual and faculty journals.

Executive review of personal professional learning targets (PDP's)

Coding data released with feedback on faculty and individual performance with evidence of whole-school trends.

Senior executive review of journals.

Practices and Products

in improved coding data.

Opportunities created for teachers to showcase their knowledge and understanding of quality teaching and its connections to whole-school learning via various forums.

Strategic Direction 2: STRATEGIC DIRECTION 2 Students Leading Learning

Purpose

To continue to develop the significant role of students within the Student Leadership Council (SLC) as it links to learning through the avenue of four portfolios that includes Quality Teaching, Global Perspectives, Healthy Schools and School Welfare. Student focus includes developing and promoting initiatives, integrated co-curricular programs, creativity, research, feedback, and providing presentations to local and global

Improvement Measures

The following measures will provide a capacity to gauge the effectiveness of the integration of the Student Leadership Council (SLC) and the student body in their effective link to student learning:

- 17–25% of students will be actively involved in the Student Leadership Council (SLC), as evidenced in their roles and attendance, and through teacher learning journals.
- Success for SLC membership, level of involvement and learning is evaluated through survey based on project aims and focus groups with a rating above 80% as an indicator on the Likert scale.

People

Students

Students through the Student leadership Council (QT) will continue to develop and expand upon their work, consolidating their learning through guidance, networking, conversations locally and globally, and linking their learning with school learning.

Staff

Teachers will act as facilitators and mentors to each portfolio and to the whole group, and provide for their own leadership through a structure of collegial learning and planning. All teachers will be acquainted with the role of the SLC and how it relates to whole-school learning.

Parents/Carers

Student leaders will take opportunities to –with their mentor support, represent their work within the local and broader school community. Parents and students developing ideas together.

Community Partners

Student leaders will be active in their work with primary feeder schools, local and global connections in high-level conversations that provide opportunities for significant learning.

Leaders

Student leaders provided with supportive and on-going leadership opportunities, including being active in the various social justice and equity forums in which they can develop a stance.

Processes

To promote and increase SLC membership, and develop active roles that account for and enhance their skills; to identify, record and report learning skills as they relate to curriculum skills; and record, present, promote and report each portfolio within school and the broader community.

The Quality Teaching portfolio receives training in the purpose of the NSW QT model, and identifies key Elements as a focus in which to break-down the language and train junior cohorts ‘on their role in the classroom’; to receive training in research (including action research) and peer-review of student work.

Global Initiatives portfolio will develop projects based on knowledge and understanding of global and local social justice issues, e.g. equity, fairness, environment, human rights and the ability to learn the skills of global citizenship, i.e. the duties, rights and responsibility of being a global citizen.

Healthy Schools’ portfolio with the support of the PBS portfolio will develop projects based on student healthy habits, through the design and analysis of surveys based on student exercise, stress, nutrition, sleep, screen-time, followed by a report and suggested follow-up.

Evaluation Plan

Students will have engaged with at least 2 identified global social justice issues.

Students will have developed and completed at least one whole-school

Practices and Products

Practices

As a result of our work:

- We will broaden the range of leadership initiatives to appeal to more students and increase the current 17% to 25% of the student body involved in and applying for roles within leadership, by promoting a “buddy approach” to SLC programs and membership
- Student leaders (facilitators) and student participants will enhance their knowledge and understanding of the QT elements, skills associated with citizenship, global issues, social justice, healthy habits and the integration of these skills within their learning.

Products

The manager SLC and their assistant will lead and develop the staff responsible for each portfolio, and together with staff keep a record of actions according to the plan, and as notes in set term meetings.

A database of student members will be kept for all students according to their portfolios and roles. An outline of leadership capabilities will be identified for each student e.g. personal, interpersonal, collaboration.

Strategic Direction 2: STRATEGIC DIRECTION 2 Students Leading Learning

Processes

healthy schools survey, report and suggestions.

SLC members will have identified three key leader capability skills matched for each student.

Student membership has increased to 20% by the end of 2018, and by 25% by the end of 2019.

QT portfolio students survey indicates level of purpose matched with understanding for them, and for the cohort they are training.

An SLC report for each portfolio is drafted mid-2018, finalised end 2018.

Strategic Direction 3: STRATEGIC DIRECTION Ashcroft High School Centrum

Purpose

AHS serves its students through the notion of a whole-person whole-school community approach and seeks to ensure that all practices, connected research, community agencies and the school's physical environment support students within an integrated P-12 model in order to enable a comprehensive holistic and mutually inclusive process and resultant positive educational outcomes.

Improvement Measures

The following measures will provide a capacity to gauge the effectiveness of the integrated whole-person whole-school model:

- 80% of identified students are being cared for within the integrated healthy learner model, and there is high satisfaction levels regarding the integrated model as measured through staff, students and community, and through the addressing of identified needs, noted through Sentral minutes and records.
- The AHS Centrum model consolidation includes an integrated health/learning profile for all students, and the formation of a network of similar schools connected to research across Australia.

People

Students

The school will support students through the extension of a comprehensive holistic approach to their wellbeing and development. The focus is pre-to-post (P2P) and notable as an integrated comprehensively supportive personalised education/health approach with a plan that travels throughout the student's school life.

Staff

Teachers and support staff will be provided with professional learning support of overall personalised approach to student comprehensive development, and should seek to link their professional expertise to their knowledge & understanding of each child's particular educational needs.

Parents/Carers

Parents/carers will be active participants in the whole-child whole-school approach through the development of the integrated scholastic and health plan as evidenced through consultation and reporting processes.

Community Partners

The continuing development of the Student Support Services faculty will be central to the school's connection to agencies, together with a broad connection to UWS/University of Newcastle (UoN), Australian community network of like schools, primary schools and local community leaders.

Leaders

Processes

The Student Support Services (SSS) faculty continues to develop as a critical support structure for students' comprehensive educational outcomes, including the support of their families. This will be supported by the Allied Health team with the appointment of a separate manager, and the Learning Centre.

The school's aesthetic environment will compliment high-level research and learning and assist the promotion of AHS as a high calibre intellectual hub (Centrum) within the community. Plan developed for Canteen/Cafe performance space.

Consolidation of AHS Centrum model through the promotion of the Ashcroft Research Centre (ARC), the Ashcroft Professional Learning Centre including student peer reviewed papers and school initiated research in conjunction with WSU and UoN, and the formation of an Australian-wide network of community-based schools.

Development of plans for the canteen to be upgraded as a performance space/cafe, and the hall upgrade to include stage performance space enhancement.

Evaluation Plan

Regular reports provided, including fortnightly SSS meetings.

Nutritionist winter menu to be completed and overall report.

'Healthy Learner' peer-reviewed research paper now online in Aust Jnl of Primary Health.

Practices and Products

Practices

As a result of our work staff, students and community will be confident that students are being cared for within a fully enhanced K-12 healthy learner model.

The school will be viewed through its actions and its aesthetics as an integrated scholastic and health hub (Centrum) within the community.

Products

Our work will achieve the coordination and collaboration of an integrated support services model and will result in 80% of identified students being tracked with a Personalised Learning Plan approach. The three teams: allied health, learning intervention and Student Support Services will provide a coordinated model focused towards an integrated pre-to post (P2P) approach.

The processes and outcomes of the tri-level team, i.e. Student Support Services, Allied Health and Learning Centre, will be enhanced through the coordination and record keeping of their actions via minutes and notation, so that each student and whole cohorts will be centralised through electronic records.

Work developed by the SLC (Healthy Schools and QT) will provide data and a quality report to be utilised in whole-school strategies (Health) and student extended writing (student peer-reviewed work).

Strategic Direction 3: STRATEGIC DIRECTION Ashcroft High School Centrum

People

School and community leaders will be included in continuing consultation and learning via forums such as symposiums, talks and publications.

Processes

Year 7 PLP trial by DP's and report to be provided on implementation successes and issues.

Communication with local officials and minister commenced.

Symposium held.