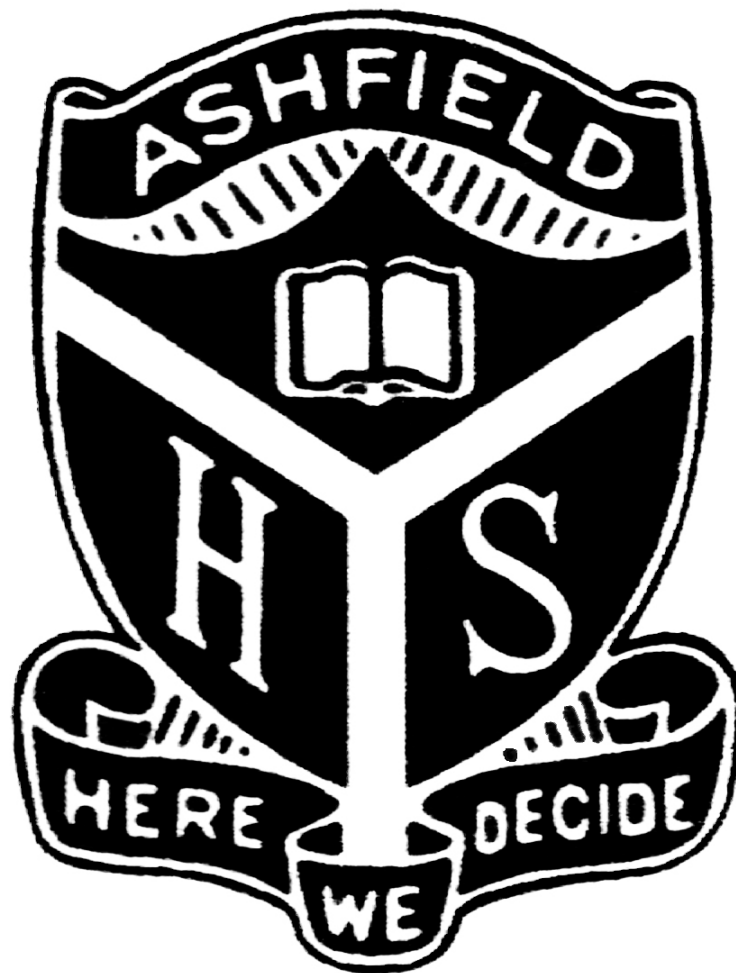


School plan 2018-2020

Ashfield Boys High School 8832



School background 2018–2020

School vision statement

At ABHS our vision is that every boy is inspired to achieve personal excellence and reach his full potential as a happy, resilient, connected and ethical man who is equipped to be a success and have a positive impact on the future.

School context

Ashfield Boys High School aims to inspire every boy to strive for personal excellence and reach his full potential as a man. Every student is viewed as an individual and school structures support and develop talent in a wide variety of fields. Students are supported to become independent learners who integrate knowledge from different areas and apply this to real life situations. The aim of this approach is to support the academic, social and ethical development of young men so that they have the skills to thrive in the 21st century. The changing needs of adolescent male learners inform structures and programs in the school. Years 7 and 8 are taught in learning teams, and teachers meet weekly to plan for the personal success of boys in their team. This facilitates the seamless transition from primary school and develops a high degree of professional understanding by teachers regarding the gifts and needs of every student. In the middle school, students are encouraged to work collaboratively and use their learning to solve problems. The senior school is structured around individual planning and mentoring, allowing every young man to pursue his personal pathway to success in the HSC and beyond. The school also provides for the academic, language and wellbeing needs of international students.

School planning process

The planning process which informed the development of this strategic plan has been ongoing and embedded as part of the school's planning process. ABHS self-nominated as a pilot School for the rigorous *External Validation Process* in 2015 and this feedback informed the development of future milestones and strategic directions. Subsequent to this the school executive has measured the school's success and development on an annual basis against the NSW Department of Education's *School Excellence Framework*. Planning for the 2018–2020 School Plan commenced in early 2016 with a staff workshop entitled *Ashfield Boys 2020 Vision*. During this workshop staff evaluated our success at a mid-way point in the previous school plan, examined the future needs of students and projected our desired achievements by 2020 within expected resourcing limits. In 2017 all sections of the school community were invited to contribute to this plan. Parents and community members were invited to participate through an online feedback link in the school newsletter *#Ashtag*. Parents' views were also gathered at P&C Meetings and through the ongoing productive conversation which occurs in our community. Students' views were sought through the SRC and in a structured meeting with every year group ensuring that every voice was heard. The Prefects followed up this information gathering with a series of focus groups with selected students in every year group. These student led focus groups aimed at clarifying and expanding views already offered by students in previous activities.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

To ensure that every student reaches his academic potential through continual improvements in learning. To enhance the capacity of teachers to develop their pedagogical practice and facilitate improved learning. To encourage a culture of distributed leadership which promotes improved student outcomes through professional sharing, reflection, professional learning and the analysis of student learning data.

STRATEGIC DIRECTION 2 Wellbeing

Purpose:

To support wellbeing through targeted programs and structures which are responsive to student need. To strive for an exit outcome where all students leave the school as happy, resilient, connected and ethical men. To support quality learning through engagement, attendance and a culture of mutual support

STRATEGIC DIRECTION 3 Engagement

Purpose:

To create strong connections with the community which inspire confidence in ABHS as a school of choice for quality boys' education. To actively engage students, parents and staff in the learning process to support every learner in achieving his full potential. To foster and communicate a shared vision of success that is supported by an engaged community working with common purpose.

Strategic Direction 1: Learning

Purpose

To ensure that every student reaches his academic potential through continual improvements in learning. To enhance the capacity of teachers to develop their pedagogical practice and facilitate improved learning. To encourage a culture of distributed leadership which promotes improved student outcomes through professional sharing, reflection, professional learning and the analysis of student learning data.

Improvement Measures

Increase in teaching staff who have completed at least one successful Quality Teaching Round.

Increase in the percentage of students achieving in the top three (3) performance bands in the HSC over the 2015–2017 average.

Increase in the number of students who show positive growth in Reading Age and ZPD as measured by the Accelerated Reading Program.

Increase in the percentage of students achieving over the NSW state DoE average in Year 9 NAPLAN.

People

Leaders

Further develop the capacity of the school Executive to improve learning through professional learning, sharing and distributed leadership.

Staff

Further develop the capacity of teaching staff to improve their professional practice through professional learning, reflection, sharing and collaboration.

Students

Enhance the ability of students to take responsibility for their learning and adopt an active role as partners in their learning and success.

Parents/Carers

Enhance the ability of parents to take an active role in developing the success of their sons.

Community Partners

Further develop the existing quality relationships with other schools and organisations to support quality teaching and learning.

Processes

Employ the Quality Teaching Rounds (QTR) methodology to enhance the ability of staff to improve their practice through observation, sharing and collaboration. Implement a shared and strategic QTR program with Canterbury Girls High School.

Improve the instructional leadership of the school executive team through professional learning and participation in the Inner West Community of Practice (IWCoP) initiative.

Improve literacy outcomes across Stages 4 and 5 through targeted reading and writing interventions. Develop the Accelerated Reading (AR) Program in Years 7–9 to increase engagement and improve reading age growth. Expand the AR program into a developmentally appropriate extension in Year 10. Implement consistent daily reading in every 7–10 roll call to support the AR program. Develop a cross curricular Writing Program to improve staff capacity and student achievement.

Evaluation Plan

QTR Evaluation

AR Reading Data Analysis

NAPLAN Data Analysis and HSC Data Analysis

Practices and Products

Practices

Staff are engaged in mutual classroom observation and critical discussion through the QTR methodology.

The school executive lead improvement of teaching and learning in their areas of responsibility.

Students in Stages 4 and 5 are actively engaged in the development of their own literacy through regular improvement focussed reading and writing.

Formative assessment embedded into all teaching programs.

Teams employ common project work, student learning data and collaboration to improve student learning.

Products

Staff use data analysis, student work samples and critical reflection to improve learning outcomes.

Teaching which is engaging and excellence focussed led by quality instructional leadership.

Students in stages 4 and 5 show reading and writing gains through teacher identified formative assessment, testing and work samples.

Strategic Direction 2: Wellbeing

Purpose

To support wellbeing through targeted programs and structures which are responsive to student need. To strive for an exit outcome where all students leave the school as happy, resilient, connected and ethical men. To support quality learning through engagement, attendance and a culture of mutual support

Improvement Measures

Student attendance rate improves to over the DoE state average.

Student wellbeing indicators measured by the TTFM survey are over the NSW male norm.

Improved positive communication about student achievement increases over the 2015–2017 average.

People

Staff

Develop the knowledge of all staff about the issues which impact the wellbeing and learning of adolescent males. Develop the capacity of key staff to research and design behaviour and rewards systems that promote the success of students. Further enhance the mindset of staff to focus on preventative rather than reactive responses to behaviour and wellbeing. Develop a suite of strategies to support the wellbeing of school staff.

Students

Develop an understanding of the opportunities and benefits of connectedness to school through leadership and extracurricular activities. Promote a culture of mutual support, best effort possible, celebration and collaborative learning. Develop an understanding of the complexities, diversity and challenges of masculinity in 21st Century Australia.

Parents/Carers

Develop an understanding of the relationship between wellbeing and academic success. Promote the celebration and language of personal effort and success.

Processes

Develop a consistent research based strategy to manage student mobile phone and technology use. Develop the understanding and capacity of students to self-regulate the impact of ICT mobile technology on their learning, success and wellbeing.

Develop targeted and proactive wellbeing and leadership programs into an integrated, sequential and developmentally appropriate series of interconnected activities.

Redesign the school's merit and behaviour management systems to reflect current needs, context and contemporary research.

Evaluation Plan

Tell Them From Me Survey Data analysis

Sentral Data analysis

Attendance Data analysis

Practices and Products

Practices

Student engagement and concentration is improved through self regulated and success focussed technology use.

Implementation and evaluation of an effective and consistent behavior and merit system.

Students engage in wellbeing and leadership programs to support improved learning.

Products

Decrease in inappropriate mobile phone use and increase in productive learning time.

Improved student engagement through positive reinforcement of the merit and behaviour management system.

Student self – report against majority of the TTFM wellbeing indicators is above DoE male norms.

Strategic Direction 3: Engagement

Purpose

To create strong connections with the community which inspire confidence in ABHS as a school of choice for quality boys' education. To actively engage students, parents and staff in the learning process to support every learner in achieving his full potential. To foster and communicate a shared vision of success that is supported by an engaged community working with common purpose.

Improvement Measures

Improved engagement with the HSC Success Coaching Program over 2015–2017 average.

Student engagement indicators measured by the TTFM survey are over the NSW male norm.

Increase in the use of ICT in teaching programs as a tool for engagement.

People

Staff

Develop the capacity of all staff to communicate positively with parents about learning and wellbeing. Develop the capacity of staff to respond to a rapidly changing community and changing community expectations. Develop the capacity of the school administration staff to perform their customer service role.

Parents/Carers

Develop the capacity of parents to support their sons' success through positive and active engagement with the school.

Students

Develop the skills, attitudes and understanding in students to take responsibility for their own learning and success.

Processes

Enhance the ability of staff to respond to the school's rapidly changing demographic and context through targeted professional learning.

Review and improve the school curriculum to meet the current and future needs of our learning community. Review and improve course offerings, teaching programs and implement an online learning management system.

Implement the ABHS Site Masterplan to re-develop internal and external spaces into active, attractive, sustainable and flexible learning spaces that promote engagement, wellbeing and outdoor learning.

Evaluation Plan

Website analytics data

Parent Portal Data analysis

ABHS Management Framework completion rate

Practices and Products

Practices

All staff engage in appropriate professional learning regarding our current school context, community expectations and learning needs.

Students are engaged by learning experiences which are engaging, success focussed and meet their aspirations.

Students and staff engage in learning that is supported by internal and external flexible learning spaces which inspire creativity and success.

Products

Student success is supported by parent engagement and quality teaching which meets the needs of current learners.

The school curriculum reflects the current and emerging needs of our learning community.

Internal and external spaces are flexible and promote creative and engaging approaches to teaching and learning.