

# Strategic Improvement Plan 2021-2024

## Asquith Girls High School 8222



# School vision and context

## School vision statement

Our vision is to embrace inclusivity and diversity as a world-class educational lighthouse for girls, where everyone is inspired to develop respect, curiosity, perseverance, high expectations and moral courage in their local and global communities.

We strive to challenge our current mindsets and expectations through innovative school-wide practices that create a culture of aspirations, agility and agency within the global sphere.

## 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, who are able to lead rewarding and productive lives in a complex and 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 aspirations.

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

The school celebrates outstanding student achievement across the comprehensive range of interests and abilities as measured by exceptional results in external examinations including the Higher School Certificate, NAPLAN, Check-in assessments, Best Start and VALID. The excellent academic and extra-curricular achievements of our students not only reflect their hard work, but also the dedication of our caring and professional staff.

This Strategic Improvement Plan is a product of a rigorous situational analysis of the school's performance against the School Excellence Framework carried out by the school's leadership team in consultation with staff, students, parents and caregivers.

The Strategic Improvement Plan 2021-2024 reaffirms our commitment and ambition to offer students a pragmatic education that readies them for success. Our value proposition rests on our vision that includes proven capabilities commonly attributed to being a successful learner plus special emphasis on literacy, numeracy, High Potential and Gifted Education, wellbeing, community engagement, global education and responsiveness to change.

Our progress measures aim to further develop a whole-school culture of:

- Coaching, observation, feedback and continuation of building classroom teacher data literacy to enable deeper analysis and use of data through explicit professional learning and cross-faculty interactions.
- High expectations with strong emphasis on expanding student ownership of and responsibility for learning by further strengthening the AIM coaching initiative, in particular regarding individual learning goal setting, learner reflection, agency and aspirations.
- Educators who have the capacity in applying differentiation strategies to classroom learning and to inform student improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

### Aspirations

Maximise student learning outcomes in literacy and numeracy to build strong foundations for sustained success, personal growth and aspirations for individual students using data driven practices across the school.

### Improvement measures

#### Target year: 2022

##### NAPLAN Top 2 Bands

Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in Reading of 35.4%

Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in Numeracy of 40.4%

#### Target year: 2022

##### HSC

Increase the percentage of HSC course results in the top two bands to be above the school's lower bound system-negotiated target of 47.8%

#### Target year: 2023

##### Expected Growth

Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above the school's lower bound system-negotiated target of 71.9%

Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system-negotiated target of 72.3%

## Initiatives

### Evidence-Based Explicit Teaching of Literacy and Numeracy

Collective, school-wide ownership on the development of consistent teaching practices that explicitly develop learners' literacy and numeracy competency to enhance their level of attainment:

- Explicit teaching strategies of literacy and numeracy in Stage 4 is led by an identified teacher expert to implement consistent practices across all KLAs based on data performance analysis
- The teaching of literacy and numeracy explicitly focuses on strategies across all KLAs that align with identified areas for learner improvement, including subject-specific vocabulary, inferential reading, drawing conclusions from graphs and tables, and decoding information to solve problems that require multiple processes
- Consistent analysis and implementation of PLAN2 to monitor Year 7-10 learners in relation to their achievements of the literacy and numeracy progressions
- Curriculum provisions are responsive to internal and external data sources to develop effective interventions that improve learners' educational outcomes
- Implementation of student analysis of personal NAPLAN performance to identify areas of strength and improvement, and develop strategies in collaboration with teachers in Literacy, Numeracy, English and Mathematics to enable growth.
- Implementation of additional 1:1 or small group support for students at risk of not meeting minimal national standards in literacy and numeracy, including Aboriginal students.
- Development of programs that assist Aboriginal students to match or better the outcomes of all students, including small group support for Aboriginal students who are just below the top two bands in literacy and numeracy.

### High Expectations in Teaching and Learning

## Success criteria for this strategic direction

Every teacher employs explicit and responsive teaching strategies that enhance students' achievement of identified literacy and numeracy outcomes.

All faculties collect and analyse evidence of students' literacy and numeracy improvement that informs future programming and instructional decisions.

Students are achieving higher than expected growth on all internal and external measures.

Student data is collated to monitor learning progress, and identify skill gaps for improvement and areas for extension.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.

The school uses systematic and reliable assessment information to evaluate student learning and implements changes in teaching that lead to measurable improvement.

## Evaluation plan for this strategic direction

Questions:

What have been the measurable impacts of using consistent and explicit teaching of literacy and numeracy practices on student performance?

How do teachers collaboratively implement the literacy and numeracy initiative?

How do teachers collaborate to evaluate, reflect on and adapt their practice to implement literacy and numeracy initiatives?

How does the analysis of internal and external data demonstrate student improvement?

# Strategic Direction 1: Student growth and attainment

## Initiatives

An integrated approach to curriculum and assessment based on a culture of high expectations is supported by strategies that both challenge and support student learning needs:

- Students are challenged and engaged in their learning activities across all KLAs through explicit teaching, curriculum differentiation, and the consistent use of learning intentions and success criteria
- Individualised support structures are provided by experts to empower learners to meet the National Minimum Standards
- High Potential and Gifted Education (HPGE) is led by an identified teacher expert to implement consistent practices across all KLAs based on current educational research
- EAL/D, HPGE and Learning Support teachers collaborate with faculties to develop whole-school processes related to the application of literacy, numeracy and HPGE programs
- Students enhance their application of higher-order thinking skills through effective questioning and increased provision of inquiry-based learning
- A robust, holistic and effective whole-school strategy is established for accurately collating student growth information and value-add data related to teaching and learning interventions.

## Evaluation plan for this strategic direction

How do teachers evaluate RAP data to inform and improve their practice?

What has been the school-wide impact of employing an expert to lead High Potential and Gifted Education?

How do we know the effectiveness of implementing high expectations, differentiation and explicit teaching strategies in meeting the needs of High Potential and Gifted students?

Data:

External student performance measures and data sources (NAPLAN, HSC, SCOUT, RAP), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, lesson observations, Instructional Rounds, student work samples. These data sources will be collected and analysed by relevant teachers, leaders and teams, and presented at meetings twice a term and the evidence uploaded into SPARO.

Analysis:

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications:

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 2: Connection and purpose

### Purpose

#### Agility

Enable a learning culture that creates agile, resilient and connected learners who utilise the skills and capabilities to tackle current and emerging challenges and opportunities.

### Improvement measures

#### Target year: 2022

#### Wellbeing

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 72.7%

#### Target year: 2022

#### Attendance

Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 86.6%

#### Target year: 2024

AIM Coaching evaluation surveys indicate that at least 90% of students report the program was a meaningful, valuable and purposeful component of their educational growth

### Initiatives

#### Personalised Coaching and Development (AIM Coaching)

Embed educational values and a culture that provides students with opportunities to create and articulate their learning goals, receive highly effective coaching, act on feedback, and make meaningful steps towards sustained growth as individuals and learners. The learners' experience is enhanced by the AIM Coaching model which aims to ensure that every student is known, valued and cared for:

- Learner experiences relate to their personal needs, passions and aspirations for the future.
- Every student has a purposeful, planned and documented individual meeting with their AIM coach each term to discuss their journey and growth.
- Learners experience meaningful learning by building relevant connections between KLAs.
- Teaching and learning practice builds and leverages learner agency, providing opportunities for learners to take increasing responsibility and ownership over their actions.
- The AIM Coach provides individualised guidance for students to meet their aspirations and improvement targets.
- Personal learning pathways are developed for each Aboriginal student in consultation and collaboration with the student, their parents/caregivers and the AIM Coach to identify, organise and apply personal approaches to learning and engagement.
- Teachers, students and parents/caregivers engage in professional learning focused on Growth Mindset, Habits of Mind and dispositions that can be mindfully and skillfully employed to challenge personal best, increase self-confidence and create a culture of reflection, agility and high aspirations.

#### Educational Purpose and Relevance

Develop and demonstrate strategies and initiatives that

### Success criteria for this strategic direction

- The school is organised so that all students have regular opportunities to meet with a coach, an identified teaching staff member, who can provide advice, support and assistance to help students fulfil their potential
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students, where every student is able to articulate their learning goals
- Feedback and self-reflection from students on their learning derived from assessments and reports informs further teaching
- Student led parent/teacher interviews that are personalised and detailed with information about student learning, their future growth and improvement measures which provides a collaborative approach to achieve student learning goals
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school

### Evaluation plan for this strategic direction

#### Question

How do we know students can articulate their learning goals, act on feedback and take meaningful steps to achieve growth?

How do we know the AIM coaching initiatives create agile learners and student agency?

What evidence do we look for to know learners engage in self-reflection and evaluation?

## Strategic Direction 2: Connection and purpose

### Initiatives

consistently place student learning and wellbeing at the heart of all decision making:

- Student agency leads to further authentic learning opportunities for students to develop skills and capabilities
- Technology is used extensively and responsibly to enhance learning to enable both personalisation and collaboration
- Learners are connected with the local and wider community to provide rich learning experiences and future pathways
- Student leadership and student voice underpins everyday practice to ensure that rich and unique curricular and extracurricular opportunities are provided
- Learners regularly engage in self-reflection and evaluation of their learning through consistent school-wide practices in assessment and reporting

### Evaluation plan for this strategic direction

#### Data

TTFM Survey Data, Student work samples and self-reflections, AIM Coaching evaluation surveys, SENTRAL Data (including Wellbeing entries, attendance statistics, and records of AIM Coaching sessions for every student).

These data sources will be collected and analysed by relevant teachers, leaders and teams, and presented at meetings twice a term and the evidence uploaded into SPARO.

#### Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

#### Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: Culture of growth

## Purpose

### Agency

Empower a strong culture of continuous learning where practices are driven by contemporary educational research, data analysis and evidence of impact to build agency and shared ownership of collective goals.

## Improvement measures

### Target year: 2024

#### Professional Learning

- Instructional Rounds indicate that 100% of teachers are observed implementing identified professional learning focus areas during the Instructional Rounds process
- 100% of staff are able to identify a coach/mentor to empower themselves to achieve continuous professional growth
- Staff TTFM surveys indicate 100% growth in staff who report the 'morale among staff at my school is good'

### Target year: 2024

#### Data practice

- Staff self-assessment survey of CESE What Works Best shows 100% growth in the number of teachers who identify competency in using data to inform practice
- Staff surveys indicate that 100% of teachers regularly access relevant data sets, including SCOUT and RAP, to inform improved teaching practice.

## Initiatives

### High impact professional learning

Embed a professional growth culture of high impact professional learning that empowers and upskills staff to meet the learning and wellbeing needs of all students.

- Establish a Teacher Learning Centre for staff collaboration to create a culture that focuses on celebrating teacher success and the sharing of exemplary practices.
- Leaders create a growth culture through coaching/mentoring of staff focused on continuous improvement of teaching and learning.
- The engagement of staff in Instructional Rounds regularly evaluates and informs teaching and learning practices to meet the needs of all students.
- Professional Learning prioritises the school targets, current educational research, and identified areas for teacher and student growth.
- Enhanced knowledge and understanding of Aboriginal histories and cultures is facilitated by Aboriginal cultural education for staff, and structures and processes to support staff to apply professional learning into action through rich strategies and resources in teaching and learning programs.

### Data practice

Facilitate enhanced data practice to ensure that all teachers are effectively using data to inform teaching and learning targeted to improve student outcomes.

- Establish effective data analysis tools and practices to ensure regular monitoring of student performance and advise refinement of curriculum delivery in every classroom
- Implement whole school and faculty initiatives to ensure all staff are upskilled in the areas of data literacy, data analysis and data use, including internal student performance data, Best Start, NAPLAN, HSC and Tell Them From Me, to enable necessary changes to practice for student

## Success criteria for this strategic direction

- Increased implementation of professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers, which drives ongoing school-wide improvement in teaching practice and student results
- Whole school relationships provide mentoring/coaching support to ensure the ongoing development and improvement of all teachers
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning
- All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice
- Teachers report a streamlined implementation of administrative responsibilities which facilitates an increased focus on teaching and learning.

## Evaluation plan for this strategic direction

### Question

How do we know there is a professional growth culture?

How do we know the teaching and learning practices are influenced and strengthened by this growth culture ?

How does the implementation of a Teacher Learning Centre influence teacher coaching and mentoring, collaborative practices and continuous improvement of teaching and learning?

How do teachers use data to inform their practice?

### Data

TTFM Survey Data, Teacher Surveys, Scout, NAPLAN, VALID and RAP analysis of trends, Teaching and Learning Programs, Instructional Rounds Data, internal meeting minutes (faculty, cross-faculty and staff meetings reflections and feedback).

## Strategic Direction 3: Culture of growth

### Initiatives

improvement.

### Evaluation plan for this strategic direction

These data sources will be collected and analysed by relevant teachers, leaders and teams, and presented at meetings twice a term and the evidence uploaded into SPARO.

#### Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

#### Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.