

Strategic Improvement Plan 2021-2024

Ashfield Boys High School 8832



School vision and context

School vision statement

The whole school community contributed to a vision statement during 2014. This statement has been revisited regularly by the community as part of the school's ongoing strategic planning and support for it, as an outward expression of the school's shared purpose, remains almost universally strong.

The vision for Ashfield Boys High School 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"*. This aspirational vision informs all school practices and lies at the core of the Strategic Directions in this plan.

School context

Ashfield Boys HS is a large metropolitan high school catering for the boys of Sydney's Inner West. The school has reached its enrolment cap of 760 students and this reflects a dynamic demographic change over the past five years. The school has seen significant enrolment growth, a large increase in local enrolment, a large increase in enrolment from local feeder primary schools, the cessation of international student enrolment and the growing recognition of Ashfield Boys HS as a leader in high quality boys' education. Due to this, the school is largely recognised as the destination of choice by parents who are seeking a high quality single sex environment for their son.

Ashfield Boys HS is proudly diverse, both in its cultural demographic (70% LBOTE, 1% Indigenous) and also its socio-economic make up. The school proudly promotes its status as a public, co-educational, comprehensive, single sex school that is high achieving and successful based on any measure or metric applied.

The school is highly successful at achieving its vision of maximising the success of every student to reach his potential. This success is reflected in high valued added data from Years 7-12 which is among the best in NSW, wellbeing indicators consistently above the NSW norm and high levels of personal achievement in the HSC. Student exit outcomes are as varied as the diverse population but reflect high level achievement of individual success and aspiration. However, for the overwhelming majority of students, tertiary study at university is their chosen path and the school has a proven, consistent and enviable record of facilitating this dream.

Ashfield Boys High School is ambitious for its students' success but also for its purpose as a high quality public school within the NSW Department of Education. The school aims to be a lighthouse institution for student learning growth, wellbeing, extra-curricular offerings, leadership and social responsibility. Beyond promoting optimum individual success for every boy, the school maintains the aspirational aim of developing young male leaders who leave school to have "a positive impact on the future" in keeping with the school's vision statement.

The school enjoys incredibly strong community support in this mission. A highly supportive and active Parents and Citizen's Association forms an effective strategic partnership with the school to provide resourcing and an ongoing conversation about school priorities. Student voice and leadership are strong features of school culture and students contribute actively in appropriate decision making processes. The school also enjoys quality and enduring relationships with local community groups, organisations, schools and businesses. These enduring and expanding strategic relationships both support and expand the ability of the school to provide a rich and broad set of educational experiences for the boys. The establishment of a vibrant Alumni Association began in 2020 and the work of expanding this venture continues to engage and mobilise the expansive and highly successful past graduates of Ashfield Boys HS.

This Strategic Improvement Plan (SIP) was developed with extensive community consultation and value at its core. Beyond a comprehensive situational analysis of the school in 2021, the plan has also been informed by input from all sections of the school

School vision and context

School vision statement

School context

community. Extensive staff and executive planning along with comprehensive data analyses formed the genesis and strategic directions of the SIP. Parent input, experience and expertise were gathered through ongoing P&C consultation, an online SIP Parent survey and the facility for individualised "call back" when requested. Students contributed to the formation of the SIP through, by and with the Student Leadership team. Both random and purposive sampling of students was used to inform an online anonymous questionnaire. Purposive sampling was used to choose participants for a series of cohort based focus groups that were facilitated by student leaders. Adult and teacher participation in student focus groups was deliberately excluded to ensure the authenticity and validity of student voice in the SIP planning process.

In 2020 Ashfield Boys HS participated in a rigorous External Validation (EV) process conducted by a panel of independent peers and assessed against the School Excellence Framework. The EV panel described the school's submission as the "gold standard" and acknowledged the research, strategic, context embedded and evidence based approach adopted by the Executive leadership team. This same approach has been adopted in the formation of this SIP and is centred on student success enabled by quality school structures, data informed teacher professional learning, teacher collaboration and the strategic use of Targeted and Equity funding to resource this. The key drivers of Ashfield Boys HS's school improvement journey are the development of collective teacher efficacy, Middle Leader capacity building and student agency.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through structured, built in, explicit and consistent quality teaching. On going evaluation, reflection and modification of teaching learning practices by the use of student assessment data and targeted professional learning will inform teaching.

Improvement measures

Target year: 2024

Highly effective classroom practice

- Improve effective classroom practice through a focus on QTR, faculty plans and faculty programs.
- All staff have participated in QTR by 2024
- All faculties will embed QTR elements into programs by the end 2024
- All Stage 4 & 5 students achieve or exceed their learning goals
- All teachers demonstrate high quality skills in explicit teaching

Target year: 2022

HSC attainment

- Improvement in the percentage of students in the top two HSC bands above the lower bound target of 30.3% . Increase % of HSC course results in top 2 bands.
- Improvement in the percentage of HSC course results in the top three HSC bands above the lower bound target of 63.7%
- Increase in proportion of Aboriginal students attaining HSC whilst maintaining their cultural identity

Target year: 2022

- Increase the percentage of NAPLAN top two bands in Numeracy to above lower bound target of 33.2%

Initiatives

Highly effective classroom practice

- Improve effective classroom practice through a focus on Quality Teaching Rounds (QTR) and progressive assessment.
- Establish collaborative support for teacher performance development, cross-faculty collaboration and evidence based programs and lessons.
- Embed QTF into Teaching and Learning programs.
- Whole school adoption of embedding literacy and numeracy in all teaching and learning programs.
- Individual identification of expected growth for each student and collaborative planning to facilitate growth through the Cross KLA Learning Teams (Strategic Direction 3)

Highly effective feedback

- Embed the use of data collection, use of progressions for goal setting leading to changes to explicit teaching practice.
- Analyse Best Start, NAPLAN, VALID, PAT, HSC and MST data to identify target areas.
- Individual identification of expected growth for each student and collaborative planning to facilitate growth through the Cross KLA Learning Teams (Strategic Direction 3)

Writing Program

- Provide P/L workshops to improve staff efficacy in relation to the writing program for Stage 4 and 5.
- All KLAs have backward mapped HSC writing requirements to allow for the systematic and staged teaching of writing across Stages 4, 5 and 6
- All teaching programs identify and embed the explicit teaching of subject specific vocabulary, metalanguage and textual features across Stages 4, 5 and 6.
- All staff develop their capacity to use both formative and summative assessment of writing to improve the

Success criteria for this strategic direction

Highly effective classroom practice

All staff have completed one quality teaching round by the end of 2022.. All Faculty plans and programs incorporate the QTF. A further round of QTR begins from Term 1, 2023 with the aim of further refining teaching practice.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.

Highly effective feedback

Assessments are developed /sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas of extension.

School data demonstrates that student progress is greater than students at SSSG on external measures and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within school is equivalent to or greater than progress and achievement of all students in the school.

Writing Program

The LST Team is collaborative, builds the capabilities of all teachers and is an integral component of whole school approaches to language, literacy and numeracy programs.

Improvement of the writing program through the provision of further professional development across all KLAs. Writing progressions are backward mapped for every course from Stage 6 to enable the staged and systematic development of writing skills.

Strategic Direction 1: Student growth and attainment

Improvement measures

- Increase the percentage of NAPLAN top two bands in Reading to above lower bound target of 21.9%
- Increase the percentage of Aboriginal and EAL/D students achieving top 3 NAPLAN bands in numeracy and reading to be above system negotiated lower bound target.

Target year: 2024

Data analysis

Analysis of 7-12 data of student achievement to be critically analysed by staff in order to drive improvement in the teaching and learning cycle and meet the learning needs of all students.

Target year: 2023

NAPLAN Expected Growth Reading and Numeracy

- Increase in the percentage of expected Numeracy growth to above lower bound target of 74%
- Increase the percentage of Expected Reading growth to above lower bound target of 73.9%

Initiatives

quality of student written responses.

Evaluation plan for this strategic direction

Highly effective classroom practice

Q: What has been the impact of using QTR on teacher impact and student performance?

D: Learning Walks data. QTR staff survey data

A: Quality practices highlighted by QTR which can be shared through collaboration.

I: What implications does QTR have for enhanced collaboration and the deprivatisation of practice?

Highly effective feedback

Q: Do teachers use data as the basis for evidence based feedback?

D: Teaching Team and Faculty minutes. Scout Data. Success Planners

A: The impact of quality data informed feedback on specific, measurable student assessment items such as HSC Item Analysis, Teams writing folders, Stage 6 Success Planning

I: What is the implication of quality feedback for the use of formative assessment across the school? Assessment as learning, for learning and by learning?

Writing Program

Q: Has the effectiveness of the Writing program improved the responses of students to long and short answer assessment items?

D: Assessment task sample answers. Writing portfolios.

A: How has the explicit teaching of subject specific vocabulary, metalanguage and textual features impacted on the quality of students' written responses?

I: What future directions for teacher professional learning are suggested by students' written responses?

Strategic Direction 2: Achieving student potential through enhanced learner engagement, self-regulation and responsibility

Purpose

To ensure that every student recognises and strives to reach his full potential, enabled by school structures that promote personal excellence, engagement, self-regulation and shared responsibility. Embedding quality school practices, initiatives and habits that promote a culture of excellence and best effort possible.. Enhancing a learner centered culture of excellence which supports the school's vision statement and is informed by the situational analysis.

Improvement measures

Target year: 2022

Attendance and Lateness

Improve attendance of % of students attending 90% of the time to the lower bound target of 77.7% or more and continue to be above state and network.

Target year: 2022

Cohort based proactive wellbeing initiatives

Improve Positive Wellbeing indicator to be above lower bound target of 77.7% or more. Continue to maintain the above state and network status.

Target year: 2024

Coaching /Mentoring Program/ Teams/ Student Leadership

Increase inclusive school culture where community engagement and student leadership is visible across whole-school programs and initiatives.

Target year: 2024

Enhanced learner engagement and High expectations

To actively engage students, parents and staff in the learning process to support every learner in achieving his full potential.

Initiatives

Attendance and Lateness

The school's structured program of attendance monitoring and intervention by the well being team continues to ensure that student attendance rates are above the DoE NSW average.

Cohort based proactive wellbeing initiatives

A whole school approach involving staff and parents to embed a safe and inclusive learning culture and environment. Proactive cohort based wellbeing initiatives including:

- social and emotional skills programs
- providing timely support for those with additional needs
- antibullying and shared responsibility
- cyber safety
- positive masculinity

Coaching /Mentoring Program/ Teams/ Student Leadership

The school has programs in place so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

Students have the opportunity to develop their leadership ability to foster enhanced belonging, engagement and agency.

Enhanced learner engagement and High expectations

- All students, have access to learning programs that meet their learning needs, provide support and inspire them to aspire to, and achieve, personal excellence.
- Learning programs have high expectations for all students including high potential and gifted students.

Success criteria for this strategic direction

Attendance and Lateness

Reduction in absences that are unjustified in Scout data

Lower partial truancy rates

Lower rates of lateness to school

Cohort based proactive wellbeing initiatives

The school has a planned approach to wellbeing using evidenced-based strategies that are strengths based, preventative and focus on early intervention. This includes implementing proactive cohort based programs for strengthening students' wellbeing.

Coaching/ Mentoring Program / Teams / Student Leadership

A robust coaching and mentoring program which meets the individual needs of very Stage 6 student. Stage 4 Teams meet weekly to plan for the individual success of every student. All students in Stages 5 and 6 have both formal and informal opportunities for leadership growth and development.

Enhanced learner engagement and High expectations

Students' engagement indicators improve across TTFM and Scout.

Data from External and internal measures shows an improvement in student achievements

High expectations workshops with staff, students and parents reflect a culture of high expectations supported by strategies that both challenge and support student learning needs.

HPGE policy embedded in all faculty programs and a reimagined GAT program

Evaluation plan for this strategic direction

Strategic Direction 2: Achieving student potential through enhanced learner engagement, self-regulation and responsibility

Initiatives

- Achieving excellence for high potential and gifted students is underpinned by effective school initiatives including quality teaching, learning and leadership.
- High expectations workshops to be held with staff, students and parents.
- Evaluate and rework the school's GAT program in light of DoE Policy changes.

Evaluation plan for this strategic direction

Attendance and Lateness

Q: Are our structured attendance and lateness strategies effective?

D: Sentral and Scout attendance Data

A: Compare attendance data with student performance measures to determine any causal link.

I: Do our structured attendance and lateness strategies positively impact student learning?

Cohort based proactive wellbeing initiatives

Q: Do our suite of cohort based wellbeing initiatives proactively provide for the needs of students?

D: Tell Them From Me annual survey data

A: Consider TTFM survey data in light of developmental needs of each cohort. Does the TTFM data correlate with other wellbeing indicators data such as Sentral entries?

I: How can our proactive suite of wellbeing initiatives be reworked to best meet changing student need?

Coaching /Mentoring Program/ Teams/ Student Leadership

Q: How effective are our individual and group initiatives at promoting leadership and individual wellbeing?

D: TTFM data, volunteering data and student leadership participation records

A: Student exit outcomes reflect participation in structured leadership and mentoring.

I: How can we ensure that every student leaves school with a portfolio of leadership and extracurricular achievement?

Enhanced learner engagement and High expectations

Strategic Direction 2: Achieving student potential through enhanced learner engagement, self-regulation and responsibility

Evaluation plan for this strategic direction

Q: Is a culture of high expectations a shared understanding and language for all areas of the school community?

D: Learning walks data. Student generated qualitative data from Prefect led focus groups.

A: Is a culture of high expectations embedded in the school's culture and language?

I: How does the school ensure that all sections of the community have a shared understanding of potential and expectations?

Strategic Direction 3: Enhancing teacher collaborative practice, quality, impact and collective efficacy

Purpose

To ensure that teacher practice is collaborative and promotes improved quality and measurable impact in every class, for every student. Refining and extending the existing culture of cross faculty team based collaborative improvement. Using data from the school's situational analysis to inform evidence based instructional leadership.

Improvement measures

Target year: 2024

Cross Curricular Teaching Teams

Meaningful and effective teacher collaboration is sustained by the teams structure. All teachers have a shared vision invested in the success of their students. All teachers follow team protocols relating to both academic and wellbeing indicators mapped against professional standards. Data analysis of staff is developed to allow for evidence based collaborative impact.

Target year: 2024

Learning Walks

Learning walks implemented with the aim of engendering professional dialogue around active teaching practice, collaboration, student engagement and learning and building a consistent culture of high expectations. A research based Learning Walks methodology and practice is implemented to gather, analyse and act on school culture data.

Target year: 2024

Adolescent Executive Function and Success Planner

The success planner has been implemented to reinforce learning pathways in every child, in line with the vision statement of the school based on cognitive research to develop executive functioning skills in every student. Staff professional development regarding adolescent brain development and parent information sessions are

Initiatives

Cross Curricular Teaching Teams

Stage 4 Cross curricular teaching teams are funded and timetabled as part of a standard teaching load. Teams meet weekly to collaboratively plan individual and group intervention strategies. Teacher professional learning in data analysis and formative assessment ensures that teaching decisions are evidence based and impact is measurable. The development of common team meeting and intervention protocols ensures the consistent quality of practice between teams and across the school.

Learning Walks

Learning walks to be implemented gradually across all KLAs with the aim of fostering conversation about teaching and learning to develop a shared vision of high quality teaching that impacts on student learning. A research based Learning Walks methodology will be developed that is contextually appropriate to the school community. A Learning Walks team will determine and publish set criteria for ongoing observation, data gathering, analysis and recommendations. Teacher collective efficacy and Middle Leader efficacy are core values of the Learning Walks initiative.

Adolescent Executive Function and Success Planner

Research shows executive functioning positively impacts learning skills. Through a success planner students develop the executive functions of time management, planning, and organisation to enhance individual achievement. Teachers will undertake Professional Learning about adolescent brain development and appropriate Executive Function strategies for classroom use. The Success Planner will be implemented in every classroom to provide a focus for visible and clear learning intentions, teacher efficacy, parent communication, teacher collaborative practice and consistency of expectation.

KLA and Program Evaluation

Success criteria for this strategic direction

Cross Curricular Teaching Teams

Teachers are engaged in strong collaboration through teams to inform and support the continuity of learning for all students. Use of evidence based decision making is spread consistently across the Teams and is informed by skilled data analysis and impact.

Learning Walks

Data gathered by the Learning Walks team is presented to the staff and used as a basis for professional improvement. Consistency of quality practice and efficacy is embedded into teaching across the school.

Adolescent Executive Function and Success Planner

The Success Planner is in use across every class, by every student, every teacher, in every lesson every day. Parents are using the Success Planner as a vehicle for an improved and shared understanding of their son's learnings, assessment and strategies for partnership between home and school.

KLA and Program Evaluation

KLA and Program reviews are scheduled at least 2 times per year and their recommendations are transparent, published and implemented. Teacher leadership and understanding of evaluation methodology is enhanced and consistency of quality practice is evident across all areas of the school.

Evaluation plan for this strategic direction

Cross Curricular Teaching Teams

Q: Are teaching decisions made by the teams evidence based and grounded in data?

D: Team Minutes

A: Examine Team minutes for referencing of student

Strategic Direction 3: Enhancing teacher collaborative practice, quality, impact and collective efficacy

Improvement measures

embedded into school practice. The Success Planner is used as a vehicle to focus teacher collaborative practice and efficacy, consistent practice and learning intentions.

Target year: 2024

KLA and Program Evaluation

A rigorous and research based methodology for evaluation will be embedded into the school's four year planning cycle. Formal evaluations will occur annually and will foster enhanced teacher expertise regarding quality evaluation for impact. The evaluation process will promote consistency of excellence across the school and provide opportunities for enhanced teacher leadership as part of the school's strategic improvement plan.

Initiatives

A systematic program of KLA and program review will be scheduled as part of the school's planning cycle and calendar. A minimum of two formal evaluations will be undertaken annually. An evaluation team led by an independent chair and consisting of teachers, an external subject matter expert and one Head Teacher will conduct a rigorous and comprehensive evaluation of each KLA. The evaluation team will gather and analyse a wide range of qualitative and quantitative data as a basis for formal improvement recommendations. The implementation of recommendations will form part of the school's annual Quality Assurance and PDP processes.

Evaluation plan for this strategic direction

performance and wellbeing data.

I: What professional learning is required to enhance teacher data analysis skills?

Learning Walks

Q: What are the recurring areas of cultural need across the school as identified by the Learning Walks?

D: Learning walk data

A: Consider the recurring data pointing to improvements in learning culture.

I: What actions as part of the school's planning process are required to address areas of learning culture deficit? What areas of strength require reinforcement?

Adolescent Executive Function and Success Planner

Q: Are improvement's in Executive Function evident as a result of professional learning, parent information sessions and the Success Planner implementation?

D: Learning Walks Data, dip Sample of Success Planners- quality and completeness

A: What indicators of Executive Function and organisational gains in students are evident from the Success Planners? Does this translate into improved assessment outcomes?

I: How can the strategies implemented to improve student functioning further involve parents as partners in the learning process?

KLA and Program Evaluation

Q: How have recommendations from the formal review process been translated into actions by staff that lead to improved impact?

D: KLA evaluation reports, KLA teaching programs, KLA

Strategic Direction 3: Enhancing teacher collaborative practice, quality, impact and collective efficacy

Evaluation plan for this strategic direction

Faculty minutes, student performance data

A: Do KLA evaluation findings that are faculty specific have implications for improved practice across the whole school?

I: How are evaluation findings scalable to other areas of the school?