

Strategic Improvement Plan 2022-2026

Asquith Boys High School 8245



School vision and context

School vision statement

At Asquith Boys we are committed to nurturing critical thinking, creative and self-directed lifelong learners. We strive to empower students to become resilient, respectful and empathetic individuals who are connected, compassionate, caring members of the community. Every student will be challenged and supported to achieve success.

School context

Asquith Boys High School is a comprehensive boys high school in northern Sydney that prides itself on creating an environment of excellence in boys' education and building the character of fine young men. This is largely due to the passionate educators who engage our boys in the learning environment and inspire them to achieve their personal best, partnered with our community recognised excellence in welfare programs and practices.

The school has an enrolment which is slightly down on previous years to around 550 students after having consistently over 600 prior to this year. We expect our school numbers to increase with the re designing of the enrolment area for Asquith Boys High School. This new catchment area will include Brooklyn, Cowan and Berowra Public Schools in the north and stretch to include Waitara, Normanhurst and Normanhurst West Public Schools to the south.

Our Aboriginal student population has grown significantly. In 2018 with 4 identifying students, we have moved gradually to a group of 18 identifying and becoming increasingly involved in the cultural opportunities being offered in 2023. Our Family Occupation and Employment Index (FOEI) is 62.

Asquith Boys High School promotes a learning culture centred on students achieving their personal best. We strive to broaden their educational opportunities and inspire lifelong learning. Strong and essential literacy and numeracy programs are embedded across the curriculum to enhance academic progress and provide a basis for successful engagement in the workforce.

Asquith Boys High School's strength is in its ability to establish an environment that empowers our students to learn through exemplary welfare, learning and support programs and structures. These are embedded in all areas of school life so *'every student in the school is known, valued and cared for'* to enable them to grow into the best version of himself that is possible.

The school's staffing entitlement in 2023 was 45.5 teaching staff and 9 non-teaching staff. The school also employs a second Deputy Principal and Head Teacher Teaching and Engagement from school funds. Our executive staff is stable with the majority being here for more than five years. 20% of our staff are in their early career as teachers. There is only a 5% turnover of staff each year.

We offer quality academic and co-curricular opportunities for all of our boys. Academically, Asquith Boys High School has in recent year's consistently outperformed boys in other comprehensive high schools. In the 2022 HSC examinations the school achieved results that were not as impressive as our performances over previous years. However, as a school and educational setting we remain committed and focused on achieving a better in this years NAPLAN and HSC assessments through a whole school approach to self reflection and implementation of high leverage strategies.

Asquith Boys High School is renowned for programs such as whole-school literacy and numeracy, enrichment classes, creative arts and academic scholarships, student leadership

School vision and context

School vision statement

School context

and Year 7 personal interest projects which all are entrenched into our learning and school culture. There are an extensive number of co-curricular activities and opportunities available to the students. These include, but are not limited to international football, history and languages tours, Duke of Edinburgh Awards and expeditions, environment teams, Stage and Concert Bands.

Our boys also are instilled with a sense of their membership in a larger community and they welcome opportunities to participate in local Anzac Day ceremonies, leadership forums, and fund raise for numerous charity organisations. In 2023 Asquith Boys High School looks forward to increasing their participation and commitment to re establishing our connection to the broader community, by strengthening our students commitment to generously contributing back to society.

Asquith Boys High School is focused and committed to the education of boys through innovative and enriching learning opportunities which cater to their learning needs. Asquith Boys High School prides itself on our tradition of academic, co-curricular and sporting opportunities and is regarded as a school where boys will thrive. The school will continue our proud tradition of serving and educating our community in the immediate and long term future.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to create a culture of high expectations to maximise student learning outcomes in literacy and numeracy in order to build strong foundations for success. We will develop data driven, explicit teaching practices that promote these skills along with critical and creative thinking which are responsive to the learning needs of individual students. This will result in empowered and self-directed, life-long learners.

Improvement measures

Reading growth

Achieve by year: 2023

Reading Growth

An increased proportion of 2023 Year 10 student cohort achieving the HSC Minimum Standard in reading compared to 2022.

Numeracy growth

Achieve by year: 2023

Numeracy Growth

An increased proportion of 2023 Year 10 student cohort achieving the HSC Minimum Standard in numeracy compared to 2022.

HSC achievement - top 2 bands

Achieve by year: 2023

HSC TOP 2 BANDS

Increase in percentage of HSC course results in top 2 bands to be at or above the lower bound system-negotiated target or above of 37.5%.

HSC achievement - top 3 bands

Achieve by year: 2023

HSC TOP 3 BANDS

Increase in percentage of HSC course results in top 3 bands to be at or above the lower bound system-

Initiatives

Strong Foundations

Improve effective classroom practice by using and analysing internal and external data to identify and inform student needs, and developing a focus on explicit teaching practice and reading and numeracy.

- Staff professional learning on evidence-based practice in explicitly teaching literacy and numeracy strategies within each KLA.

Challenging teaching and learning

A collaborative school-wide culture of high expectations and excellence in learning is established with a focus on explicit teaching, quality feedback and differentiation. All students can articulate their learning goals and success criteria, through:

- Fostering critical and creative thinking to develop independent learners
- Establishment of evidence-based differentiated procedures, programs and practices that meet the learning and wellbeing needs of all students, including high potential and gifted students, students with specific learning needs, and equity groups
- Implementation of effective evidence-based assessment and feedback strategies in all KLAs that enable staff and students to measure, evaluate and reflect on individual student learning, as well as inform future learning.

Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (Literacy and numeracy focus)
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (Assessment)
- Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. (NAPLAN)
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (Data Literacy)
- A whole school approach is established that ensures the most effective evidence-based teaching methods optimise learning progress for all students across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (Explicit Teaching)
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (Feedback)
- 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 all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (Differentiation)
- The leadership team establishes a professional

Strategic Direction 1: Student growth and attainment

Improvement measures

negotiated target of 75.8%.

Success criteria for this strategic direction

learning community which is focused on continuous improvement of teaching and learning. (High expectations culture)

Evaluation plan for this strategic direction

Question:

What has been the impact of developing consistent and school-wide explicit teaching strategies and data-informed practice on student outcomes?

Data:

Data sources will include the following and will be collected and analysed by relevant teachers, leaders and teams. They will be presented and discussed at executive meetings once per term and the evidence uploaded into SPaRO.

- NAPLAN/Minimum Standards
- HSC results
- Valid results
- Surveys (Tell Them From Me, staff surveys, student surveys, parent surveys)
- Focus groups
- Staff TPL register
- Teaching and learning program analysis (informed by data, evidence of differentiation, literacy and numeracy strategies incorporated, critical and creative thinking routines evident)
- Attendance data

Analysis:

Ongoing analysis of the above data will measure the success of initiatives and identify areas for improvement or modification.

Implications:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Wellbeing

Purpose

At Asquith Boys every student is known, valued and cared for. Our purpose is to empower students to become **resilient, respectful** and **empathetic** individuals. We will develop a planned whole school framework to support high levels of student and staff wellbeing. This will result in students who are thriving and engaged in all aspects of school life.

Improvement measures

Wellbeing

Achieve by year: 2026

Whole School Wellbeing Framework

100% of students participate in programs that build cognitive, emotional, physical, social and spiritual wellbeing in students.

As measured by the School Excellence Framework, in the elements of **'Learning Culture'** and **'Wellbeing'** the school is assessed at excelling.

Achieve by year: 2026

School Wellbeing Culture

Increase by 5% of parents via a survey, who feel that the school supports learning, and positive behaviour and promotes an inclusive and safe learning environment.

Attendance (>90%)

Achieve by year: 2023

Attendance

Percentage of students attending greater than 90% of the time is at or above the system negotiated lower bound target of 75.0%

Initiatives

Whole School Wellbeing Framework

To create differentiated wellbeing programs as evidence of meeting the learning and wellbeing needs of all students to be happy, healthy and successfully engaged. A planned approach to wellbeing that includes proactive and preventative classroom and school wide strategies. Implantation of social and emotional learning programs to be developed, implemented, and reviewed to build holistic student wellbeing.

School Wellbeing Culture

To continue to enhance a whole school wellbeing culture of positive and respectful relationships that are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions. Planning for learning is informed by sound holistic information about each student's wellbeing involving consultation with parents/carers.

Student attendance rates exceed the system generated targets for the percentage of students attending. Support mechanisms are in place for students with attendance concern.

Success criteria for this strategic direction

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (Caring for students)
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (A planned approach to wellbeing)
- 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. (Behaviour)
- Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (Attendance)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (High expectations)
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (Teaching and Learning Programs)
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.. (Curriculum provisions)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (High expectations culture)

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

What has been the impact of implementing student behaviour and wellbeing programs on enabling students to maximise their learning potential and assisting them to become resilient, respectful and empathetic individuals..

Data

These data sources will be collected and analysed by Year Advisers, LaST, Student Engagement Officer, Executive, Deputies and Principal for presentation and discussion at wellbeing meetings and the evidence will be uploaded onto SPaRO.

The following data will be analysed to measure success:

- attendance data
- staff, student and parent surveys
- TTFM data
- suspension data
- SENTRAL negative incidents data

Analysis

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

Implications

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Citizenship and Community

Purpose

Our purpose is to nurture connected, compassionate and caring members of the school and wider community. We will develop programs that foster empathetic students who have an embedded sense of responsibility to society. This will result in confident, inclusive and well rounded citizens.

Improvement measures

Achieve by year: 2026

Student Leadership

- Every student has the opportunity to be involved in leadership opportunities at every learning stage.
- All students are rewarded for demonstrating leadership qualities through the school merit system at classroom and whole school levels.

Achieve by year: 2026

21st Century Skills and Planning

- 100% of Teaching programs demonstrate embedded strategies to support higher order use of technology and 21st Century soft skills.
- School Evaluation Framework indicates improvement from delivering to excelling in the domain of Leading/technology

Achieve by year: 2026

Community Engagement

- Every student understands and follows the school code of conduct in school and wider community contexts.
- All year groups have a designated activity or cause that they participate in one day a year (eg. Legacy, Clean Up Australia Day)

Valuing Aboriginal Culture

Initiatives

Student Leadership

To build a school culture where all students recognise, value and participate in leadership wherever possible:

- School systems will promote, recognise, reward and record student leadership.
- Teachers take a shared responsibility to develop student leadership and contribute to delivering a learning culture which fosters student leadership in all contexts from the classroom to the community.
- enhancing opportunities for our ATSI students to demonstrate leadership.

21st C Future Skills and Planning

To build a school culture which meets the future needs of our students.

- Teaching, curriculum planning and delivery, and assessment tasks will promote the use of 21st Century skills and higher order use of technology

Community Engagement

Community Engagement

To create a school which actively helps all students to connect with community:

- A planned approach to wellbeing will build a framework that dynamically engages with student voice and encourages every student within their year group to support a NFP community group on an annual basis.

Valuing Aboriginal Culture

Aboriginal culture to be valued and embedded through:

- enhancing staff knowledge to teach Aboriginal perspectives across Key Learning Areas through professional learning opportunities.
- fulfil a commitment to develop, implement,

Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (A planned approach to wellbeing)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (High Expectations)
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (Teaching and Learning programs)
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (High expectations)
- 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. (Behaviour)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (Community engagement)
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (Service delivery)
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (Community satisfaction)

Evaluation plan for this strategic direction

Strategic Direction 3: Citizenship and Community

Improvement measures

- 100% of staff are trained in the mandatory Aboriginal Cultural Awareness Training and 100% of teaching programs have authentically integrated Aboriginal culture, heritage and perspectives.

Belonging and School Spirit

- At least 85% of students attend and participate in carnivals and whole school events.
- The school merit system is expanded and made into a far more dynamic and responsive system that students use to promote and generate student involvement and a sense of healthy competitiveness.

Initiatives

strengthen and sustain collaborative practices and processes to embed high expectations and purposeful partnerships between students, teachers, parents, the local Aboriginal community and AECG.

Belonging and School Spirit

To create a more dynamic school culture with active participation of students in all aspects of school life:

- A planned and more dynamic and relevant merit system will engage with and reward all aspects of school life, focusing on building a responsible and and community consciousness and school spirit and be promoted and and publicised by student leaders.

Evaluation plan for this strategic direction

Questions

Each semester the Senior Executive leader will lead the evaluation of progress at the executive meeting on the following questions:

What has been the impact of an integrated approach to student leadership?

Are more students being rewarded for demonstrating leadership and is there coinciding improvement and participation in leadership activities outside the classroom?

Has the introduction of Future Skills and Planning (FSP) developed readiness of students for their changing adult world? What has been the impact of FSP on developing student preparations for and planning towards an unknown future?

Have all staff and faculties engaged in the program? Have school wide practices been developed to support the implementation of the program?

Have students developed a greater sense of generosity and caring for community? What has been the impact of been on developing student citizenship?

Have all students engaged in the program?

Have school wide practices been developed to support the implementation of the program?

Data

Teaching programs, classroom observations, Sentral data, student passport samples with reflections, student surveys, TTFM survey data.

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

Strategic Direction 3: Citizenship and Community

Evaluation plan for this strategic direction

Where do we go from here? Future directions and next steps.