

Strategic Improvement Plan 2021-2024

Ashcroft High School 8397

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School vision and context

School vision statement

Learning & walking together, side-by-side, not one in front or behind the other

Our collective responsibility as global citizens.

An all-embracing integrated approach to the growth & development of young people,

Encompassing purpose and the spirit of place and space & its mutuality.

Involving the full spectrum of human development objectives: the whole person;

Delivered through a comprehensive and far-reaching pedagogical platform:

The NSW Quality Teaching model;

Shared & assisted equally by all including government & the interconnected agencies responsible for young people;

Focused on an early- to post-school years continuum (P-2-P);

Bound by an unequivocal objective of supporting all individuals, families & communities equally, regardless of background;

Enabled through valuing every individual's intellectual, physical, human, natural and financial capital;

Formed as a valued part of a whole and enshrined in the Australian cultural identity, ingrained in its history and future.

School context

Ashcroft High School (AHS) was established in 1964 and has a growing enrolment (22% over three years) projected to be 635 (2021), including 62% LBOTE and 18% students of Aboriginal and Torres Strait Islander background. AHS receive equity funding to assist economic and social disadvantage. The school provides a range of innovative integrated structures to effectively support students' comprehensive development within a school community context. AHS has at its core a well-developed sense of vision and purpose, from which the *person* is highlighted at the centre supported by various interconnecting layers. The *whole person* focus means all aspects of human development are acknowledged and developed in order to assist effective educational outcomes. The school is working on an early-years to post years learning continuum. High-level teaching and learning - the NSW Quality Teaching framework - is embedded in practice since 2004, and connects to all school programs. In line with its comprehensive learning approach, the school provides and continues to develop an authentic multi-disciplinary approach to measuring a range of educational outcomes. This includes in-class (NSW) Quality Teaching data, student learning focus groups, teacher reflective learning journals and social-emotional wellbeing to inform practice over time. The school promotes research-based practice including the notion of an Ashcroft Research Centre (ARC) for staff and students. Research also includes a more substantive understanding of our community - past, present and future and through the notion of *place and space* inclusive of all students learning and working together. Ashcroft High School integrates a large allied health team within the learning context together with a student support services team and learning centre.

Strategic Direction 1: Student growth and attainment

Purpose

SD1. Quality Teaching

AHS Purpose: Connection. AHSs integrated learning model developed over 17 years, includes the NSW Quality Teaching framework [QT] which underpins all School Directions and pedagogical practice within a whole-person model. Through such connection, the school believes there is high-level of consistency regarding practice and the means to ensuring deep intellectual quality, rigour and improved outcomes across all WP elements. AHS follow the conceptual framework of 'enacted curriculum' [Ladwig, J., 2014], i.e., pedagogy is at the centre of practice and the curriculum filters through its enactment.

Improvement measures

Target year: 2024

Broad Aim: To achieve our system goals, we must ensure all young people maximise their [7] human development whole-person [WP] elements [note below]. To support this, the Ashcroft HS community believes we must be commensurately and actively supported by local, state and national systems and their agents working from an integrated strategic plan in order to ensure equity and success over generations. Targets, therefore, must be incrementally applied to specific markers along the way towards achieving this aim. Success via each of the elements, will lead to success in achieving the ultimate broad aim: high equity, high socio-emotional-physical-spiritual health and literate individuals and communities, leading to a highly energised and productive community and nation. All agents are equally accountable in supporting young people 'to prepare…for rewarding lives as engaged citizens in a complex and dynamic society' [DoE Strategic Plan 2018-22]. [* The intellectual [cognitive], physical, social, emotional, moral, spiritual and aesthetic development and wellbeing].

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Initiatives

Pedagogical Practice

Strategy 1

Pedagogical practice, through continued whole-school QT coding, targeting key elements based on 2020 school QT report.

Implement the continuing whole-school, whole-person integrated focus on learning

Strategy 2

Implement the continuing whole-school, whole-person integrated focus on learning, together with the differentiated classroom, Focus on Reading/reading & writing [ReWrite] via models developed by the school; promotion of Place and Space; and trial PAT assessments including social-emotional.

Consolidation of the Ashcroft Interconnected Community model [AIC] and Educational outcomes

Strategy 3

Promote, develop and enable further consolidation of the Ashcroft Interconnected Community model [AIC], through local enhancement of integrated support for pre-to -post holistic development and subsequent improved educational outcomes, supported by continued high-level research.

Methodology

The primary analytical approach will utilise multidimensional measures, including qualitative and quantitative data to ensure a comprehensive understanding of impact [Creswell, 2008]. A qualification is to ensure prudent use of measurement to ensure there is not an 'over-measurement' effect on students (Ladwig, 1996). The methodological layers will apply to each objective in the following way:

Method 1

Success criteria for this strategic direction

Target 1

- Specific: All elements, but especially problematic knowledge, social support, cultural knowledge, explicit quality criteria [+ 0.2 each]
- Each faculty has identified their own specific elements through 2020 coding rounds [+ 0.2 each].
- Student feedback and teacher learning journals interconnect supporting evidence and improvement [Complete trial electronic student feedback via random lessons; trial draft teacher journal matrix criteria: random; de-identified].

Target 2

- Specific: Trial matrix, including 1. QT + Whole person; 2. QT + FoR + Faculty Identified skills; 3. Transfer slips; 4. Trial ACER PAT test - targeted areas identified.
- 5. Continue development of integrated Learning + SSS + LC + School Health. Track its effectiveness [Trial].
- 6. [Trial] Determine gains according to learning levels, and according to assessment used, e.g. Probe; ACER PAT. [mean = +5% over 1 x year x 3-years]; 8. [Trial -Stage4]
- 7. [Trial] Track individual students according to gaps from initial pre-assessment and utilise WP elements;
- 8. Evaluate assessment tasks via a QT backward mapping [following previous original review].
- 9. [Trial] revamped cultural 'Place and Space' program [Aboriginal + all cultural groups (Via regional Indigeneity)].
- 10. Increase the proportion of students meeting or exceeding expected growth for NAPLAN Numeracy in 2023 by at least 8.2% from the 2016-2018 baseline.
- 11. Increase the proportion of students meeting or exceeding expected growth for NAPLAN Reading in 2023 by at least 6.0% from the 2016-2018 baseline.
- 12. Increase the proportion of students in the top two

Strategic Direction 1: Student growth and attainment

Improvement measures

whole-person model. Through such connection, the school believes there is high-level of consistency regarding practice and the means to ensuring deep intellectual quality, rigour and improved outcomes across all WP elements. AHS follow the conceptual framework of 'enacted curriculum' [Ladwig, J., 2014], i.e., pedagogy is at the centre of practice and the curriculum filters through its enactment.

Objective:

Specifically, AHS seek to enhance all seven elements of the whole person [WP] in order to improve and maximise educational outcomes. This will be achieved through the interconnection of the three School Directions. SD 1 involves the following key areas:

Objective 1

Promote and enhance all human development elements equally through the continued strengthening of the NSW Quality Teaching [QT] pedagogical model [2004-2021], focusing on areas identified in the 2020 coding round school report; and supported by the school's developing interconnected Whole-Person [WP] model of learning.

Objective 2

Under the banner and enhancement of QT and WP practice, continue to promote and enable interconnected differentiated learning functions through targeted individualised approach and including various WP elements, and identified key Focus on Reading and ReWrite skills; supported professionally by highly developed teacher learning [trial of the Teacher Journal matrix]; and support of all our students including the many of Aboriginal background and from various local and global country-of-origin backgrounds as they connect to our side-by-side learning focus underpinned by the notion of Place and Space.

Objective 3

Promote and develop the Ashcroft Interconnected Community model [AIC], as a pre- to -post continuum of

Initiatives

Triangulation of QT analysis, though whole-school coding (together with 10 years of accumulated data); Student Focus group data; and Teacher Learning Journal matrix (using the 'deep understanding' [QT] draft model).

Method 2

Draft matrix utilised to assist: Include - QTFor; FoR + Faculty Identified Skills [ReWrite]; Teacher Learning Journal IQ matrix, and three-level experience matrix; Trial student lesson electronic feedback [key lesson idea/s, beginning-end, transferred skills etc]. Trial ACER PAT, and decide best fit against other assessments.

Method 3

Promote and continue to develop various research opportunities to enable a deep understanding of the application of the school's AIC model, and impact including the involvement at a micro, meso and macro level [Dyson, 2011].

Success criteria for this strategic direction

- bands for NAPLAN Numeracy in 2022 by at least 5.7% from the 2017-2018 baseline.
- 13. Increase the proportion of students in the top two bands for NAPLAN Reading in 2022 by at least 6.3% from the 2017-2018 baseline.
- 14. Increase the proportion of students in the top three bands for the HSC in 2022 by at least 5.0% from the 2017-2018 baseline.
- 15. Contribute proportionately to the Liverpool Network 2023 target of a 50% increase in the number of Aboriginal students who complete their HSC whilst maintaining their sense of cultural identity.

Target 3

- Specific: through: 1. Pre- to -post continuum of learning [primary - pre-schools]; 2. Re-establish PS-HS liaison; 3. A Health-Learning profile P-2-P;
- Continue advocacy for 'the Gaps: The Forgotten Suburbs' [TN]. The missing pieces [data] that support transition to HS, including effective measurement [Progress = 10 areas x level of achievement]
- Enable research on, 1. PA + health markers [AHS-WSU]; 2. 0-5 years: identifying early indicators about health as it impacts on learning [AHS-UNSW] [Data = preliminary indicators established]

Evaluation plan for this strategic direction

Evaluation 1

- Utilise teacher expertise level matrix to guide progress.
- Whole-school annual coding rounds and report.
- Student feedback: mixed method report, including random survey based on intellectual quality [IQ] and comment
- Teacher Learning Journal: report based on trial matrix: associations determined, to inform practice,

Strategic Direction 1: Student growth and attainment

Improvement measures

integrated learning; develop and enable research on student physical activity with connections to motivation and enhanced social-emotional-physical health [AHS-WSU]; develop and enable 0-5 years identifying and enhancing health-learning markers within the community [AHS-UNSW].

Target year: 2024

% of all students to achieve expected growth [best estimate] for reading is between 63.7 and 68.7% [calculated on growth from mean 54.5 (first 5 x years) to 60.0 (last 5 x years). Compared: like schools' growth for the same period from 50.7 to 51.4% respectively]

% of all students to achieve in the top 2 bands for reading [best estimate] from 4.42 to 4.83% [calculated on growth from mean 3.74 (first 5 x years; range 2.2-4.6) to 4.42 (last 5 x years; range 1.2-10.1)]

% of Aboriginal students to achieve in the top 3 bands for reading [best estimate] from 10.1 to 12.67% [calculated on growth from mean 4.76 (first 5 years) to 15.44 (last 5 x years). Compared: like schools' growth for the same period from 11.38 to 12.57% respectively]

Evaluation plan for this strategic direction

learning and support.

Evaluation 2

- Continue extended writing 'Fridays' [English, Science], writing samples - progressive writing folders (7-10; criterion based, not marks; focus on creative, discursive and procedural writing). Determine benefit change.
- Evaluate the trial matrix at end of each 12 months. For efficacy including how it informs practice.
- Evaluate and rationalise the most effective assessment tools utilised.
- Faculty - individual appraisals

Evaluation 3

- Evaluate continuing advocacy for and development of the community model; establishment of a SW Sydney Forum: the purpose of schooling, barriers and means to a comprehensive approach; establishment of a 2nd Student Leadership forum.
- Enabling research projects as registered [SERAP - university ethics] and developed through stages according to markers over two years.

Strategic Direction 2: Students Leading Learning

Purpose

AHS Purpose: Connection. 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 include Quality Teaching, Global Perspectives, Healthy Schools and School Welfare. The SLC is a critical centrepiece and focus regarding the active role of students in their learning. While students are active participants in all classrooms - including ongoing feedback about learning - a range of initiatives by the SLC highlight the means to higher level leadership and learning. This includes integrated co-curricular programs across a range of learning contexts, creativity, research, feedback about learning, and providing presentations to various audiences. The 'individuality and voice' of students is embraced in a way that seeks to promote all young people and to extend their learning in a holistic way, while expanding their horizons through a deeper understanding and responsibility about local and global affairs.

Improvement measures

Target year: 2024

Broad Aim: To achieve our system goals, we must ensure all young people maximise their [7] human development whole-person [WP] elements [see below]. To support this, the Ashcroft HS community believes we must be commensurately and actively supported by local, state and national systems and their agents working from an integrated strategic plan in order to ensure equity and success over generations. Targets, therefore, must be incrementally applied to specific markers along the way towards achieving this aim. Success via each of the elements, will lead to success in achieving the ultimate broad aim: high equity, high socio-emotional-physical-spiritual health and literate individuals and communities, leading to a highly energised and productive community and nation. All agents are equally accountable in supporting young people 'to prepare…for rewarding lives as engaged citizens in a complex and dynamic society' [DoE Strategic Plan 2018-22]. [* The intellectual [cognitive], physical, social, emotional, moral, spiritual and aesthetic development and wellbeing].

Initiatives

Engage in processes about the School Plan and Directions

Strategy 1

Engage in processes about the School Plan and Directions, and allow student leaders to promote and develop innovations in conjunction with their teacher leaders that align to the school's learning intent.

Promote, develop and enable a range of initiatives as they connect to the school plan.

Strategy 2

Promote, develop and enable a range of initiatives - connected to the school plan - that strengthen student leadership through visionary and forward-thinking ideas and that support school-developed research, student learning objectives, school ethos, and school community ideals and spirit.

Promote, develop and enable increased student leadership and identified skills matrix.

Strategy 3

Promote, develop and enable increased membership of the SLC, and activate a skills matrix that provides identified range of student leadership skills highlighting a full range of competencies linked to a student Leadership Capability Framework [LCF]; and promote and develop a student forum that embraces the current high-order projects as they link to the SD2 and its objectives.

Methodology

The primary analytical approach will utilise multidimensional measures, including qualitative and quantitative data to ensure a comprehensive understanding of impact [Creswell, 2008]. A qualification is to ensure prudent use of measurement to ensure there is not an 'over-measurement' effect on students (Ladwig, 1996). The methodological layers will apply to each

Success criteria for this strategic direction

Target 1

- Specific: Engage in the development and promotion of the school plan and the interconnected community model [AIC]; to include include various forums and modes of delivery, and ways in which students are active in its delivery [Draft Plan].
- Each portfolio to develop an action plan according to the school's vision and intent, and providing strategies and targets that also highlight inter and intra ventures. [Draft Plan].
- Student feedback supporting evidence and improvement [trial electronic student feedback].

Target 2

- Specific: SLC portfolio groups will enact the following projects as they link to the school plan:
- The Global Perspectives group - in conjunction with other portfolios such as the Quality Teaching team, will refine their original delivered work on the range of various cultural and religious groups representing students [deliver in 2021-22].
- The SLC will support the school's ideals regarding 'Place and Space', including the notion of 7th generation thinking and links to Indigenous cultures including the history of the local area [deliver in 2022-23].
- Engage in data collection on various health-related issues for students, such as sleep, technology use, proposed physical activity research [See also draft AHS-WSU project, 'capturing motivation and physical activity'].
- Engage in a recognition and celebration of high-level student work - written, visual and performance - which will be judged according to criterion for selection in the Ashcroft Research Centre Journal [ARC site].
- Continue the coaching program for students in the feeder primary schools, promoting leadership and support of younger students in physical activity.
- Promote local and global ideals related to awareness

Strategic Direction 2: Students Leading Learning

Improvement measures

AHS Purpose: Connection. 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 include Quality Teaching, Global Perspectives, Healthy Schools and School Welfare. The SLC is a critical centrepiece and focus regarding the active role of students in their learning. While students are active participants in all classrooms - including ongoing feedback about learning [the NSW Quality Teaching model] - a range of initiatives by the SLC highlight the means to higher level leadership and learning. This includes integrated co-curricular programs across a range of learning contexts, creativity, research, feedback about learning, and providing presentations to various audiences. The 'individuality and voice' of students is embraced in a way that seeks to promote all young people and to extend their learning in a holistic way, while expanding their horizons through a deeper understanding and responsibility about local and global affairs.

Objective:

Specifically, AHS seek to continue to enhance the role of students at the centre of learning through a deep engagement with the school's plan and directions. This includes an active involvement in its philosophical purpose, and the practical elements that enable a powerful engagement with the whole-person model, local and global issues, and the connection to place and space as a means to enabling a more socially and equitably integrated community across Australia. This will be achieved in part through the interconnection of the three School Directions. SD 2 involves the following key areas:

Objective 1

Promote and enable a deep understanding of the school's purpose, plan and directions.

Objective 2

Promote and further develop a deep connection to the intellectual elements of learning, through enhanced understanding of a local and global focus about human

Initiatives

objective in the following way:

Method 1

Development of a report process for each portfolio, that includes targets and identified skills achieved [that may be reported on in bi-annual student reports].

Method 2

Development of each portfolio's plan - as it aligns to the School Plan and Directions - and as it interconnects to each portfolio; targets and ways of reporting - developed by the SLC in conjunction with key staff; and survey [pre/post] and draft leadership matrix about effectiveness of involvement, sense of purpose and personal satisfaction, and skills developed.

Method 3

Provide reports through presentations, papers [including representations in the ARC]; and via conferences and forums.

Success criteria for this strategic direction

of equity issues, such as the environment, and fairness and care about socio-emotional health of students.

- Classroom learning feedback [NSW Quality Teaching] continued, and adapted according to electronic feedback and randomised class processes [see D1].

Target 3

- Specific: increased membership has been an ongoing goal [Target = from 18% to 20%]
- A skills matrix developed, and linked to the students' academic learning objectives and school report.
- A student leadership forum, with a wide-ranging agenda linked to portfolio goals and designed by students in conjunction with teacher leaders. Invitations to DoE staff, community leaders, other schools - teachers and leaders [2022].

Evaluation plan for this strategic direction

Evaluation 1

- Specific: increased membership has been an ongoing goal [Target = 20%]
- A skills matrix developed, and linked to the students' academic learning objectives and school report.
- A student leadership forum, with a wide-ranging agenda linked to portfolio goals and designed by students in conjunction with teacher leaders. Invitations to DoE staff, community leaders, other schools - teachers and leaders.

Evaluation 2

- Each portfolio designated their respective projects; all linked through shared aspects of their individual expertise, which is featured through evaluation via the outcomes of project intent and student skills developed.

Strategic Direction 2: Students Leading Learning

Improvement measures

co-existence including the environment, place and space, and the essence and practicalities of learning within a whole-person model.

Objective 3

Promote and enable further active engagement through the continued enlisting of students willing to participate at this level; in each of the four portfolios, via inter and intra programs that explore, interrogate, and enable a deep understanding - through the prism of the school's learning model; provided through activities that align to the school's stated purpose; and in doing so promote enhanced skills for each individual that aligns/links to the central purpose.

Target year: 2024

Evaluation plan for this strategic direction

Evaluation 3

- SLC membership participation
- Skills matrix trialled and evaluated
- Forum evaluation
- Overall end-of-year report

Strategic Direction 3: CENTRUM

Purpose

AHS Purpose: Connection. Centrum [Latin: 'centre'], forms the third layer in the AHS model of learning, and consists of a range of critically important areas that focus on the centrepiece of student learning - pedagogical practice through enacted curriculum via a whole-person model of human development - by bringing together all support structures that assist the full range of students at AHS in that process. These layers consist of the Student Support Services faculty; the Learning Centre; and the School Health team. Other areas that interconnect include oversight of student issues such as attendance [Head Teacher, Students], and the Ashcroft Research Centre [ARC]. This area of work was initiated and developed over the last 15 years, and also includes Ashcroft initiated peer-reviewed research and interconnections with various Sydney-based universities [Dennis, Noon, Liaw, 2016; Noon, Zadkovich, 2021]

Improvement measures

Target year: 2024

Broad Aim: To achieve our system goals, we must ensure all young people maximise their [7] human development whole-person [WP]* elements. To support this, the Ashcroft High School community believes we must be commensurately and actively supported by local, state and national systems and their agents working from an integrated strategic plan in order to ensure equity and success over generations. Targets, therefore, must be incrementally applied to specific markers along the way towards achieving this aim. Success via each of the elements, will lead to success in achieving the ultimate broad aim: high equity, high socio-emotional-physical-spiritual health and literate individuals and communities, leading to a highly energised and productive community and nation. All agents are equally accountable in supporting young people 'to prepare…for rewarding lives as engaged citizens in a complex and dynamic society' [DoE Strategic Plan 2018-22].

AHS Purpose: Connection. Centrum [Latin: 'centre'], forms the third layer in the AHS model of learning, and consists of a range of critically important areas that focus

Initiatives

Promote and enhance the interrelationship between the school's support structures.

Strategy 1

Promote and enable further extension of the interconnection between the school's learning culture and programs, with the various key support areas in a way that continues to produce a more seamless interrelationship and enhanced educational outcomes.

Promote and enable the Ashcroft Interconnected model [AIC] and the Whole-Person model [WP]

Strategy 2

Promote and enable enhanced development of the Ashcroft Interconnected model [AIC], through the connection between theory regarding practice, the school as the centre of it whole-person modelling, the community including various agents, and the means to effective measurement.

Promote and develop a deep interconnection between the school's interconnected model and system structures.

Strategy 3

Promote, enhance and enable the Interconnected model through advocacy, including forums and workshops to connect the school's modelling between government, bureaucracy, principals' councils, the teacher's union, universities and related research institutions, feeder primary schools and the community.

Methodology

The primary analytical approach will utilise multidimensional measures, including qualitative and quantitative data to ensure a comprehensive understanding of impact [Creswell, 2008]. A qualification is to ensure prudent use of measurement to ensure there is not an 'over-measurement' effect on students (Ladwig,

Success criteria for this strategic direction

Target 1

- Specific: Utilise the two peer-reviewed published papers - and where applicable two further published papers, to assist linked data sources in order to enable further consolidation of connections between the Student Support Services faculty [SSS], the Learning Centre [LC], and the School Health team [SH].
- Investigate capacity for further improved links between the objective of Centrum and support for students to ensure comprehensive holistic educational outcomes; to more effectively streamline the large number of students requiring support and how to prioritise while maintaining effective care.
- Implement and review the school's focus on enhancement of socio-emotional-cognitive health through the implementation of ACER assessment tool.
- Monitor and adjust the school's best practice about the staffing of the three teams; for example, School Health demands have increased significantly due to higher levels of student need [including increased enrolments].

Target 2

- Specific: Continue to develop and enable the school's innovation regarding support structures and the intent of the AIC model, that is, supporting the model of 'Place and Space' [therefore, the SLC and curriculum areas]; pedagogical practice and the various school-developed matrix of learning and the whole-person; and relationships that require connections to various systems and their agents.
- Enable draft measurement innovations that support effectiveness including the means to effective educational outcomes. This will include continued streamlining of connections-data-outcomes in a way that limits overlap; provides clear interconnected notes related to historical information, with current and future projections. Such a process, should support regular reporting.
- Increase the proportion of students with an

Strategic Direction 3: CENTRUM

Improvement measures

on the centrepiece of student learning - pedagogical practice through enacted curriculum via a whole-person model of human development - by bringing together all support structures that assist the full range of students at AHS in that process. These layers consist of the Student Support Services faculty; the Learning Centre; and the School Health team. Other areas that interconnect include oversight of student focus such as attendance - the underlying reasons [Head Teacher, Students], and the Ashcroft Research Centre [ARC]. This area of work was initiated and developed over the last 15 years, and also includes Ashcroft initiated peer-reviewed research and interconnections with various Sydney-based universities [Dennis, Noon, Liaw, 2016; Noon, Zadkovich, 2021; proposed WSU and UNSW for 2021]

Objective:

Specifically, AHS seek to enhance all seven elements of the whole person [WP]* in order to improve and maximise educational outcomes. This will be supported through the interconnection of the three School Directions. SD 3 involves the following key objectives:

Objective 1

Promote and enhance the interconnection between the three key areas of student support, together with other related support structures and the scope of and impact on student educational outcomes including efficacy.

Objective 2

Promote and develop further consolidation of the interconnections between the Centrum support structures, the Ashcroft Interconnected Community model [AIC] and student educational outcomes - including the pre- to -post learning program and draft model, the school's physical environment, AHS best-practice assessment models, and related research.

Objective 3

Promote, enhance and enable continued work on the Interconnected model through relationships between

Initiatives

1996). The methodological layers will apply to each objective in the following way:

Method 1

Overall, utilise the two-peer reviewed published papers [AHS] about the health interventions and connections - strengths, weaknesses and implications, as a basis to enhanced analysis for optimum effectiveness and consequent evaluation.

Method 2

Consolidate and optimise the relationship between the key support models and outcomes through application of draft models of measurement, e.g. various matrix and reports that effectively link between intent, impact and outcome.

Method 3

Promote and continue to develop research opportunities and forums to enable a deep understanding of the application of the school's AIC model and various critical interconnections, and impact resulting in position papers and published papers.

Success criteria for this strategic direction

attendance rate of 90% or more in 2022 by at least 5.1% from the 2017-2018 baseline.

- Reduce the proportion of students with an attendance rate of less than 80% in 2022 by at least 6.9% from the 2017-2018 baseline.

Target 3

- Promote, enhance and enable the Interconnected model through advocacy, including forums and workshops to connect the school's modelling between government, bureaucracy, principals' councils, the teacher's union, universities and related research institutions, feeder primary schools and the community.
- Specific: Promote and enable a pre- to -post interconnected whole-person model of learning [P-2-P], without which improved outcomes will be hindered. This will be achieved through work with feeder primary schools and various supporting agents, and universities.
- Undertake a range of research projects, including a '0-5' research project [AHS-UNSW] investigating and identifying health-learning indicators within the community - guided by the 'Blue-Book' model - to enable the development of a profile, that leads to the production of a health-learning profile to travel with the child through schooling.
- Undertake a research project in which a link between students' level of motivation and sense of self, is matched with current students who are presenting at school in early hours to undertake intense physical activity - and those students who unable to attend school with such motivated desires [AHS-WSU]
- Promote, develop and enable a forum based on [or similar to] *The Barriers to Effective Educational Outcomes, including a Highly Socially Segregated Schooling System and Varied and Unclear Expectations about Purpose*. The forum will involve all sectors of educational input, including academics, union, principal councils. The aim is to produce a position paper and published papers.
- Production of draft research projects, through to

Strategic Direction 3: CENTRUM

Improvement measures

government, bureaucracy, principals' councils, the teacher's union, universities and related research institutions, feeder primary schools and the community.

* The cognitive [intellectual], physical, social, emotional, moral, spiritual, aesthetic wellbeing.

Target year: 2024

Success criteria for this strategic direction

- submission and possible publication, as form of evaluation.
- Creation of forum agenda, leading to capacity to garner interest, and evaluation post implementation.
- Evaluation of impact at school level.

Evaluation plan for this strategic direction

Evaluation 1

- Reports and measures [mixed measures] to assess effectiveness. Use of student data to link the effectiveness of interconnections between student outcomes [best fit] and impact of Centrum programs.
- Longitudinal outcomes of pre- and -post socio-emotional survey; relationship to learning. Assessment of its efficacy and therefore further/continued use.

Evaluation 2

- School-developed matrix including QT + Whole-Person; linked to learning and teacher PD matrix to be assessed and noted for correlations and effectiveness.
- School-specific innovations, such as 'Place and Space'; links between SLC and research projects, to be assessed for connected effectiveness.
- Report-specific to Centrum programs to be developed, will be assessed for efficacy, that is, worthiness as fair representation of intent.

Evaluation 3

- Production of draft research projects, through to submission and possible publication, as form of evaluation.
- Creation of forum agenda, leading to capacity to garner interest, and evaluation post implementation.
- Evaluation of impact at school level.