

Strategic Improvement Plan 2021-2024

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Ashcroft High School 8397



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.