School plan 2015 – 2017

Ashcroft High School 8397

Quality Teaching

Ashcroft High School Centrum

Students leading learning
## School vision statement

Promote, develop and consolidate an integrated whole-child whole-school approach to student learning and development, encompassing the intellectual, physical, social, emotional, moral, spiritual and the aesthetic. This learning is embraced within the context of the school and its community, through the notion of a hub (‘Centrum’); that includes members of the local community; the inclusion and integration of support from agencies in order to embrace a holistic approach for young people, and globally through personal and virtual engagement.

1. Melbourne Declaration on Educational Goals for Young Australians (Dec 2008)

2. Centrum: (Latin) meaning centre

## School context

Ashcroft High School (AHS) was established in 1964, and for over half a century it has served part of the Green Valley community in south-west Sydney. There are 540 students, including 52% CALD and 14% students of ATSI background. The school community is funded within the lowest 5% socio-economic background. AHS has built its intellectual and holistic focus by providing high-level teaching and learning, culminating over recent years in a substantial increase in HSC results at the highest level. The Ashcroft Research Centre (ARC) underpins twenty-first century research and thinking, and has supported the delivery by teachers and students of a range of learning presentations at conferences at state and national level. The school has developed a unique and all-inclusive student leadership program (SLC), and a proposed Student Learning and Innovation Centre. AHS has initiated the concept of a K-12 continuum embracing its five local primary schools that includes support from the school’s clinical coordinators as part of the school’s para-health team. The school is recognised for its best practice Aboriginal programs, and has supported students through a unique Student Support Services faculty, Student Learning Centre, drama and art therapy, and research on the role of co-curricular in student learning and motivation. A Trade Training Centre (Construction) will be built in 2015, and links with UNSW, UWS, Beacon, and Horizons have been established as part of the school’s futures plan.

## School planning process

The school has utilised the following information in order to determine current and future program directions:

- Quantitative and qualitative data in the form of regular reports from each of the key programs provides formative feedback, and serve to inform the current 3 Strategic directions.
- Formative faculty data including Quality Teaching coding, individual and head teacher journals and student focus groups, soon-to-be-launched personal learning plans and k-6 data provide in-depth analysis of each student’s conditions for learning together with classroom practice data, which is then matched against NAPLAN and the HSC.
- The AHS Aboriginal Community Group is the pre-eminent consultative group which provides a forum for consultation and feedback to the Principal and executive regarding programs, including the current school plan.
- The Student Leadership Council (SLC) is the pre-eminent student representative body which provides a forum for consultation, including the current school plan. Portfolios include: Quality Teaching; Welfare; Global Perspectives; Healthy Schools. Over 150 students have been part of formal formative feedback regarding teaching and learning practice, and the SLC QT portfolio provides Quality Teaching learning modules to Stage 4 students informed by feedback data.
- The ‘NSW 2021’ document. (Dep of Planning & Cabinet, 2011)

School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Quality Teaching¹

**Purpose:**
To continue to develop the ten-year focus of the NSW Quality Teaching (QT) model as the basis for all practice. The practice requires continued refinement and evidence including teacher classroom data, student QT leadership and focus group feedback, teachers’ learning journals, and coaching which together connects and supports the schools whole-child whole-school ethos.

¹ The NSW Quality Teaching model

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**STRATEGIC DIRECTION 2**
Students Leading Learning

**Purpose:**
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 includes Quality Teaching, Global Perspectives, Healthy Schools and School Welfare. Student focus includes developing and promoting initiatives, integrated co-curricular programs, creativity, research, feedback, and providing presentations to local and global audiences.

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**STRATEGIC DIRECTION 3**
Ashcroft High School Centrum

**Purpose:**
AHS serves its students through the notion of a whole-child whole-school community approach and seeks to ensure that all practices, connected research, community agencies and the school’s physical environment support students within an integrated P-12 model in order to enable a comprehensive holistic and mutually inclusive process and resultant positive educational outcomes.
## Strategic Direction 1: Quality Teaching

### Purpose
To continue to develop the ten-year focus of the NSW Quality Teaching (QT) model as the basis for all practice. The model requires continued refinement and the accumulation of evidence that includes teacher classroom data, student QT leadership and focus group feedback, teachers’ learning journals, and coaching which together connects and supports the schools whole-child whole-school ethos.

### Improvement Measures

**Increased engagement with evidence based research in the area of quality teaching, informed by data and reflected in professional learning plans.**

- 90% of teachers keep a learning journal at a proficient standard documenting their reflection of classroom practice via the QT framework, and includes the school focus on setting targets and goals within the theme of ‘collaboration and improved knowledge and understanding’.
- 40% of teachers achieve highly accomplished standard regarding the knowledge and understanding of the QT model, and provides evidence for their proficiency standard according to the National Standards. This evidence is matched to the school’s focus on 10% increase in the number of students achieving Band 5/6 HSC.

### People

**Students:** Students through the Student leadership Council (QT) will continue to develop and deliver their knowledge and understanding of the learning process, as they also provide feedback as active members of the learning continuum.

**Staff:** Teachers as individuals and as internal and external collegial groups will participate in and provide evidence of their continued learning from baseline data and in response to the four key teaching & learning questions.

**Parents/Carers:** Parents of Stage 4 students will be provided with an overview of learning expectations and the formative evidence that students will develop.

**Community Partners:** The Ashcroft Community Group is the forum in which processes and programs are discussed and tested in order to provide clarification, feedback and community-wide discussion. Feeder primary schools will develop further as a P-12 continuum. An interconnected social media plan will assist this process.

**Leaders:** Middle managers & senior executive staff continue to develop their learning leadership skills, while a Leadership Centre will be developed to connect and develop all teachers within a holistic learning continuum.

### Processes

SLC staffing has been further strengthened in order to sustain its continual growth. SLC-QT to continue learning processes and to extend to classroom feedback, evaluation and presentations.

Within and across faculty teams to continue sharing learning through set program and data and to be tracked by each faculty for each teacher. Evidence to be provided of data as it relates to SDD activity, T4 2014.

Staff/faculties and key staff groups are to engage in external network groups and through the AHS Leadership Centre.

**Teachers:** to provide a learning journal as evidence of their goal setting (personal and teaching and learning); their professional learning and notes/notations of ideas, meetings, innovations, meeting outcomes, questions, and the results of their work.

Evidence of understanding of the Quality Teaching elements, at the level of the individual’s professional understanding, e.g., novice to highly accomplished to leader

**Promotion of innovation in teaching and learning, set within the school’s ethos and based on research as evidence (journals).** Promotion includes opportunities to present ideas and work at various forums – staff, parent, community, professional bodies.

### Products and Practices

**Product:**
Learning journals will reflect individual and group action research undertaken by all teachers as a result of their collaboration within and across faculties. Journals and data analysis will be used to identify and direct teacher growth in understanding of the Quality Teaching elements.

**Product:**
Increased teacher understanding and confidence in QT model and application beyond their own classrooms evidenced in improved coding data. Opportunities created for teachers to showcase their knowledge and understanding of quality teaching and its connections to whole-school learning via various forums.

**Practice:**
As a result of our work, teacher personal learning goals will reflect the continuing and consistent improvement of teacher quality over time as evidenced through data analysis and ongoing collegial dialogue. Teachers in collaboration with their mentors/supervisors will use their journals and data to identify their progression through the National Standards for teachers and develop further areas for professional growth as life-long leaders of learning.

**Practice:**
Our work will involve teachers collaborating both within and across faculty teams in an area of action research embedded within their personal learning plans. Teachers will value the undertaking of action research as evidence of improving knowledge and understanding of practice.
Strategic Direction 2: Students Leading Learning

Purpose
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 includes Quality Teaching, Global Perspectives, Healthy Schools and School Welfare. Student focus includes promoting initiatives, integrated co-curricular programs, creativity, research, feedback, and providing presentations of their work at local and external forums.

People

**Students:** Students through the Student leadership Council (QT) will continue to develop and expand upon their work, consolidating their learning through guidance, networking, conversations locally and globally, and linking their learning with school learning.

**Staff:** Teachers will act as facilitators and mentors to each portfolio and to the whole group, and provide for their own leadership through a structure of collegial learning and planning. All teachers will be acquainted with the role of the SLC and how it relates to whole-school learning.

**Parents/Carers:** Student leaders will take opportunities to - with their mentor support, represent their work within the local and broader school community. Parents and students developing ideas together.

**Community Partners:** Student leaders will be active in their work with primary feeder schools, local and global connections in high-level conversations that provide opportunities for significant learning

**Leaders:** Student leaders provided with supportive and on-going leadership opportunities, including being active in the various social justice and equity forums in which they can develop a stance.

Processes

The teacher in-charge has been promoted to non-substantive head teacher, and additional staff to assist the continued development of the SLC. A global perspective will develop, and the number of students involved across the school increased. Journal and presentation reports to follow.

Opportunities for students to develop their learning through each portfolio, and to be able to relate those skills within their classroom learning.

To develop opportunities for student skills in SLC activities to be further promoted so that a significant percentage of students are active members of the Council.

To equate student learning skills in SLC activities to overall learning outcomes and recorded.

All students are given opportunities to be active leaders in their classes, and to provide substantive feedback in lessons, using NSW QT model as a guide through which this may be achieved.

Evidence of achievement will be recorded by presentation, video and a report developed by the SLC

Products and Practices

**Product:**
HT SLC will provide coordination, consultation and planning for the staff overseeing each of the portfolio areas of student leadership, ensuring involvement and opportunities for each portfolio of student leaders to increase their membership. Teacher journals will evidence planning, consultation and evaluation of programs. This will provide feedback and evaluation of SLC programs.

**Practice:**
The involvement of students in the SLC will be tracked via the development of a data base which explicitly lists relevant skills and outcomes met by students involved in leadership programs, filtered through the QT model.

As a result of our work we will broaden the range of leadership initiatives to appeal to more students and increase the current 33% of the student body involved in and applying for roles within leadership, by promoting a "buddy approach" to SLC programs where by student leaders can invite an interested student to shadow their involvement in an initiative to encourage further engagement of students in SLC programs.

As a result of our work students will access the language of QT as part of their lesson experience across all curriculum areas and will be able to identify these elements in their learning. The quality teaching portfolio of the SLC will support the Skills for Learning classes in Year 7 in their understanding of knowledge integration, metalanguage and high expectations.
# Strategic Direction 3: Ashcroft High School Centrum

## Purpose
AHS serves its students through the notion of a whole-child whole-school community approach. It seeks to ensure that all practices, connected research, community agencies and the school’s physical environment support students within an integrated P-12 model in order to enable a comprehensive holistic and mutually inclusive process and resultant positive educational outcomes.

## Improvement Measures
The following measures will provide a capacity to gauge the effectiveness of the integrated whole-child whole-school model:

- 80% of identified students are being cared for within the integrated healthy learner model, and there is high satisfaction levels regarding the integrated model as measured through staff, students and community, and through the addressing of identified needs.
- The AHS Centrum model is in place as a progressive developmental model over the next 24 months, including the health/education connection, and the establishment of each of the stated ‘Centres’ for Learning Enhancement.”

| Professional Learning Centre; Learning & Innovation Centre: Ashcroft Research Centre |

## People

**Students:** The school will support students through the extension of a comprehensive holistic approach to their wellbeing and development. The focus is K-12 and notable as an integrated comprehensively supportive personalised education/health plan that travels throughout the student’s school life.

**Staff:** Teachers and support staff will be provided with professional learning support of overall personalised approach to student comprehensive development, and should seek to link their professional expertise to their knowledge & understanding of each child’s particular educational needs.

**Parents/Carers:** Parents/carer will be active participants in the whole-child whole-school approach through the development of the integrated scholastic and health plan as evidenced through consultation and reporting processes.

**Community Partners:** The continuing development of the Student Support Services faculty will be central to the school’s connection to agencies, together with a broad connection to the UWS/UNSW/University of Newcastle (UoN), primary schools and local community leaders.

**Leaders:** School and community leaders will be included in continuing consultation and learning via forums such as symposiums, talks and publications.

## Processes
The Student Support Services (SSS) faculty has and continues to develop as a critical support structure for students’ comprehensive educational outcomes, their families and teachers. This will be supported by:

1. An additional Clinical Coordinator in order to enhance and support the current coordinator.
2. A Speech Pathologist, working with individual and groups of students and with teachers
3. Additional 1.2 fte support for the HT and for stage 4 learning programs through additional ‘Learning Intervention Coordinators’
4. Nutritionist/dietician

The school’s aesthetic environment will compliment high-level research and learning and assist the promotion of AHS as a high calibre intellectual hub (Centrum) within the community.

Establishment of Ashcroft Research Centre (ARC) within the Ashcroft Professional Learning Centre.

Links will be established with agencies in order to create a centre (Centrum) for coordinated services, including Health, Community services, Housing and other relevant community agencies together with UWS, UNSW & UoN.

Evidence of achievement will be provided in a report.

## Products and Practices

**Product:**
Our work will achieve the coordination and collaboration of an integrated support services model and will result in 80% of identified students being tracked with a Personalised Learning Plan approach. The three teams: allied health, learning Intervention and leadership will provide a coordinated model focused towards an integrated K-12 approach.

**Product:**
The school’s aesthetics and physical environment will be enhanced through the partial enactment of the UNSW consultative design plan, including an upgrade of the school canteen, a COLA for the basketball court, the façade of the admin block, together with the two Learning Centres (including ARC).

**Product:**
Our work will achieve the development of an integrated coordinated Centrum and will culminate in the form of a symposium to include health experts, academics, educators and politicians, and subsequent reports will include agreements for a common strategy.

**Practice:**
As a result of our work staff, students and community will be confident that students are being cared for within a fully enhanced K-12 healthy learner model.

**Practice:**
The school will be viewed through its actions and its aesthetics as an intellectual hub (Centrum) within the community.