School plan 2015 – 2017

Ashfield Boys High School 8832

- Improving Learning
- Enhancing Wellbeing
- Engaging Community
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>At ABHS our vision is that every boy is inspired to achieve personal excellence and reach his full potential as a happy, resilient, connected and ethical man who is equipped to be a success and have a positive impact on the future.</td>
<td>Ashfield Boys High School aims to inspire every boy to strive for personal excellence and reach his full potential as a man. Every student is viewed as an individual and school structures support and develop talent in a wide variety of fields. Students are supported to become independent learners who integrate knowledge from different areas and apply this to real life situations. The aim of this approach is to support the academic, social and ethical development of young men so that they have the skills to thrive in the 21st century.</td>
<td>During Term 4 2014 and Term 1 2015 a situational analysis and community consultation process was conducted to inform the content and language of this plan. An extensive data analysis was undertaken by the school’s executive team to draft a vision statement, identify base line data and determine strategic directions. Multiple group sessions with teaching and ancillary staff were conducted to refine the vision statement and strategic directions. Staff drafted products and practices based on the strategic directions and data analysis. The school P&amp;C and the Student Representative Council were consulted about the vision and strategic directions. Individual interviews were conducted with every member of staff. Consultations were conducted with the widest possible cross section of the ABHS community using different mechanisms. Anonymous online surveys (also in translation) were emailed to all parents. Surveyed parents were offered the opportunity to receive a personal phone call to discuss their thoughts. All students had the opportunity to take part in an online survey. This was followed up by focus group sessions. Individual phone calls were made to indigenous parents. Relevant community groups integral to the school community were also consulted.</td>
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**Purpose:**
To ensure that every student reaches his academic potential through continual improvements in learning. To enhance the capacity of teachers to develop their pedagogical practice and facilitate improved learning. To encourage a culture of distributed leadership which promotes improved student outcomes through professional sharing, reflection, professional learning and the analysis of student learning data.

**Purpose:**
To support wellbeing through targeted programs and structures which are responsive to student need. To strive for an exit outcome where all students leave the school as happy, resilient, connected and ethical men. To support quality learning through engagement, attendance and a culture of mutual support.

**Purpose:**
To create strong connections with the community which inspire confidence in ABHS as a school of choice for quality boys’ education. To develop links with other schools, organisations and groups which promote connectedness and support the integration of rich authentic learning experiences across the curriculum.
### Strategic Direction 1: Improving Learning

**Purpose**
To ensure that every student reaches his academic potential through continual improvements in learning. To enhance the capacity of teachers to develop their pedagogical practice and facilitate improved learning. To encourage a culture of distributed leadership which promotes improved student outcomes through professional sharing, reflection, professional learning and the analysis of student learning data.

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<tr>
<th>Improvement Measures</th>
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<tr>
<td><strong>1.1 Increase HSC achievement in bands 4,5,6 to over 75% of candidates by 2017.</strong> This represents a 9% improvement over the 2012-2014 average.</td>
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<tr>
<td><strong>1.2 Decrease in HSC candidates scoring in bands 1,2,3 to less than 25% by 2017.</strong> This represents an 8% decrease over the 2012-2014 average.</td>
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<tr>
<td><strong>21. Increase by 9% the achievement of Year 9 students in NAPLAN writing and reading over 2014 levels.</strong></td>
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<tr>
<td><strong>2.2 Improvement in expected growth in NAPLAN Reading and Writing in bands 5,6,7 by 10% over 2014 levels.</strong></td>
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<tr>
<th>People</th>
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| **1. School Executive**  
Develop the capacity of the school executive to provide quality leadership for learning. Develop skills and understanding of data analysis, formative assessment, quality programming and feedback. Enhance the ability of the executive to work with staff to create Professional Learning Plans and to improve performance using the Professional Development Framework. |
| **2. Teaching staff**  
Develop a school culture of excellence in teaching, sharing, reflection and promoting personal best in students. Develop distributed leadership capacity in teachers through collaborative programming, project and professional learning teams. Develop the ability of staff to provide constructive feedback about learning and use assessment to inform teaching practice. |
| **3. Students**  
Develop the mindset of best effort possible and achievement of personal success markers. Develop the ability of students to use teacher feedback to improve learning. Create a student learning culture of independence and shared responsibility. |
| **4. Parents**  
Engage parents to support the learning and success of their son. Provide parents with a shared metalanguage of learning and improvement. Encourage a mindset of best effort possible. |

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<th>Processes</th>
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<td><strong>1. Restructure the Stage 6 timetable to maximise on-site learning time and engagement.</strong></td>
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<td><strong>2. Develop a systematic and supportive course selection and counselling process for students and parents during Stage 5. Refine course offerings to meet the needs and aspirations of disparate learners.</strong></td>
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<td><strong>3. Create a senior study centre to develop skills in independent research, literacy and study. Staff with additional 0.4 ESL teachers support.</strong></td>
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<td><strong>4. Rework existing meeting structures to introduce regular and systematic professional learning and programming time for teachers.</strong></td>
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<td><strong>5. Develop a cross curriculum writing and feedback structure across all Stage 4 courses linked to identified NAPLAN deficits.</strong></td>
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<td><strong>6. Revitalise the school library to deliver a systematic wide reading program which targets the individual needs of students.</strong></td>
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<td><strong>7. Develop a dedicated GAT program which combines pedagogy with individualised differentiation.</strong></td>
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<td><strong>8. Develop a common teaching programming methodology that embeds quality pedagogy and technology across stages 4 and 5.</strong></td>
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<th>Products and Practices</th>
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| **Product 1:** Improvement in Stage 6 student learning outcomes.  
**1.1 Increase HSC achievement in bands 4,5,6 to over 75% of candidates by 2017.** This represents a 9% improvement over the 2012-2014 average. |
| **1.2 Decrease in HSC candidates scoring in bands 1,2,3 to less than 25% by 2017.** This represents an 8% decrease over the 2012-2014 average. |
| **Product 2:** Improvement in NAPLAN literacy achievement.  
**2.1 Increase by 9% the achievement of Year 9 students in NAPLAN writing and reading over 2014 levels.** |
| **2.2 Improvement in expected growth in NAPLAN Reading and Writing in bands 5,6,7 by 10% over 2014 levels.** |
| **Practice:** Explicit teaching of reading and writing across all KLAs in stages 4 and 5. |
| **Product 3:** Over 70% of students exit school having achieved their self-identified goal.  
**Practice:** All Stage 6 students develop individual goals and a personalised success plan which is supported by staff. |
| **Product 4:** All stage 4 and 5 programs contain explicit statement and strategies for engagement, significance, feedback and intellectual quality. |
Strategic Direction 2: Enhancing Wellbeing

Purpose
To support wellbeing through targeted programs and structures which are responsive to student need. To strive for an exit outcome where all students leave the school as happy, resilient, connected and ethical men. To support quality learning through engagement, attendance and a culture of mutual support.

People

1. Staff
   Develop the knowledge of all staff about the issues which impact the wellbeing and learning of adolescent males.
   Develop the capacity of key staff to research and design behaviour and rewards systems that promote the success of students.
   Further enhance the mindset of staff to focus on preventative rather than reactive responses to behaviour and wellbeing.

2. Students
   Develop an understanding of the opportunities and benefits of connectedness to school through leadership and extracurricular activities.
   Promote a culture of mutual support, best effort possible, celebration and collaborative learning.
   Develop an understanding of the complexities, diversity and challenges of masculinity in 21st Century Australia.

3. Parents
   Develop an understanding of the relationship between wellbeing and academic success. Promote the celebration and language of personal effort and success.

Processes

1. Evaluate, review and redesign the school’s behaviour management structure to achieve consistently high expectations and focus attention on learning.
2. Evaluate, review and redesign the school’s merit, reward and recognition program to support a culture of best effort possible and the celebration of effort.
3. Embed a suite of wellbeing programs that are preventative and responsive to the developmental and social needs of adolescent male learners.
4. Develop a systematic process to support improved attendance and reduce lateness through improved parent communication, tangible consequences and remediation of students who are an ongoing concern.
5. Develop an individual planning and coaching structure for Stage 6 students which supports the achievement of personal excellence balanced with healthy wellbeing.
6. Develop a systematic plan for student leadership development and a suite of extracurricular activities.
7. Implement a system of cyclic faculty and program evaluation involving a data informed review of practice.

Products and Practices

Product 1: Increase from 70% in 2015 to 85% in 2017 of students and parents who indicate a strong sense of wellbeing at school.

Product 2: Student engagement is reflected in improved attendance. An increase in overall attendance to over the annual DEC average of 90.2% and a decrease in lateness to school by 20%.

Product 3: Over 80% of students in each cohort report a strong sense of connectedness to school as identified by the social / emotional indicators in the 2013 and 2015 Tell them From Me Surveys.

Practice: Targeted and responsive wellbeing programs are in place to support the wellbeing of the disparate groups in the school and specifically address issues affecting adolescent males.

Product 4: Over 80% of students receive formal positive recognition and communication to parents about their learning and citizenship.

Practice: School behaviour management and rewards systems are positively based and support consistency, quality learning, good citizenship and mutual support.

Practice: Leadership and extra-curricular opportunities are embedded across the school and allow students to experience success, develop talent and create strong connections with others.

Improvement Measures
Increase from 70% in 2015 to 85% in 2017 of students and parents who indicate a strong sense of wellbeing at school.

Student engagement is reflected in improved attendance. An increase in overall attendance to over the annual DEC average of 90.2% and a decrease in lateness to school by 20%.
Strategic Direction 3: Engaging Community

**Purpose**
To create strong connections with the community which inspire confidence in ABHS as a school of choice for quality boys’ education. To develop links with other schools, organisations and groups which promote connectedness and support the integration of rich authentic learning experiences across the curriculum.

**People**

**Staff**
Develop the capacity of teaching staff to communicate positively with parents about learning and wellbeing.

Develop the capacity of the school administration staff to perform their customer service role.

Enhance the capacity of staff to integrate Community experiences into teaching and learning programs.

**Parents**
Encourage parents from all sections of the community to engage with the life of the school and to communicate their opinions.

Develop the confidence and capacity of parents to take an active and shared role in supporting the learning of their son.

**Students**
Develop the confidence of students to engage in learning that occurs outside the classroom.

Encourage the benefits of volunteering and altruistic giving as a measure of individual success.

**Community**
Develop an understanding in the community of ABHS as a school of choice.

**Processes**

1. Develop a community engagement and communication strategy.

2. Foster partnerships with feeder Primary schools and Burwood Girls HS which include joint curriculum and leadership projects.

3. Implement multiple forms of communication with parents which are inclusive of the school community’s diversity.

4. Form links with community organisations and embed these relationships in Stage 4 and 5 Project based learning experiences.

5. Develop a comprehensive suite of policies and procedures which are communicated with parents and are informed by their voice.

6. Implement improved avenues of feedback and communication with parents about the school learning such as a newsletter, translations, subject selection, parent evenings, and the website.

7. Engage and fully implement a 0.2 Mandarin speaking Community Liaison Officer.

8. Audit, review and redefine the physical spaces in the school to support community engagement and project based learning.

**Products and Practices**

**Product 1:** Increased community confidence in ABHS as a school of choice for boys is reflected in enrolment growth from 695 FTE in 2014 to 730 FTE in 2017. Corresponding increase in local enrolment from 32% in 2014 to 50% of the 2017 Year 7 intake.

**Product 2:** Authentic parent involvement supports the learning of students. Parent levels of satisfaction with school engagement increase from 73% in 2015 to over 80%.

**Practice:** Authentic and productive community relationships allow for real life learning experiences for students outside the school. Community links are embedded in project based learning experiences for every KLA in stages 4 or 5.

**Product 3:** Quality reciprocal communication is accessible, equitable and transparent for all sections of the school community. Ease of access to the school is facilitated by improved avenues of communication, published policies, transparent procedures and the use of translations.

**Product 4:** Physical spaces in the school invite community participation, allow for flexible project based learning experiences and enhance the positive perception of the school in the community.

**Improvement Measures**
Increased community confidence in ABHS as a school of choice for boys is reflected in enrolment growth from 695 FTE in 2014 to 730 FTE in 2017. Corresponding increase in local enrolment from 32% in 2014 to 50% of the 2017 Year 7 intake.

Authentic parent involvement supports the learning of students. Parent levels of satisfaction with school engagement increase from 73% in 2015 to over 80%.