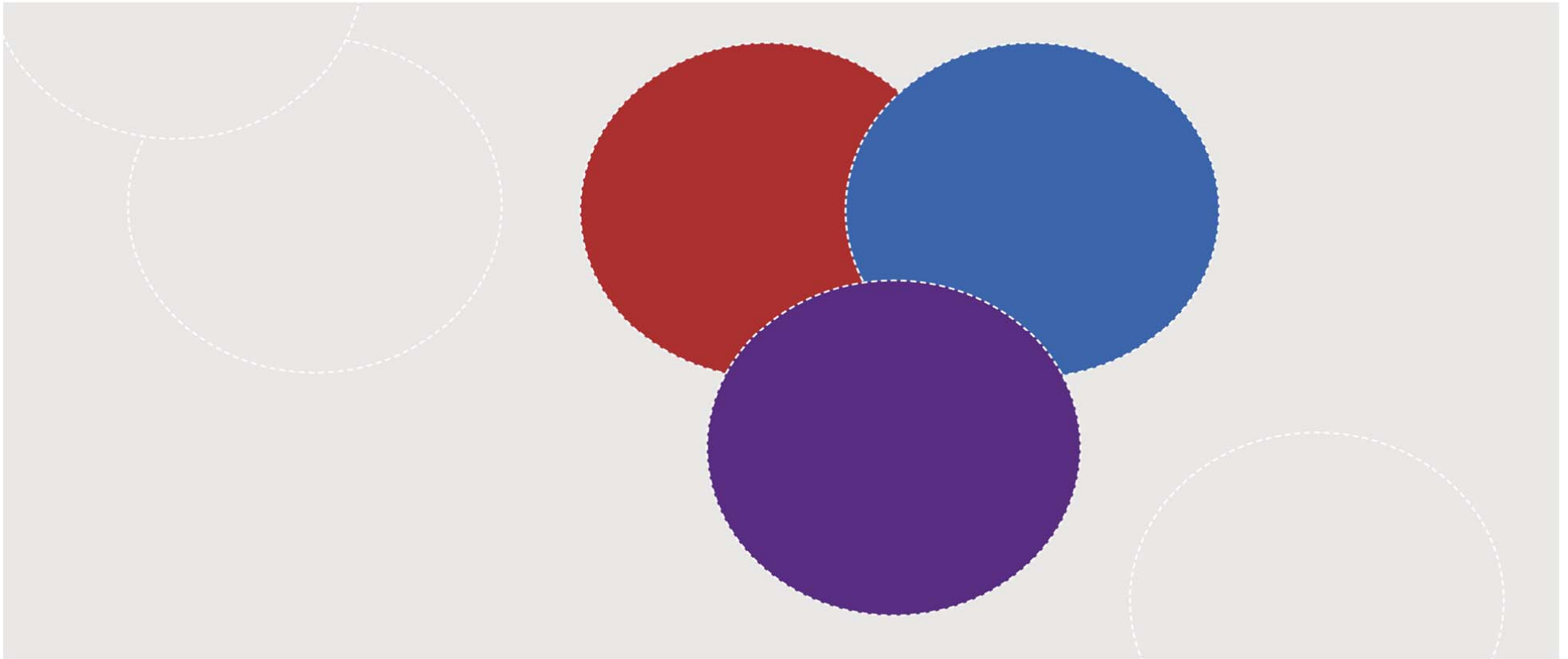


Auburn Girls High School Plan 2015 – 2017



School background

SCHOOL VISION STATEMENT

Auburn Girls High School is a centre of excellence in girls' education.

We are committed to empowering young women to discover their potential. We recognise and celebrate individuality and diversity. Our core values of respect and responsibility are at the heart of all we do.

As a learning community we actively promote, collaborate and reflect to engage and transform the lives of our students as learners and responsible global citizens.

SCHOOL CONTEXT

Auburn Girls High School is a partially selective high school committed to making our motto, 'Discover your Potential', a reality for all girls.

Diversity is our strength. Auburn Girls' High School is a multicultural, safe and caring environment with high expectations. Girls are supported to become resilient, well-rounded high achievers with a social conscience and a desire to enrich and lead society in the future.

Auburn Girls offers a full range of subjects that cater for academic and vocational pathways in Years 11 and 12. Of our HSC students, 70% pursue further study at university or TAFE, with many receiving awards for excellence in academic and extra-curricular competitions.

Our students are involved in a wide range of activities including music, sport, debating and charity and community work.

The majority of students at Auburn Girls High School are from language backgrounds other than English. The school has a series of proactive programs that successfully develop our students' English language skills. This support allows students to excel in the Higher School Certificate examinations.

The school has a purposeful and friendly feel with students from a wide variety of cultural backgrounds learning together in harmony. Strong welfare support is provided for our students and their families, with an emphasis on student wellbeing.

Student voice is heard and respected. Students have the opportunity to develop their leadership skills through participation in the Student Representative Council (SRC), mentor and extensive careers programs. Students are encouraged to make a difference and to care for and respect others.

Our students' road to success is paved by our wonderfully supportive and active staff, who create a rich learning environment.

SCHOOL PLANNING PROCESS

This School Plan was developed using a consultative planning process during Terms 2 to 4 2014.

Auburn Girls High School Plan was built on the framing questions of:

- Where are we now?
- Where are we going?
- How are we going to get there?

It included the following processes:

- Workshops on Term 2's Staff Development Day (SDD) "The Eight Big Questions". Looking to the future, where teachers envision AGHS as a lighthouse school of the future and how that would appear in eight core areas. Led by Senior Executive and included community representatives.
- Executive and Faculty sharing of collated results from the workshop and feedback to Senior Executive.
- Ongoing evaluation of data: NAPLAN, HSC, welfare and administrative used to inform "Where are we now?"
- Executive Conference where information from previous processes was analysed, evaluated and subsequently used to develop the three key strategic directions collaboratively.
- Staff and community feedback sought.
- Teams formed to draft the key improvement measures and a planning page for each strategic direction, including the purpose, people, processes, practices and products.
- Student focus groups discussed and evaluated the draft plan providing feedback and suggestions.
- Refined draft evaluated at SDD#1 2015 with whole staff and community representatives feedback.

**ENGAGEMENT
FOR
LEARNING**

**EXCELLENCE
IN
TEACHING**

**INCLUSIVITY
FOR
LEARNING**

Guiding statement: Students enthusiastically connect to the process of learning.

Students flourish with a curriculum that meets their diverse needs. They are supported by a welfare system which is underpinned by the values of respect and responsibility strengthening the culture of success. The wellbeing of students and staff is valued and enhanced. Student outcomes are strengthened by effective communication frameworks and organisational practices

2015 Milestones

- Review *Welfare and Discipline Policy*
- Develop an inclusive and differentiated Curriculum (GAT, EAL/D, Learning Support, alternate pathways) that supports assessment for learning practices.
- Enhanced opportunities for student voice, leadership and co-curricular activities
- Streamline communication processes

Guiding statement: Teachers are equipped to support student learning needs.

Students are literate, numerate and creative, effective users of technology. They are supported by teachers who have high expectations, encourage them to be independent learners, to think critically, to collaborate, work in teams and to strive for personal excellence. Teachers are empowered through effective professional learning to improve student outcomes and aspire for excellence.

2015 Milestones

- Empowering teachers to ensure student are literate, numerate and creative and effective users of technology
- Develop teacher expertise to enhance 21st century student centred learning
- Utilise Australian Professional Teaching Standards to build teacher capacity

Guiding statement: All members of the school community are valued and contribute.

Strengthening positive relationships across the school to nurture a rich learning environment that celebrates cultural diversity and supports an informed school community. The school community collaborates to provide opportunities that empower, instil a sense of connectedness, and inspire all students to discover their potential in an inclusive, diverse learning environment.

2015 Milestones

- Enhance community partnerships
- Build positive relationships that value culture
- Students are supported to be confident future leaders and active and informed citizens who make positive contributions to society

Strategic direction 1: Engagement for Learning

PURPOSE

Guiding statement: Students enthusiastically connect to the process of learning.

Students flourish with a curriculum and assessment practices that meet their diverse needs. They are supported by a welfare system which is underpinned by the values of respect, responsibility and learning, strengthening the culture of success. The wellbeing of students and staff is valued and enhanced. Student outcomes are strengthened by effective communication frameworks and organisational practices.

IMPROVEMENT MEASURE/S

1. KLA programs and teaching and learning reflect a differentiated and inclusive curriculum underpinned by our pedagogical framework
2. Assessment will reflect best practice including effective feedback, assessment as learning, assessment for learning, principles of assessment including criteria for success.
3. Improved engagement and behaviour in classrooms, including truancies, measured by reduced referrals to Head Teachers and Deputies and teacher survey
4. Improved opportunities for student voice, leadership and co-curricular activities
5. Streamlined administration and organisational system facilitating effective communication and improved administrative efficiency across the school.

PEOPLE

Students: SRC and the Student Leadership Team will be empowered to take action on school and community based projects.

Students: will be surveyed about the quality of their learning environments and focus groups will be formed to address student concerns.

Executive and Staff: will be professionally developed and supported to implement a differentiated curriculum and a pedagogical framework in their classrooms and in their faculties.

Executive and Staff: will be professionally developed and supported to utilise best practice in assessment.

Staff, Students and Parents: will be consulted about the review of the school welfare and discipline policy.

Executive and Staff: will be professionally developed and supported to utilise an online administration and communication system.

PROCESSES

Whole School Programs:

- Review *Welfare and Discipline Policy*.
- Develop and implement a differentiated Curriculum across all KLAs supporting the diverse needs of our students.
- Incorporate best practice in assessment across all KLAs
- Enhanced opportunities for student voice, leadership and co-curricular activities.
- Streamlined communication processes

PRODUCT AND PRACTICES

Product: A refined Welfare and Discipline Policy which is rolled out across the school.

Practices: The school will utilise a reviewed and improved welfare and discipline policy underpinned by our core values of respect, responsibility and learning.

Product: A differentiated and inclusive curriculum which meets the needs of all students across the school (GAT, mainstream, EAL/D, Learning Support, Support Unit).

Practices: The school will offer a differentiated and inclusive curriculum informed by our pedagogical framework across all KLAs meeting the diverse needs of its students.

Product: All KLAs will utilise best practice approaches to assessing students, e.g. effective feedback, assessment of / for / as learning, principles of assessment.

Practices: All KLAs will utilise best practice approaches in assessment to improve student engagement and learning.

Product: Varied opportunities for student voice, leadership and co-curricular activities.

Practices: The school will provide varied opportunities for student leadership, co-curricular activities and to show it values student voice.

Product: Embed the whole school use of an online administration and organisation system.

Practices: The school will utilise an online administration and organisational system to promote effective communication and improve administrative efficiency across the school.

Strategic direction 2: Excellence in Teaching

PURPOSE

Guiding statement: Teachers are equipped to support student learning needs.

Students are literate, numerate and creative, effective users of technology. They are supported by teachers who have high expectations, encourage them to be independent learners, think critically, creatively, to collaborate, and to strive for personal excellence. Teachers are empowered through effective professional learning to improve student outcomes and aspire for excellence.

IMPROVEMENT MEASURE/S

1. Increased number of students achieving in the top 3 bands in the HSC by at least 5%
2. Increased number of Year 9 students achieving at least national minimum standards NAPLAN by at least 5
3. Increase the number of Year 9 students showing growth in NAPLAN results from Year 7 by at least 5%
4. Student surveys indicate improvement in satisfaction with their learning
5. Teacher surveys indicate improvement in their confidence and competence in the implementation of the Australian Professional Teaching Standards

PEOPLE

Students: are engaged in and strive to continuously improve their literacy and numeracy skills and their understanding of themselves and the world.

Students: actively engage in their own learning through the development of 21st Century Skills including: communication, collaboration, critical thinking and creativity.

Teachers: develop their capabilities and confidence through effective professional learning in literacy, numeracy, and 21st Century Skills including student centred learning.

Teachers: design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.

Teachers: engage in and become increasingly competent users in the application of the Australian Professional Teaching Standards to their practice.

Head Teachers KLA: will be responsible for the implementation, monitoring, evaluation and reporting of curriculum and assessment in their KLA, ensuring literacy, numeracy and 21st century skills are effectively embedded and implemented.

Head Teachers KLA: effectively apply the Australian Professional Teaching Standards in the TARS and EARS process

Executive: lead a high quality professional capacity building program on the Australian Professional Standards for Teachers with a focus on quality program and assessment design and implementation.

Parents: will be asked to engage with the school in understanding the importance of learning and school programs and initiatives with effective communication strategies.

PROCESSES

Whole School Programs

- Developing high quality programs and assessment for Years 7-12 with literacy, numeracy, ICT, critical and creative thinking and 21st century skills embedded.
- Teachers develop the skills to effectively integrate literacy, numeracy, ICT, critical and creative thinking and 21st century skills into their teaching and learning strategies.
- EARS and TARS are aligned with the Australian Professional Teaching Standards.
- Develop a pedagogical framework (such as dimensions of learning) to inform and enhance teaching and learning

Specific Programs

- Year 7-9 selective stream teams
- Buddy program
- Wednesday Professional Development

PRODUCT AND PRACTICES

Product

Exemplary literacy and numeracy programs are in place across all KLAs ensuring:

- Increase the number of Year 9 students achieving at least national minimum standards NAPLAN by at least 5%
- Increase the number of Year 9 students showing growth in NAPLAN results from Year 7 by at least 5%.
- literacy and numeracy outcomes improve for all students resulting in increased number of students achieving in the top 3 bands in the HSC by at least 5%

Practice: Explicit literacy and numeracy strategies are embedded in programs are in place across all KLAs improving student learning outcomes.

Product

Students are collaborative, creative users of technology who are able to think critically and are capable of directing their learning

Practice: Programs and assessment are embedded with KLA identified ICT capabilities as well as critical and creative thinking practices.

Product

Teachers demonstrate evidenced improvement on elements of the Australian Professional Teaching Standards

Practice: High quality teaching and learning practices demonstrated through the integration of Australian Professional Teaching Standards in TARS and EARS

Strategic direction 3: Inclusivity for Learning

PURPOSE

Guiding statement: All members of the school community are valued and contribute.

Strengthening positive relationships across the school to nurture a rich learning environment that celebrates cultural diversity and supports an informed school community. The school community collaborates to provide opportunities that empower, instil a sense of connectedness, and inspire all students to discover their potential in an inclusive, diverse learning environment.

IMPROVEMENT MEASURE/S

1. 90% of Students and Teachers engaged in extra-curricular programs through coordinated Social Justice programs
2. Student voice embedded in decision making processes
3. Teaching and learning embeds quality teaching framework and evidenced based research(from our pedagogical framework) that create inclusive classrooms
4. Active and sustained partnerships that engage the wider school community

PEOPLE

Students: Engage and actively participate by learning through a variety of curricula and extra-curricular programs

Staff: Participate in developing and running initiatives that will increase skills in leadership, community engagement, and academic success

Parents: Participate in forums and meetings to actively engage with their students' learning

Community partners: Develop a partnership communication strategy to build awareness amongst parents of future skill development and partnership programs

Leaders: Strengthening the role of Community Liaison Partnership Officer to lead improvements | community engagement and student leadership

PROCESSES

Whole School Programs

- Develop a co-ordinated and strategic plan to enhance community partnerships through identification of leaders and community partnerships.
- Empower students, teachers and school community to build positive relationships that value culture and promote social justice
- Establish platforms for students to be confident future leaders and active and informed citizens who make positive contributions to society

PRODUCT AND PRACTICES

Product

- Implementation of an 'Action Team for Community Partnership' and increased 'student voice' to drive innovative practices
- Student are actively engaged in Social Justice programs and extend their learning with the wider community
- School community actively engages in programs that recognise and celebrate diversity
- Teachers embed quality teaching framework and evidenced based research into each subject program and create inclusive learning activities

Practices

- Using a range of student engagement benchmarks, the school undertakes ongoing action research to identify and create innovative teaching and learning programs for student and community inclusion
- Establishment of a cohesive interdependent learning community focussed on global responsibility and active citizenship
- Individualised and collaborative learning which support leadership and community engagement
- Build leadership density and capacity within the school community (students, teachers and school community) through targeted programs