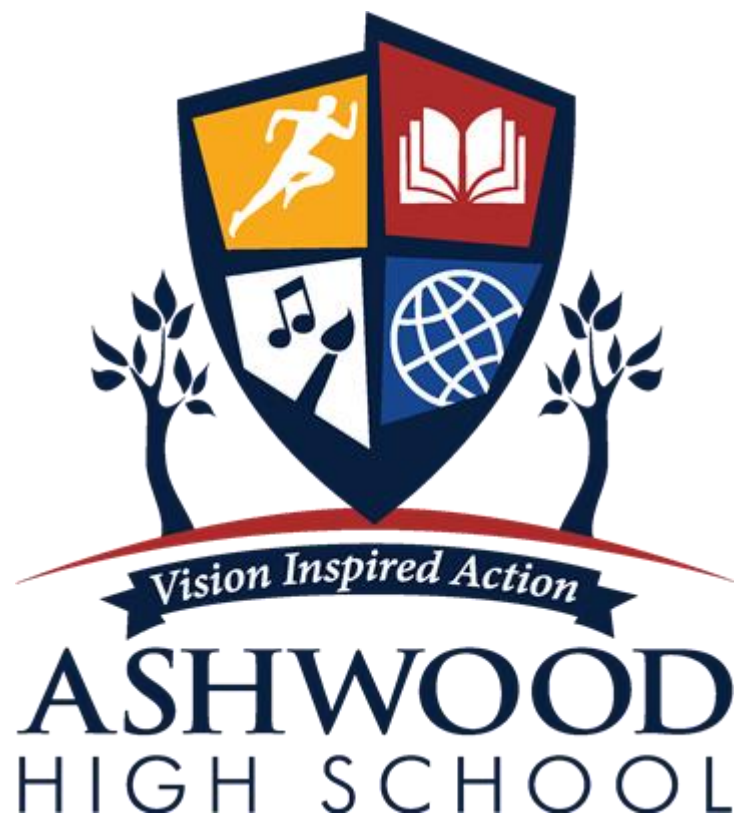


School Strategic Plan 2022-2026

Ashwood High School (8743)



Submitted for review by Brett Moore (School Principal) on 18 October, 2022 at 03:30 PM

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Endorsed by Nicola Dear (School Council President) on 19 October, 2022 at 03:19 PM

School Strategic Plan - 2022-2026

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School vision	<p>The School motto is 'Vision Inspired Action'. In order to realise this motto, Ashwood High School has developed an agreed "Mission Statement":</p> <p>'The ongoing development of a learning community of staff, students and parents committed to a culture of empowerment and excellence based on mutual respect. This school culture promotes personal growth leading to meaningful citizenship and successful pathways to further studies and employment through students' academic success.'</p> <p>Educational Philosophy</p> <p>At Ashwood High School we cultivate critically aware, reflective, resilient, confident and independent learners for life. We create a community which provides a safe, secure, welcoming and orderly learning environment.</p> <p>We believe deep learning is facilitated by outstanding teaching. This occurs when all learners are actively engaged in a variety of differentiated and challenging learning tasks that are academically rigorous. This is reflected in our students' outstanding achievements.</p> <p>We value the whole person and are committed to creating positive, adaptable and socially aware citizens of the world. We encourage our students to develop responsibility for their own learning, progress and behaviour. We foster collaboration and cooperation with shared expectations of success.</p> <p>Ashwood High School is committed to providing innovative teaching and learning strategies. We are dedicated to establishing supportive and authentic relationships to ensure our students enjoy learning and achieve their full potential.</p>
School values	<p>C.H.O.I.R</p> <p>Community of Learning & Trust. It is an honour and source of pride to be part of the Ashwood community. A strong sense of community empowers trust, autonomy and self-efficacy. Our school culture, structures and processes recognise and appreciate diversity. Our teaching and learning programs address, support and encourage the range of learning styles, capabilities and interests of all members of our school community ensuring access and inclusion through a belief that there is strength in difference. The school focuses on the holistic development of each person through a strong emphasis on the value of co-curricula programs that enhance learning, personal development, school and community connectedness.</p> <p>High Expectations. Students and staff alike will aspire to do their personal best. Each student and staff member will continue to be challenged and supported to achieve their best academically and personally through effort. The school achieves high standards through having high expectations. The school believes in high levels of accountability and transparency that creates a culture of responsibility and discipline. Our school has a firm but fair and consistent approach to discipline where students gain an</p>

	<p>understanding of the balance between rights and responsibilities and all members of the community are accountable for their own actions. Our school aims to provide for a safe, ordered and secure learning and working environment for all.</p> <p>Optimism, (Reflection & Resilience). The school will thrive as a result of a positive attitude and spirit towards continuous improvement (at an individual and school level). All members of the community will aspire to demonstrate an intense 'heart felt' enthusiasm (passion) to achieve school and personal goals, striving for excellence at an individual and collective level. A positive attitude towards reflective practice, coupled with a culture of honest giving, receiving and interpreting feedback will instill resilience and self-belief, which involves the ability to maintain positive and consistent effort in the face of personal challenge.</p> <p>Innovation, (Creativity, Sustainability). Our school believes that significant and positive change must be explicitly linked to our moral purpose. This involves the application of new ideas and use of highly effective structures, processes and thinking tools to solve problems in transformational contexts. This involves harnessing creative thinking and emerging technologies to create a sustainable future. Sustainability also refers to a purposeful use of human and physical resources to improve student learning, well-being, engagement and pathways towards a bright future within a global economy and community.</p> <p>Respect. The four respects: Respect for teachers, Respect for peers, Respect for school and community, Self- Respect. This includes courtesy and manners which our school will teach, model, encourage and expect. These are honourable behaviours that underpin mutual respect and community expectations.</p> <p>Our school is committed to realising student well-being, engagement and achievement through focused effort on four priorities for continuous school improvement:</p> <ol style="list-style-type: none"> 1. Enhancing student culture 2. Growing pride and achievement 3. Valuing staff and building capacity 4. Increasing positive parental and community engagement.
<p>Context challenges</p>	<p>Goal 1: To maximise achievement for all students Whilst the school has made progress in the implementation of the explicit teaching and learning model, a key focus will be in ensuring that all staff are trained in the use of this model. Staff will also need to continue to work collaboratively to develop lesson plans that incorporate best practice pedagogical practices. Students will be explicitly taught how the instructional model works, and a learner side of the model will be developed.</p> <p>Goal 2: To enhance student voice and agency in their learning The panel identified a need to increase student engagement through empowerment and agency and to develop more self-regulation of student learning. This would also involve increasing student self-esteem and confidence in their learning. The need to develop formal processes for feedback to optimise learning opportunities was also identified by the panel.</p>

	<p>Goal 3: To improve student wellbeing and holistic learning growth for all students Student Wellbeing was identified as an area needing review and refinement especially in the area of communication with students and families. Wellbeing is also included in the school's vision statement and therefore needs to be part of the school's on-going work. The need to increase inclusivity was also identified.</p>
<p>Intent, rationale and focus</p>	<p>Intent: The main focus of the Strategic Plan 2022-2026 is 'ongoing growth and sustained success'.</p> <p>Principal's Commitment To create a high performing school environment where people matter most, and in which:</p> <ul style="list-style-type: none"> • Students are safe and thrive • Teachers are passionate and highly effective • Parents are highly satisfied. <p>Rationale: The moral purpose of the school is to support student opportunities for the future by preparing students for the world beyond school and providing them with opportunities to access resources to assist their achievements. The school values the education of all students and wants to improve Inclusion.</p> <p>Focus: Goal 1: To maximise achievement for all students Implement and embed the consistent use of an instructional model Build collective teacher and student capacity to give and receive feedback to improve student learning growth Develop and embed a culture of teacher collaboration</p> <p>The school will continue to build its curriculum documentation by building middle level leadership at the school to enable people in positions of responsibility to organise their teams to maximise input and collaboration. Greater improvements will be made to assessment practices, both formative and summative, to support teacher judgement and the opportunity for students to receive timely and targeted feedback on their learning. The instructional model will be further embedded, to ensure that all members of the school community are clear on the rationale for its use, and are able to use it effectively for the intended result - to optimise teaching and learning using evidenced-based strategies.</p> <p>Goal 2: To enhance student voice and agency in their learning Develop and embed school community knowledge around student voice and agency Develop student capacity to monitor their own learning Develop and implement practices to promote student metacognition and high order thinking</p>

The school has developed an elaborate and thriving series of opportunities for students to have input in their school community. These opportunities range from formal opportunities for student leadership to a wealth of co-curricular activities. To develop students' agency in the classroom, the school must have agreed parameters on the difference between student voice and agency, mainly within a classroom setting. The school will work to devise processes to better involve students as agents in their own learning which will be embedded into each classroom.

Goal 3: To improve student wellbeing and holistic learning growth for all students
Develop staff capacity and knowledge in relation to student wellbeing and inclusion
Develop a whole school approach to student wellbeing
Enhance student learning dispositions
Increase opportunities for participation for all students.

The school commits to prioritise student wellbeing. This will be actualised through the development of a whole school approach to wellbeing, to enable all stakeholders - staff, students, parents/families - clear insight into what Ashwood High School understands wellbeing is, including the language we use to empower students. The school will continue to devise opportunities for inclusion for every student, to enable optimal opportunities to participate, feel valued, and experience success in their learning.

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Goal 1	To maximise achievement for all students
Target 1.1	To increase mean VCE score from 33 (2021) to 34 (2026)
Target 1.2	To increase the percentage of VCE scores above 40 from 10% (2021) to 12% (2026)
Target 1.3	To increase VCE completion rate from 98% (2021) to 100% (2026)
Target 1.4	To increase the percentage of Year 9 students with above Benchmark NAPLAN growth in: <ul style="list-style-type: none">• Reading from 26% (2021) to 30% (2026)• Writing from 19% (2021) to 25% (2026)• Numeracy from 17% (2021) to 25% (2026)
Target 1.5	To increase the percentage of Year 9 students in the top 2 NAPLAN bands:

	<ul style="list-style-type: none"> • Numeracy from 39% (2022) to 41% (2026) • Writing from 16% (2022) to 25% (2026) • Reading from 34% (2022) to 36% (2026)
Target 1.6	<p>To increase the percentage of positive responses in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • <i>Teacher collaboration</i> from 51% (2021) to 70% (2026) • <i>Instructional leadership</i> from 57% (2021) to 70% (2026) • <i>Intellectual stimulation</i> from 53% (2021) to 65% (2026)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement and embed the consistent use of an instructional model
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build collective teacher and student capacity to give and receive feedback to improve student learning growth
Key Improvement Strategy 1.c	Develop and embed a culture of teacher collaboration

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Goal 2</p>	<p>To enhance student voice and agency in their learning</p>
<p>Target 2.1</p>	<p>To increase the percentage positive response on the AtoSS factors:</p> <p><i>Differentiated learning challenge</i></p> <ul style="list-style-type: none"> • Year 7-9 from 68% (2022) to 75% (2026) • Year 10-12 from 72% (2022) to 75% (2026) <p><i>Stimulated learning</i></p> <ul style="list-style-type: none"> • Year 7-9 from 63% (2022) to 75% (2026) • Year 10-12 from 74% (2022) to 78% (2026) <p><i>Student voice and agency</i></p> <ul style="list-style-type: none"> • Year 7-9 from 48% (2022) to 65% (2026) • Year 10-12 from 60% (2022) to 70% (2026) <p><i>Effort</i></p> <ul style="list-style-type: none"> • Year 7-9 from 75% (2022) to 85% (2026) • Year 10-12 from 78% (2022) to 80% (2026)

Target 2.2	To reduce the percentage of students with >20 days absence from 22% (2021) to 15% (2026)
Target 2.3	To increase the percentage of positive responses on the School Staff Survey factors: <ul style="list-style-type: none"> • <i>Promoting student ownership of their learning goals</i> from 67% (2021) to 75% (2026) • <i>Supporting growth and learning of the whole child</i> from 70% (2021) to 75% (2026)
Target 2.4	To increase the percentage of positive responses in the Parent Opinion Survey factor <i>Student voice and agency</i> from 83% (2021) to 90% (2026)
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed school community knowledge around student voice and agency
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop student capacity to monitor their own learning
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement practices to promote student metacognition and high order thinking

<p>Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop school-based processes for collecting student opinion data</p>
<p>Goal 3</p>	<p>To improve student wellbeing and holistic learning growth for all students</p>
<p>Target 3.1</p>	<p>To increase real retention from 27.1% (2021) to 50% (2026)</p>
<p>Target 3.2</p>	<p>To increase the percentage of positive responses to the AtoSS factors:</p> <p><i>Sense of connectedness</i></p> <ul style="list-style-type: none"> • Year 7-9 from 57% (2022) to 65% (2026) • Year 10-12 from 61% (2022) to 65% (2026) <p><i>Advocate at school</i></p> <ul style="list-style-type: none"> • Year 7-9 from 71% (2022) to 80% (2026) • Year 10-12 from 73% (2022) to 80% (2026) <p><i>Perseverance</i></p> <ul style="list-style-type: none"> • Year 7-9 from 61% (2022) to 70% (2026) • Year 10-12 from 69% (2022) to 75% (2026) <p><i>Respect for diversity</i></p> <ul style="list-style-type: none"> • Year 7-9 from 55% (2022) to 70% (2026)

	<ul style="list-style-type: none"> • Year 10-12 from 63% (2022) to 75% (2026) <p><i>Teacher concern</i></p> <ul style="list-style-type: none"> • Year 7-9 from 33% (2022) to 55% (2026) • Year 10-12 from 53% (2022) to 60% (2026)
<p>Target 3.3</p>	<p>To increase the percentage positive response on the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • <i>Student motivation & support</i> from 82% (2021) to 90% (2026) • <i>My child enjoys the learning they do at school</i> from 85% (2021) to 90% (2026)
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop staff capacity and knowledge in relation to student wellbeing and inclusion</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop a whole school approach to student wellbeing</p>
<p>Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance student learning dispositions</p>

Key Improvement Strategy 3.d

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Increase opportunities for participation for all students