

# School plan 2015-2017

## Hornsby Girls High School 8120



# School background 2015–2017

## School vision statement

'Excellence in Girls' Education'

To be a leading secondary school in gifted and talented education for girls

## School context

Hornsby Girls' High School is an academically selective high school. Our 726 students come from all areas of Sydney. 87 per cent of students are from a Non-English Speaking Background. 99 per cent of students are from middle or high socio-economic backgrounds. 100 per cent of students receive offers of places at university. The school is highly regarded throughout the district as a place of exceptional teaching and learning.

## School planning process

The school has consulted with the students, staff and parents in a number of forums including school assemblies, P and C meetings, Parent Information Nights, Teaching and Learning Surveys, Staff Meetings, Executive meetings and Executive conference, Student Representative Council Meetings and with FRED the student environmental group.

This process led to the development of the three focus areas for 2015–2017.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Quality Teaching and Learning

### Purpose:

To continue to improve our understanding and implementation of Quality Teaching and Learning through training and development and action research projects. This will ensure all students achieve their personal bests in all areas of the curriculum. We are committed to Teaching and Learning that produces confident, articulate, creative, critical, collaborative, socially competent, compassionate, resilient, successful, independent, empowered students who reach their personal bests.

## STRATEGIC DIRECTION 2

Student and Staff Wellbeing

### Purpose:

To continue to improve our understanding and implementation of activities and programs to improve student and staff wellbeing. This will ensure that all members of our school will be resilient and confident in all aspects of their life. To produce healthy, resilient, confident students who achieve their potential in terms of their emotional and academic development. Our purpose is to develop the whole person who achieves her personal best. For staff to achieve their professional potential, to have a rewarding career in a supportive workplace where staff can teach and nurture students.

## STRATEGIC DIRECTION 3

Gifted and Talented Education

### Purpose:

To continue to improve our understanding and implementation of Gifted and Talented Education through training and development and action research projects. This will enhance student learning and engagement, student knowledge and wellbeing. Our purpose is to enable each unique individual to achieve her personal best through targetted and differentiated learning opportunities and to work towards realising individual academic and emotional potential.

# Strategic Direction 1: Quality Teaching and Learning

## Purpose

To continue to improve our understanding and implementation of Quality Teaching and Learning through training and development and action research projects. This will ensure all students achieve their personal bests in all areas of the curriculum. We are committed to Teaching and Learning that produces confident, articulate, creative, critical, collaborative, socially competent, compassionate, resilient, successful, independent, empowered students who reach their personal bests.

## Improvement Measures

### NAPLAN 2015 – 2017

To increase the number of Band 10 students in Reading Writing Spelling Grammar and Numeracy by three to five per cent.

### ESSA 2015 – 2017

To increase the number of students in Level 6 in Extended responses, Knowing and understanding, Communicating scientifically and Working scientifically by three to five per cent.

### HSC 2015 – 2017

To increase the number of Band 6 students by three to five per cent. The effect will be to move students from lower bands to higher bands.

## People

### Students

Students – to develop the capabilities of students in all areas to achieve their personal best

### Staff

Staff – to refine and develop the capabilities of staff

### Parents/Carers

Parents – to continually communicate with parents on the progress of their child's learning.

### Community Partners

Community Partners – to continually communicate with community partners on the success of the school.

### Leaders

Leaders – to develop the capabilities of all students as leaders in their area of interest.

## Processes

Staff: To develop staff capability in all areas of Quality Teaching and Learning.

Leaders to use Quality Teaching and Learning to prepare students for leadership so that they engage with the wider community and utilise their talents in the wider community as compassionate and caring global citizens.

Students: As part of our daily practice to use quality feedback to encourage students in all areas of learning.

## Evaluation Plan

Evaluation plan: To continually evaluate Teaching and Learning in the class, faculty and school level so that refinements occur to achieve the improvement measures.

## Practices and Products

### Practices

PBL looking at increased focus on 21st century learning skills

PL to increased development of staff use of PBL .

Consistent Curriculum to develop confident, articulate, creative, critical and empowered students.

Collective responsibility for student learning and success, with high levels of community engagement

Positive and respectful relationships across the school community underpin productive learning.

### Products

Teaching and Learning Programs are continually modified as part of an ongoing evaluative process

Assessment and Quality Feedback

Classroom practice Project Based Learning (PBL) now integrated into teaching and learning units of work.

Differentiation with LST support to all faculties

Programs and Procedures are regularly evaluated by Executive Teams.

# Strategic Direction 1: Quality Teaching and Learning

Improvement Measures

People

Processes

Practices and Products

## Strategic Direction 2: Student and Staff Wellbeing

### Purpose

To continue to improve our understanding and implementation of activities and programs to improve student and staff wellbeing. This will ensure that all members of our school will be resilient and confident in all aspects of their life. To produce healthy, resilient, confident students who achieve their potential in terms of their emotional and academic development. Our purpose is to develop the whole person who achieves her personal best. For staff to achieve their professional potential, to have a rewarding career in a supportive workplace where staff can teach and nurture students.

### Improvement Measures

Increased numbers of parents attending P and C Information Sessions and School Information Sessions that deal with Student Wellbeing.

### People

#### Students

Students to be resilient and responsible for their own actions and wellbeing.

#### Staff

Staff to develop programs and practices so that students are resilient and responsible

#### Parents/Carers

Parents to provide opportunities for parents to work with staff

#### Leaders

Leaders to develop all students and staff as leaders

#### Community Partners

Community partners to assist the school in the development of students and staff.

### Processes

Leaders for students and staff to lead in the development and implementation of programs and practices.

Staff to develop and implement learning from programs and practices developed by the school and from external providers

Students to develop and implement learning from programs and practices developed by the school and from external providers.

### Evaluation Plan

The External Validation found our programs to be 'Excelling'.

### Practices and Products

#### Practices

Students are fully engaged with learning to develop the whole person to achieve their personal best.

#### Products

Healthy, resilient, confident students and staff who are striving for their professional potential.

# Strategic Direction 3: Gifted and Talented Education

## Purpose

To continue to improve our understanding and implementation of Gifted and Talented Education through training and development and action research projects. This will enhance student learning and engagement, student knowledge and wellbeing. Our purpose is to enable each unique individual to achieve her personal best through targeted and differentiated learning opportunities and to work towards realising individual academic and emotional potential.

## Improvement Measures

Professional Learning courses attended by staff increase by five per cent.

Evidence of the embedding of Professional Learning in Programs and the purchase of resources to increase by five per cent.

Refer to the results in Strategic Direction 1.

## People

### Students

Teaching and Learning to engage gifted and talented students

### Staff

Professional development through UNSW GERRIC, HGHS Action Learning and other external providers

### Leaders

To provide students with opportunities to demonstrate their giftedness and talents

### Parents/Carers

Provide opportunities for parents to learn more about GATs through P and C meetings, School Newsletters, Information Nights

### Community Partners

To utilise external providers (UNSW, Sydney University, UTS, Macquarie University) to provide additional lectures or opportunities for students or learning opportunities for staff

## Processes

For students to participate in differentiated curriculum and assessment

For staff to create, implement and evaluate differentiated curriculum and assessment

For leaders to demonstrate knowledge and outcomes of GAT to assist new and inexperienced members of staff

## Evaluation Plan

Individual Professional Development Plan, Faculty and School Plan.

Scope and Sequence documents and detailed programs with Gifted and Talented Outcomes

## Practices and Products

### Practices

Students continue to achieve success in all aspects of the curriculum – see HSC results and NAPLAN data

All students are developed as unique individuals who reach their academic and emotional potential – see HSC results and NAPLAN results and Excellence in Student Wellbeing.

### Products

The teaching staff of the school demonstrate and share expertise. The staff has very high levels of contemporary knowledge and teaching practices, and rely on evidence-based teaching strategies. This is evidenced in all lessons and in our outstanding HSC, NAPLAN and VALID results. The school has a strong culture of ongoing professional development to improve content knowledge and teaching practices. Examples of this are professional learning discussions in staff meetings and faculty meetings.