

School plan 2018-2020

Hornsby Girls High School 8120



School background 2018–2020

School vision statement

To provide excellence in gifted education for girls.

Our success will be measured against the School Excellence Framework where we will strive to achieve 'Excellence' in Learning, Teaching and Leading.

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.

This process led to the development of the three focus areas for 2018–2020.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Teaching and Learning
for Gifted and Talented
Students

Purpose:

To enable each unique individual to achieve their personal best. This will be underpinned by targeted and differentiated learning opportunities that enable students to realise their individual academic and emotional potential. Our purpose is to motivate and further develop the intellectual curiosity and capabilities of all students through evidence-based practice and the promotion of growth mindsets.

STRATEGIC DIRECTION 2

Student and Staff Wellbeing

Purpose:

To foster confident, resilient students and staff who contribute and belong to a thriving school community. This will be underpinned by Positive Education strategies to enhance a flourishing school culture. Our purpose is to create engaged, optimistic and socially responsible individuals who find meaning and enjoyment in their lives.

STRATEGIC DIRECTION 3

Quality Systems and Learning
Environments

Purpose:

To create quality systems that enable the relevant sharing of information to support the whole school community. This will be underpinned by efficient communication and technology systems and school processes to ensure smooth operations at all levels of teaching and learning. Our purpose is to develop increasingly flexible physical and online learning environments to maximise education outcomes.

Strategic Direction 1: Quality Teaching and Learning for Gifted and Talented Students

Purpose

To enable each unique individual to achieve their personal best. This will be underpinned by targeted and differentiated learning opportunities that enable students to realise their individual academic and emotional potential. Our purpose is to motivate and further develop the intellectual curiosity and capabilities of all students through evidence-based practice and the promotion of growth mindsets.

Improvement Measures

All staff undertake professional learning in evidence-based practices, including the sharing of our own best practice during staff meetings, to promote collaborative, inclusive practice and reflection and the modelling of core teaching and learning skills to improve the learning experience for students.

Internal and External measures show maintained or improved student wellbeing and academic results. The TTFM surveys indicate an improved percentage of students in the top quadrant of zen graphs.

All assessment notifications, all teaching and learning programs (which include PBL activities, elements of student choice and differentiation), all faculty registrations, all scope and sequences and student work samples 7–12 are saved to a central location each year.

People

Students

Receptive to presentations by experts and mentors. Teaching and Learning to engage and motivate gifted and talented students, and to foster goal-setting, personal bests and a growth mindset.

Staff

Professional development through registered and non-registered providers, as well as the increased collaboration and sharing of our own best practice to build a culture of learning.

Parents/Carers

Provide opportunities for parents to learn more about Gifted and Talented Education (GATE) through P&C meetings, School newsletters, Information nights.

Community Partners

To utilise external providers (UNSW, Sydney University, Macquarie University, etc.) and experts and old girls to provide additional lectures or opportunities for students, or learning opportunities for staff.

Leaders

To create structures and supportive environments for students and staff to develop students' giftedness and demonstrate their talents.

Processes

Students participate in differentiated curriculum and assessment including goal-setting, a focus on personal bests and a resilient, growth mindset.

Continued professional Learning of staff and school community of GATE through collaborative sharing of best practice at staff meetings, the use of PDPs, Teacher Observations, and P&C meetings to build knowledge, collective capacity and confidence in differentiation for G&T students.

Evaluation Plan

Progress towards improvement measures will be evaluated through: staff meetings; faculty meetings; P&C meetings; executive meetings; PDPs and lesson observations; tailored questions in the TTFM surveys and focus groups.

Practices and Products

Practices

Faculties share evidence-based practices in staff meetings e.g. flipped Classroom, feedback, motivation and goal-setting.

Creation and evaluation of assessments and programs that support Quality Teaching for Gifted and Talented Students.

Staff using data with increased confidence to evaluate teaching and learning eg RAP; TTFM; Lesson Observations, teacher reflections.

Encourage more students to explore their interests through opportunities beyond the classroom to enhance their love of learning – linking students with external agencies, experts and old girls to explore their individual passions.

Whole school Literacy focus with staff presentations at meetings.

Products

Assessment tasks and teaching and learning programs will include student choice, differentiation, feedback and approaches to goal setting.

Through increased collaboration and "teacher collective efficacy" a stronger sense of a learning culture – of the school as a community of learners.

Strengthened teaching and learning skills of all staff through a whole school focus on the core business of teaching and learning.

The creation of succession planning and sustainable teaching and learning.

Strategic Direction 2: Student and Staff Wellbeing

Purpose

To foster confident, resilient students and staff who contribute and belong to a thriving school community. This will be underpinned by Positive Education strategies to enhance a flourishing school culture. Our purpose is to create engaged, optimistic and socially responsible individuals who find meaning and enjoyment in their lives.

Improvement Measures

Improved motivation and engagement and happiness/optimism to be at or above state norms. This will be measured through the TTFM surveys and other instruments.

All members of the school community can articulate, understand and embrace the school values. This will be measured through TTFM surveys and observation of school values through assemblies, year meetings, focus groups, classrooms, etc.

At least six new initiatives to improve staff wellbeing e.g.: a marking day; timetabled assemblies (consistent day with staff rostered); one staff outing per term; students have allocated times to contact teachers during breaks; grades only for Year 7–9 reports; more staff morning teas; the Staff Common Room as a staff only space with a new good quality pod coffee machine, cold water, sandwich maker – a space for staff to relax and hold professional meetings

People

Students

Students need additional educational and leadership training in Positive Education. Students to become positive education leaders across the school.

Staff

Ongoing professional learning of Positive Education and leading/leadership, and the participation of staff in wellbeing initiatives.

Leaders

To create structures across the school that support and embed Positive Education knowledge and strategies.

Parents/Carers

A whole school community appreciation and understanding of Positive Education and the ways embedded Positive Education strategies ensure a holistic, balanced approach to student learning (through P&C meetings, Year 10/11/12 information evenings, Year 7 welcome evenings).

Community Partners

Engage with the wider community to provide support for our Positive Education programs e.g. expert external presenters from the Institute of Positive Education and Sleep for Health; the use of the PCYC, and extend the professional development of staff e.g. Positive Education Schools Association PESA conferences and workshops.

Processes

Professional Learning of staff and the school community of Positive Education.

The creation, implementation and embedding of Positive Education programs.

Evaluation Plan

Progress towards improvement will be measured to determine the sense of optimism and resilience across the school through: staff meetings; faculty meetings; wellbeing meetings; P&C meetings; executive meetings; PDPs and lesson observations; tailored questions in the TTFM surveys; focus groups, student participation surveys, teacher self-reflection surveys, reviews of classroom environments.

Practices and Products

Practices

The school community uses the language of Positive Education and can communicate school values. A re-imagining of 'intelligence' – the links between motivation, effort and success.

Improved communication: assembly days to be consistent, noticeboards for data, school directions, achievements etc.

Wellbeing initiatives led by students e.g. peer support leaders as wellbeing leaders, student led mental health forums.

Products

Student wellbeing programs created for Year Assemblies, Friday Focus, whole school assemblies etc., to provide the framework for wellbeing approaches.

Inspirational quotes about effort/intelligence written on walls around the school. More motivation/goals/fun embedded into programs and activities.

Study periods for Year 10–12. Year 7 welcome packs for Orientation Day (including USB, drink bottle, letter from Year 9 peer support student, lollies, wristbands). Digital delivery day for Years 9 – 12 with a focus on upskilling ICT skills across the school.

Possibility of Library hours extended to allow students a place for reading, study, and quiet reflection. A full time school counsellor.

Strategic Direction 3: Quality Systems and Learning Environments

Purpose	People	Processes	Practices and Products
<p>To create quality systems that enable the relevant sharing of information to support the whole school community. This will be underpinned by efficient communication and technology systems and school processes to ensure smooth operations at all levels of teaching and learning. Our purpose is to develop increasingly flexible physical and online learning environments to maximise education outcomes.</p>	<p>Students</p> <p>Enhanced student engagement through increased flexibility in the learning environments, as well as an increased level of independence and organisation through improved IT communication systems.</p>	<p>Professional learning for all staff and information workshops for parents to understand and use new online system as well as revised policies and protocols for informing and supporting the best use of communications and online systems.</p>	<p>Practices</p> <p>All teachers use Sentral to create reports.</p>
	<p>Staff</p> <p>Staff will develop targeted and relevant ICT skills.</p>	<p>New Learning Spaces program.</p>	<p>All Parents access reports online.</p>
		<p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated across the whole school community through: staff meetings; P&C meetings; faculty meetings; SASS staff meetings; PDPs and lesson observations; executive meetings; observational rounds of school learning environments; tailored questions in the TTFM surveys and focus groups.</p>	<p>All staff are able to use Sentral to access and update student wellbeing information.</p>
Improvement Measures	<p>Leaders</p> <p>Team leadership of IT at a whole school level.</p>		<p>Staff and students using learning spaces differently and confidently.</p>
<p>100 percent of staff can successfully use integrated ICT systems that flexibly support all aspects of teaching and learning.</p>	<p>Parents/Carers</p> <p>Skills for parents updated to enable familiarity with new systems and protocols.</p>		<p>Students use technology responsibly, ethically and sustainably (e.g. use of swipe card photocopiers and <i>Turnitin</i>).</p>
<p>A minimum of seven learning spaces created for future focused, flexible curricular and co-curricular activities.</p>	<p>Community Partners</p> <p>A whole school community appreciation of the educational possibilities flexible learning spaces and improved IT communication provide.</p>		<p>Whole school approach to decision making for ways to optimise learning spaces across the school.</p>
<p>100 per cent of parents are able to access and use school online communication systems.</p>			<p>Products</p> <p>The school has one combined system of attendance, reporting, wellbeing and communication.</p>
<p>Enhanced internet presence (e.g.: HGHS website, Facebook).</p>			<p>New internal/external spaces and furniture.</p>
			<p>Learning spaces such as Language corridor, gym room, outdoor fitness circuit, outdoor space in between Hall and History block... utilised by different KLAs and the whole school.</p>
			<p>Enhanced student engagement in innovative physical environments that support collaborative inquiry learning.</p>