

# School plan 2018-2020

North Sydney Girls High School 8133



# School background 2018–2020

## School vision statement

North Sydney Girls High has as its motto *Ad Altiora*, "towards higher things". The aspirational ethos of this goal is provided through continually improving outstanding opportunities in curriculum, wellbeing and co-curricular programs.

A learning culture of excellence and commitment confirms the school's pre-eminence in NSW public education as a leading provider of holistic education which promotes resilience, connection and innovation. Through student voice initiatives, students are encouraged to become aware, empathetic and active in their advocacy of social justice. They make a connection between their school learning and the real world.

Students are empowered to become young women who confidently lead and participate in a complex and dynamic world of rapid technological and social change.

As they make their learning journey along a continuum that begins with social awareness and develops into understanding and advocacy, students become ethical, reflective and assertive citizens imbued with a deep understanding of themselves and their responsibility towards others.

## School context

North Sydney Girls is an established fully academically selective school catering for over 900 highly gifted and talented girls from across wider Sydney. The Centenary in 2014 celebrated the rich heritage of female education and positioned the school for the future. The school is located on the lower North Shore adjacent to excellent public transport links. Students come from a wide range of backgrounds with 93% being of language backgrounds other than English. Enrolment procedures are strictly controlled by DoE policies.

Students are highly motivated, aspirational and deeply involved in their school community. Curriculum programs emphasise higher order critical and creative thinking and are complemented by extensive co-curricular sporting, cultural and civic programs. Achieving one's personal best and self-reflection are key elements of the school's ethos leading to a supportive and inclusive learning environment.

Parental support is strong especially in financial contributions and active support of co-curricular programs. Regular communication is encouraged to ensure a synergy between home and school.

Technology is seamlessly integrated into classroom practice with all students having their own mobile learning device. The technology infrastructure and on-hand support are exceptional allowing collaborative learning to extend beyond the classroom.

## School planning process

Extensive consultation with key stakeholder groups has shaped broad priorities and directions for the school.

Students have been surveyed using the DoE sponsored Tell Them From Me survey tool which utilised generic and customised questions. Their responses have been analysed and incorporated into planning processes. Student leaders have been invited to share in the process of formulating of the plan when their studies permit.

Parents have been informed of the opportunity to be involved in the consultation process through newsletters, direct email communications and P&C consultation. They have affirmed broad school directions of academic excellence, a diversity of educational experience and a proactive student wellbeing program.

Staff have been surveyed using the DoE Tell Them From Me tool and have been briefed on the findings of this process. They have deliberated at a school development day and staff meetings, contributing ideas towards future directions. An open professional learning committee consisting of interested teachers and school executive collaboratively developed the plan with regular feedback at staff meetings and executive meetings.

Final ratification was made by Senior Executive and key personnel in reference to the School Excellence Framework.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

### Challenging Learning

#### **Purpose:**

**This strategic direction will create a culture of high expectations which will motivate gifted students to achieve their full potential.**

**An integrated and differentiated curriculum, with varied assessment, will engage and extend students by inspiring curiosity, promoting critical thinking, fostering collaboration and encouraging self reflection.**

**Teaching and learning will promote innovative pedagogy and practice supported by ongoing professional learning.**



## STRATEGIC DIRECTION 2

### Connecting Learning

#### **Purpose:**

**This strategic direction will equip our students with the skills they need as future leaders and active participants in an increasingly connected world. They will engage critically with real world contexts in order to find significance and agency in their learning.**

**Stronger connections between the school and wider communities will enhance learning opportunities for students and staff.**

**Students will have a valued voice articulating their learning connections and understandings in the classroom, the school and the wider community.**



## STRATEGIC DIRECTION 3

### Supporting Learning

#### **Purpose:**

**This strategic direction will create a nurturing school community which caters to the unique needs of students from diverse backgrounds.**

**The school learning environment will empower students by fostering quality relationships and instilling habits of personal resilience.**

**Students will be supported by the school's technological and physical infrastructure which will accommodate flexible and future focused learning.**

# Strategic Direction 1: Challenging Learning

## Purpose

This strategic direction will create a culture of high expectations which will motivate gifted students to achieve their full potential.

An integrated and differentiated curriculum, with varied assessment, will engage and extend students by inspiring curiosity, promoting critical thinking, fostering collaboration and encouraging self reflection.

Teaching and learning will promote innovative pedagogy and practice supported by ongoing professional learning.

## Improvement Measures

Faculty programs are regularly monitored and evaluated using a common review protocol.

All school professional learning activities are evaluated to gather data on staff uptake and student impact.

All faculties will present evidence of relevant changes in assessment practice to align with policy.

## People

### Students

Students will engage in dialogue about their learning and provide feedback on their experience of pedagogy at the school.

### Staff

Staff will engage in ongoing professional learning, collaboration and reflection in order to improve student learning outcomes.

### Parents/Carers

Parents will provide feedback and suggestions for ongoing improvement of school learning culture.

### Community Partners

Community partners will support teacher professional learning and, where appropriate, provide authentic context for significant student learning.

### Leaders

Leaders will foster a culture of professional support, collaboration and continual improvement towards quality teaching and learning.

## Processes

Continue whole school revision of programs to reflect curriculum and pedagogical priorities.

Develop a strategy for ongoing evidence-based professional learning.

Implement and review the whole school assessment policy.

## Evaluation Plan

Progress toward improvement measures will be evaluated through the targeted use of:

- Student focus groups
- Data regarding student performance outcomes in a range of assessment contexts
- Parent, teacher, student and community satisfaction surveys (e.g. TTFM)
- Feedback data from professional learning courses and events
- Ongoing collation, sharing and review of sample lesson plans and teaching programs
- Formal review of policies at executive and professional learning committee level
- Regular self assessment of progress against the School Excellence Framework.

## Practices and Products

### Practices

Teachers work collaboratively to develop faculty based programs that reflect school pedagogical priorities and are revised and evaluated regularly.

School leadership evaluates current professional learning practices for greater efficacy and consistency.

Teachers are supported in engaging and implementing the school's assessment policy by providing students with:

- a range of assessment opportunities where appropriate
- assessments with real world connections
- assessments connected to big questions and concept frameworks.

### Products

A whole school body of programs that:

- use a standard proforma
- reflect new syllabus requirements
- maintain a Big Question and conceptual focus
- are aligned with the school's differentiation model
- provide opportunities for integrated STEM learning
- promote higher order literacy skills.

A Professional Learning Plan that:

- identifies key annual priorities
- distributes professional learning

# Strategic Direction 1: Challenging Learning

## Practices and Products

responsibilities effectively

- provides ongoing, reflective professional learning for all staff

More effective assessment processes which improve teaching and enhance academic outcomes and attitudes.

# Strategic Direction 2: Connecting Learning

## Purpose

**This strategic direction will equip our students with the skills they need as future leaders and active participants in an increasingly connected world. They will engage critically with real world contexts in order to find significance and agency in their learning.**

**Stronger connections between the school and wider communities will enhance learning opportunities for students and staff.**

**Students will have a valued voice articulating their learning connections and understandings in the classroom, the school and the wider community.**

## Improvement Measures

Increase in the frequency of staff interactions with professional networks.

Reconstitute the School Council and Foundation and create a Public Library Committee as active entities connecting school community stakeholders.

Measured increase in interactions with the school's social media and online platforms.

## People

### Students

Students will interact with the broader community and deepen their understanding of, and engagement with, contexts beyond school.

### Staff

Staff will support student voice initiatives and foster meaningful links between curriculum and community.

### Parents/Carers

Parents will have regular opportunities for appropriate engagement with curricular and extra curricular programs.

### Community Partners

Community partners will share expertise, experience and opportunities to learn through mutually beneficial support networks and mentoring.

### Leaders

Leaders will review and facilitate connections and relationships between the school and community stakeholders.

## Processes

Develop opportunities for connections and interactions through networks and communities at school, local, national and global levels.

Develop and implement school governance structures connecting all relevant stakeholders.

Review and refine school external communication policies and procedures.

## Evaluation Plan

Progress toward improvement measures will be evaluated through the targeted use of:

- Student focus groups
- Parent, teacher, student and community satisfaction surveys (e.g. TTFM)
- Formal review of communication procedures at executive and professional learning committee levels
- Ongoing consultation with P&C
- Review of usage and access data regarding school communications platforms
- Regular self-assessment of progress against the School Excellence Framework.

## Practices and Products

### Practices

Teachers and school leadership will:

- engage in professional network meetings for KLA and specialist areas and career stages using LNSCoS networks where possible.
- explore opportunities for enhancing student voice connections to school and network programs
- develop more effective connections between alumni and students through the use of technology
- maintain ongoing and responsive dialogue with parents and carers through a variety of forums.

School leadership and community will work together to:

- reconstitute School Council and Foundation as viable entities
- create a Public Library Committee consistent with DoE guidelines.

School leadership and relevant staff will:

- use community feedback to review existing communication strategies
- develop new communication processes and technologies
- communicate processes and practices to staff, students and parents effectively.

### Products

Enhanced connections between students, staff, parents and the wider community, reflected in an engaged, thriving and

# Strategic Direction 2: Connecting Learning

## Practices and Products

cohesive school community.

Effective school governance bodies and structures that reflect school and DoE requirements.

A clearly articulated range of effective external communication strategies that are responsive to staff, student and community needs.

# Strategic Direction 3: Supporting Learning

## Purpose

**This strategic direction will create a nurturing school community which caters to the unique needs of students from diverse backgrounds.**

**The school learning environment will empower students by fostering quality relationships and instilling habits of personal resilience.**

**Students will be supported by the school's technological and physical infrastructure which will accommodate flexible and future focused learning.**

## Improvement Measures

Measured increase in staff usage of online wellbeing notification systems.

Measured increase in the number of students receiving equity support interventions, eg EAL/D and low level disability support.

Measured increase in student and staff awareness of, and satisfaction with, innovative learning environments.

## People

### Students

Students mutually develop and maintain a positive mindset and will access further school-based advice and assistance as appropriate.

### Staff

Staff will have a comprehensive understanding of the school's wellbeing processes and implement them in a responsive and proactive manner.

### Parents/Carers

Parents will be informed and engaged partners in supporting student wellbeing.

### Community Partners

Community partners will be engaged in potential school infrastructure development plans.

### Leaders

Leaders will cultivate positive relationships and maintain open channels of communication among all members of the school community.

Leaders will develop a vision for infrastructure which supports innovation and change.

## Processes

Promote more frequent and responsive internal staff dialogue and communication between teaching staff, parents/carers and the community resulting in more timely and effective wellbeing supports and interventions.

Review and develop equity support strategies for EAL/D and low level disability students to meet diverse learning needs.

Develop and implement a school infrastructure blueprint to allocate resources that will facilitate innovative learning.

## Evaluation Plan

Progress toward improvement measures will be evaluated through the targeted use of:

- student focus groups
- analysis of wellbeing referral data
- parent, teacher, student and community satisfaction surveys (e.g. TTFM)
- regular self assessment of progress against the School Excellence Framework.

## Practices and Products

### Practices

Wellbeing team and other key staff will:

- develop and document clear wellbeing protocols and procedures
- utilise appropriate technologies to support the communication and implementation of these processes
- provide appropriate and targeted professional learning for staff.

Executive, Professional Learning and Wellbeing Committees will:

- continue to assess data sets to determine current student needs
- identify resources and interventions to target identified needs
- pilot and evaluate support programs including appropriate staff professional learning.

Senior executive and school governance bodies will consult with stakeholders and oversee initiatives to enhance supportive and innovative learning environments.

### Products

A school policy and handbook which references all purposes, procedures and processes supporting wellbeing.

A school strategy which addresses identified equity support needs and allocates funding appropriately.

Short term and a long term blueprints for the enhancement of physical and technological learning infrastructure which enables more flexible, future focused

# Strategic Direction 3: Supporting Learning

Practices and Products
pedagogy.