

Strategic Improvement Plan 2021-2024

St George Girls High School 8136



School vision and context

School vision statement

St George Girls High School is a supportive learning environment that empowers high potential learners to explore their talents and maximise their academic and personal growth within a culture of high expectations.

The school community values high impact teaching and collaborative practice to build the capacity of students to be self-regulated and reflective learners.

School context

St George Girls High School (enrolment 928 students, including 93% students from a language background other than English) is an academically selective state high school with a well-respected history of providing exceptional educational outcomes and experiences for high potential learners since 1916.

The school offers a broad curriculum and a range of opportunities that create the opportunity for students to maximise academic and personal excellence in their identified talent domains. Students are supported to realise their potential and become self-regulated learners through a process of reflection and evaluative thinking within a well-defined school culture of high expectations and personal best.

The school community values collaborative practice to improve learning outcomes for every student through targeted high impact professional learning for staff to inform and enhance teaching practice to meet the needs of high potential learners.

St George Girls High School is committed to building a strong foundation across the school community where students, teachers and parents demonstrate a deep understanding of the needs of high potential learners and actively engage in supporting talent development to achieve high performance.

A comprehensive situational analysis has been conducted which has led to the development of the 2021-2024 Strategic Improvement Plan (SIP). The situational analysis involved genuine and thorough consultation with students, staff and parents. The school is committed to continuous growth, improvement and student attainment and the situational analysis identified that a firm focus on explicit teaching, formative assessment, differentiation, feedback and data-driven practices will be the key to ensure that student learning outcomes are further enhanced.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise academic and personal excellence, students will be supported to realise their potential and become self-regulated learners through a process of reflection and evaluative thinking within a culture of high expectations and personal best. Teachers will be empowered to effectively use and analyse a range of data sources to modify teaching and learning programs to support high potential learners achieve their personal goals.

Improvement measures

Target year: 2023

- Percentage of students achieving in the top two bands in NAPLAN - Numeracy to be above the school's baseline of 98.3%.

Target year: 2023

- Percentage of students achieving expected growth in NAPLAN - Numeracy to be above the school's lower-bound target of 66.6%.

Target year: 2022

- Percentage of students achieving in the top two HSC bands is above the school's lower-bound target of 88.8%.

Target year: 2023

- Percentage of students achieving expected growth in NAPLAN - Reading is at or above the school's upper-bound target of 74.9%.

Target year: 2024

- Increased proportion of students reporting 'Expectations for Success to be above 7.9 in the Tell Them From Me survey.

Initiatives

Personalised Self-regulated Learning

Embed a learning culture that encourages self-regulated learning and reflection that fosters personal growth.

- Embed whole school processes that focus on the importance of high expectations and support the development of self-regulated learning goals and plans through authentic reflection.
- Learning and Support Team (LaST) and Wellbeing Team processes established to review Personalised Learning Plans (PLPs) and evaluate the impact of the learning intervention.
- Integrate strategies that focus on building student and parent/carer understanding which support of the RoSA and HSC curriculum, appropriate course selection, academic credentials and expectations/requirements.

Data-driven Practices

Increase the capacity of teachers to use and analyse student performance data to inform teaching practice.

- Undertake professional learning in data literacy, data analysis and data use for all staff to build skills to reflect on teaching effectiveness and inform future practice.
- Utilise formative and summative school-based assessment data to analyse student progress and growth and report on student learning.
- Expand the role and responsibilities of the Literacy and Numeracy Team to assess, collate and analyse student data from Best Start Year 7, Check-in Assessment, NAPLAN and Minimum Standards to inform focus areas in teaching practice and identify students needing targeted support.
- Develop a targeted Stage 6 strategy to review and analyse HSC data and school-based assessment requirements, using SCOUT and RAP data, to address the HSC Top 2 Bands system-negotiated

Success criteria for this strategic direction

- Common language around high expectations and continuous improvement is used and encouraged across the whole school community (SEF - Learning Culture and Educational Leadership).
- All senior students have a personalised self-regulated learning plan that is aspirational and articulates their goals in learning commitment and achievement (SEF - Wellbeing).
- Effective partnerships in learning with parents/carers and students support consistent and systematic processes that promote personal best and continuous improvement.
- Students are provided with formal opportunities to discuss learning commitment and goals with teachers at least twice a year.
- LaST and Wellbeing Teams use data to identify students in need of targeted support and develop effective learning plans (SEF - Wellbeing).
- Regular faculty and whole school meetings review and analyse student performance data against system-negotiated targets to explicitly inform teaching practice and direct learning to impact student growth (SEF - Data Skills and Use).
- The school identifies expected growth for each student through a range of data sources and whole school practices and implements plans accordingly (SEF - Student Performance Measures).
- Teachers track internal data to inform next steps in teaching programs and practice (SEF - Student Performance Measures).
- Faculties routinely undertake HSC analysis and map performance against system-negotiated targets (SEF - Data Skills and Use).

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

- Increased proportion of students reporting 'Effort' to be above 65% and greater than the NSW norm in the Tell Them From Me survey.

Target year: 2024

- Increased proportion of students reporting 'Positive Growth Orientation' to be above 70% in the Tell Them From Me survey.

Target year: 2024

- Increased proportion of students reporting 'Valuing School Outcomes' to be above 67% and greater than the NSW norm in the Tell Them From Me survey.

Target year: 2024

- SEF - Teaching Domain - Element - Data Skills and Use to be assessed at Excelling.

Target year: 2024

- SEF - Learning Domain - Element - Learning Culture and Wellbeing to be assessed at Excelling.

Initiatives

targets.

Evaluation plan for this strategic direction

purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- RAP data
- HSC Monitoring Process
- Learning sprint data analysis
- Student work samples
- Best Start Year 7
- Minimum Standards
- Tell Them From Me Student Survey
- Student PLPs
- Student focus groups.
- Student Self-Regulated Learning Plans
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 2: Collaborative Practice

Purpose

To improve learning outcomes for every student through targeted high impact professional learning and collaboration to inform and enhance teaching practice to meet the needs of high potential learners.

Improvement measures

Target year: 2024

- SEF - Learning Domain - Elements - Curriculum and Assessment to be assessed at Excelling.

Target year: 2024

- SEF - Teaching Domain - Element - Effective Classroom Practice is assessed at Excelling.

Target year: 2024

- Increased proportion of students reporting 'Explicit Teaching Practices and Feedback' to be above 7.0 in the Tell Them From Me survey.

Target year: 2024

- Increased proportion of students reporting 'Quality Instruction' to be above 6.7 in the Tell Them From Me survey.

Target year: 2024

- Increased proportion of students reporting 'Intellectual Engagement' to be above 52% in the Tell Them From Me survey.

Initiatives

High Impact Teaching and Assessment

To improve effective teaching practice in the areas of explicit teaching, formative assessment, differentiation and feedback.

- Integrate explicit Learning Intentions and Success Criteria in lessons and programs.
- Develop understanding around differentiation and incorporate differentiation strategies into teaching practice.
- Enhance targeted areas of teaching practice through effective feedback practices.
- Identification and use of appropriate formative and summative assessment practices in teaching and learning programs.
- Review teaching and learning programs to ensure high impact teaching and assessment strategies are evident and delivered.

Culture of Collaborative Professional Development

To promote collaboration and undertake high impact professional learning to enhance skills and capacity in teaching practice.

- Develop a comprehensive and ongoing staff professional learning program that provides opportunities and collaborative workshops to continually enhance teaching practice by developing the knowledge and skills in teachers.
- Embed a school wide culture of sharing teaching ideas, strategies and resources.
- Focus on explicit teaching to meet the specific needs of high potential and gifted students through evidenced-based research.
- Establish collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs and lessons.

Success criteria for this strategic direction

- The use of Learning Intentions and Success Criteria form an integral part of daily classroom instruction (SEF - Effective Classroom Practice).
- Staff monitor and analyse formative assessment and feedback data to differentiate learning at the point of instructional need resulting in continuous academic improvement for all students. (SEF - Assessment and Effective Classroom Practice).
- Increased use of formative assessment as part of ongoing assessment strategies evident in the HPGE ATPS results (SEF - Assessment).
- Teaching and learning programs and classroom practice include explicit teaching, differentiation and assessment strategies that support high potential learners (SEF - Effective Classroom Practice).
- Enhanced teaching practice, focused on explicit teaching strategies, is evident through classroom observations (SEF - Learning and Development).
- Teachers routinely collaborate to share practice and knowledge within and across KLAS and stages (SEF - Learning and Development).
- Whole school process allows for high impact professional learning to be undertaken by all staff (SEF - Learning and Development and School Resources).
- Increased proportion of staff attending external professional learning aligned to explicit teaching focus. (SEF - Professional Standards).
- Teaching Sprints are evident in teaching programs and practice.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Strategic Direction 2: Collaborative Practice

Initiatives

- Utilise expert and experienced staff to demonstrate effective practice and support the development of colleagues in targeted areas.

Evaluation plan for this strategic direction

- Tell Them From Me Student and Teacher Surveys
- HSC data analysis
- Learning sprint data analysis
- Student work samples
- Student focus groups
- Faculty assessment tasks
- Teaching and Learning Programs
- PDP Goals and Evidence
- Lesson observations
- HPGE Attitudes and Teaching Practices Survey (HPGE ATPS)
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 3: Building Capacity

Purpose

To build strong foundations across the school community where students, teachers and parents/carers demonstrate a deep understanding of the needs of high potential learners and actively engage in supporting talent development to achieve high performance. To build the capacity of staff in the three domains of Professional Knowledge, Professional Practice and Professional Engagement.

Improvement measures

Target year: 2024

- Increase in student attendance to be at or above the lower-bound school target of 92.4%

Target year: 2024

- Increase in Wellbeing to be at or above the upper-bound school target of 78.9%.

Target year: 2024

- SEF - Teaching Domain - Element - Professional Standards is assessed at Excelling.

Target year: 2024

- Increased proportion of students reporting 'High Academic Self-Concept' to be greater than 74% in the Tell Them From Me survey.

Target year: 2024

- Increased proportion of students reporting 'High levels of Perseverance' to be above 40% in the Tell Them From Me survey.

Target year: 2024

Initiatives

Developing High Potential Learners

To explicitly embed the HPGE Policy across the school.

- Engage in professional learning opportunities to build teacher capacity in knowledge, deep understanding and implementation of the new HPGE policy.
- Deliver workshops to students and parents/carers around gifted education and up-to-date research.
- Refine exiting programs and develop whole-school and cohort initiatives which are evidenced-based and target essential learning strategies that support improved skills and understanding in high potential learners.

Engaging Across the Professional Domains

The Australian Professional Standards for Teachers (APST) and Professional Learning Non-Teaching Staff (PLNTS) Enhancing Capacity Program underpins the drive for continuous improvement.

- Develop a whole school process to support accreditation requirements and evidence of practice across the domains.
- Develop a program to support teachers in attaining higher levels of accreditation.
- Embed a quality Induction Program for beginning teachers and Orientation Program for new teachers to the school.
- Conduct a whole school analysis of the teaching staff identified strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to support colleagues around developing practice.
- Develop a school based structure for non-teaching staff that supports the PLNTS with a focus on the HIPL elements.

Success criteria for this strategic direction

- Common language around high potential learners and talent development is evident and promoted across the school community.
- All students articulate their talent domains and path toward high performance.
- Parents/carers are actively engaged in school programs that support high potential learners, and work in close partnership with the school at pivotal stages in their child's learning.
- Targeted transition programs allow for a successful transition at key stages of learning in a selective school context (SEF - Learning Culture).
- Whole school programs support talent development and address catalysts outlined in the HPGE model.
- Curriculum provision, including acceleration and flexible timetable, allows for differentiation and supports improved learning outcomes for all students (SEF - Curriculum).
- Identification procedures established in line with HPGE policy and talent domains.
- Teachers use the Australian Professional Standards to self-reflect on their practice and plan for and monitor their own professional development to improve their performance (SEF - Professional Standards).
- All PDPs explicitly demonstrate a focus to build capacity in an identified teaching area aligned to the APST (SEF - Professional Standards).
- All PDPs for non-teaching staff demonstrate a focus to build capacity in an identified area linked to their specific duties.
- There is a strong, visible culture in the school that promotes and supports the attainment of higher levels of accreditation (SEF - Professional Standards).
- The school uses embedded and explicit systems that facilitate professional dialogue, classroom observation and the modelling of effective practice to build capabilities in staff (SEF - Learning and

Strategic Direction 3: Building Capacity

Improvement measures

- Increased proportion of students reporting 'Academic Buoyancy' - to be greater than 5.0 and above the NSW norm in the Tell Them From Me survey.
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Success criteria for this strategic direction

Development).

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Tell Them From Me Parent Survey
- HPGE Attitudes and Teaching Practices Survey (HPGE ATPS)
- Student work samples
- Lesson Observations
- Student PLPs
- Student feedback and program evaluations
- PDP Meetings
- TPL attendance data and funding

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.