

# Strategic Improvement Plan 2021-2024

## Auburn Girls High School 8253



**Auburn Girls**  
HIGH SCHOOL

# School vision and context

## School vision statement

Auburn Girls High School is a centre of excellence in girls' education.

We are committed to empowering young women to learn, lead and succeed. We recognise and celebrate individuality and diversity. Excellence, respect and responsibility are our core values. As an innovative learning community we actively promote, collaborate and reflect to engage and transform the lives of our students as future leaders and active global citizens.

## School context

Auburn Girls High School is a partially selective and comprehensive high school with a Special Education Unit of three classes, committed to making our banner statement, 'Learn, Lead, Succeed', a reality for all our girls.

Diversity is our strength. We are a multicultural, safe and caring school with high expectations. Our girls are supported to become resilient, well-rounded high achievers with a social conscience and a desire to enrich and lead society in the future.

The school's NSW FOEI (family occupation and employment index) for 2020 is 153 which is higher than the average of 100 and the ICSEA (Australian Index of Community Socio Educational Advantage) is 948 which is lower than the average of 1000. Targeted and Equity loading funds allow the school to implement many innovative teaching and learning programs, additional classes and courses as well as the appointment of additional school funded positions. These initiatives underpin the success of our students by re-balancing the effects of any low socio-economic disadvantage.

The teaching staff is a strong mix of experienced and new scheme teachers. In addition to our centrally identified positions, AGHS has a number of school funded executive, teaching and support officer positions.

Auburn Girls High School offers a full range of subjects that cater for academic and vocational pathways in Years 11 and 12. Of our HSC students, 81% pursue further study at university or TAFE, with many receiving awards for excellence in academic and extra-curricular competitions.

Our students are involved in a wide range of activities including music, sport, debating, charity and community work.

The majority of students (98%) at Auburn Girls High School are from language backgrounds other than English. The school has a series of proactive programs that successfully develop our students' English language skills. This support allows students to excel in the Higher School Certificate examinations.

The school has a purposeful and friendly feel with students from a wide variety of cultural backgrounds learning together in harmony. Positive Education underpins our extensive wellbeing support provided for our students.

Student voice is heard and respected. Students have the opportunity to develop their leadership skills through participation in the Student Representative Council (SRC), mentoring and extensive careers programs. Students are encouraged to make a difference and to care for and respect others.

Our students' road to success is paved by our supportive and active staff, who create a rich learning environment.

This School Plan was developed using a consultative planning process during Terms 3 and

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## School vision statement

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## School context

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4 2020.

The development of the School Improvement Plan included the following processes:

- In Term 3 2020, Executive, staff, SRC, Prefects and parents were asked to complete a survey on teaching, learning, administration and leadership processes.
- Teachers completed a comprehensive survey of their teaching practices providing valuable insights. The survey was informed by the *School Excellence Framework* and the *What Works Best 2020* research.
- Extensive teacher evaluation of data including SCOUT, NAPLAN, HSC, wellbeing, TTFM and survey data was undertaken and used to inform "Where are we now?". The Situation Analysis was completed using this information during Executive Team Workshops.
- The Executive in teams collated the data to identify key focus areas. From this information and following reflection from the annual School Self Evaluation process the 3 key strategic directions were developed.
- Feedback on the Situation Analysis was sought from all teachers, SRC, Prefects and a focus group of parents.
- Three teams from the Executive were formed to draft the key improvement measures for each strategic direction and the Situation Analysis feedback from staff, students and parents integrated into the Strategic Directions.
- An Evaluation Team consisting of teachers, students and parents provided feedback on the draft Strategic Directions and subsequently was used to refine the draft plan.
- The completed SIP will be presented early in Term 1, 2021 to the whole staff, student leadership teams and parents then published.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure students grow in their learning and attainment through explicit teaching using evidence based research. Teachers will evaluate their impact and adjust their practice through quality, systematic professional learning and through collection of and informed analysis of student data.

## Improvement measures

### Target year: 2022

**Numeracy:** Improvement in the percentage of students achieving in the top two NAPLAN bands to be at or above the schools lower bound system negotiated target in Numeracy of 21.6%.

**Literacy - Reading:** Improvement in the percentage of students achieving in the top two NAPLAN bands to be at or above the schools lower bound system negotiated target in Reading of 17.1%.

### Target year: 2023

**Numeracy:** Improvement in the percentage of students achieving expected growth to be at or above the schools lower bound system negotiated target in NAPLAN Numeracy of 69.4%.

**Literacy:** Improvement in the percentage of students achieving expected growth to be at or above the schools lower bound system negotiated target in NAPLAN Reading of 66.8%.

### Target year: 2022

#### HSC

Improvement in the percentage of HSC course results in the top TWO bands to be at or above the lower bound system negotiated target of 30.4%.

Improvement in the percentage of HSC course results in the top THREE bands to be at or above the lower bound system negotiated target of 60.2%.

## Initiatives

### Data Driven Practices

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

- Undertake professional learning in data literacy, analysis and use for all teachers to build skills to reflect on teaching effectiveness, inform future practice and make classroom level adjustments.
- Utilise formative and summative school-based assessment data to analyse student progress and growth and report on student learning growth over time.
- Build the capacity of all teachers and teams to assess, collate and analyse student data from Best Start Year 7, Check-in Assessment, VALID, NAPLAN and Minimum Standards to inform focus areas in teaching practice and identify students requiring targeted support.
- Teachers undertake professional learning on the Literacy and Numeracy Progressions (and PLAN2) within Year 7 Teams.
- HSC Data Analysis is led by HTs supporting their team to focus on improving individual HSC course trend data and school-based assessment requirements. They will use SCOUT and RAP data, to address the HSC Top 2 Bands system-negotiated targets with clear goals and initiatives for each course.

### Explicit Teaching

School-wide participation in systematic Professional Learning in explicit teaching to equip teachers with the skills to effectively engage all students.

- All professional learning and teaching practice is informed by research such as *What Works Best* and *High Impact Professional Learning*.
- Key skills in literacy and numeracy are explicitly taught in all classrooms so students are able to improve and can reflect on their development.
- Learning intentions and success criteria are

## Success criteria for this strategic direction

The use of data to inform teaching practice and explicit teaching is designed to raise student achievement across the school to meet or exceed the set Literacy, Numeracy and HSC targets.

- A whole school approach in using a common language around high expectations and continuous improvement is foundational to building collaboration (SEF - Learning Culture and Educational Leadership).
- LaST and Wellbeing Teams use data to identify students in need of targeted support and develop effective learning plans (SEF - Wellbeing).
- Year Advisers use data to identify students "at risk" and provide targeted wellbeing support (SEF - Wellbeing).
- Teachers review and analyse internal and external data to inform next steps in teaching programs and practice (SEF - Student Performance Measures).
- Regular faculty, Teams 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).
- Faculties undertake HSC analysis and map performance against system-negotiated targets (SEF - Data Skills and Use).
- Explicit teaching of LISC, literacy and numeracy strategies underpins students self-regulated learning as well as personal growth and improvement in student engagement and attainment. (SEF - Wellbeing, Student Performance Measures).

## Evaluation plan for this strategic direction

**Question:** What has been the impact of using consistent, explicit teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

**Data:**

# Strategic Direction 1: Student growth and attainment

## Improvement measures

**Target year: 2022**

### Attendance

Improvement in the percentage of students whose attendance at school is 90% or greater to the lower bound system negotiated target of 63.5%.

## Initiatives

articulated and explicit in each lesson and embedded in formative and summative assessment.

- Preliminary and HSC high leverage success strategies are embedded in to all Stage 6 course programs and teaching and learning practices to improve student attainment.
- Literacy and numeracy practice is informed by evidence based professional learning and the collaborative use and implementation of the learning progressions in Year 7.
- Review and adapt practice in the use of the Literacy and Numeracy Learning Progressions and PLAN2 to allow Year 7 to teachers to plan students' learning, differentiate their teaching and set individual student learning goals.

## Evaluation plan for this strategic direction

External student performance measures:

- Best Start
- NAPLAN
- Check -In
- VALID
- RAP
- SCOUT value added data
- Minimum Standards
- TTFM

Internal student performance measures:

- Literacy and Numeracy Progressions and PLAN2
- Student focus groups
- HSC data analysis
- Students Self-Regulation Learning Plans (Year Advisers)
- Formative and Summative Assessments
- Student reports

**Analysis:** Our evaluation plan will involve:

\* Regular review of identified data sources to provide clarity to see if we are on track for achieving the identified improvement measures.

\* Executive team and subsequently, faculties will engage each term in discussion and reflective sessions around the School Excellence Framework elements and themes, reviewing the data analysis and triangulating data sources to corroborate conclusions about our students and school achievements (delivering, sustaining and growing or excelling).

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 2: Excellence in Teaching

### Purpose

Teachers are supported in creating challenging and engaging high quality lessons that meet the needs of all students and extend gifted and talented students. Assessment explicitly supports visible learning with teachers collaborating effectively to ensure students achieve personal excellence.

### Improvement measures

**Target year: 2024**

#### EXTENDING HIGH POTENTIAL AND GIFTED STUDENTS

80% High Potential and Gifted Students meet expected growth between Year 9 NAPLAN/Check-In and HSC results

100% Retention of Selective Students

100% of Selective and Enrichment students gain University places

**Target year: 2024**

#### ASSESSMENT TO SUPPORT LEARNING

100% of programs are embedded with a variety of teaching and learning tools including regular formative assessment and summative tasks across a variety of modes, allowing students to demonstrate their strengths.

100% of scope and sequences are clearly articulated and programs include mandatory cross-curricular priorities.

Teacher feedback is within the agreed timeframe and actionable leading to a 20% improvement in the submission rates of assessment tasks in Stages 4 and 5.

**Target year: 2024**

#### VISIBLE LEARNING

70% of students are confident in understanding their role

### Initiatives

#### Extending High Potential and Gifted Students

- All teachers at the school have achieved their Mini COGE qualification
- Acceleration programs implemented in all stages to ensure students are met with learning pitched at an appropriate level of challenge
- Teaching and learning programs are differentiated to challenge students
- Ongoing professional learning about concept-based learning

#### Assessment to Support Learning

- Develop processes to deliver regular, improvement focused feedback to students
- Continue to build the capacity of transition teams to share information, deliver feedback and support student growth
- Build teacher capacity with Professional Learning to facilitate a wide range of teaching and assessment practices.
- Deliver professional learning to improve teachers' ability to assess the impact of and embed the strategies of formative assessment

#### Visible Learning

- Visible Learning will build the capacity of all teachers in the research and practices that underpin the *Learning Model* including the skills to integrate the effective use of Learning Intentions and Success Criteria in lessons and programs
- Teachers will plan for and implement teaching and learning strategies that are informed by the *Learning Model*
- Establishment of structures that provide collaborative support for continual improvement in all classroom practice
- Implement a program that allows students to track and articulate their learning progress

### Success criteria for this strategic direction

- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students can articulate their learning and understand what they need to learn next to enable learning progress. (SEF: Curriculum, Effective classroom practice)
- Teachers routinely use evidence of learning to inform their teaching, adapt their practice and meet the learning needs of students. Quality, innovative formative and summative assessments create opportunities for students to receive feedback on their learning. (SEF: Assessment, Data skills and use)
- The School's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. (SEF: Curriculum, Learning culture, Data skills and use)
- All teachers strive for aspirational expectations of learning progress and achievement for all students. Teachers are committed to the pursuit of excellence through the consistent application of high-quality teaching and learning activities for all learning abilities. (SEF: Learning culture)

### Evaluation plan for this strategic direction

Question: How can we collaboratively support staff to develop pedagogy that embraces visible learning and rich assessment, that challenges all students, including gifted and talented?

#### Data:

- Retention of selective students
- Engaged students in learning activities
- Continual improvement of NAPLAN results



## Strategic Direction 2: Excellence in Teaching

### Improvement measures

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in their learning and how to improve their attainment.

70% of learning tasks are answerable, transparent & clear. Tasks are modelled as needed, lesson activities and learning intentions are obvious.

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### Evaluation plan for this strategic direction

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- Improved assessment hand in rates
- Decrease in N award warnings
- Improved positive student feedback post lesson evaluations
- TTFM data shows increased student engagement
- RAP data
- VALID testing results increase in high performing students
- Increase in students performing above stage average for Best Start
- Consistent or improved NESA grades across KLAs
- Counsellor/case load data
- Decreased suspension/monitoring cards decrease.
- Decrease in negative parent phone calls
- Increase in students reaching merit levels.
- TTFM- specific VL question?

#### Evaluation/Analysis

-Data informs the success of teacher capacity, future planning/programming, identifies areas of improvement, informs short and long term adjustments needed for future success.

#### Impact:

The data and results from this school planning cycle will inform further improvement areas, guide sustained focus, and aid in the continuation of best practices in teaching and learning. There will be a prioritised focus on areas that did not meet specified milestones in the 2021-2024 school planning cycle.

# Strategic Direction 3: Educational Leadership

## Purpose

The school enables a self-sustaining and self-improving community through positive collaborations and enhanced educational leadership initiatives. These include a student/parent combined learning program focusing on Literacy and Numeracy; promotion of positive school spirit and improved teacher capacity with educational leadership opportunities.

## Improvement measures

**Target year: 2024**

### Fair Education Project

Increase pre PAT results for targeted Year 8 students by 10% in the post test.

**Target year: 2024**

### School Spirit

Increase the positive sense of belonging of students 73% from the 2020 survey results from the Tell Them From Me (TTFM) survey to 85% by 2024.

Increase student's sense of school pride from 49% as reported in the School's *What Works Well* student survey to over 60% of students having a sense of school pride by 2024.

Decrease the incidences of bullying particularly in middle schooling from 26% from the TTFM survey to below 21% (NSW Government Schools Norm) by 2024.

**Target year: 2024**

### Educational Leadership

All Head Teachers and aspiring leaders have completed a coaching program.

A number of leaders of AGHS have completed or are on their way towards completing the Highly Accomplished Teacher Accreditation.

## Initiatives

### Community Engagement - Fair Education Project

Strengthen existing community and parent partnerships to develop and support ownership of student learning with emphasis on high expectations & engagement through targeted programs for identified students.

- Analyse data from Best Start, NAPLAN and other results to identify of targeted students.
- Engage the LaST to develop a targeted and collaborative program in literacy and numeracy for the diverse learning needs of identified students.
- Develop a parent program to build parental confidence to support their daughter's learning in literacy and numeracy.
- Implement the project with clear objectives to further define specific areas of need.

### Learning Culture - School Spirit

Build on a positive school culture embedding school spirit pride, identity and a sense of community.

- Develop leadership capacity of student leaders through a targeted coaching program.
- Establish a consistent recognition process that supports student achievement in extra-curricular activities.
- Support student resilience and wellbeing through a positive program that builds respectful relationships.

### Performance Management and Development

Enhance teachers' knowledge and skills to support, build and embed leadership capacity.

- Develop clearly defined roles and responsibilities for Head Teachers and aspiring leaders aligned with the *Australian Professional Standards for Teachers at Highly Accomplished Level*.
- The Executive undertake coaching workshops which focus on the improvement of teaching pedagogy,

## Success criteria for this strategic direction

- The school engages in positive collaborations between parents, students and the community that inform and support continuity of learning for students with diverse learning needs. These partnerships support clear improvement aims and planning for learning. (SEF: Educational leadership, Learning culture)
- The school collects, analyses and uses data including student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement. Positive, respectful relationships are evident and widespread among students and staff, promoting student wellbeing to ensure optimum conditions for student learning across the school. (SEF: Educational leadership, Wellbeing, Assessment, Data skills and use)
- Professional learning emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a pipeline of leaders. The school supports collaborative performance development and efforts to continuously monitor improvement. The Executive team provide mentoring and coaching support to ensure the development and improvement of all teachers. They also support the recognition through the teacher accreditation process and encourages the pursuit of higher levels of accreditation. (SEF: Educational leadership, Management practices and processes)

## Evaluation plan for this strategic direction

### Question

**Data** TTFM, PAT, Sentral, What Works Well, HAT Accreditation, coaching records, classroom observations

**Analysis** Analyse the data to determine has the purpose been achieved

**Implications** Where do we go from here? Future steps



## Strategic Direction 3: Educational Leadership

### Improvement measures

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The Leadership capacity of Year Advisers is extended to strengthen their abilities in supporting students at risk and mentoring high achieving students in Years 11 and 12.

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### Initiatives

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focusing on curriculum, and which is research aligned with improvement initiatives.

- Clear alignment of teacher leadership development goals in the Performance and Development Process (PDP).
  - Year Advisers roles and responsibilities are realigned and extended to build their capacity in supporting the wellbeing and academic attainment of students at risk and mentoring high achieving students in Years 11 and 12.
-