

Strategic Improvement Plan 2022-2026

Hornsby Girls High School 8120



School vision and context

School vision statement

Hornsby Girls High School's vision is 'excellence in girls education'. The school demonstrates this excellence with our teaching and learning, student wellbeing programs, professional learning for staff focusing on differentiation strategies for high potential and gifted students, and our parents as partners in education. The school has seven shared values that were developed with the students, parents and teachers in 2019: Kindness, Resilience, Inclusivity, Social Responsibility, Personal Bests, Intellectual Curiosity and Respect. These values are reinforced through our 'Owl Awards' system where teachers inform parents of their child's commitment to the school values via a HGHS values based postcard. The school has also introduced individual personal best goals which students create and later in the year reflect upon. The personal best goals and reflections are then published with their semester one and semester two reports so that students have a stronger voice in the reporting process and have increased autonomy fostering a growth mindset. Personal best goals are shared with their parents and are reviewed by the school in consultation with the students. The school is committed to being the best school for girls in NSW. We empower young women as responsible leaders and civic members. The school constantly focuses on improving literacy, numeracy, STEM, the creative and performing arts and HSC results through ongoing monitoring of student learning and wellbeing, parent satisfaction and teacher professional learning as evidence of our ongoing commitment to quality teaching and learning.

School context

- Hornsby Girls High School is an academically selective school with an enrolment in 2022 of 710 students, 90% of whom are from a non English speaking background. The school is located in Hornsby, a northern suburb in Sydney, on the traditional lands of the Guringai and Darug peoples. HGHS has an outstanding record of academic achievement and all members of the school community have high aspirations for success.
- In 2022 we continued to use a school-wide learning taxonomy, 'SOLO,' to help HPGE students "learn to learn". Details of this taxonomy are provided in Strategic Direction 1.
- Extracurricular activities fostering talent development across the four domains of potential are offered in the following areas: Aerobics, Art and Design, Business Studies, Charity Fund-Raising, Chess Club, Choir, Commerce, Dance, Drama, Diversity Group, Driver Education, Duke of Edinburgh Award, English and Debating, Environment, Geography, Grit Factor, Harmony Day, High Resolves, Highlite, History, Leadership, Library, Mathematics, Music, Public Speaking, Running Club, Science, Social Justice Group, Technology and Applied Studies, Tournament of Minds.
- Distinctive attributes of the school include our Positive Education focus which informs our student wellbeing programs. These include the Year 7 Transition Program. This new program addresses the "Transition and Student Success" recommendations by Dr Tracy Worthington (June 2018) that HGHS should "spend more time building a community of practice at the beginning of the year so that more students feel welcome and supported... help students feel recognised... minimise anxiety about high school." The program helps reduce the "culture shock" of the move to high school, nurturing self-esteem, social connectedness and academic self-concept from the very beginning of high school. Year 8 students also further explore the issue of internet safety and cyberbullying through designated workshops and a parent information evening. The Year 9 Camp held in Term 3 enables students to develop skills in leadership and team building. Activities such as rope courses, canoeing and abseiling help students to confront physical challenges and move outside their comfort zones. All Year 9 participate in leadership training courses during Term 4 to prepare them for the leadership roles of Peer Support Leader. Year 10 Student Wellbeing Leaders (SWL) are a fundamental part of our school's positive education program working with other students and teachers to develop and lead positive education initiatives through our SWL extended roll calls held each fortnight. Year 11 students participate in Camp Jindabyne, a week-long experience early in Term 1 which gives the students the opportunity to bond as a senior year group. The camp also constitutes part of the Department of Education's compulsory 25 hour Life Read course. Other programs for Year 11 are the Driver Education Program and the Healthy Lifestyle Program, in which the students have an opportunity to discuss relevant lifestyle and health issues with registered GPs in a structured, small group program. The Year 11 Building Strength program gives them the chance to understand themselves as learners, connect with their peers and to develop effective study skills. Year 12 students are nurtured in their HSC year both individually and as the senior year group through an embedded fitness program called "The Grit Factor". The role of the Year Adviser is crucial in monitoring students' social and emotional wellbeing and regular feedback is given to the Deputy

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Principal responsible for Year 12 by all teaching staff. While the Year 12 students do have the HSC as a strong academic focus, welfare programs are such that students can see themselves as unique individuals who are much more than a mark in the HSC or an ATAR score.

- According to the External Validation conducted in 2021 we have identified the need for a more consistent approach to the gathering and analysis of evidence and its impact as a tool for driving continuous improvement. Our school also identified the need for a collective staff understanding regarding the evaluation process to support ongoing planning, implementation, monitoring, and reporting. We will achieve this through:
- providing professional learning for both teaching and non-teaching staff to build a better understanding of the School Excellence Framework
- building capacity of staff to collect and analyse evidence to determine its impact on programs and initiatives against the elements in the School Excellence Framework
- building the capacity of staff to plan, implement and evaluate the 2022-2025 Strategic Improvement Plan initiatives using the logic modelling process
- building the capacity of teachers to utilise SCOUT data and reports
- strengthening our evaluative processes when progress monitoring the implementation of our Strategic Improvement Plan by scheduling reflection opportunities at our executive and staff meetings and ensuring that self-assessment is scheduled, timely and authentic
- ensuring that we record and publish the the learning from parent and community surveys, student voice and our action research activities
- regularly collect, annotate and upload into SPARO evidence of our progress against our improvement measures and success criteria
- Our level of resourcing from the Department of Education for 2022 is \$8,176,064. Of this amount \$7,581,481 is allocated to staffing costs for 63 members of staff. The school receives \$88,373 for equity funding. This level of resourcing allows the school to develop targeted school programs that ensure our students thrive in a challenging and supportive learning environment to achieve their personal bests.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student academic performance through a focus on literacy and numeracy

- Numeracy growth percentage of students achieving growth in numeracy in zones of aspirations (aka stretch targets) lower target 65% upper target 70%, percentage of students in top 2 bands lower target 99%, upper target 100%
- Percentage of students achieving growth in literacy lower target 66%, upper target 74%, percentage of students in top 2 bands lower target 90.7%, upper target 93.7%
- Attendance: lower target 95.6%, upper target 95.7%
- Numeracy and Literacy are bedrocks of student learning and equipping students for life-long learning opportunities including formal and informal learning and extra-curricular activities.
- Greater attainment of literacy and numeracy skills will ensure all of our school students perform at the highest possible level.

Improvement measures

Numeracy growth

Achieve by year: 2023

Expected Growth - Numeracy

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022

Reading growth

Achieve by year: 2023

Expected Growth - Reading

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2023.

HSC achievement - top 2 bands

Achieve by year: 2023

Initiatives

SOLO in Literacy

SOLO in Literacy is an initiative driven by Dr Richard Strauss (Head Teacher English and Drama). SOLO is a taxonomy of learning (structure of observed learning outcomes) developed by Dr Pam Hook and based on the work of Biggs and Collis.

In this approach, SOLO becomes a powerful mental model for high potential and gifted students - and is capable of changing the way they think about their own learning outcomes. SOLO promotes a growth mindset, developing the Intellectual and creative domains of potential for high potential and gifted students. With SOLO, students understand that declarative and functioning learning outcomes are the result of effort and the use of effective strategies rather than luck or fixed abilities. They are able and motivated to monitor their own progress in a learning task and to make smart decisions on their next steps. Schools using SOLO, report improvements in student learning outcomes; a raise in student confidence and increases in student engagement in learning.

SOLO is used to

- Plan for differentiation;
- Communicate success criteria;
- Explain marking criteria;
- Structure feedback;
- Develop self-assessment resources;
- Design innovative curriculum;
- Reflect on learning processes and products;
- Undertake research and student led inquiry;
- Integrate e-learning and thinking strategies;
- Establish a school wide common language for learning.

SOLO in Numeracy

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. Students are fully engaged in all lesson and assessment activities. This will be evidenced from test results, teaching and learning programs, teacher observation, student feedback and parent input. Students demonstrate an understanding of the SOLO taxonomy and therefore increased autonomy over their learning.

Evaluation plan for this strategic direction

Guiding Question for Evaluation: What has been the impact of SOLO in Numeracy and SOLO in Literacy on student performance?

Data: Data will be analysed by teams including the executive team. SOLO in Numeracy and SOLO in Literacy will be evaluated each month at the Strategic Improvement Plan meeting which has members from each faculty. At these meetings student-focused data will be monitored to determine the impact of teaching and learning on improvements in numeracy and literacy. The reports from these meetings will be highlighted at our Executive Meetings. The data will highlight where improvements can be made with teaching and learning adjustments to improve student performance. The data will also come from our TTFM surveys.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The analysis will be foundational, informing pedagogical decision making by every teacher in an ongoing whole school focus.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous

Strategic Direction 1: Student growth and attainment

Improvement measures

HSC Top 2 Bands

Increase the percentage of HSC course results in the top two bands to be at or above the school's lower bound system-negotiated target of 95.6%

Initiatives

SOLO in Numeracy is an initiative driven by the Head Teacher Mathematics. SOLO is a taxonomy of learning (structure of observed learning outcomes) developed by Dr Pam Hook.

At the **prestructural** level of understanding, the task is inappropriately attacked, and the student has missed the point or needs help to start. The next two levels, **unistructural** and **multistructural** are associated with bringing in information (surface understanding). At the **unistructural** level, one aspect of the task is picked up, and student understanding is disconnected and limited. The jump to the multistructural level is quantitative. At the **multistructural** level, several aspects of the task are known but their relationships to each other and the whole are missed. The progression to relational and extended abstract outcomes is qualitative. At the **relational** level, the aspects are linked and integrated, and contribute to a deeper and more coherent understanding of the whole. At the **extended abstract** level, the new understanding at the relational level is re-thought at another conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or creation of new understanding.

"Learning to learn" requires the learner to think about the strengths and weaknesses of their own thinking when they are learning and to make thoughtful decisions on what to do next. Students of all ages can use SOLO levels, rubrics and frameworks to answer the following questions:

- What am I learning?
- How is it going?
- What do I do next?

HGHS uses SOLO to help our high potential and gifted students think about the strengths and weaknesses of their own thinking, to "learn to learn" and to help the school develop a common, school wide approach to making learning and learning outcomes visible to students. SOLO helps our school develop a school-wide understanding of:

Evaluation plan for this strategic direction

improvement, ensuring students grow in their learning

Strategic Direction 1: Student growth and attainment

Initiatives

1. The learning process 2. The language of learning 3. Learning intentions and learning outcomes 4. Self Assessment of the learning process 5. Interventions that enhance the conditions of value when learning.

Strategic Direction 2: Student and Staff Wellbeing

Purpose

To improve student and staff wellbeing so that students are fully engaged in all activities and challenged across the four domains of potential for high potential and gifted students. Students have a stronger sense of self and of their place in the world and how they can improve the lives of others in the school and in the wider community.

- Wellbeing: to improve students' sense of belonging and advocacy, lower target 83%, upper target 83.5%, through embedded programs that create an appropriately challenging and supportive environment for students' academic and emotional wellbeing.

Improvement measures

Achieve by year: 2026

Achieve by year: 2026

Wellbeing

Achieve by year: 2023

Wellbeing

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system negotiated target of 79.7%

Attendance (>90%)

Achieve by year: 2023

Attendance

Improvement in the percentage of students attending more than 90% of the time to be at or above the system negotiated lower bound target of 95.6%.

Achieve by year: 2026

Engagement in the Workplace

Improvement in the percentage of teachers undertaking the People Matters Survey to be at or above the school identified target of 60%.

Initiatives

Belonging and Student Voice

Evidence-based student leadership and peer mentoring to promote the social-emotional domain for high potential and gifted students: the SRC, Prefects, Student Wellbeing Team (SWL), Year 11 leadership, Diversity Group, Social Justice Team, Zonta Club, House Captains and FRED (Friends, Recycling, Environment, Dirt), will increase students' communication with the wider community and student body to raise awareness of sustainability, ethical understanding, leadership and social events. This focus meets students' needs through pro-social experiences.

Groups of students will write regularly in the Torch (our school newsletter) and the Daily Notices to develop this program and they will also supplement this with information on social media.

Students will use their understanding of SOLO and relate what is happening in the wider world to student life at school (for example, one aspect may be cultural events such as Chinese New Year or Hanukkah based on the DoE's Calendar of Diversity).

This belonging initiative includes ensuring that Aboriginal culture, heritage and perspectives are authentically integrated into the learning of all students. This will be done through increasing the integration of Indigenous perspectives and values into teaching and learning programs; through student voice on assemblies (for example, NAIDOC week, Mabo Day and Close the Gap Day); through the development of a Reconciliation Action Plan (Reflect); and through enhanced student voice in decision making around ways to increase understanding of Aboriginal and/or Torres Strait Islander cultures.

Advocacy and Student Voice

Year 10 Student Wellbeing Leaders (SWL) to lead personal best goal setting and reflection across the school and to also lead student understanding of the SOLO taxonomy and how it is a framework supporting explicit teaching strategies to support high potential and gifted students, such as success criteria as well as feedback.

Success criteria for this strategic direction

The visibility and voice of the all student leadership groups will be evidenced across the various school communications (newsletters, daily messages, social media) and programmed event days. Surveys will indicate improved student voice across the school.

Teaching and learning programs and assemblies will reflect Aboriginal culture, heritage and perspectives.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. Students and staff take leadership roles in promoting Aboriginal reconciliation.

Evaluation plan for this strategic direction

The guiding question for evaluation: What has been the impact of improving Student and Staff Wellbeing on Belonging and Advocacy and Aboriginal Cultural Awareness in the context of a high potential and gifted setting?

Data: The SIP team will monitor the progress of this Strategic Direction at the monthly meetings and report to the Executive at the Executive Meetings twice per term. Adjustments will be made based on the progress of the initiatives.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Student and Staff Wellbeing

Initiatives

This peer leadership and advocacy for and by students will run during assembly times.

Already embedded student wellbeing/advocacy programs such as the: Year 12 mentoring Program, Year 12 Grit Factor Program, Year 9 Peer Support, Raise Mentoring (Year 8 & 9), Year 11 Building Strength, Year 7 Transition Program (semester 1 & 2), Stage 4 & 5 Hornsby Homework Hub (HHH), and the "Chill" lunchtime mindfulness programs, will continue to be evaluated and refined to maximise student advocacy and nurture the talent development of our high potential and gifted students. This will create learning environments which support students' social-emotional development and wellbeing, enabling them to connect, succeed and thrive.

Strategic Direction 3: Learning Environments and Systems

Purpose

Learning Environments and Systems to improve the learning culture across the school will ensure that all students' learning needs are catered to and their talents developed within an environment of high expectations so as to improve learning outcomes.

- This should be reflected in teacher participation in targeted professional learning to build capacity and strengthen the delivery of a high quality education for HPGE students.
- Attendance growth from 92.5% to a lower target of 95.6% and an upper target of 95.7%

Improvement measures

Effective Classroom Practice

Achieve by year: 2026

Effective Classroom Practice

An improvement in the element of "**Effective Classroom Practice**" to the level of excelling as measured by the School Excellence Framework.

Collaborative Practice

Achieve by year: 2026

Collaborative Practice

An improvement in the element of "**Learning and Development**" to the level of excelling as measured by the School Excellence Framework.

Achieve by year: 2024

By the end of **2022** student attendance growth is at 93.6%

By then end of **2023** student attendance growth is at 94.7%

By the end of **2024** student attendance growth is at 95.7%

Achieve by year: 2024

Initiatives

Teacher Capacity: Collaboration and Explicit Teaching

Continuing to access and provide high impact, evidence-based professional learning opportunities for staff to explore explicit teaching strategies to challenge and engage HPGE students. Drawing on staff expertise, staff collaborative presentations, and Quality Teaching Rounds promoting quality teaching, best practice and collective efficacy will be priorities in order to sustain a culture of high expectations and develop the domains of potential (creative, physical, intellectual and social-emotional) of HPGE students.

Explicit teaching strategies such as SOLO, formative assessment, learning goals, success criteria and feedback, will be further developed and refined across the school through professional learning opportunities, as well as students' access to advanced learning pathways, enabling the delivery the highest quality education and the growth and achievement for high potential and gifted students.

Teachers and school staff will collaborate to use student progress and achievement data as well as other quantitative and qualitative systems data (including SCOUT, RAP and TTFM), to identify strategic priorities, analyse, and interpret data, and they will collaboratively use this to inform planning, identify interventions and modify teaching practice.

Teacher Capacity: The Learning Environment

The physical learning environment, focusing on flexible furniture and multiple uses of indoor and outdoor learning spaces, promoting choice for collaborative and inquiry-based learning to better nurture the talents of high potential and gifted students, as well as safety and wellbeing, will continue to be a priority.

This will involve ongoing maintenance and monitoring of expenditure for current and future projects to ensure integrated learning across the curriculum in high-quality, multi-use, outdoor natural environments.

Success criteria for this strategic direction

Teaching and learning programs and assessment notifications show evidence that they are differentiated and adjusted to cater for the needs of HPGE students.

All staff participate in professional learning and an increasing number of staff share their expertise and action research projects during staff meetings and school development days.

An increased number of subjects offered as an advanced learning pathway - subject acceleration - and an increased numbers of students taking an accelerated subject.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

Evaluation plan for this strategic direction

Guiding Question for Evaluation: What has been the impact of Learning Environments and Systems on student performance?

Data: Learning Environments and Systems will be evaluated each month at the Strategic Improvement Plan meeting which has members from each faculty. At these meetings student focused data will be monitored to determine the impact of teaching and learning on improvements in Learning Environments and Systems. This collegial approach to the development, implementation and management of both material and virtual learning spaces will highlight diverse approaches across the school. This diversity will inform the team's decisions about optimising learning. The reports from these meetings will be highlighted at our Executive Meetings. The data will highlight where improvements can be made with teaching and learning adjustments to

Strategic Direction 3: Learning Environments and Systems

Improvement measures

By the end of **2022** student attendance growth is at 93.6%

By then end of **2023** student attendance growth is at 94.7%

By the end of **2024** student attendance growth is at 95.7%

School Resources

Achieve by year: 2026

School Resources

An improvement in the theme of "**Facilities**" to the level of excelling as measured by the School Excellence Framework.

Initiatives

Data Analysis teams will be formed to meet and examine data to better inform teaching and learning decisions and the teaching and learning environment. Data will be used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical.

Collaborative Teams include: Literacy Team; Numeracy Team; Attendance Team; Wellbeing Team; Finance Team; H&S Team; Professional Learning Teams.

Evaluation plan for this strategic direction

improve student performance.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The analysis will be foundational, informing pedagogical decision making by every teacher in an ongoing whole school focus.

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