

Strategic Improvement Plan 2022-2026

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 919 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 2022-2025 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 and meet the school system negotiated targets.

Improvement measures

Numeracy growth

Achieve by year: 2023

- Increase in the % of correct responses in NAPLAN - Numeracy in the Guided-Support data in 2023 in the area of Measurement and Geometric Reasoning from 68% in 2022 for Year 7 and in the area of Fractions and Proportional Reasoning for Year 9 from 81% in 2022.

HSC achievement - top 2 bands

Achieve by year: 2023

- Percentage of students achieving in the top two HSC bands is moving closer to the school's lower-bound target of 88.8% and is greater than the 2022 actual of 76.76%.

Reading growth

Achieve by year: 2023

- Increase in % of correct responses in NAPLAN - Literacy in the area of Reading Comprehension in the guided-support NAPLAN data in 2023 from 69% for Year 7 and 62% for Year 9 in 2022.

Achieve by year: 2026

- Students report an increase in 'Student Academic Buoyancy' levels above the NSW Government Norm as reported in the Tell Them From Me survey.

Initiatives

Developing Self-regulated Learners

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

- Embed whole school processes that focus on the consolidation of a common culture of high expectations across the school community.
- Evaluate current learning and wellbeing programs to ensure they explicitly support the development of self-regulated learners, through a process of authentic reflection.
- Implement evidence-based programs that target self-regulated learning skills in order to maximise student academic growth, attainment and personal excellence.

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 their confidence and skills to reflect on teaching effectiveness and to inform future practice.
- Utilise formative and summative school-based assessment data to analyse student progress, growth and attainment and to effectively report on student learning.
- Utilise the expertise of the Literacy and Numeracy support team to assess, collate and analyse student data from external online assessments to inform targeted intervention.
- Develop and implement a Faculty Improvement Plan (FIP) for each HSC course that explicitly addresses the HSC Top 2 Bands system targets.

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.
- The SGGHS Self-Regulated Learning Continuum is embedded across the school supporting the development of stage appropriate learning skills.
- Regular faculty and whole school meetings review and analyse student performance data against system 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 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 purpose and improvement measures of the strategic

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2026

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

Achieve by year: 2026

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

Attendance >90%

Achieve by year: 2023

- Percentage of students attending school 90% of time or more is above the 2022 actual of 81.83%

Achieve by year: 2026

- Increased proportion of students reporting 'High Academic Self-Concept' to be greater than 75% in the Tell Them From Me survey.

Evaluation plan for this strategic direction

direction. This analysis will guide the school's future directions:

- NAPLAN data
- Check-In data
- NAPLAN Guided Support data
- Scout - Value added data
- RAP data
- HSC Monitoring Process
- Teaching Sprint feedback
- Student work samples
- Best Start Year 7
- Minimum Standards
- Tell Them From Me (TTFM) survey
- Student PLPs
- Student focus groups.
- Student Self-Regulated Learning Plans
- SEF SaS
- Student survey evaluations on key programs and initiatives

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.
- Meeting time scheduled twice per term for Senior Executive and SIP support staff to undertake regular evaluation of the evidence and progress made for the planned activities scheduled each term.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Adjustments and amendments to scheduled activities will be made as required.

Strategic Direction 2: Collaborative Practice

Purpose

To improve learning outcomes for every student through targeted high impact professional learning and collaboration that leads to excellence in teaching practice that challenges and motivates high potential learners.

Improvement measures

Achieve by year: 2026

- SEF - Learning Domain - Element - Assessment to be assessed at Excelling.

Achieve by year: 2026

- SEF - Learning Domain - Element - Curriculum to be assessed at Sustaining and Growing.

Achieve by year: 2026

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

Achieve by year: 2026

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

Achieve by year: 2026

- SEF - Learning Domain - Theme: Curriculum Provision is assessed at Sustaining and Growing.
- The new SGGHS structure of the day model, curriculum provision and acceleration pathway options are finalised and ready for implementation in 2026.

Initiatives

High Impact Teaching and Assessment

To integrate effective evidence-based teaching practice in the areas of explicit teaching, formative and summative assessment, differentiation and feedback.

- Embed the Teaching Sprints model of 'Prepare, Sprint, Review' into teaching practice across the school.
- Integrate explicit Learning Intentions and Success Criteria in lessons and programs.
- Develop a deeper understanding of differentiation and incorporate targeted differentiation strategies into teaching practice and teaching and learning programs.
- Enhance targeted areas of teaching practice through the use of effective feedback.
- Understand and effectively use formative assessment practices in teaching and learning programs.
- Evaluate the effectiveness of school based summative assessment practices and modify the use of summative assessment to support high impact teaching and learning programs.

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.
- Direct whole school professional learning to align with key initiatives outlined in the Strategic Improvement Plan (SIP).

Success criteria for this strategic direction

- The Teaching Sprints model is evident in teaching practice and is used to support targeted whole school teaching focus areas (SEF - Effective Classroom Practice).
- 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).
- Enhanced teaching practice, focused on explicit teaching strategies, is evident through classroom observations (SEF - Learning and Development).
- Teaching and learning programs provide high impact teaching and assessment practice that challenge and motivate high potential learners. (SEF - Effective Classroom Practice).
- 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).
- Curriculum provision, including acceleration, a revised structure of the day and flexible timetable, allows for differentiation and supports improved learning outcomes for all students (SEF - Curriculum).
- Increased proportion of staff attending external professional learning aligned to strategic direction initiatives. (SEF - Professional Standards).

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 2: Collaborative Practice

Initiatives

- Establish collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs and lessons.
- 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.
- Utilise expert and experienced staff to demonstrate effective practice and support the development of colleagues in targeted areas.
- Create and implement a new SGGHS structure of the day model, curriculum provision and acceleration pathway options, underpinned by research and evidence, that best supports the learning needs of high potential learners.

Evaluation plan for this strategic direction

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

- Tell Them From Me (TTFM) 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)
- Staff and Student surveys
- 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.
- Meeting time scheduled twice per term for Senior Executive and SIP support staff to undertake regular evaluation of the evidence and progress made for the planned activities scheduled each term. Adjustments and amendments to scheduled activities will be made as required.

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 to support academic achievement. To build the capacity of staff in the three domains of Professional Knowledge, Professional Practice and Professional Engagement.

Improvement measures

Achieve by year: 2026

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

Achieve by year: 2026

- SEF - Teaching Domain: Learning and Development is assessed at Excelling.

Achieve by year: 2026

- SEF - Leading Domain: Educational Leadership is assessed at Excelling.

Initiatives

Understanding and Supporting High Potential Learners

To explicitly embed the HPGE Policy across the school.

- Engage in professional learning across the school community to build the knowledge and deep understanding of the HPGE policy to support its implementation across the school.
- Collaborate with the school community to build their capacity to understand and support the requirements needed to obtain the HSC credential.

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.
- Develop a school based structure for non-teaching staff that supports the PLNTS with a focus on the HIPL elements.
- Evaluate and update the SGGHS Performance and Development Framework procedures to ensure that Strategic Improvement Plan (SIP) priorities are explicitly incorporated into the process and ensure that PDP's are integrated into the SGGHS maintenance of teacher accreditation procedures developed.

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.
- 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 Development).

Evaluation plan for this strategic direction

Strategic Direction 3: Building Capacity

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 (TTFM) 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.
- Meeting time scheduled twice per term for Senior Executive and SIP support staff to undertake regular evaluation of the evidence and progress made for the planned activities scheduled each term. Adjustments and amendments to scheduled activities will be made as required.