

# Strategic Improvement Plan 2022-2026

## Strathfield Girls High School 8169



# School vision and context

## School vision statement

Strathfield Girls High School community is to be recognised as a caring and innovative environment where students are empowered to dream, believe, inspire and achieve their personal best.

## School context

Strathfield Girls High School (SGHS), was established as a single sex comprehensive girls high school in 1953 and designated a languages high school in 1990. Fifty-six different cultural groups are represented in the school community, and cultural diversity is valued and celebrated.

The school has approximately 1100 students and 93 staff members. Staff are experienced, innovative and committed to excellence, nurturing individual strengths while supporting student learning and wellbeing. Our teachers demonstrate personal responsibility for improving their teaching practice and shared responsibility for the provision of high quality educational outcomes for each and every student.

Through our Situational Analysis, priority areas for school improvement have been identified as increasing the proportion of students accessing the highest levels of performance in:

- reading, writing and numeracy in the junior school; and
- Higher School Certificate.

All staff collaborate across faculties to share curriculum knowledge, data feedback and other information about student progress and achievement to inform the development of evidence-based programs that meet the learning needs of all students. Explicit teaching is the main focus that will be used in the school reflecting current evidenced-based research. Teachers will routinely and explicitly review student data to ensure continuous improvement in the learning process. All members of the school community have been consulted in preparation of this Strategic Improvement Plan.

Staff and students are encouraged to recognise that they are all leaders in their own right. There is a strong focus on leadership capabilities and emphasis on working towards further developing the skills necessary to ensure personal growth and a culture of high expectations.

Strathfield Girls High School offers a well-balanced, holistic curriculum with a wide range of academic, sporting, creative, performing and co-curricular experiences, including volunteering and leadership opportunities. Vitae Lampada (Pass on the Torch of Life), the school's motto, highlights our commitment to quality teaching and authentic learning for life beyond school.

Strathfield Girls High School is recognised for its excellence in delivering progressive pedagogy and academic success. The school embraces and values strong community support which enhances our school culture of high personal expectations. Our emphasis on values prepares responsible and caring young women who make a significant contribution to our society.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise the achievement of a diverse range of students through authentically interactive learning opportunities, embedding a system of values and a culture of high expectations to meet the changing needs and the demands of the global community.

## Improvement measures

### Attendance >90%

Achieve by year: 2023

### Attendance - Years 7 to 12

An uplift in the number of students attending greater than 90% of the time.

### HSC achievement - top 2 bands

Achieve by year: 2023

HSC achievement - top 2 bands

### HSC Attainment

Uplift of 2.5% of students achieving top 2 bands in HSC course results from baseline.

Tracking of internal and external student data indicates student growth and value added data to students from NAPLAN Year 9 to the HSC.

### Numeracy growth

Achieve by year: 2023

Using Year 9 Check in data, there is an increase, from 2021 to 2023, in the proportion of questions answered correctly in the area of Measurement and Geometry.

### Reading growth

Achieve by year: 2023

Using Year 9 Check in data, there is an increase, from 2021 to 2023, answered correctly in the area of Comprehension in Reading.

## Initiatives

### Literacy and Numeracy Strategy

Implementation of the SGHS explicit reading, writing and numeracy strategy, including an explicit focus on writing in Year 7, Year 8 and Year 9.

Year 7 literacy program

Year 8 literacy program

Year 9 Academic Reading and Writing program

Year 7-9 Numeracy Program delivered by Mathematics Faculty

### Data Skills and Use

Faculty analysis of Years 7-12 internal assessment data to inform future directions in programming, teaching practices and assessments to ensure value-add in the HSC.

Individualised intervention for students identified as those on the cusp using internal data measures in Stage 6, as an explicit strategy to lift HSC performance.

### Attendance

Whole school Attendance Monitoring Program:

Individualised Wellbeing Team intervention targeting absences for students with less than 80% attendance.

Individualised intervention targeting unexplained absences for students with 80%- 90% attendance.

Individualised faculty intervention for student absences.

## Success criteria for this strategic direction

All students in Years 7, 8 and 9 engage in explicit literacy and numeracy skill development, mapped, monitored and assessed with ongoing feedback to enable continuous growth.

Teaching and learning programs show evidence of program modifications based on assessment renovation, an explicit writing focus, feedback checkpoints and continuous analysis of student progress and achievement.

Data skills and use - All teachers analyse their HSC data and backward map and embed explicit writing strategies into Stage 4 and Stage 5 programs to ensure continuous improvement in academic writing and lift in Band 6 results across all HSC subjects.

Students identified as those on the cusp are provided with individualised support incorporating feedforward structures to improve academic mastery in Year 11 and Year 12.

## Evaluation plan for this strategic direction

### Question:

To what extent have attendance programs, evidence-informed pedagogy, and targeted literacy and numeracy strategies impacted on student growth and attainment?

### Data:

What data will we use?

- Teaching Programs
- Internal Assessments
- External Assessments-NAPLAN, Best Start, HSC Minimum Standards
- Student Surveys
- Lesson Observations
- Student work samples
- Head Teacher professional discussions.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### Analysis:

Progress towards the improvement measures will be analysed each term through formal Faculty and Executive collaborative feedback and review structures.

### Implications:

- Regular Deputy Principal and Head Teacher meetings with predetermined agendas will facilitate ongoing professional dialogue and direction about teaching and learning practices and outcomes.
- The school-wide schedule within the Performance and Development Framework will continue including classroom observations with an explicit focus on lesson intentions, success criteria, and academic mastery.
- Analysis of data to analyse and refine structured support for students on the cusp.
- Student and staff surveys conducted will inform ongoing refinement of teaching strategies.
- The analysis of data sets will inform future actions.

Student attendance data is regularly monitored through school-wide processes to identify and provide interventions and wrap-around support for those students who are not meeting the attendance requirement.

Faculty structures incorporate strategies and interventions to support identified students with attendance concerns.

## Strategic Direction 2: Effective Classroom Practice

### Purpose

To create a highly professional, accountable and dynamic team, focused on a culture of continual improvement informed by data, evidence and evaluation, to embed quality teaching aimed at personalising learning and making a significant impact on the individual progress of every student.

### Improvement measures

#### Effective Teaching Practice

Achieve by year: 2026

Instructional Rounds and peer observations reflect effective classroom practice with a focus on explicit instructions and lesson intentions and success criteria embedded in the teaching and learning sequence across all stages.

#### Curriculum and Assessment

Achieve by year: 2026

Renovated assessment tasks across all stages reflect enhanced academic rigour, formative checkpoints and effective feedback mechanisms.

### Initiatives

#### Effective Teaching Practice

Consolidate effective classroom practice by ensuring that there is a focus on explicit instructions and lesson intentions and success criteria are embedded in the teaching and learning sequence across all stages, clearly articulated in every lesson and are in alignment with curriculum reform.

#### Curriculum and Assessment

Whole-school Assessment Renovation

A whole-school focus on evaluating and renovating assessment tasks across all stages with an emphasis on building academic rigour, formative checkpoints and effective feedback mechanisms into programming and assessment design.

### Success criteria for this strategic direction

Effective Classroom Practice - All teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods including lesson intentions, success criteria and formative checkpoints being effectively embedded in all teaching and learning programs. Instructional Rounds have faculty representatives driving the focus on explicit teaching.

Curriculum and Assessment - The creation of a whole school integrated approach to curriculum planning, delivery and assessment design and implementation to enable ongoing evaluation and improvement in student academic success. Assessment Renovation promotes collaborative and reflective practice with a focus on school-wide continuous improvement for enhanced student performance.

### Evaluation plan for this strategic direction

#### Question:

How have explicit teaching practices positively impacted student outcomes?

#### Data:

What data will we use?

- \* Teaching Programs
- \* Internal Assessments
- \* External Assessments
- \* Student Surveys
- \* Lesson Observations
- \* Student Work Samples

#### Analysis:

Progress towards the improvement measures will be

## Strategic Direction 2: Effective Classroom Practice

### Evaluation plan for this strategic direction

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analysed each term through formal Faculty and Executive collaborative feedback and review structures. Cross-faculty collaboration with teams reviewing and providing feedback on renovated assessment tasks with an explicit focus on formative checkpoints and writing mastery.

#### **Implications:**

**Instructional Rounds** will facilitate cross-faculty engagement and classroom observations to frame focused conversations around explicit teaching with lesson intentions, success criteria and writing as the focus. The results of the cross-faculty and Executive analysis will inform future actions and directions.

# Strategic Direction 3: Expertise and Innovation

## Purpose

Focus on engagement through innovative classroom practice, staff will personalise education and foster intrinsic motivation for all students to develop critical thinking and resilience to equip every student for tertiary education, the world of work and ethical citizenship.

## Improvement measures

### Staff Leadership

Achieve by year: 2026

An increase in the number of staff participating in formal mentoring and leadership development programs.

### Student Leadership

Achieve by year: 2026

An increase in the number of students participating in both whole school and external volunteering and leadership programs.

### Student Voice

Achieve by year: 2026

All school practices reflect that student evaluations and feedback are valued and recognised in planning for faculty and school future directions.

### Community Partnerships

Achieve by year: 2026

An increase in school initiatives indicate community engagement and staff and student connection with external stakeholders including the Connection to Country partnership.

## Initiatives

### Staff Leadership

Strengthen staff leadership through an explicit focus on professional growth and career development opportunities.

- the identification and development of Teacher, Head Teacher, Deputy Principal and Principal Leaders through the School Leadership Identification

Framework (SLIF) to improve capacity by collaborative mentor-mentee relationships

- the establishment of explicit mentoring structures for Staff Leadership roles across the school and formalised Professional Learning activities.
- the development of clear aspirational pathways through the 2IC program.
- Beginning and new teacher induction, support, and mentoring program.

### Student Leadership

Nurture whole-school and faculty-based leadership opportunities for students to further develop their leadership skills.

### Student Voice

To drive innovation in teaching and learning and whole-school planning by harnessing student voice.

Student feedback to be incorporated into programs and assessment planning and in the implementation of Instructional Rounds.

### Community Partnerships

Consolidate and expand university, business, and community partnerships.

Establish new partnerships between Technological and Applied Studies and UNSW / UTS with a focus on iSTEM

## Success criteria for this strategic direction

High expectations culture - A professional learning community is established which is focused on instructional leadership, the continuous improvement of teaching and learning and clearly defined pathways for career development.

The School Leadership Identification Framework is established incorporating a formalised mentorship program. This mentorship program has at its core the building of leadership capacity across the school.

Students engage in extra-curricular and leadership opportunities building leadership density across the student body.

Students are empowered to lead innovation by developing and implementing new structures and opportunities across the school framed around student feedback and student voice.

Community Engagement - The school nurtures partnerships across the Strathfield Network by collaborating authentically with local schools, universities, and industry organisations to enrich the learning experience and broaden student perspectives. These partnerships contribute to diverse leadership opportunities for staff and students.

## Evaluation plan for this strategic direction

### Question:

What evidence demonstrates that the leadership capacity of staff and students both at school and within the community has been enhanced?

### Data:

What data will we use?

\* Evaluation of new programs

\* TTFM

## Strategic Direction 3: Expertise and Innovation

### Initiatives

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projects.

Establish a partnership with the City Country School Alliance through the development of the Aboriginal Connection to Country Leadership Program for Stage 5 students and staff across the school

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### Evaluation plan for this strategic direction

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- \* Teacher surveys
- \* Student Surveys and focus groups
- \* Parent surveys
- \* Lesson Observations
- \* Student work samples

#### Analysis:

Progress towards the improvement measures will be analysed each term through formal Faculty and Executive collaborative feedback and review structures.

SLIF mentors and mentees will provide feedback on the effectiveness of the SGHS Staff Leadership Mentoring Program.

#### Implications:

The results of the cross-faculty and Executive analysis together with feedback from students and staff will inform future actions and directions.