School plan 2018-2020

Strathfield Girls High School 8169

School vision statement

SCHOOL PURPOSE

Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best.

SCHOOL VALUES

- Striving for excellence in academic, cultural, creative and sporting pursuits.

- Developing skills for life–long learning.

- Promoting a sense of self–worth, resilience, integrity and respect for self and others.

- Promoting a sense of leadership to achieve one's personal best.

- Empowering students to be self–reliant, confident, responsible, successful citizens and future–focused leaders.

- Providing a nurturing, safe and inclusive school environment which embraces diversity and fosters co–operation.

- Strengthening the partnerships between students, staff, parents and the local and global community.

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 90 staff members. Staff are experienced, innovative and committed to excellence, nurturing individual strengths while supporting student learning and wellbeing.

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.

School planning process

Strathfield Girls High School has always been committed to continue a culture of self–improvement. The planning committee, in developing the new school plan, has focussed on improving the educational outcomes of all students.

The planning committee's role was to:

- facilitate surveys;

- initiate focus group discussions which included all stakeholders;

- conduct interviews with staff, students and community;

- collate and evaluate data in line with making recommendations for future strategic directions and improvements for 2018–2020;

- incorporate recommendations into the school plan for 2018–2020.

Strathfield Girls High aims to maximise student learning outcomes by developing innovative and reflective best classroom practice.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Learning

STRATEGIC DIRECTION 2
Teaching

STRATEGIC DIRECTION 3
Leading

Purpose:

To maximise the achievement of a diverse range of students through an environment that nurtures, guides, inspires and empowers them to achieve their learning potential.

To create dynamic teaching and learning programs that reflect effective feedback practices and continuous tracking of student progress and achievement.

Purpose:

Focussing on innovative and reflective classroom practice that equips every student for tertiary education, the world of work and ethical citizenship.

To develop a highly professional, accountable and dynamic teaching team, focused on a culture of continual improvement informed by data, evidence and evaluation.

Purpose:

To further develop a professional learning community which embraces continuous improvement of teaching and learning practices.

To ensure school processes are recognised by the community as best practice through embedding a culture of high expectations and catering for a range of opportunities that allow students to grow into confident, creative and resilient global citizens.

Strategic Direction 1: Learning

Purpose

To maximise the achievement of a diverse range of students through an environment that nurtures, guides, inspires and empowers them to achieve their learning potential.

To create dynamic teaching and learning programs that reflect effective feedback practices and continuous tracking of student progress and achievement.

Improvement Measures

Increase the percentage of students demonstrating expected growth in NAPLAN – literacy and numeracy.

Internal and external data indicates an increase in expected achievement in the HSC.

Improved transition processes to enable every student to experience success.

People

Students

Students are well informed of their achievements and progress and are guided to develop personalised learning goals.

Staff

Through professional learning opportunities all teachers will be mentored and coached to build their capacity to analyse data to inform learning and progression of individual students.

Parents/Carers

Parents are informed through presentations and the use of data to highlight their daughter's academic progress and achievements.

Community Partners

Expertise within the local community will be harnessed to provide motivation, guidance and opportunities to make student learning engaging, authentic and valued.

Leaders

The School Executive team, as well as aspiring leaders will be supported in adopting a coordinated approach in data analysis to monitor the learning and progression of individual students and cohorts.

Processes

Curriculum

Teaching and Learning Programs

- Align with NESA and DoE mandatory requirements and monitor longitudinally to ensure continued challenge and maximum learning of all students. (2018)

- Describe and monitor the development of literacy and numeracy strategies and skills to enable students to meet the requirements outlined in the HSC Minimum Standards.

Assessment

Whole School Monitoring of Student Learning

- Consistent assessment of student learning outcomes through a range of formative and summative practices captures reliable information about learning. (2018)

- Analyse data to identify student needs and monitor the learning and progression of individual students and cohorts.

- Strengthen school–wide practices and processes to prepare students for success in the world of work.

Evaluation Plan

- Regular Deputy Principal and Head Teacher meetings with predetermined agendas to facilitate ongoing professional dialogue and direction about teaching and learning practices and outcomes.

- Continue the school wide schedule

Practices and Products

Practices

Curriculum

- Ongoing evaluation of teaching and learning programs to demonstrate evidence of consistent and continuous tracking of student data to monitor progress and achievement.

- Student progress is tracked by all staff.

- Feedback from evaluative processes is used to refine programs to show evidence of continuous adjustment.

Assessment

- Strategies addressing students' learning needs in literacy and numeracy are incorporated into programs and units of learning which are researched, planned and highly effective.

- Head Teachers meet with Deputy Principals to review and analyse faculty assessment data and implement adjustments to support student learning.

- Faculties review student progress every 5 weeks, including preparing them for the world of work.

- Review and refine school–wide processes and practices to ensure smooth transition at all stages.

Products

Curriculum

- Teaching programs will reflect best practice within the Quality Teaching Framework and NESA requirements, and include explicit literacy and numeracy strategies to facilitate students in meeting the HSC Minimum

Strathfield Girls High School 8169 (2018-2020)

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Strategic Direction 1: Learning

Processes

within the Performance and Development Framework that includes classroom observations and student and staff surveys conducted each semester.

Practices and Products

Standards.

Assessment

- An increase in student growth and relative performance in Reading, Writing and Numeracy.

Strategic Direction 2: Teaching

Purpose

Focussing on innovative and reflective classroom practice that equips every student for tertiary education, the world of work and ethical citizenship.

To develop a highly professional, accountable and dynamic teaching team, focused on a culture of continual improvement informed by data, evidence and evaluation.

Improvement Measures

Assessment data will reflect quality teaching programs and differentiation to cater for all students.

Tracking data maintains student performance and progress and informs future direction.

Teachers demonstrate personal growth in the Professional Standards identified in their PDPs.

People

Students

Students participate actively in the guided development of personalised learning goals and achievements.

Staff

Staff are well informed of NESA requirements and contribute actively to the development of differentiated learning programs which are consistently reflected in their teaching practice.

Parents/Carers

Parents are informed of their daughter's progress and afforded the opportunity to collaborate with teaching staff in making best decisions for continual progress.

Community Partners

School works collaboratively with community partners to facilitate positive connections in providing a diverse learning environment.

Leaders

Lead and inspire processes which generate change to learning programs and then closely monitor their delivery in their faculties.

Processes

Effective Classroom Practice

Feedback

- Review and refine school–wide processes and practices to ensure smooth transition at all stages and prepare them for the world of work. (2018)
- Consistent teacher judgement in assessment and reporting of student learning outcomes through explicit rubrics, guidelines and feedback, ensuring all students have a clear understanding of how to improve and how to maintain high standards of work.
- Develop PLPs for students with additional learning needs, in line with *Every School Every Student.*

Data Skills and Use

Data Analysis

- Collect and analyse quality, valid and reliable data to gain insights into student learning. (2018)
- Consistent teacher judgement and analysis of data determines future teaching directions and classroom practice to monitor and asses student progress and achievement.

Professional Standards

Accreditation

- Teachers identify areas of professional growth linked to the Professional Standards to include as part of their PDP goals. (2018)

Practices and Products

Practices

Effective Classroom Practice

- The use of ongoing student feedback to inform and improve teaching practices.
- Classroom practice includes a variety of teaching strategies, including the use of flexible learning spaces, to meet the diverse needs of all students through differentiation.
- Strengthen school–wide practices and processes to prepare students for success in the world of work.

Data Skills and Use

- The use of data and tracking of students to monitor student progress and achievement.
- Data is regularly analysed to guide teaching practice.

Professional Standards

- The use of a PDP timeline to provide individual coaching, mentoring and support.

Products

Effective Classroom Practice

- Quality Teaching and Learning programs that embed differentiated strategies and reflect the QTF and quality assessments that include specific marking guidelines that align with NESA requirements.

Data Skills and Use

Strategic Direction 2: Teaching

Processes

- HTs monitor, discuss and track PDP goals with their faculty staff.

Evaluation Plan

- DP meetings with HTs to monitor PDF processes, including classroom observation.
- Ongoing student progress data is closely monitored by DP with HTs.

Practices and Products

- The use of internal and external data is evident in classroom practice, programing and registration.

Professional Standards

- All teachers use Professional Standards and PDPs to identify and monitor specific areas for development or continual improvement.

Strategic Direction 3: Leading

Purpose

To further develop a professional learning community which embraces continuous improvement of teaching and learning practices.

To ensure school processes are recognised by the community as best practice through embedding a culture of high expectations and catering for a range of opportunities that allow students to grow into confident, creative and resilient global citizens.

Improvement Measures

Increase in staff instructional leaders with a clear indication of in–school expertise being utilised for whole school professional development.

The local and wider community regularly attend school events and provide valuable feedback.

DP/HT meetings demonstrate faculty understanding and implementation of the School Excellence Framework and the School Plan.

People

Students

Developing staff expertise impacts on student improvement and narrows the gaps in their learning.

Staff

To participate actively in developing their leadership skills and attributes by participating in whole school opportunities to lead learning.

Parents/Carers

Provide active input to the professional development of the school, including their own participation, to maintain high expectations of the school leadership team.

Community Partners

Provide appropriate input to the school's development of staff and leaders, especially as it relates to wider learning and the world of work.

Leaders

To drive a school–wide culture which invests heavily in professional development and the nurturing of leadership skills in all staff.

Processes

Educational Leadership

Instructional Leadership

- Professional learning is emphasised to manage and build the leadership capacity of staff. (2018)
- Leadership is distributed to build a culture of effective leadership skills and attributes.

Educational Leadership

Community Engagement

- Sustain and enhance opportunities for student leadership using positive role models in the local and global community. (2018)
- Regular collaborative practices to engage the local and wider community in school practices.
- Staff, student and parent feedback is regularly used to inform school improvement decisions.

School Planning, Implementation and Reporting

School Plan

- Regular discussion, monitoring and evaluation of school milestones. (2018)

Evaluation Plan

- Regular teacher presentations and feedback provided at Staff/Faculty meetings and School Development Days.
- Increase in community attendance at whole school events.

Practices and Products

Practices

Educational Leadership: Instructional Leadership

- Refine current leadership model to align with school priorities.
- All staff will participate in professional learning and have the opportunity to lead at whole school meetings.

Educational Leadership: Community Engagement

- Ongoing presentations to school community to inform and raise awareness of school expectations.
- Regular surveys and feedback is solicited and addressed at whole school level.
- Students are involved in faculty, whole school and community leadership opportunities.

School Planning, Implementation and Reporting

- Regular presentations and consultation at school meetings to ensure collaborative practice in meeting outcomes.

Products

Educational Leadership: Instructional Leadership

- A pipeline of strong leaders is developed to sustain a culture of ongoing change and improvement.

Strategic Direction 3: Leading

Processes

- Ongoing consultation, collaboration and monitoring of school directions and improvement measures.

Practices and Products

Educational Leadership: Community Engagement

- Parents, staff and students provide effective feedback after whole school events to inform future directions.

School Planning, Implementation and Reporting

- Explicit timelines and milestones direct effective implementation of the school plan.
- Staff have a clear understanding of the school's strategic directions in meeting the school's improvement measures.