

Strategic Improvement Plan 2021-2024

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

Target year: 2024

All teachers demonstrate high quality skills in explicit teaching of relevant Literacy and Numeracy targeted strategies.

Target year: 2022

NAPLAN Top 2 Bands

Reading:

- Uplift of 4.8% of students achieving top 2 bands in NAPLAN reading from baseline.

Target year: 2022

Numeracy:

- Uplift of 2.6% of students achieving top 2 bands in NAPLAN numeracy from baseline.

Target year: 2023

NAPLAN Expected Growth

Reading:

- Uplift of 2% of students achieving expected growth in NAPLAN reading from baseline.

Numeracy:

- Uplift of 2.9% of students achieving expected growth in NAPLAN numeracy from baseline.

Initiatives

Effective teaching practice

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and ongoing tracking and monitoring of student attainment in Years 7-10.

- Teachers collaborate to share curriculum knowledge of data and feedback about student progress and achievement which meets the learning needs of all students.
- Build teacher capabilities in Years 7-10 to ensure data collection is used to differentiate curriculum, inform teaching practices and to provide feedback to students.

Curriculum and Assessment

Intensive Cross School/Faculty Literacy and Numeracy Program.

Reading and Numeracy- adapted sustainable whole school processes for collecting and analysing data. The evaluation of the data will regularly be used to inform:

- The impact of the implemented strategies on student learning;
- The intervention strategies needed to be implemented to support student learning; and
- Teacher professional learning.

Attendance

Faculty attendance data is regularly analysed and monitored to inform planning and support improvements in attendance.

Whole school and personalised attendance approaches are implemented to support improvements in attendance trends for all students.

Success criteria for this strategic direction

All Years 7-10 teaching programs align with NESA and DoE requirements showing evidence of revisions based on feedback on teaching practices, consistent and reliable assessment and continuous tracking of student progress and achievement.

Effective Classroom Practice - All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Learning & Development - Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Curriculum & Assessment - A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

All students engage in Literacy and Numeracy skill development, mapped across the stages.

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data;

What data will we use?

- Teaching Programs
- Internal Assessments
- External Assessments-NAPLAN, Best Start, HSC

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2022

Attendance - Years 7 to 10

An uplift of 5% of students attending greater than 90% of the time.

Evaluation plan for this strategic direction

Minimum Standards

- Student Surveys
- Lesson Observations
- Student work samples
- Head Teacher professional discussions.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Where do we go from here?

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

Target year: 2024

Evidence-based teaching pedagogy and practices in Stage 6 are reflected across the school. All Stage 6 teaching programs, aligned to NESA requirements and the School Excellence Framework, include evidence of consistent and continuous tracking of student data and achievement.

Target year: 2022

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.

Target year: 2022

Attendance - Years 11 and 12

Uplift of 5% of students attending greater than 90% of the time.

Initiatives

Data Skills and Use

Effective use of data to inform teaching practice and drive student improvement.

- Stronger systems and processes that improve whole school analysis and use of data to drive explicit teaching practice.
- A comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data.
- Genuine reflection of each member of staff, on areas of strength and weakness in student performance and on measures used to address these weaknesses.

Effective teaching practice

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and ongoing tracking and monitoring of student attainment in Years 11 and 12.

- Teachers collaborate to share curriculum knowledge of data, feedback about student progress and achievement which meets the learning needs of all students.
- Build teacher capabilities in Years 11 and 12 to ensure data collection is used to differentiate curriculum, inform teaching practices and to provide feedback to students.
- Alignment of individual teacher practice with identified whole-school teaching priorities (eg, literacy, ALARM).

Success criteria for this strategic direction

Data skills and use - Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Effective Classroom Practice - All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Curriculum & Assessment - A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Evaluation plan for this strategic direction

Evaluation

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in the Higher School Certificate?

Data:

What data will we use?

- Teaching Programs
- Internal Assessments
- External Assessments - HSC data
- Student Surveys
- Lesson Observations
- Student Work Samples
- Attendance Data

Analysis:

Strategic Direction 2: Effective Classroom Practice

Evaluation plan for this strategic direction

Analyse the data to determine the extent to which the purpose has been achieved

Implications:

Where do we go from here?

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

Target year: 2024

Leadership skills are embedded in school practices to ensure that all teachers are the leaders of learning in their classrooms and embrace leadership roles across the school.

Target year: 2024

All staff embrace leadership opportunities to enhance their capabilities to become future-focussed leaders.

Target year: 2022

All staff successfully implement *What Works Best* modules Effective Feedback and Use of Data to Inform practices in their classrooms.

Target year: 2024

Leadership opportunities and skills development for all students are embedded in practices across the school.

Target year: 2024

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

Target year: 2024

School initiatives indicate community engagement and staff and student connection with local and global issues.

Initiatives

Staff leadership

A focus on instructional leadership that promotes a culture of ongoing change, innovation and improvement.

- **Professional Learning-** All teachers complete modules and implement *What Works Best* principles of evidence-based practices in their classroom.
- Staff explicitly demonstrate a focus on genuine improvement in teaching practice and leadership capacity by implementing the *What Works Best* principles in the classroom.

Student leadership

- Students are inspired to grow into confident, creative and resilient young people who can self-evaluate their own personal goals and further develop their leadership skills.
- **Student voice-**Student feedback through discussion and student forums evaluating school programs and teaching practice.
- **Leadership opportunities and skills development for all students-** Student leadership programs to be reviewed and student forums across all years to provide feedback for future directions.

Community partnerships

- Staff collaborate with the school community to identify strategic priorities and develop and implement plans for continuous improvement. The school will engage with industry leaders to support a number of learning and leadership initiatives across the school.

Success criteria for this strategic direction

High expectations culture - The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Community Engagement - The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Instructional Leadership - The leadership team maintains a focus on distributive instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

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

Analysis:

Analyse the data to determine the extent to which the

Strategic Direction 3: Expertise and Innovation

Evaluation plan for this strategic direction

purpose has been achieved.

Implications:

Where do we go from here?