

School plan 2015-2017

St George Girls High School 8136



School background 2015–2017

School vision statement

St George Girls High School aims to create a supportive and inclusive environment where gifted and talented students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Students are challenged and engaged through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become independent and ethical life-long learners.

School context

St George Girls High School is an academically selective school with a long tradition of academic excellence in girls' education. The school creates a supportive environment of high expectations where gifted and talented students can thrive and realise their full potential to become resilient, well rounded high achievers with a keen social conscience and a desire to enrich and lead society in the future. St George Girls High School has a philosophy of developing the whole student through a broad curriculum, information technology, wellbeing structures and co-curricular programs including the creative and performing arts.

School planning process

The school planning process began with the Term 4 School Development Day in 2014. The staff worked in faculty groups to identify the key priority areas that the new school plan could focus on. A new Principal was appointed in the final weeks of 2014 to commence duty at the start of 2015. The school community felt it was necessary to allow the new Principal to develop the new school plan in line with their vision and ideas around how the school planning process should be carried out.

A school forum was held on Thursday 26th February where a total of 73 parents, students and staff attended to work through a 2 hour collaborative planning session led by the new school Principal. Eight groups were created that contained a cross section of students, staff and parents. Throughout the forum the groups worked through a series of activities to define a school vision statement, determine the areas of development as well as brainstorm ideas on how to improve and develop the school over the next three years. At the conclusion of each activity, every group had the opportunity to present and feedback to the forum so all ideas and areas were clearly understood and heard. At the conclusion of the forum, those in attendance were given five dots to vote on the areas and strategies most important to them.

The forum data was collated and added to the feedback provided from the staff following the School Development Day in Term 4. This data was presented to the staff and to the P&C. From this data collective priorities from the school community were able to be clearly identified. A two day executive conference was organised to allow the executive team to use the data to refine the vision statement, determine and define the strategic directions and to draft a school plan in line with the new DoE requirements ready for community input. The executive worked on a rotational model to develop and refine the 5p's for each strategic direction over the two day conference. The draft school plan was presented to the P&C, staff, Prefects and SRC for further input prior to its publication.

School strategic directions 2015–2017



Purpose:

To create a supportive school environment that provides engaging and challenging learning opportunities for gifted and talented students to achieve their personal best and become resilient and creative life-long learners.

Purpose:

To refine and create flexible and transparent administrative, communicative and procedural systems that equitably cater for the needs of the school community and enable the facilitation of high quality teaching and learning and positive relationships across the school.

Purpose:

To foster a culture of trust and respect that enables all members of the school community to feel connected and included. This will be achieved through developing a supportive environment that values positive relationships and where all members are equipped to face the social and emotional challenges of a changing world.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To create a supportive school environment that provides engaging and challenging learning opportunities for gifted and talented students to achieve their personal best and become resilient and creative life-long learners.

Improvement Measures

- 80% of students (including equity groups) achieve greater than or equal to growth in the aspects of writing in NAPLAN data from a baseline of 63.3% and grammar and punctuation from a baseline of 61.2%.
- Students report in the Tell them from me Survey an improvement in the levels of classroom instruction having a clear purpose with appropriate feedback that helps them learn from a 6/10 to 8/10.
- Teachers provide explicit and timely feedback to students on how to improve. Students reflect on this feedback to improve their results.

People

Students

- A willingness to accept and act on feedback in order to improve. Students are open to embrace a variety of teaching and learning strategies. Students must be willing to actively participate in their learning in order to achieve their personal best. Students develop skills in self-evaluation to develop realistic and achievable goals and understand that improvement is achieved by working towards a goal.

Staff

- Through collaboration staff develop the capacity to identify evidence from data and use this to inform practice. Through training staff develop skills to effectively provide and receive feedback. Through targeted professional learning and collaborative sharing staff enhance their capacity to integrate effective strategies to challenge GAT students and explicitly teach literacy and numeracy.

Parents/Carers

- Parents require a broader understanding and appreciation of curriculum, wellbeing, school systems and the opportunities to become involved in the school community.

Community Partners

- Community partners need to be aware and informed of the schools needs and priorities. Actively seek out and establish reciprocal relationships between community partners and the school.

Processes

- Executive Program Project—developing a whole school approach to programming that engages and challenges students with a strategic focus on literacy and numeracy as well as GAT strategies.
- Quality Feedback Project—develops a framework for staff and students to provide and receive explicit and timely feedback to drive and sustain improvement.
- Training and Development Project— a team that plans the professional learning priorities in line with the schools strategic directions.

Evaluation Plan

- The executive meet regularly to discuss programing goals and strategies and monitor progress of program development.
- Analysis of HSC and NAPLAN data.
- Analysis of the Tell them from me student survey data.
- A team established to determine the appropriate training and development required to achieve the strategic directions.

Practices and Products

Practices

- Programs will include effective teaching and learning strategies that challenge GAT students as well as focus on improved teaching methods in literacy and numeracy. Teachers will focus on building their understanding of effective teaching strategies through on going professional learning.
- Teachers provide explicit and timely feedback to students on how to improve. Students reflect on this feedback to improve their results.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Products

- 80% of students achieve greater than or equal to growth in the aspects of writing in NAPLAN data from a baseline of 63.3% and grammar and punctuation from abaseline of 61.2%
- 5%increase in the number of students achieving in the top band in the HSC from abaseline of 360 across the school.
- Students report in the *Tell them from me Survey* an improvement in the levels of classroom instruction having a clear purpose with appropriate feedback that helps them learn from a 6/10 to 8/10.

Strategic Direction 1: Quality Teaching and Learning

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 2: Quality Systems

Purpose

To refine and create flexible and transparent administrative, communicative and procedural systems that equitably cater for the needs of the school community and enable the facilitation of high quality teaching and learning and positive relationships across the school.

Improvement Measures

- A new structure of the school day will be implemented that supports the teaching and learning, curriculum and wellbeing needs of the students.
- Staff survey results reveal a 25% increase in their overall satisfaction with the daily structure, as well as the administrative and communicative systems in place from 2015 baseline (to be determined).
- Well developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs in a timely manner.

People

Students

- A student culture of independence and self-reliance will need to be developed, where students are informed about key information and have the confidence to independently seek out and access information relevant to their needs.

Staff

- Through training and modelling staff will need to develop skills, knowledge and confidence to successfully utilise and operate the administrative, communication and procedural systems implemented.

Parents/Carers

- Parents will need to routinely access the information provided by the school and develop an understanding of school systems and processes. Parents will need to develop the capacity to become more involved with the schools ongoing development and evaluation of systems and processes.

Community Partners

- External system providers such as Sentral and Edval will need to develop a broader understanding of the administrative and communicative needs of the school and work collaboratively with the school to enhance the processes in place and train the staff in developing their capabilities and skills in using the software.

Processes

- Policies Project– establish a cross faculty team to review and update existing policies including the assessment policy, welfare policy and other policies as identified by the school community.
- Curriculum and Timetable Project–establish a specialised team with executive, staff, parent and student representation to lead a whole school review of the structure of school day and curriculum.
- Communication Project– implement and fully utilise new and existing software programs and technologies to enhance communication within the school community.

Evaluation Plan

- Conduct an audit of school policies to determine order of priority for review.
- Analysis of staff survey results to ascertain current levels of satisfaction with the structure of the day as well as communicative and administrative systems in place.
- Monitoring and analysis of the usage of communication and administrative systems.

Practices and Products

Practices

- Well developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs in a timely manner.
- Staff, students and their families understand the school's systems, have easy access to information relevant to them and have clearly defined communication channels within the school.
- All school staff are supported to develop skills for the successful operation of administrative and communication systems.

Products

- A new structure of the school day will be implemented that supports the teaching and learning, curriculum and wellbeing needs of the students.
- Staff survey results reveal a 25% increase in their overall satisfaction with the daily structure, as well as the administrative and communicative systems in place from 2015 baseline.

Strategic Direction 3: Quality Relationships

Purpose

To foster a culture of trust and respect that enables all members of the school community to feel connected and included. This will be achieved through developing a supportive environment that values positive relationships and where all members are equipped to face the social and emotional challenges of a changing world.

Improvement Measures

- Students report in the *Tell them from me Survey* an improvement in the levels of advocacy at school (having someone at school who provides encouragement and advice) from 1.9/10 to 6/10 and a reduction in the levels of moderate to high levels of anxiety from 25% to 15%.
- Students are aware of the support structures available and how to access this support to enhance and promote their sense of wellbeing.
- Improved tracking and communication of students experiencing wellbeing concerns through the effective use of available technology systems and communication processes amongst all members of the school community.

People

Students

- Students will need to value and embrace the opportunities to participate and engage in activities and programs that foster a healthy emotional and psychological perspective. Students will need to recognise the importance of asking for support and not see this as a sign of weakness or failure.

Staff

- Need to develop a comprehensive understanding of best practice in the management and promotion of student wellbeing and embrace consistency in practice and language in order to support and enhance this across the school.
- Staff will need to enhance their knowledge and understanding of the effective use of Sentral as well as other whole school communication systems to improve their accessibility to student wellbeing information.

Parents/Carers

- Will need to be open to and value the importance of a balanced approach to total wellbeing.
- Parents will need to embrace their responsibility to be included when personalised learning or management plans are being developed and support the strategies to assist in their daughter's social and emotional

Community Partners

- Embrace a cooperative and open model to share strategies and advice to best

Processes

- Wellbeing Project– a team to explore wellbeing strategies and models being used in other schools to then develop a model for SGGHS that best supports the needs of the school based on best practice models. Seek to embed allocated time within the new structure of the school day to allow members of the school community to work together to promote effective relationships and wellbeing strategies.
- Connections Project– expand and develop the mentoring and non–competitive sporting and extra–curricular opportunities embedded across the school to increase the level of support, social interaction and connectedness for all
- Individual Student Support Project–create and communicate individual management/learning plans for students to successfully support them to remain connected and engaged with their learning, utilising the new and improved communication and administrative systems.

Evaluation Plan

- Analysis of the Tell them from me student survey data.
- Audit of the number of non–competitive groups in a variety of activities led by peers, parents and staff.
- Analysis of the numbers of student personalised learning plans and management plans created and published.

Practices and Products

Practices

- The school consistently implements a whole school approach to wellbeing that creates a positive and supportive teaching and learning environment.
- Students are aware of the support structures available and how to access this support to enhance and promote their sense of wellbeing.
- Improved tracking and communication of students experiencing wellbeing concerns through the effective use of available technology systems and communication processes amongst all members of the school community.
- Greater awareness and understanding amongst students, staff and parents about the wellbeing issues prevalent in society as a result of quality course programs embedded across the school.

Products

- All teaching staff have participated in training and development that broaden their understanding of best practice and effective strategies to promote the social and emotional wellbeing of students.
- The number of students with PLPs created and communicated to staff has increased from 18 to 72.
- Students report in the *Tell them from me Survey* an improvement in the levels of advocacy at school (having someone at school who provides encouragement and advice) from 1.9/10 to 6/10 and a reduction in the levels of moderate to high levels of anxiety from 25% to 15%.

Strategic Direction 3: Quality Relationships

Improvement Measures

People

support the wellbeing needs of the students shared between community partners and the school.

- Community partners need to be aware and informed of the school's needs and priorities and then work together to best address the needs and priorities, sharing expertise and resources.

Processes

Practices and Products