

## SCHOOL CONTEXT

St George Girls High School aims to educate students to become independently minded and socially responsible young women of integrity. Each student, through the fostering of individual talents and interests is encouraged to realise her full potential and achieve success and fulfilment in a changing world. St George Girls High School creates a supportive environment of high expectations where the gifted girl can realise her full potential to become a resilient, well-rounded high achiever with a keen social conscience and a desire to enrich and lead society in the future.

St George Girls High School is an academically selective school. To gain a position at the school, students attempt the Selective High Schools Entrance Examinations in English, mathematics, general ability and writing. Moderated results in English and mathematics from a student's primary school are also considered. The student population is stable with retention rates of 97%. Seventy-six percent of our students come from a language background other than English. There is a strong academic curriculum which is designed to prepare students for entry to a range of tertiary institutions. Over 98% of students' post school destination is university. A diverse program of extra-curricular activities gives students the opportunity to develop their talents fully. The teaching staff is highly experienced in meeting the needs of gifted and talented girls. The school is supported by two parent organisations, the P & C and the Mothers' Committee, and the St Georgians, the ex-students' association.

### SCHOOL IDENTIFIED PRIORITY AREA/S

- The Australian Curriculum.
- Technology in Teaching and Learning
- Quality Teaching Framework
- Gifted and talented girls
- Record of School Achievement
- Leadership development and succession planning
- Accreditation of new scheme teachers
- Communication with parents/caregivers and community members.

### INTENDED OUTCOME/S

- Faculties are well resourced and teachers are confident to deliver the Australian Curriculum
- Teachers are confident and competent in their capacity to integrate technology in the classroom. Technology is well resourced and embedded in teaching and learning programs.
- Teachers demonstrate a deep understanding of QT&L identify elements in their programs and classroom practice.
- GAT theory and practice are a major focus in curricula and co-curricular activities.
- Student reports reflect requirements for DEC and BOS Record of School Achievement.
- Staff take up opportunities to relieve in higher positions. Junior executive mentored by senior executive. Teachers successfully seek promotion positions.
- New scheme teachers successfully achieve accreditation.
- New website established / School newsletter accessed on line.

TARGET/S

- Significant increase in staff confidence to deliver Australian Curriculum expressed in staff survey.
- 100% of classrooms with IWB by 2013. IWB and laptop use integrated into programs. Student surveys indicate frequent use of IWB and laptops.
- QTF and GAT strategies evident in all programs.
- All reports compatible with BOS Record of School Achievement framework by end 2012.
- Continued success experienced by teachers applying for promotion.
- Successful accreditation experienced by all new scheme teachers.
- Increased levels of satisfaction expressed by parents/caregivers with website and school newsletter access.

PRINCIPAL'S SIGNATURE

SED ENDORSEMENT

DATE

SCHOOL IDENTIFIED PRIORITY - The Australian Curriculum.							
OUTCOME	The Australian Curriculum is well resourced and delivered according to appropriate timeframes.	TARGET/S	<ul style="list-style-type: none"> <li>All teachers express confidence in their delivery of the Australian Curriculum</li> <li>Programs and assessment tasks are developed in line with curriculum documents</li> </ul>				
	STRATEGIES		TIMEFRAME			RESPONSIBILITY	Reform
<ul style="list-style-type: none"> <li>Teachers undergo professional learning sessions relating to the Australian Curriculum/Use School Development Days to develop resources and programs</li> <li>Staff are regularly updated on the timeframe for implementation of the Australian Curriculum/Use staff meetings to inform staff</li> <li>Faculties undertake program development and assessment task development/ Curriculum release days</li> <li>Continue substantive conversations with professional associations</li> </ul>		2012	2013	2014	School Executive All teachers		Teacher Professional Learning Funds
		X	X	X			
		X	X	X			
		X	X	X			
INDICATORS				MEASURED/MONITORED BY:			
<ul style="list-style-type: none"> <li>Staff express high levels of confidence re the implementation of the Australian Curriculum</li> <li>Student performance in Literacy and Numeracy external measures is consistently high.</li> <li>All KLAs have extensive programs and assessment tasks developed in line with the Australian Curriculum.</li> </ul>				<ul style="list-style-type: none"> <li>Comparative data from staff surveys – baseline survey conducted in 2011.</li> <li>NAPLAN and HSC results</li> <li>Program samples presented as part of TARS and EARS process.</li> </ul>			

**SCHOOL IDENTIFIED PRIORITY – Integration of Technology into Teaching and Learning**

OUTCOMES	<p>Teachers are confident in their capacity to integrate technology in the classroom. Students effectively and confidently use technology in the classroom.</p>	TARGET/S	<ul style="list-style-type: none"> <li>• 100% of classrooms equipped with IWB by end 2013 with staff confident in their use.</li> <li>• IWB and laptop use integrated into programs.</li> <li>• Frequent and effective use of IWB and laptops.</li> </ul>				
	STRATEGIES			TIMEFRAME			RESPONSIBILITY
<ul style="list-style-type: none"> <li>• Continue the installation of IWB throughout the school.</li> <li>• Staff professional learning sessions/collegial sharing of strategies/Skill sharing model/Continue updates at T &amp; D meetings.</li> <li>• Continue to target exceptional skill leaders in staff to train others on School Development Days</li> <li>• Release time for program writing and development of resources</li> </ul>			2012	2013	2014	Technology Co-ordinator Teaching staff	Technology Levy P&C funds Mothers Committee Funds Teacher Professional Learning Funds DER Program
			X	X			
			X	X	X		
			X	X	X		
INDICATORS			MEASURED/MONITORED BY:				
<ul style="list-style-type: none"> <li>• Student feedback expresses effective use of IWB and laptops</li> <li>• Evidence of programs /student work samples demonstrating integration of technology</li> <li>• Technology included in reported personal learning profiles.</li> </ul>			<ul style="list-style-type: none"> <li>• Student Survey/Focus Groups</li> <li>• Tabled at TARS and EARS interviews</li> <li>• Classroom observations by executive/principal</li> </ul>				

**SCHOOL IDENTIFIED PRIORITY – Quality Teaching and Learning /Catering for GAT girls**

<b>OUTCOMES</b>	Teachers demonstrate a deep understanding of QT&L and capacity to cater for the needs of Gifted and Talented girls	<b>TARGET/S</b>	<ul style="list-style-type: none"> <li>• 100% of teachers undergo refresher professional learning in QTF</li> <li>• Staff demonstrate deep understanding of the needs of gifted and talented girls</li> <li>• Each year has access to extra and co-curricular GAT programs</li> </ul>
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STRATEGIES	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
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<ul style="list-style-type: none"> <li>• Staff meetings and school development days focus on GAT and QT&amp;L strategies</li> <li>• Guest speakers address staff and parent groups on the nature of the gifted and talented adolescent girl.</li> <li>• QTL and GAT made a feature of TARS and EARS process.</li> <li>• Staff undergo professional learning in current research on adolescent brain development.</li> </ul>	2012 X	2013 X	2014 X	Executive TPL committee All teachers	School Development Days TPL Tied Grant
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<b>INDICATORS</b> <ul style="list-style-type: none"> <li>• Student work samples and performance levels</li> <li>• Programs and assessment tasks demonstrate elements of QT&amp;L.</li> <li>• Programs and assessment tasks show evidence of differentiated learning</li> <li>• Numbers of students accessing GAT programs</li> <li>• Student success in competitions/awards</li> </ul>	<b>MEASURED/MONITORED BY:</b> <ul style="list-style-type: none"> <li>• Student/Staff surveys and focus groups</li> <li>• Faculty programs monitored</li> <li>• Student work samples tabled as evidence</li> <li>• Classroom observations</li> </ul>
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SCHOOL IDENTIFIED PRIORITY – Record of School Achievement								
OUTCOMES	Student reports reflect requirements for BOS Record of School Achievement.	TARGET/S	<ul style="list-style-type: none"> <li>All reports reflect DEC and Board of Studies assessment and reporting protocols by end 2012</li> </ul>					
STRATEGIES				TIMEFRAME		RESPONSIBILITY	FUNDING SOURCE/BUDGET	
<ul style="list-style-type: none"> <li>Evaluation of current reporting system and redesign of new reports in consultation with staff, parents and students.</li> </ul>				2012	2013	2014	Led by DP School Executive	TPL Funds
INDICATORS				MEASURED/MONITORED BY:				
<ul style="list-style-type: none"> <li>Reports comply with DEC and BOS Record of School Achievement</li> </ul>				<ul style="list-style-type: none"> <li>Satisfaction expressed in stakeholders surveys</li> </ul>				

**SCHOOL IDENTIFIED PRIORITY – Leadership development and succession planning**

<p><b>OUTCOMES</b></p>	<p>Continued success experienced by teachers applying for promotion.</p>	<p><b>TARGET/S</b></p>	<ul style="list-style-type: none"> <li>• 100% of relieving and shadow positions filled.</li> <li>• Increased success in applying for and securing substantive leadership positions</li> </ul>					
<p><b>STRATEGIES</b></p>			<p><b>TIMEFRAME</b></p>			<p><b>RESPONSIBILITY</b></p>		<p><b>FUNDING SOURCE/BUDGET</b></p>
<ul style="list-style-type: none"> <li>• Encourage staff to take up leadership positions within the school.</li> <li>• Staff encouraged to relieve in substantive leadership positions</li> <li>• Continue shadowing system for succession planning.</li> <li>• Mentoring of targeted staff who are seeking promotion positions.</li> <li>• Assistance given in writing of CV's and mock interviews in preparation for merit selection.</li> <li>• Roles and responsibilities clearly defined and recorded on the school's network.</li> </ul>			<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>Senior Executive Executive Teachers</p>		<p>TPL Funds</p>
<p><b>INDICATORS</b></p> <ul style="list-style-type: none"> <li>• Staff successful in shadowing and relieving positions</li> <li>• Staff successful in seeking promotion positions</li> </ul>			<p><b>MEASURED/MONITORED BY:</b></p> <ul style="list-style-type: none"> <li>• Satisfaction expressed in staff surveys</li> </ul>					

SCHOOL IDENTIFIED PRIORITY –New Scheme Teachers								
OUTCOMES	New scheme teachers are supported and developed in their early career phase.		TARGET/S	<ul style="list-style-type: none"> <li>100% of new scheme teachers achieve accreditation within appropriate time frame</li> </ul>				
STRATEGIES				TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
<ul style="list-style-type: none"> <li>School orientation program conducted for new scheme teachers</li> <li>Supervisors of new scheme teachers mentored by senior executive</li> <li>Classroom observations by executive and senior executive</li> <li>Model reports provided to supervisors</li> <li>Model portfolio and reflection statements provided to new scheme teachers</li> <li>Attendance at regional courses for new scheme teachers and their supervisors</li> </ul>				2012	2013	2014	Senior Executive Teachers	TPL Funds Beginning Teacher Tied Grant
INDICATORS				MEASURED/MONITORED BY:				
<ul style="list-style-type: none"> <li>New scheme teachers successfully achieve accreditation</li> </ul>				<ul style="list-style-type: none"> <li>NSW Institute of Teachers</li> <li>School Education Director</li> <li>Satisfaction expressed in NST surveys</li> </ul>				



**SCHOOL IDENTIFIED PRIORITY – Communication with Parents and Caregivers**

<b>OUTCOMES</b>	Enhanced communication in the school community.	<b>TARGET/S</b>	<ul style="list-style-type: none"> <li>• 100% of parents are aware of and have accessed the website in 2012</li> <li>• Communication survey shows significant increase in parent /caregiver satisfaction</li> <li>• 60% of parents access newsletter on line</li> </ul>						
<b>STRATEGIES</b>				<b>TIMEFRAME</b>			<b>RESPONSIBILITY</b>		<b>FUNDING SOURCE/BUDGET</b>
<ul style="list-style-type: none"> <li>• Redesigned website launched at beginning of the school year</li> <li>• Parents given the choice of on-line or hard copy of school newsletter.</li> <li>• Communication survey conducted in 2011 is repeated in 2012.</li> <li>• Interpreters used for parent interviews.</li> </ul>				2012 X X  X	2013	2014	Principal Technology Co-ordinator		Global Grant Technology tied grant Multicultural Programs Unit
<b>INDICATORS</b>				<b>MEASURED/MONITORED BY:</b>					
<ul style="list-style-type: none"> <li>• Increased parent satisfaction with communication processes</li> </ul>				<ul style="list-style-type: none"> <li>• Parental satisfaction surveys</li> </ul>					