

School plan 2018-2020

St George Girls High School 8136



School background 2018–2020

School vision statement

St George Girls High School creates 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 resourceful and ethical life-long learners.

School context

St George Girls High School is an academically selective state high school with a well-respected history for providing exceptional educational outcomes and opportunities for high achieving students since 1916.

The school offers a broad curriculum and a range of opportunities allowing students to achieve personal excellence in academic, creative, social, cultural, sporting, leadership and community endeavours. The school values collaborative learning, positive relationships and building capacity amongst the students to effectively allow them to engage in the world of the future, where problem-solving, critical thinking, communication, creativity, collaboration and innovation are not only valued concepts, but expected skills, attributes and capabilities.

School planning process

The school planning process began with a school community planning Forum that was held on Thursday 22 June where a total of 65 parents, students and staff attended to work through a 2 hour collaborative planning session led by the school's Senior Executive. Eight groups were created that contained a cross section of students, staff and parents. At the forum the participants were informed about the School Excellence Framework (SEF), the School Self-Assessment (SEF S-aS) and the 2016 External Validation process. Using all of this information the groups worked through a series of activities to identify key priorities within the 3 Domains in the SEF (Learning, Teaching and Leading) and brainstormed strategies and initiatives to support school growth within the SEF. 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.

A Staff meeting was held on Tuesday 25 July to provide feedback from the forum to all staff. A document was tabled to all staff that outlined the key strategies and initiatives suggested from the forum for consideration. This document was also discussed at the P&C Meeting and the Mother's Committee Meetings held in July.

During the Twilight School Development Day (SDD) held on Monday 31 July the staff worked in cross-faculty groups to discuss a series of focus questions that aligned to the SEF Domains and Elements.

A two day Executive Conference was held on Tuesday 8 August and Wednesday 9 August to consolidate all of the data into 3 key strategic directions and corresponding projects to feature in the 2018–2020 School Plan. The draft School Plan was presented to the P&C, staff, Prefects and SRC for further input prior to its publication at the end of Term 1 2018.

School strategic directions 2018–2020



Purpose:

To develop the mindsets and skills of the students, within a future-focused learning environment, that in collaboration with staff and parents, values a culture which promotes high growth in the pursuit of personal excellence.

Purpose:

To embed collaborative whole-school processes that promote evaluative thinking and reflective practice, informed by feedback and data, to support the delivery of quality evidenced-based teaching practice.

Purpose:

To showcase school excellence and foster an inclusive school culture where community engagement and participation is visible across whole-school programs and initiatives.

Strategic Direction 1: Mindsets and Skills for Growth

Purpose

To develop the mindsets and skills of the students, within a future-focused learning environment, that in collaboration with staff and parents, values a culture which promotes high growth in the pursuit of personal excellence.

Improvement Measures

- Increased proportion of students and staff displaying a Growth Mindset manner, evident in data.
- Increased proportion of students confidently reflecting on their learning progress as identified through Personal Best Reflection Statements and Focus Group discussions.
- Increased proportion of students reporting a high level of academic self-concept and the importance of essential skills as very important.
- Increased proportion of students displaying Literacy and Numeracy mastery.

People

Students

Students build skills and understanding about how to learn, develop strategies to set achievable and measurable goals, value perseverance and effort in pursuit of personal excellence.

Develop the capacity to select and use future-focused essential skills effectively and confidently.

Staff

Teaching and non-teaching staff develop the confidence and skills to successfully implement a Growth Mindset manner in their practice.

Teachers value the importance of developing future-focused essential skills in their students and prioritise the explicit teaching of these skills.

Parents/Carers

Parents/Carers develop an understanding of a Growth Mindset manner and value the importance of this approach as a strategy to support student learning, growth and personal excellence.

Leaders

The school Executive facilitates a coordinated approach where a Growth Mindset manner is integrated across the school.

The school Executive monitors and supports the incorporation of learning experiences and future-focused essential skills into Stage 4 and 5 teaching

Processes

Mindsets for Growth Project

A whole-school integrated approach to embedding a Growth Mindset manner that includes professional learning for the school community, the development of strategies and tools to facilitate thinking and learning, as well as, the enhancement of school systems and processes.

Learning Skills for Growth Project

A whole-school approach to developing learning skills of students, informed by qualitative school-collated data and evidenced-based research, to prepare students for a rewarding and engaged future in a complex and dynamic society.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- Student survey data
- Growth Mindset pre and post implementation survey
- *Tell Them From Me* Survey
- Strategic Team milestone monitoring
- Evaluation of parent/carer participation at targeted events
- Student reflection statements
- Teaching and learning program supervision
- NAPLAN and HSC data

Practices and Products

Practices

- Teachers use strategies and tools that facilitate thinking and learning that reflects a Growth Mindset manner.
- Students reflect on their progress, identify areas for growth and implement targeted strategies to achieve personal excellence.
- Future-focused essential skills, including literacy, collaboration, critical thinking, creativity and learning skills, are explicitly taught across Stages 4 and 5.
- The school actively collaborates with parents, teachers and students to promote the importance of mindsets and skills for growth.

Products

- Whole-school and faculty programs explicitly identify and deliver learning experiences that incorporate future-focused essential skills.
- Growth Mindset principles are embedded and used across whole-school practices, processes and systems.
- Embedded opportunities to work in partnership with all stakeholders on identified projects and priorities that link to the School Plan.
- Student reflection statements identify clear steps towards achieving personal excellence in their identified areas for growth.

Strategic Direction 1: Mindsets and Skills for Growth

People
programs.

Strategic Direction 2: Collaborative Practice

Purpose

To embed collaborative whole-school processes that promote evaluative thinking and reflective practice, informed by feedback and data, to support the delivery of quality evidenced-based teaching practice.

Improvement Measures

- Increased proportion of teachers engaging with evidence-based research that then informs their practice.
- Increased opportunities available for staff to engage in collaborative practice, professional dialogue and professional learning opportunities.
- The school identifies a shift across the Teaching Domain elements in the SEF S-aS in 2020.

People

Students

Students develop the skills to provide specific feedback to teachers that will support the enhancement of teaching and learning programs and practice.

Staff

Staff develop the confidence to openly discuss teaching practice, embrace new teaching strategies, support colleagues and provide constructive feedback.

Staff actively seek targeted professional learning to support their accreditation requirements and PDP goals.

Staff share their professional learning with colleagues.

Parents/Carers

Parents/Carers value and understand the purpose of the professional learning undertaken across the school and how this supports the School Plan Strategic Directions.

Leaders

Leaders across the school support the implementation of structured collaborative processes and provides opportunities for staff to engage with a variety of professional learning experiences and opportunities.

Processes

Enhancing a Culture of Collaboration Project

Establish a strong and visible culture of collaboration that promotes evaluative thinking, reflective practice and professional dialogue to support the School Plan priorities and Strategic Directions.

Informing and Evaluating Teacher Practice Project

A whole-school approach to embed evidenced-based practice, using targeted Learning Sprints as a strategy to engage staff in professional dialogue to inform and evaluate teaching practice.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- Annual School Excellence Framework Self-Assessment (SEF S-aS)
- Strategic Team milestone monitoring
- Tracking of staff professional learning
- PDP Process
- Classroom observation feedback
- Meeting minutes
- School Development Day evaluations
- Tracking of Accreditation
- Student Feedback
- Kogarah Cluster Joint projects

Practices and Products

Practices

- Teachers regularly engage in professional discussion and collaboration to reflect on, evaluate and enhance teaching practice.
- Teachers engage in Learning Sprints as a strategy to inform teaching and learning practice to improve student learning outcomes.
- The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of Accreditation.
- All teachers use the Australian Professional Teaching Standards and Professional Development Plans to identify and monitor specific areas for development or continual improvement.

Products

- Embedded and explicit systems that facilitate professional dialogue, classroom observations, modelling of effective practice and provisions for specific and timely feedback between teachers.
- Effective evidence-based teaching strategies evident through classroom observations and feedback.
- Coordinated whole-school approach to support Accreditation and Professional Development Framework requirements.

Strategic Direction 3: Promoting School and Community Connections

Purpose

To showcase school excellence and foster an inclusive school culture where community engagement and participation is visible across whole-school programs and initiatives.

Improvement Measures

- Increased number of applications for enrolment into Years 8–11.
- Increased number of registrations to attend Open Day and other school events/activities.
- The school moves from Sustaining and Growing to Excelling in the Educational Leadership and Management Practices and Processes Element of the Leading Domain in the 2020 School Excellence Framework Self – Assessment (SEF S–aS)

People

Students

Students appreciate the importance of recognising and celebrating excellence across a wide range of school-related activities.

Students build confidence in sharing and celebrating their own success and the success of others.

Staff

Teachers value the purpose and importance of showcasing the school.

Teachers actively engage with the school's systems to promote and celebrate excellence.

Teachers develop skills in selecting and using appropriate channels of communication.

Parents/Carers

Parents/Carers build skills and understanding about how to access and use the communication channels available to engage and connect with the school community

Parents/Carers engage with and are willing to contribute to whole-school programs and initiatives.

Parents/Carers inform the school of their daughter's significant achievements and promote the school's defining characteristics and key messages to the broader community.

Leaders

Processes

Showcasing Excellence Project

An integrated, collective approach to effectively showcase and celebrate achievements and the range of activities available at the school to the community.

Engaging the Community Project

Whole-school commitment to enhancing the communication channels to foster authentic engagement and connections throughout and beyond the school community.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- Annual School Excellence Framework Self-Assessment (SEF S–aS)
- 360 Customer Service Reflection Tool
- Strategic Team milestone monitoring
- Tracking of community participation in school programs, initiatives and events
- Meeting minutes
- School Development Day evaluations
- Student Feedback
- Tracking the usage of communication systems
- Parent surveys

Practices and Products

Practices

- Staff actively provide information that contributes to showcasing school excellence and achievements to the school community.
- Parents, the local community members and tertiary institutions engage with and support school programs and initiatives.
- Staff use streamlined and flexible communication systems to deliver information to all stakeholders.
- The school utilises the expertise and resources of parents, the local community and tertiary institutions to deliver benefit to both the school and the community.

Products

- The school has a strong, visible profile in the broader community that clearly articulates the school's defining characteristics and key messages.
- Visible partnerships and links feature across whole-school programs and initiatives.
- Explicit and embedded systems that facilitate communication and engagement are evident across the school community.

Strategic Direction 3: Promoting School and Community Connections

People
<p>The school Executive understand the purpose of promoting the profile of the school to the broader community.</p> <p>The school Executive share collective responsibility for showcasing school excellence and achievements to the broader school community.</p>
Community Partners
<p>Community partners understand and value the importance of establishing community connections and actively support the opportunities to work in collaboration with the school.</p>