### School background 2015 - 2017

#### School vision statement
North Sydney Girls High promotes holistic education through a learning culture which instils resilience, connection and innovation. Girls are empowered to become young women who confidently lead and participate in a global world of technological and social change.

Through a developing process of awareness to understanding and agency, the school's values continuum allows students to become reflective and assertive citizens imbued with a deep understanding of themselves and their responsibility towards others.

*Resilience* is the result of a range of organisational behaviours and habits of mind including confidence, organisation, persistence, emotional fortitude and friendship.

*Connection* is when students relate content, context and ways of thinking as part of the learning process to develop holistic understanding of concepts, themselves and their place in the wider world.

*Innovation* is higher order thinking demonstrated through experimentation and intellectual risk taking, creativity, curiosity and discovery, flexibility, being open to experience, and speculative thinking.

#### School context
North Sydney Girls is an established fully academically selective school catering for over 900 highly gifted and talented girls from across wider Sydney. The Centenary was celebrated in 2014 confirming the pre-eminence of the school as a leader in public education and the school motto *ad altiora* (towards higher things). The school is located on the lower North Shore adjacent to excellent public transport links. Students come from a wide range of socio-economic backgrounds with 92% being of languages backgrounds other than English. Enrolment procedures are strictly controlled by DEC policies.

Students are highly motivated, aspirational and deeply involved in their school community. Curriculum programs emphasise higher order critical and creative thinking and are complemented by extensive co-curricular sporting, cultural and civic programs. Achieving one’s personal best and self-reflection are key elements of the school’s ethos leading to a supportive and inclusive learning environment.

Through student voice, girls are encouraged to become aware, empathetic and active in their advocacy of social justice and amelioration. Through conventional and self-generated groups, girls make a connection between their school learning and the real world.

Parental support is strong especially in financial support and active support of co-curricular programs. Regular communication is encouraged to ensure synergy between home and school.

Technology is seamlessly integrated into classroom practice with all students having their own mobile learning device. The technology infrastructure and on-hand support are exceptional allowing collaborative learning to extend beyond the classroom.

#### School planning process
Extensive consultation with key stakeholder groups has considered broad priorities and directions for the school.

Students have been surveyed using the DEC sponsored Tell Them From Me survey tool which utilised generic and customised questions. Their responses have been analysed and incorporated into planning processes. Student leaders have been invited to share in the process of formulation of the plan when their studies permit.

Parents have been informed of the opportunity to be involved in the consultation process through newsletters, direct email communications, P&C meetings and a special parent forum. They have affirmed broad school directions of academic excellence, a diversity of educational experience and a proactive student wellbeing program.

Staff have been surveyed using the DEC Tell Them From Me tool and have been briefed on the findings of this process. They have deliberated at a school development day and two extended staff meetings contributing ideas towards future directions. An open professional learning committee consisting of interested teachers and school executives collaboratively developed the plan with regular feedback to staff at staff meetings and executive meetings.

Final ratification was done for three key stakeholders in respective forums.
Purpose:

This strategic direction will create a culture of high expectations which will motivate gifted students to achieve their full potential.

Pedagogy will engage and extend students by inspiring curiosity, fostering collaboration, promoting critical thinking and integrating knowledge across domains.

STRATEGIC DIRECTION 1
Challenging Learning

Purpose:

This strategic direction will equip our students with the skills they need as future leaders in an increasingly connected global world.

Students will engage critically with real world contexts in order to find significance and agency in their learning. Students will have a valued voice in the classroom, the school and the wider community.

STRATEGIC DIRECTION 2
Connecting Learning

Purpose:

This strategic direction will create a nurturing school community which caters to the unique needs of students from diverse backgrounds.

The school learning environment will empower students by instilling habits of personal resilience and facilitating quality relationships.

Students will be supported by the school’s technological and physical infrastructure which will accommodate flexible and future-focused learning.

STRATEGIC DIRECTION 3
Supporting Learning
**Strategic Direction 1: Challenging Learning** *(integrated curriculum; gifted and talented pedagogy; authentic assessment)*

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
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<tr>
<td>This strategic direction will create a culture of high expectations which will motivate gifted students to achieve their full potential. <strong>Pedagogy will engage and extend students by inspiring curiosity, fostering collaboration, promoting critical thinking and integrating knowledge across domains.</strong></td>
<td>Students will engage in dialogue about and provide feedback on their experience of pedagogy at the school. Staff will engage in continuous professional development, reflection and collaboration in order to improve student learning outcomes. Parents will provide feedback and suggestions for ongoing improvement of school learning culture. Community partners will support teacher professional learning and, where appropriate, provide authentic context for significant student learning. Leaders will foster a culture of professional support, collaboration and continual improvement towards quality teaching and learning.</td>
<td>Executive and Faculties ensure: - Ongoing development of current programs in line with school educational philosophy, including: a) evaluating big questions for conceptual depth and real world significance b) embedding of big questions into teaching programs, practices and classrooms c) exploring connections between big questions across faculties Professional Learning Committee and Executive oversee: - Provision of ongoing and supportive professional learning at whole school, faculty and classroom levels to address Products/Practices priorities - Development and implementation of a pilot explicit metacognition program (Stage 4) and broader program across other Stages</td>
<td><strong>Curriculum that is:</strong> - consistently mapped across the school, using a standardised programming proforma - constructed to promote student inquiry through project and problem based learning - integrates knowledge across KLAs through the use of cross curricular units and assessments - formally incorporates the school values continuum in programs. <strong>Pedagogy that engages students and/or parents through:</strong> - explicit teaching (concepts &amp; skills) - explicit metacognition in pedagogy (pilot program Stage 4) - guided student led discussion - differentiation of learning within a gifted and talented classroom - greater consistency class group work practices - feedback from Tell Them From Me surveys. <strong>Staff professional development that:</strong> - supports pedagogical products and practices - promotes understanding of Australian Professional Standards for Teachers - engages with the Performance Development Framework targeting a culture of staff collaboration through peer observations, mentoring and</td>
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<th>Improvement Measures</th>
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<td>- all KLAs use the programming proforma and big questions are visible in learning spaces and LMS</td>
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<td>- each KLA implements one cross curricular formal assessment in either Stage 4 or 5</td>
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<td>- 2% increase in Intellectual Engagement Composite across Stage 5 (TTFM)</td>
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<td>- 78% of students self-report high-challenge/high-skills on measured 'Skills-Grades Challenge' (TTFM)</td>
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<td>- 75% of students agree or strongly agree that teachers create opportunities for challenging classroom discussion (TTFM)</td>
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<td>- Measured positive responses on ‘effective learning time’ will rise to 6. average across Stage 6 (TTFM)</td>
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<td>- An average score of 8 for Collaboration in Teacher Survey (TTFM)</td>
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<td>- 5% of staff to be engaged in higher accreditation processes</td>
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- All key assessments use LMS functionalities in their implementation including appropriate feedback
- All key assessments incorporate big questions in the task rubric
- All classrooms display relevant Big Questions

Note: this links to the first bullet-points in the Products and Practices column

- Ongoing refinement of assessment of student learning with a focus on:
  a. aligning assessments to the values continuum and the big questions framework
  b. broadening staff and student understanding of the nature and value of different forms of assessment

Assessment that is:
- consistent across the school in notifications, feedback and grade allocation utilising the school Learning Management System (LMS)
- guided by protocols defining appropriate staff and student communication outside school hours
- aligned with big questions and the values continuum in key KLA assessment tasks
- incorporating skills of reflection and metacognition in tasks (pilot program Stage 4)
- formally reviewed to identify and address areas for improvement using HSC BOSTES and SMARTdata.

- substantive dialogue
- encourages application for accreditation at higher levels
- promotes familiarity with the DEC MyPL register.
### Strategic Direction 2: Connecting Learning: (real world connections and understandings; student voice; co-curricular program; parent involvement)

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<td>This strategic direction will equip our students with the skills they need as future leaders in an increasingly connected global world. Students will engage critically with real world contexts in order to find significance and agency in their learning. Students will have a valued voice in the classroom, the school and the wider community.</td>
<td>Students will interact with the broader community and deepen their understanding of contexts beyond school. Staff will support student voice initiatives and foster links with community and curriculum. Parents will provide input about their cultural expectations and values in relation to connected learning and, where appropriate, offer suggestions for community projects. Community Partners will share expertise, experience and opportunities to learn through mutually beneficial support networks. Leaders will facilitate connections and relationships between the school and community stakeholders.</td>
<td>Senior Executive and Key Personnel oversee: - Enhancement of interactions and events with universities, partner schools and the wider community to promote leadership, awareness and citizenship. - Continuing development of student voice structure, the liaison committee and student voice coordinator role to manage and coordinate opportunities for expansion of activities and profile of groups within the school community.</td>
<td>Connections between North Sydney Girls and community schools and groups including: - extending student voice and mentoring links with North Sydney Boys, Cammeraygal High, other selective girls schools and Neutral Bay Public School - increasing involvement of Old Girls’ Union to provide students with real-world mentoring - establishing and developing partnerships with universities to provide an understanding of models of post school learning for students - global programs supported by technology - development of professional sharing networks between staff of similar selective high schools An explicit charter which defines student voice through outlining respective roles and responsibilities of student voice pillars and groups.</td>
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**Improvement Measures**
- Increased number of meaningful community based interactions
- Measured positive responses on ‘Relevance’ will rise to 6.2 average for Stage 6 (TTFM)
- 2% increase in surveyed measure of students reporting a “high rate of participation in student clubs (groups)” Years 7-11 (TTFM)
- 2% increase in surveyed measure of “Students who play sports with an instructor at school other than a gym class” (TTFM)
- Increased numbers of parents involved in school transition programs

*Note: this links to the first bullet points (📍) in the Products and Practices column*
- Greater links between student voice activities and curriculum programs.
- Improved profile of social justice and advocacy groups within school through assemblies, student journals, debating competitions and student forums.

P&C Executive facilitates:
- Ongoing development of co-curricular sports and music programs to ensure diversity and sustainability.
- Greater involvement of current parents in Orientation Day

Professional Learning Committee implements:
- Parent feedback via Tell Them From Me Parent Survey.

Encourage greater knowledge and critical thinking about contemporary events and issues.

P&C and school developed futures plan for budgeting and support of all across the school programs.

Current parents advising new parents on expectations, inclusion in school community and cultural expectations.

Analysis and reporting of parental feedback.
## Strategic Direction 3: Supporting Learning: (wellbeing programs and supports; social and emotional intelligence; physical and technology learning infrastructure)

### Purpose

This strategic direction will create a nurturing school community which caters to the unique needs of students from diverse backgrounds.

The school learning environment will empower students by instilling habits of personal resilience and facilitating quality relationships.

Students will be supported by the school's technological and physical infrastructure which will accommodate flexible and future-focused learning.

### Improvement Measures

- Handbook of learning and support procedures established within the LMS
- 2% reduction in surveyed measure of students who identify as having moderate to high levels of anxiety (TTFM)
- Increase in student surveyed measure of “positive student – teacher relations” to 6.6 out of 10 (TTFM)
- Increase in staff surveyed measure of “inclusive school” to 7.5 out of 10 (TTFM)
- Increase in staff surveyed measure of “parental involvement” to 5.6 out of 10 (TTFM)

### People

Students will develop social and emotional competencies to maintain personal resilience and provide support for each other.

Staff will have deep and detailed understanding of the school’s wellbeing processes and implement them in a responsive and proactive manner.

Parents will be informed and engaged partners in student support practices.

Community partners will model and provide input into potential school infrastructure development.

Leaders will cultivate positive relationships among all members of the school community, open communication and develop a vision for infrastructure which supports innovation and change.

### Processes

The Learning and Support Committee:

- evaluates and improves key programs from the school wellbeing roadmap
- reviews wellbeing procedures and communication strategies, and evaluation tools for programs and student interventions
- develops and refines a range of diagnostic tools to identify students requiring support
- trains staff in referrals process for students with wellbeing concerns
- develop streamlined communication and monitoring processes utilising the LMS

### Products and Practices

Revised school based wellbeing support programs including:

- Crossroads
- big sister/ little sister
- Year 12 mentoring
- peer support program
- positive psychology

Embed a revised wellbeing flowchart of staff and learning and support teacher responsibilities in student wellbeing processes.

Identification tools are developed, understood and implemented by all staff.

All staff implement appropriate referrals processes for students with wellbeing concerns.

Wellbeing staff provide appropriate and targeted support through:

- use of school LMS technology to improve responsive communication and monitoring of individual students
- year advisers monitor student reporting outcomes and attendance records to identify wellbeing concerns
- improved facilitation of student self-referral for wellbeing issues.
Ratification of learning infrastructure plan by relevant governance bodies.
Baseline for parent satisfaction established (TTFM)

Note: this links to the first bullet-points (❖) in the Products and Practices column

Deputy Principals and Learning and Support Committee:
- evaluate and expand the pilot peer mentoring program across Stages 4 and 5.

Technology Committee:
- continues to oversee the development of the Learning Management System (LMS)

Executive review whole school calendar and organisational processes in order to identify possible streamlining.

Principal, executive and governance bodies review and audit school facilities for current and future needs

Staff are included as key stakeholders in future developments in school culture.

Vertical peer mentoring program implemented for all Stage 4 and 5 students utilising joint-year wellbeing days. ❖

LMS functionalities improve school administrative and record keeping procedures, streamline assessment and interactive learning opportunities.

A more accessible school events calendar facilitated by the LMS and managed according to clear and agreed protocols is developed. Parents and student notifications of key events improved. ❖

Costed facility management plan for provisioning flexible innovative future learning spaces developed ❖

Staff are regularly surveyed using the TTFM survey tool ❖