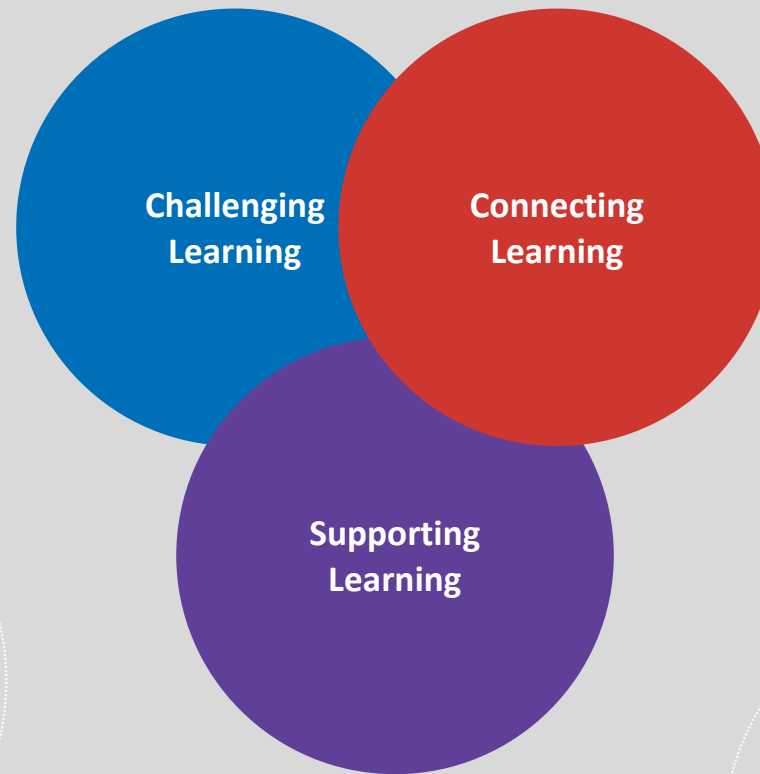


School plan 2015 – 2017

2016





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 93% being of languages backgrounds other than English. Enrolment procedures are strictly controlled by DoE 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, students are encouraged to become aware, empathetic and active in their advocacy of social justice and amelioration. Through conventional and self-generated groups, students make a connection between their school learning and the real world.

Parental support is strong especially in financial contributions 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 DoE 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 DoE 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 executive 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.



STRATEGIC DIRECTION 1

Challenging Learning

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 2

Connecting Learning

Purpose:

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

Stronger connection between the school and wider communities will enhance parental involvement and student learning.

STRATEGIC DIRECTION 3

Supporting 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 1: Challenging Learning: *(integrated curriculum; gifted and talented pedagogy; authentic assessment)*

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.

Improvement Measures

- ❖ all KLAs use the programming proforma and big questions are visible in learning spaces and LMS
- ❖ each KLA implements and evaluates one cross curricular formal assessment in either Stage 4 or 5
- ❖ 80% of staff complete training in differentiation strategies for Gifted and Talented
- ❖ Collaboration is included as a whole school goal in all staff PDPs
- ❖ All staff complete training in collaboration protocols
- ❖ Professional learning facilitated through faculty, staff and executive meetings
- ❖ TTFM results interpreted and shared with staff at staff meetings
- ❖ Two teams completing Harvard courses year on year
- ❖ All Executive engage in self-assessment of whole school progress against SEF – Self Assessment Survey

People

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.

Processes

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 and concepts into teaching programs, practices and classrooms
 - c. exploring connections between big questions and concepts 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 and Practices priorities

Products and Practices

Curriculum that is:

- 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 ❖
- Enhanced by programs imbued by school's values continuum

Pedagogy that engages students and/or parents through:

- explicit teaching (concepts & skills)
- reference to metacognitive skills (pilot program Stage 4)
- guided student led discussion and collaboration skills
- differentiation of learning within a gifted and talented classroom ❖
- greater consistency class group work practices
- feedback from Tell Them From Me surveys. ❖

Staff professional development that:

- is differentiated to meet the needs of teachers at various stages in their career
- supports pedagogical products and practices through engagement of a consultant in gifted and talented

- ❖ Assessment notification and feedback processes are supported by the LMS
- ❖ Assessment processes are clearly articulated in revised Assessment Policy
- ❖ Key assessments incorporate big questions in the task rubric

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

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

- education and staff participation in external Harvard courses ❖
- 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 substantive dialogue ❖
- actively engages with the School Excellence Framework to evaluate current practices and implement improvement measures ❖
- encourages and supports application for accreditation at higher levels
- promotes familiarity with the DoE MyPL register and BOSTES accreditation and maintenance site.

Assessment that is:

- guided by a revised Assessment Policy that incorporates clear protocols for task development, marking, feedback and grade allocation ❖
- guided by protocols defining appropriate staff and student communication outside school hours
- aligned with big questions and concepts in key KLA assessment tasks
- formally reviewed to identify and address areas for improvement using HSC BOSTES and SMART data.

Strategic Direction 2: Connecting Learning: *(real world connections and understandings; student voice; co-curricular program; parent involvement)*

Purpose	People	Processes	Products and Practices
<p>This strategic direction will equip our students with the skills they need as future leaders in an increasingly connected global world. They will engage critically with real world contexts in order to find significance and agency in their learning.</p> <p>Students will have a valued voice in the classroom, the school and the wider community.</p> <p>Stronger connection between the school and wider communities will enhance parental involvement and student learning.</p>	<p>Students will interact with the broader community and deepen their understanding of contexts beyond school.</p> <p>Staff will support student voice initiatives and foster links with community and curriculum.</p> <p>Parents will provide input about their cultural expectations and values in relation to connected learning and, where appropriate, offer suggestions for community projects.</p> <p>Community Partners will share expertise, experience and opportunities to learn through mutually beneficial support networks.</p>	<p>Senior Executive and key personnel oversee:</p> <ul style="list-style-type: none"> - Enhancement of interactions and events with universities, partner schools and the wider community 	<p>Connections between North Sydney Girls and Lower North Shore Community of Schools (LNCCoS) and community groups including:</p> <ul style="list-style-type: none"> - extending student voice and mentoring links with North Sydney Boys, Cammeraygal High, other selective girls' schools - establishment of a professional network with wellbeing teams at like schools - feasibility of joint Stage 6 curriculum with North Sydney Boys - further development of links to Old Girls' Union to provide students with real-world mentoring - establishing and developing partnerships with universities and employers to provide an understanding of models of post school learning for students ❖ - global programs supported by technology - development of professional sharing networks for beginning and early career teachers between local network schools ❖ - engagement of mentors to support new and beginning teachers - inclusion of interpreters at key school events ❖
<p style="text-align: center;">Improvement Measures</p> <ul style="list-style-type: none"> ❖ Increase in student awareness of, and engagement with, post school options through annual Careers Day ❖ Establishing early career teacher network and mentoring program to complement beginning teacher program through LNCCoS ❖ Increased parental participation in programs to support student learning ❖ Increased staff and community awareness of student voice activities ❖ Student evaluation of newly revised joint senior student leadership conference and middle school peer mentoring program 	<p>Leaders will facilitate connections and relationships between the school and community stakeholders.</p>	<ul style="list-style-type: none"> - Continued development of student voice structure, the liaison committee and student voice 	<p>An explicit charter which defines student voice through outlining respective roles and</p>

<ul style="list-style-type: none"> ❖ Publication of defined school governance structures involving the whole school community ❖ Increased parental engagement with TTFM surveys <p><i>Note: this links to the bullet-points (❖) in the Products and Practices column</i></p>

Empty cell

<p>coordinator role to expand activities and improved profile of groups within the school community</p> <ul style="list-style-type: none"> - Greater links between student voice activities and curriculum programs - Greater understanding of existing curriculum links between Stage 3 and 4 <p>P&C Executive promotes parental involvement through:</p> <ul style="list-style-type: none"> - Ongoing development of co-curricular sports and music programs to ensure diversity and sustainability - Involvement in whole school events including Open Day, Welcome BBQs, Orientation Day and guest presentations - Decision making processes within the school including staff merit selection, enrolment panels and participation in School Council meetings. <p>Professional Learning Committee implements:</p> <ul style="list-style-type: none"> - Parent feedback via Tell Them from Me Parent Survey.

<p>responsibilities of student voice pillars and groups. ❖</p> <p>Newly revised joint senior student leadership conference and middle school peer mentoring program. ❖</p> <p>Greater student knowledge and critical thinking about contemporary events and issues.</p> <p>Staff professional development in Stage 3 KLA syllabuses as prior knowledge for Stage 4 programs.</p> <p>Regular P&C subcommittee meetings</p> <p>Current parents advising new parents on expectations, inclusion in school community and cultural expectations. ❖</p> <p>All parents regularly invited through the P&C to participate in panels and P&C Executive roles.</p> <p>Budget protocols and building futures plan developed with the P&C, Foundation and School Council to support school programs and learning resources and facilities.</p> <p>Analysis and reporting of parental feedback. ❖</p>
--

Strategic Direction 3: Supporting Learning: *(wellbeing programs and supports; social and emotional intelligence; physical and technology learning infrastructure)*

Purpose	People	Processes	Products and Practices
<p>This strategic direction will create a nurturing school community which caters to the unique needs of students from diverse backgrounds.</p> <p>The school learning environment will empower students by instilling habits of personal resilience and facilitating quality relationships.</p> <p>Students will be supported by the school's technological and physical infrastructure which will accommodate flexible and future-focused learning.</p>	<p>Students will develop social and emotional competencies to maintain personal resilience and provide support for each other.</p> <p>Staff will have a comprehensive understanding of the school's wellbeing processes and implement them in a responsive and proactive manner.</p> <p>Parents will be informed and engaged partners in student support practices.</p> <p>Community partners will model and provide input into potential school infrastructure development.</p>	<p>The Learning and Support Team:</p> <ul style="list-style-type: none"> - evaluates and improves key programs from the school wellbeing roadmap - reviews wellbeing procedures, communication strategies and evaluation tools for programs and student interventions 	<p>Updates Wellbeing Roadmap by reviewing school based programs including:</p> <ul style="list-style-type: none"> - Crossroads - Year 12 mentoring - Peer support program - Peer mentoring program <p>Embed a revised wellbeing flowchart of staff and LaST teacher responsibilities in Learning Attendance and Wellbeing (LAW) portal ❖</p> <p>Staff provide targeted support through LAW by: ❖</p>
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ LAW utilised to improve identification and means of support for students with learning needs ❖ Employment of dedicated Student Learning and Support Officer (SLSO) from Term 2, 2016 ❖ SLSO role and responsibilities communicated via staff meetings and learning and support team ❖ Portal LAW, calendar and interactive learning functionalities and access embedded for staff, students and parents. 	<p>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.</p>	<ul style="list-style-type: none"> - 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 LAW portal <p>- Develops targeted learning and support programs to meet the</p>	<ul style="list-style-type: none"> - using informal and formal processes to identify students with learning and support needs - monitoring individual students with identified needs - applying referrals processes for students with wellbeing concerns - use of portal and calendar to manage student workload and wellbeing <p>Wellbeing and Learning and Support teams utilise LAW to:</p> <ul style="list-style-type: none"> - monitor student reporting outcomes and attendance records to identify wellbeing concerns - oversee learning support plans (LSPs) with Student Learning and Support

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

needs of students identified with disabilities.

Technology Team:

- continues to oversee the development of portal functionalities including LAW, synchronising calendar, assessments and resource bookings, record keeping and organisational processes
- provides ongoing training for staff, students and parents of key functionalities

Principal, executive and governance bodies contribute to a blueprint for the future of the school infrastructure to facilitate innovative learning.

Staff are consulted in ongoing improvements to school culture.

Officer (SLSO) to inform teachers of needs and modifications required to support students in school routines and classroom activities ❖

Portal functionalities to include:

- streamlining of assessment and interactive learning processes
- facilitation of student self-referral for wellbeing issues
- publication on school calendar of events, key assessments and resource booking with different levels of access for staff, students and parents. ❖

SDD and staff meeting training sessions in portal functionalities.

Development of a costed facility management plan for provisioning flexible innovative future learning spaces.

Staff actively engage in their professional learning and school directions.

Staff feedback through formal and informal consultation and evaluations.