School plan 2015 – 2017

Sydney Girls High 8138
## School background 2015 - 2017

<table>
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<tr>
<th>School vision statement</th>
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| At Sydney Girls High our philosophy and purpose is to provide all students with the opportunities to achieve their individual potential across the domains of giftedness: intellectual, creative, sporting and social, within a culture of collaboration.  

The school community is committed to the pursuit of excellence for all students while fostering socially responsible young women who are encouraged through student voice and leadership, to make a difference in society and to care for and respect others. An appreciation of the history and heritage of the school, valuing the contributions of those women who have gone before, is an important feature linking the past, present and future.  

The ideals of lifelong learning, valuing difference and diversity, while meeting the future challenges of a global community are the foundations of the ethos of the school. |

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| Sydney Girls High School, enrolment 950 students, is an academically selective secondary school with a record of outstanding academic achievement. The school fosters the capacity of young women across the domains of giftedness and students are actively involved in an extensive and highly valued co-curricular program.  

Situated in the heart of Sydney adjacent to the Centennial Parklands, students travel from all parts of the greater Sydney area to attend. As a partner school, Sydney Boys High is located in the same parcel of land, sharing a common history in NSW public education. Traditions and connections between the two schools are maintained through student leadership, social and co-curricular programs and experiences. |

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<th>School planning process</th>
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| Initial broad planning originated at the annual Executive Conference in 2014 which resulted in the formation of three working parties each focused on one of the three strategic directions.  

The findings of these sub-committees were presented at a whole staff development day in 2015. Cross faculty discussion groups and focus groups from the school communities then formulated detailed feedback which was incorporated into the draft planning documents.  

Writing parties were then established to develop details for each of the strategic directions.  

The implementation phase has been predominantly commenced in 2016. |
School strategic directions 2015 - 2017

Purpose:
Students at SGHS require support to realise their potential to be lifelong learners and active citizens. An explicit framework is required for students to become self-motivated, innovative, resourceful and resilient young women. They require confidence to take intellectual risks and develop the ability to set long term goals.

Purpose:
Sydney Girls High School seeks to support teachers to continue lifelong learning through their professional goals to meet the challenges of the 21st Century educational environment, building leadership capacity and ensuring sustainability within the school.

Purpose:
SGHS occupies a unique and privileged place in the history of the state and the education community. There is a moral obligation for students to contribute positively to the broader community while at school and post school in order to capitalise on their intellectual gifts.

STRATEGIC DIRECTION 1
Inspiring gifted students through quality teaching and learning programs to achieve excellence and thrive as confident and creative learners and leaders.

STRATEGIC DIRECTION 2
Fostering quality leadership and learning within a culture of innovation and collaboration. Promoting teaching excellence in which every staff member is engaged in collective and individual professional development.

STRATEGIC DIRECTION 3
Creating a culture of collaboration between parents, teachers, students, alumni, and the community to further the sphere of influence of the school.
Inspiring gifted students through quality teaching and learning programs

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<th>Processes</th>
<th>Products and Practices</th>
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| Why do we need this particular strategic direction and why is it important? | Establish a workshop structure across faculties to support whole school collaborative practice and collegial professional dialogue. Specific examples could explore:  
  - Utilising technology in the classroom  
  - Assessment for learning  
  - 21C pedagogy  
  Establish the regular practice of utilising formalised online surveys and tools to gather information and opinions from current and recent students and parents.  
  Create whole school specific purpose teams to promote and implement best practice and advance quality communication within and between teams.  
  - Learning Support team  
  - Student Wellbeing team  
  - Professional Learning team  
  - Curriculum Innovation team | Quality Teaching practices catering for gifted students are incorporated in all assessment, classroom practice and programming including structured individual support and programs at point of need.  
  Reflections from past & present students validate and refine the teaching and learning practices at SGHS to ensure an explicit framework exists for their successful development as lifelong learners and active citizens |

Practice

- Teachers create learning programs to include explicit skills which build on the learning continuum, model processes and provide exemplars for students in order to support and acknowledge differentiation in the classroom.
- Faculties work collaboratively to identify and share quality teaching & learning practices which engage and challenge students.
- Critical and creative thinking approaches incorporating conceptual understanding are evident in faculty programs and classroom practice across the school.
- Peer and self-assessment are regular aspects of student assessment across the curriculum, supporting the concept of assessment for learning.
- Academic resilience is fostered throughout the stage 4-5 continuum with explicit and coherent programs supporting learners in stage 6.
**Fostering quality leadership and learning within a culture of innovation and collaboration**

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<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we do it and how will we know?</td>
<td>Products</td>
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<td>Sydney Girls High School seeks to support teachers to continue lifelong learning through their professional goals to meet the challenges of the 21st Century educational environment, building leadership capacity and ensuring sustainability within the school.</td>
<td>• Develop a whole school professional learning plan, instigating SGHS as a BOSTES registered course provider and embedding the Australian Professional Standards for teachers in all school practice.</td>
<td>• A whole school professional learning plan</td>
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<td>• Identify Leading Learners, recognising and sharing outstanding teaching practice and offering collegial peer mentoring and thereby facilitating career pathways for staff seeking higher accreditation.</td>
<td>• The teaching practice and professional engagement of all staff is reflective of the Australian Professional Standards</td>
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<td>• Develop a system of monitoring and supervising Teacher Accreditation at Proficient Teacher level and maintenance of accreditation, thereby preparing all staff for accreditation through BOSTES.</td>
<td>• SGHS plays a significant role in developing teacher professional expertise at all stages as a provider of professional learning</td>
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<td>• Implement a teacher accreditation team to coordinate, foster knowledge and share experiences of the journey of higher level professional pathways e.g. HAT &amp; LEAD</td>
<td>Practice</td>
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<td>• MyPL established for teacher professional learning diaries thereby addressing standards</td>
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<td>• Proficient teachers evaluate their professional learning and maintain documentation of professional learning hours on BOSTES site</td>
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<td>• A network of graduate teachers seeking Proficient accreditation is established. Early career teachers gather evidence &amp; documentation for accreditation</td>
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<td>• Cross faculty teams provide opportunities for discussion and development of teacher performance and development goals</td>
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<td>• Regular presentations by teachers at designated staff meetings to share current teacher professional learning.</td>
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## Purpose

**Why do we need this particular strategic direction and why is it important?**

SGHS occupies a unique and privileged place in the history of the state and the education community. There is a moral obligation for students to contribute positively to the broader community while at school and post school in order to capitalise on their intellectual gifts.

## Processes

**How do we do it and how will we know?**

- Establish a data base of alumni to enable the school and old girls to network and broaden the reach of the school community, past and present
- Embed the practice of students presenting at forums such as P&C, New Parent Information evenings and student conferences in order to share authentic experiences
- Structure the P&C annual meeting schedule to include students, school executive and members of the community as presenters to parents on topics related to student wellbeing and teaching/learning
- Build on student outreach to primary and neighbouring schools, charities and social justice programs
- Encourage increased interaction between alumni, the Old Girls Union and the current students through career mentoring, executive shadowing and shared experiences
- Continue to establish and promote links between the school and the universities particularly relating to student learning and tertiary experiences
- Invite experts in the field from the school community and academic institutions, to engage and assist with student learning in projects like the Year 7 Project and Year 9 Science Conference
- Explore new avenues for building on the social capital of the school community

## Products and Practices

### Products

- Social responsibility and leadership opportunities are a focus for all students through empowerment in learning and co-curricular programs which provide personal interaction, initiative and challenging intellectual experiences.
- Students regularly interacting with teacher and parent forums in addition to participating in a range of student conferences and activities
- Increased participation and active engagement between alumni, tertiary institutions, the broader community and the school
- Successful cooperation with SBHS and the D of E to complete the Governors Centre as a 21C centre of excellence in learning

### Practice

- Ongoing and sustained dialogue between representatives of the leadership groups in the school, exploring opportunities for community connections.
- Effective utilisation of SGHS alumni database as well as our links with academic and community networks

### Evaluation Plan

The staff of Sydney Girls High School realise that a comprehensive whole-school planning document needs constant review in a changing educational climate. To this end there is a commitment to review progress of this plan each semester and to document each review as an annexure to the plan.

Revised 1st March 2016