



Sydney Boys High School

School Strategic Plan

2009-2011

School Plan for 2009-2011

School context

Sydney Boys High School is a selective boys school with a highly multicultural intake. Its students come from diverse socio economic backgrounds residing in more than 150 postcode areas. The school supports the teaching of Classics as well as modern languages. High implements leading edge gifted education programs. It has been a member of the Athletic Association of Great Public Schools (the GPS) since 1906, with responsibilities to provide sporting teams, facilities and officials for competition games held on Friday nights and Saturdays. The school was a founding member of the CHS sporting competition in 1913. It places a strong emphasis on team sports and co-curricular activities involving teams and groups, including: performance music, chess and debating, charities and service. It has effective student welfare programs. The Student Awards Scheme is a feature. High sponsors leadership courses. It has a structured Outdoor Education Program. The school is supported by various incorporated bodies that provide venues and facilities for school activities. Centennial Parklands and the University of Technology, Sydney. Committees comprised of teachers, parents, old boys and friends of High are indispensable to the operation of the school.

Priority Areas (3 year horizon)

1. Over the next three years we intend to position High as the leading boys school in all round education in our geographic area of interest.
2. We aim to embed in our school culture a heightened engagement with High Junior School and High Senior School concepts, programs and people.
3. We will evaluate, refresh and expand our Student Welfare programs to ensure our students are challenged, happy, engaged, safe and supported.
4. Our quality teaching strategy is to recruit, train and retain the best staff with the highest skills and provide them with the latest technology and training.
5. During the next three years we intend to upgrade the school's facilities, resources, equipment and technology support to deliver leading edge learning.

Intended Outcomes (Summary)

1. Improve literacy and numeracy achievement for every student.
2. Develop a school culture and teaching practice that respects and responds to the aspirations, culture and learning potential of every student.
3. Employ quality teaching practices for the benefit of every student. Design and implement more personalised learning plans for students.
4. Improve the social and emotional wellbeing and enhance the skills for life of every student.
5. Strengthen our teachers' capacity to improve student learning outcomes. Increase the number of our teachers accredited with the Institute of Teachers.

Targets

1. HSC results targets are: 600 band 6 results. At or above selective schools group mean in all 2 unit courses. At or above our five year 2 unit course mean. Target 2unit course means are set at 86. Band 6 results in courses with more than 10 students should exceed 35%. In extension courses, E4 results should exceed 65%.
2. UAI targets are: 30-40 at 99 or higher. 125-140 at 95 or higher. 155-160 at 90 or higher. 10-15 at 80 or lower. UAI average to exceed 93.
3. By 2011 a 10% increase in the number of Individual Learning Plans negotiated, approved and implemented for accelerants, pathways and special needs students.
4. By 2011 a 10% increase in students achieving Student Awards Scheme medals and a 10% decline in students being monitored as students of concern.
5. By 2011 a 25% increase in the number of teachers accredited with the Institute of Teachers.

The plan has been endorsed and approved by:

Principal:		Date:		School Education Director:		Date:	
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Principal's initials: _____

School Education Director's Initials _____

School Plan

School Priority Area: Literacy

Intended Outcomes: Improved literacy achievement for every student

Target/s: 30% band 6 results in Advanced English. 45% E4 results in English Extension courses at the HSC. 38% Band 6/E4 results for essay-based courses. Improved literacy results for individual student growth in NAPLAN Years 7-9. Benchmark LSG course means for HSC performance in essay based courses.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Improved results in courses requiring essay answers.	Use a whole school approach to identify and address aspects of literacy underperformance. Stage 6 practice essays	Quality Teaching and Learning Team	2009-2011	0.5 FTE
Better standards of creative writing in English.	Use a whole school approach to evaluate the quality of literacy teaching. Embed the 'Good Word on Literacy' document into more departments.	HTs of departments		TPL Funds \$15k
Enhanced works in short answer questions across a range of courses.	Implement professional learning programs that will increase teacher capacity to identify and address students' literacy learning needs.	All teachers		
Increased number of visual literacy products in the form of film, power points, posters, web pages.	Analyse the NAPLAN data to identify areas of strength and weakness in students' literacy skills. Diagnostic Literacy Test for Year 7			
Impact of literacy programs on the standard of student writing.	Implement the State Literacy Plan 2009-2011			
All tasks indicate explicit literacy components	Tasks to be evaluated on a yearly basis Published rubrics for writing tasks Structured feedback loops for writing tasks			
Increased entries in competitions and participation in literacy events	Promote literacy awareness through SBHS Writing Competition and Literacy Day			
Increased participation by students in literacy workshops				
Decreased proportion of students achieving bands 4 or 3 at the School Certificate and High Certificate levels				

School Plan

School Priority Area: Numeracy

Intended Outcomes: Increased levels of numeracy achievement for every student

Target/s: Extension 2 mathematics means at 88% or better. Extension 1 means at 87.5 or higher. Mathematics 2 unit means at 87.5 or higher. Continued success in mathematics competitions at all levels. Increased participation in mathematics enrichment courses and programs. Enhanced proficiency by students in dealing with numeracy problems across the curriculum.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Enhanced quality of our acceleration results in 2 unit mathematics.	Use a whole school approach to identify and address aspects of numeracy underperformance for particular student cohorts and individual students.	Quality teaching and Learning Team	2009-2011	0.1 FTE
Decreased proportion of band 4 students at the School Certificate in mathematics.	Use a whole school approach to evaluate the quality of numeracy teaching.	HTs of departments	2009-2011	TPL Tied Funds
Impact of our mathematics enrichment program on individual students.	Implement professional learning programs that will increase teacher capacity to identify and address students' numeracy learning needs.	HT	2009-2011	\$25K
Coordinated faculty/school approach to identify numeracy skills to be taught	QT map to be used identify numeracy use across the school	HT	2009-2011	
Increased awareness of numeracy issues across the curriculum	Analyse the NAPLAN data to identify areas of strength and weakness in students' numeracy skills	HT	2009-2011	
Decreased proportion of students achieving bands 4 or 3 at the School Certificate and High Certificate levels.	Maintain mathematics enrichment programs	HT	2009-2011	

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School Priority Area: Numeracy

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
	<p>2010-2011 will see the introduction of a new syllabus in Stage 6. We have been preparing in a number of ways.</p> <ul style="list-style-type: none">• Teachers attending professional development courses• Analysis of draft documents• Looking at and involvement in submissions to Board of Studies			25k

School Plan

School Priority Area: Student Engagement and Retention

Intended Outcomes: A school culture and practice that transparently respects and responds to every student's aspirations, culture, gender and learning potential. Quality teaching practices are employed for the benefit of every student. Particular attention is paid to personalised learning. Improved social and emotional wellbeing and skills for life for every student.

Target/s: 30% more lessons and units of work show evidence of the implementation of the NSW Quality Teaching Model. A 6% increase in sports teams numbers. 6% increase in participation rates in co-curricular activities and winning percentages by sports teams. A measurable improvement in awareness of the goals, implementation strategies and expected outcomes of the School Within a School program.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Evidence in each department that the Quality Teaching Model is being applied at Sydney Boys in programs, prepared resources, units of work and lessons.	Strengthen the implementation of the NSW Quality Teaching Model.	Quality teaching and Learning Team	2009-2011	Allowances
Increased participation by staff in professional learning activities focussed on personalised learning.	Build teacher capacity to provide high quality learning opportunities for all students. Strengthen quality learning opportunities in Science through participation in targeted professional learning courses on inclusion of technology and blended delivery.	Student Wellbeing Team HT Welfare		0.4 FTE + \$36k
Increased acceptance by students of the personal development philosophy of the High Junior School.	Strengthen the High Junior School implementation phase with more discrete programs for Years 7-9	DP – High Junior School HTs – High Junior School		
	Strengthen the High Senior School implementation phase with more discrete programs for Years 10-12. Further development of communication and consistency across classes in each senior science discipline.	DP – High Senior School		
Improved student engagement with school activities by transitioning students Years 6 – 7, and enrolling students Years 8-12.	Implement high quality transition programs 6→7 and for enrolling students 8-12			
Improved tracking and reporting of student co-curricular participation	Coordination of signed off participation by students	Coordinator of Co-curriculum		

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School Priority Area: Student Engagement and Retention (cont.)

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Increased proportion of band 6 achievement in Certificate years.	Use data, participant, supervisor and teacher feedback to develop appropriate strategies to address social, emotional and wellbeing needs.	Co-curricular activities team		
Improved student attendance rates in individual periods and better participation in scheduled training sessions.	Implement strategies to improve student fractional attendance rates and sports training attendance rates.			
Improved performances by High Junior School students in the 1.6 km run. Increased percentage of students above the Year benchmarks.	Increased parents' engagement in supporting their son's learning – academic, sporting, co-curricular, citizenship, leadership.	PE Staff	2009-2011	Sports budget \$1.5 million
Reduction in best times for each Year Group 7-9.	Enhance the cardiovascular fitness of Sydney High Junior School students through personal best performance. 1.6 km program.	SBS Sports Council HT Sport		
Increased participation and better results in 800m and 1500m events at carnivals.	Increased use of electronic logging of student participation in scheduled training sessions			
Trends upwards in participation rates and winning percentages for co-curricular activities	Encourage students to access co-curricular programs designed for High Junior School students	Sports and activities Coordinators		Staff allowances
Trends upwards in participation rates and winning percentages in GPS sports	Support with training structures and coaching for students competing in GPS fixtures in the High Senior School	MICs Parent Sub-Committees		
	Increase the range of support programs for student athletes.			

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School Priority Area: Aboriginal Education and Training

Intended Outcomes: Teaching and learning strategies in aboriginal education strengthened through the implementation of evidence based programs and initiatives across the curriculum. Increased integration of aboriginal related material into programs, units and lessons across the curriculum.

Target/s: Increased frequency of interactions between Boggabilla Central and SBHS. Awareness raising reports on the relationship once a semester. A 6% increase in the integration of aboriginal related material into appropriate programs of study.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Impact of Aboriginal Education and Training Policy is evidenced in school practice and programs.	Implement the 2008 Aboriginal Education and Training Policy.	Head Teachers		
Year 9/whole school	Develop the relationship with Boggabilla Central School augmenting cultural exchanges with interactive technologies for regular contact.	All staff	Ongoing	Mufti day Private families Community Service \$10k
Year 7	Aboriginal cultural/dance/tradition/Boori Pryor	C. Barris	T2	Extracurricular budget \$15k.
Year 8	Aboriginal dance	PE Interested	T3	
Years 10/11/12	Senior forum on issues such as Closing the Gap or Intervention in NT	Committee	T2	
More Aboriginal students enrolled at SBHS	Renewed attempts to reach out to the Aboriginal community to attract applicants to the school.			

School Plan

School Priority Area: Teacher Quality

Intended Outcomes: Strengthened teacher capacity to improve student learning outcomes. Enhanced school leadership capacity for school improvement. Increased number of teachers accredited with the Institute of Teachers.

Target/s: A 10% increase in the number of teachers preparing and applying for promotions positions. A 25% increase in the number of teachers accredited with the Institute of Teachers. Regular use by staff of the 'connected classroom'. A 12% increase in the number of teachers regularly using interactive whiteboard technology in addition to passive data projection in their lessons.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
The NSW Quality Teaching Model is applied in onsite professional learning programs and locally produced curriculum resources.	Strengthen the capacity of our teachers to improve student learning outcomes.	SBHS Quality Teaching and Learning Team	2009-2011	TPL Tied Funds \$120k
Increased access of teachers and school leaders to professional learning for career development and capacity building for school improvement.	Use whole school planning processes to align student learning and teacher learning. Embed Moodle, Student drive network storage and electronic submission of student learning products.	.all teaching staff		
Increased number of teachers accredited with the NSW Institute of Teachers.	Provide professional learning opportunities to support career development.			
Increased number of teachers using laptops in classrooms.	Target specific years for Activ Board. Try to overcome fragmented approach to Moodle/ Website/email. Each teacher targets year they specialise on and allocate 402 for those classes. Use laptops to improve portability and reduce down time connecting to the network. Evaluate the process and report to staff.	HT History And 3 teachers		

School Plan

School Priority Area: Teacher Quality (cont.)

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Additional teachers accepting practicum students on an annual basis.	Build teacher and school leader capacity to support school improvement and student learning.			Allowances for staff
	Encourage teachers to engage in professional learning to maintain accreditation.			
	Expand the Teacher Practicum program and establish a Teacher Quality academic partnership with the University of Sydney.	Practicum Coordinator		
	Use a structural approach to the balance of physics, chemistry and biology practicum students mentored at SBHS			

School Plan

School Priority Area: Connected Learning

Intended Outcomes: Enhanced school-wide access to digital educational resources for learning, teaching and professional learning. Increased use of interactive technologies for learning, teaching and professional learning. Broader curriculum options of every student through information and communications technologies and communities of schools.

Target/s: To equip 45 teaching spaces with digital projection and sound systems. To increase the number of computers (PCs or laptops) accessible at school by students by 100. To establish supervised, wired, on-line learning spaces for 200 students simultaneously. To equip library learning spaces with wireless technology to enable connectivity for student laptops. To augment the DET roll out of wireless hubs in classrooms.

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Published and accepted Vision Statement 2009-2011	Develop a vision statement to drive blended delivery and connected learning.	Principal	2009	
Published and accepted ICT in learning policy	Support the vision statement with a policy to change the focus of learning to the individual learner rather than the group.	Quality Teaching and Learning Team		
Evidence of every teacher using ICT strategies in their units of work	Every teacher undertakes to employ 'blended delivery' strategies incorporating ICT into some units of work in each of their classes.	Head Teachers	2009-2011	
Increased integration of information communication technologies into the teaching and learning programs, units of work and lessons of High teachers.	Employ whole school planning processes to expand the use of information communication technologies to engage all students and teachers in quality teaching and learning.	Technology Team	2009-2011	0.3FTE School Funds
Evidence of positive impact of ICT learning tools, interactive technologies and ICT based curriculum resources on student engagement and learning.	Develop teacher capacity in the use of information communication technologies to improve teaching and learning.		2009-2011	TPL funding

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School Priority Area: Connected Learning (cont.)

Indicators	Strategies	Responsibility	Time Frame	Resource Allocation and Funding Source
Increased teacher participation in professional learning in information communication technologies.	Promote external and in house training courses targeted at ICT skill development	Head Teachers		TPL funding
	Improve student access and capacity to use information and communication technologies to enhance their learning.	Network Manager Assistant Network Manager	2009-2011	\$610k Technology Tied funds + School funds
Evidence of an interaction with various learning partners.	Equip every classroom with a digital projector and sound system	Network Manager	2009-2011	SBHS Building Fund \$50k
	Increase student access to PCs and/or laptops in supervised learning/researching spaces.	Junior School Librarian Senior School Librarian		
Effective use of interactive technologies in more classrooms.	Establish some interactive classrooms to meet better the learning needs of students.	Executive	2009-2011	1 FTE School funds

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