

Leadership and Management

Build teacher and student leadership capacity at all levels by distribution. Encourage staff and students to take initiative, act autonomously, be acknowledged and accept accountability for their outcomes. Support practicums.

Set band 6/E4 targets / means for HSC courses and faculty improvement tasks for leaders to drive forward the learning improvement agenda. Monitor the execution of the agreed tasks in term 3. Support leader accreditation. Empower staff and students through opportunities involving complexity, autonomy and reward for efforts.

Curriculum and Assessment

Critique our current assessment practices in the context of 21st. century capabilities.

Evaluate the impact of the three-week cycle, one-hour period timetable. Implement the BYOD Plan.

Engage with the PISA standards at levels 5 & 6 in English, mathematics and science.

Embed the collegial and cooperative approach to programming and assessment to tighten the gap among class means and standard deviations at the HSC. Work to lift low scores and increase high scores.

Implement the National Curriculum: English, mathematics, science & history - Years 7 and 9.

Incorporate more opportunities for students to develop skills in problem solving, critical thinking, creativity and communication in a variety of modes appropriate to purpose and audience.

Engagement and Attainment

Focus our efforts in combatting underachievement. Organisation. Motivation. Gaming. Competition. Use the strategies drawn from the staff survey. Continue to provide tutor groups and small classes to build confidence.

Evaluate the effectiveness of 3 Year Advisers for Years 7 and 8. Implement Year 9 orientation day.

Raise awareness of the social pressures among digital natives to comment and participate in a virtual space.

Raise awareness of our respectful relationships policy. White Ribbon. Proud Schools Social Justice.

Literacy and Numeracy

Build on our evidence-based practices. Offer all identified students a program to strengthen their comprehension, grammar, spelling and writing for a range of specific purposes/ audiences. Increase digital and visual literacy skills. Improve student capacity for critical thinking, collaboration, creativity and digital and verbal communication

Analyse NAPLAN and DEC data and implement suggestions for improvement in the Junior School.

Aboriginal Education

Revisit our relationship with Boggabilla Central School and strengthen our awareness raising programs through choices in curriculum materials. Implement the Partnership Agreement 2010-2020 as it applies to our context at High.

Organisational effectiveness

Embed staff capacity to operate the suite of school management and educational software efficiently. Continue with the integration of ICT in administration and teaching through the iPad trial.

Provide technical support to staff as they utilise the whole-school Wi-Fi capacity to stay connected from staffroom to classroom. Support staff in their management of BYOD. Bed down iPad usage from 2013 trial.

Supporting Documents

Leadership and Management

General capabilities – www.acara.edu.au/verve/resources/Shape_of_the_Australian_Curriculum.pdf

Sydney Region – Public Schools NSW Strategic Directions 2012-2014. P:\Schoolwide teaching and learning\professional development\system level planning\SR Strategic directions 2012_final.pdf

Towards Schooling in the 21st century: 'Back to Basics' or 'Forward to Fundamentals'? Brock, P. ACEL 2010.

P:\Schoolwide teaching and learning\professional development\professional reading/pedagogy

School Vision Statement 2014, 31/11/2012. www.sydneyboyshigh.com/school/principals-message

The 2014 Priority: **empowering gifted boys**. P:\Schoolwide teaching and learning\planning\Management Plan [Back to the Future, BYOD, Targets For 2014, Sydney Boys High School Plan 2014,creativity and Innovation]]

School Vision Statement 2013-14, 31/11/2012. www.sydneyboyshigh.com/school/principals-message

Identifying 21st Century Capabilities, Stevens, R. International Journal Learning and Change Vol 6, No 3-4 ,2012

Curriculum and Assessment

Curriculum Differentiation: Features and Activities Joyce Van Tassel-Baska. October, 2011. SBHS p:school wide teaching and learning\professional development\professional reading/Joyce's power point presentation

21st Century Pedagogy, January 2011 and Formative Assessment power points at .p: school wide teaching and learning\professional reading/pedagogy.ppt

Gardner, H. *Five Minds for the Future: What they Are; how to nurture them* (2011) p: school wide teaching and learning\professional development\professional reading/ pedagogy/gifted education/Five Minds Australia

Framework for 21st Century Learning www.p21.org/overview/skills-framework

Project based learning for the 21st century www.bie.org/research/21st_century_skills

Engagement and Attainment

National Safe Schools Strategy (revised 2011) Family-School Partnerships framework: a guide for schools and families (2008).

Student Monitoring and Support Policy. P:\Schoolwide teaching and learning\student wellbeing\administration\student monitoring and support data and policy\student monitoring

Finding Your Element – Ken Robinson & Lou Aronica P:\Schoolwide teaching and learning\professional development\reading

Aboriginal education

Partnership Agreement 2010-2020: Maintaining a Collaborative Partnership into the Future DEC, 2010. DET Intranet.

Organisational effectiveness

Sydney Boys High School ICT Discussion Document, September 2012 P:\Administration\Executive\planning

Curriculum. P:\Schoolwide teaching and learning\planning\management plan\Management Plan 2014\curriculum 2014.

Budget 2014 P:\Administration\finance\budget\working budget\finance 2014\Budget 2014E.[Allowances 2014]

Professional Development Survey 2010-213 P:\Schoolwide teaching and learning\professional development\professional development survey.