



Strategic Improvement Plan 2021-2024

Sydney Boys High School 8137



School vision and context

School vision statement

We strive to be at the forefront of educational practice, pursuing excellence while contributing positively to the world as scholars, sportsmen, educators and leaders.

School context

Sydney Boys High School is a selective school with a multi-cultural, socially diverse and geographically dispersed student population. High provides equal opportunity for gifted boys to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours, in an inclusive environment that supports learning, teaching and friendship. Since 1883, High's culture has been characterised by a pursuit of all-round high achievement, a focus on tertiary preparation, diversity in student programs and high quality outcomes. High is uniquely positioned as the only state school in both the Athletic Association of the Great Public Schools (since 1906) and the Combined High Schools Sports Association (since 1913). Entry to High is via a Department of Education Selective Schools Entry Test for Year 7 and by a school-based selection process for Years 8–12. High's important community organisations include:

- The Sydney Boys High School Council
- The P & C Association and its sub-committees
- The Sydney High School Foundation Inc.
- The Sydney High Old Boys Union Inc.
- The High Club Inc.
- The Sydney High School Basketball Association Inc.
- The Sydney High School Cricket Association Inc.
- The Sydney High School Football Association Inc.
- The Sydney High School Rifle Club Inc.
- The Sydney High School Rowing Association Inc.
- The Sydney High School Rugby Association Inc.
- The Sydney High School Sailing Association Inc.

We value our relationships with: Sydney Girls High School, the University of Technology: Sydney, Centennial Parklands, the Sydney Swans, Sydney University Sports, the University of NSW, Indeep Tennis, Double Bay Sailing Club, Woollahra Sailing Club and St.Michael's Church.

Strategic Direction 1: Student growth and attainment

Purpose

The school has identified the need for students to become autonomous, engaged and successful learners. Each student will be engaged through high expectations, differentiation and a focus on developing skills in problem solving, evaluation, working with others, creativity and innovation, and communication.

Improvement measures

Target year: 2022

94.4% of students in the top 2 bands for HSC.

Target year: 2022

99.5% of students in the top 2 bands for NAPLAN numeracy.

Target year: 2023

70% of Year 9 students achieving expected growth in NAPLAN numeracy.

Initiatives

High Expectations

The school will utilise various methods, including Canvas for both formative and summative tasks, to engage students in self-evaluation and utilising other evidence-based feedback techniques including setting their own goals. This will create a learning culture focusing on personal growth using intrinsic motivation.

Students will undertake projects with real-world context and other assessments to assess their development in a range of skills that have been explicitly taught throughout Stages 4 and 5, specifically PEWCC skills:

- Problem solving
- Evaluation techniques
- Working in teams
- Communicating with others
- Creating and innovating

Differentiation

Teachers will embed numeracy progressions within Stage 4 and 5 programs along with pre-testing activities to ensure students are being engaged through activities at appropriate ability levels, being mindful of adjustments needed for students with disabilities. Students will be grouped by ability for multiple tasks in each course, using strategies found in the High Potential Gifted Education differentiation tool along with support programs and individual learning plans as needed for any students.

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. Teachers respond to trends in student achievement at individual, group and whole school levels.

The learning goals for students are informed by feedback provided on formative and summative assessments, which will also inform further teaching. Teaching practices will be revised based on reliable student assessment and continuous tracking of student progress and achievement to ensure all students are challenged.

Through collaboration, teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

All teachers understand and explicitly teach numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Measuring growth in PEWCC skills for each subject across stages in order to monitor adjustments needed within courses to enhance student outcomes.

HSC data on the number of Bands 5 and 6 to determine any adjustments needed within the curriculum for enhanced student results.

NAPLAN data on numeracy attainment and growth to determine areas requiring intervention for individual students, classes or cohorts. Numeracy progressions embedded within 7-10 teaching programs can be used to assist with intervention strategies.

Student surveys showing how effectively feedback is being used across the school to allow faculties to adjust feedback processes as needed.

Student surveys on engagement levels to determine ways of refining programs and assessments.

Differentiation at three levels evident across 7-10 programs including pre-tests & post-tests to allow all students to be challenged at appropriate levels.

Feedback from students with disabilities will demonstrate that appropriate adjustments were made to assist in their learning.

Work samples showing student progress.

SIP Progress measures 1: Student growth and attainment

2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
<p>90% of students in the top 2 bands for the HSC.</p> <p>All staff undertake individual analysis of HSC data using Results Analysis Package.</p>	<p>94.4% of students in the top 2 bands for HSC.</p>	<p>96% of students in the top 2 bands for the HSC.</p> <p>Growth in Years 8-10 PEWCC skills after refinements within programs.</p>	<p>97.2% of students in the top 2 bands for the HSC..</p>
2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
<p>99.2% of students in the top 2 bands for NAPLAN numeracy.</p> <p>Faculty develops differentiation for at least one module, unit &/or task in Years 7-10.</p>	<p>99.5% of students in the top 2 bands for NAPLAN numeracy.</p>	<p>99.6% of students in the top 2 bands for NAPLAN numeracy.</p> <p>Faculty planning on a third unit based on evaluation of the differentiated topics in 2021 and 2022.</p>	<p>99.8% of students in the top 2 bands for NAPLAN numeracy.</p>
2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure
<p>64% of students achieving expected growth in NAPLAN numeracy.</p> <p>All staff become familiar with Numeracy Learning Progressions in directing student learning goals and start to integrate within programs.</p>	<p>66% of students achieving expected growth in NAPLAN numeracy.</p> <p>Embed numeracy progressions within Stage 4 programs across all faculties.</p>	<p>70% of Year 9 students achieving expected growth in NAPLAN numeracy.</p>	<p>70.3% of students achieving expected growth in NAPLAN numeracy.</p> <p>Embed numeracy progressions within both Stage 4 and 5 programs across all faculties.</p>

Strategic Direction 2: Nurturing personal wellbeing

Purpose

Our school aims to create positive relationships among both students and staff, and to create a sense of accomplishment. We will strive for every member of the school community to develop the skills needed for a healthy and balanced life, maintaining positive relationships and having the resilience and determination to deal with any challenges they may face.

Improvement measures

Target year: 2022

77% of students at 95% or more attendance.

95.4% overall student attendance over 90% of the time.

Target year: 2024

A measurable increase in extra-curricular participation across the school including:

- Increased opportunities for students involved in fundraising and community activities.
- 9% increase (from 2020 baseline) of students taking up one co-curricular activity.
- 3.5% increase (from 2020 baseline) of students participating in at least two seasons of competitive sport in a single year.
- 70% of staff involved in co-curricular programs (increased from 65% baseline in 2020).

Target year: 2024

A measurable increase in wellbeing across the school including:

- 20% increase (on 2020 baseline) shown in school internal survey data displaying positive relationships across the school.
- 10% increase (on 2021 baseline) shown in school internal survey data on staff wellbeing.

Initiatives

Wellbeing

A school community approach to enhancing student wellbeing will be initiated using current school programs along with additional activities required. Parent workshops on how to best support their child will be initiated along with a review of the Values Education & Senior Transition programs to focus on the four school values and goal setting. Greater staff interaction with individual students will also be used to create stronger connections for the students with the school.

Ways to regularly celebrate student learning and indicate the activities occurring across the school will be examined. More regular communication of the day-to-day activities of students will be utilised through High Notes, as well as through technology platforms such as Sentral and Canvas.

To ensure teachers are in the best position to maximise student outcomes, the school will examine any adjustments needed to current school processes and additional teacher training required to enhance staff wellbeing.

Co-curricular programs

Given that engagement in school increases student wellbeing and attendance, the school will create a live database for measuring student participation in co-curricular and club interests including:

- Co-curricular teams
- GPS sport teams
- Non-GPS competitive sport teams

Through investigating what will motivate students to increase their participation in multiple areas of school life, including a review of the school Award Scheme, programs will be adapted to enhance student wellbeing.

Examine opportunities for community-based activities, including further partnerships and collaborations with Sydney Girls High School. This will promote the values of the school and allow students to develop both new skills and connections with those outside of school.

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Positive, respectful relationships are evident and widespread among students and staff to promote student and staff wellbeing and ensure optimum conditions for student learning across the whole school.

The school is organised so that all students and staff have regular opportunities to participate in co-curricular and community activities to help students fulfil their potential.

Evaluation plan for this strategic direction

An approach to collecting ongoing data on co-curricular and sport for regular monitoring. This will allow for interventions as necessary including adaptations to co-curricular programs.

Use attendance data from Sentral to identify and address attendance concerns.

Use Year 12 Exit surveys to demonstrate students feel that the school has created an environment that ensures optimum conditions for student wellbeing and learning.

Staff wellbeing data from staff surveys and attendance patterns to determine success of school interventions and any adjustments needed.

SIP Progress measures 2: Nurturing personal wellbeing

2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
<p>73% of students at 95-100% attendance.</p> <p>95.2% overall attendance by end of Semester 2.</p> <p>A system for communicating attendance from Year Advisers to teachers is established.</p> <p>System set up to measure annual attendance e.g. look for patterns of absences and lateness.</p>	<p>77% of students at 95% or more attendance.</p> <p>95.4% overall student attendance over 90% of the time.</p>	<p>78% of students at 95-100% attendance.</p> <p>96.5% overall student attendance by end of Semester 2.</p>	<p>79% of students at 95-100% attendance.</p> <p>97.7% overall student attendance by end of Semester 2.</p>

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
<p>Baseline data gathered on co-curricular involvement of students from 2020 within a system that can be easily monitored over time including:</p> <ul style="list-style-type: none"> • Opportunities for student involvement in fundraising and community activities presented to staff • 2% increase (from 2020 baseline) of students taking up one co-curricular activity. • 2% increase (from 2020 baseline) of students participating in at least two seasons of competitive sport in a single year. • 66% of staff involved in co-curricular programs. 	<p>4% increase (from 2020 baseline) of students taking up one co-curricular activity.</p> <p>2.5% increase (from 2020 baseline) of students participating in at least two seasons of competitive sport in a single year.</p> <p>67% of staff involved in co-curricular programs.</p>	<p>6% increase (from 2020 baseline) of students taking up one co-curricular activity.</p> <p>3% increase (from 2020 baseline) of students participating in at least two seasons of competitive sport in a single year..</p> <p>68% of staff involved in co-curricular programs.</p>	<p>A measurable increase in extra-curricular participation across the school including:</p> <ul style="list-style-type: none"> • Increased opportunities for students involved in fundraising and community activities. • 9% increase (from 2020 baseline) of students taking up one co-curricular activity. • 3.5% increase (from 2020 baseline) of students participating in at least two seasons of competitive sport in a single year. • 70% of staff involved in co-curricular programs (increased from 65% baseline in 2020).

2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
<p>Team to develop the baseline data to be used and what will be measured.</p> <p>5% increase (on 2020 baseline) shown in school internal survey data displaying positive relationships across the school.</p> <p>Development of further ways to measure staff wellbeing and any necessary strategies.</p>	<p>10% increase (on 2020 baseline) shown in school internal survey data displaying positive relationships across the school.</p> <p>5% increase (on 2021 baseline) shown in school internal survey data on staff wellbeing.</p>	<p>15% increase (on 2020 baseline) shown in school internal survey data displaying positive relationships across the school.</p> <p>10% increase (on 2021 baseline) shown in school internal survey data on staff wellbeing.</p>	<p>A measurable increase in wellbeing across the school including:</p> <ul style="list-style-type: none"> • 20% increase (on 2020 baseline) shown in school internal survey data displaying positive relationships across the school. • 10% increase (on 2021 baseline) shown in school internal survey data on staff wellbeing.

Strategic Direction 3: Closer reading, clearer writing

Purpose

Our students need to read and write with more confidence, sophistication and skill. We will empower students to create and evaluate both creative and analytical language in a way that deepens their understanding of the world they live in and develops their engagement with it.

Improvement measures

Target year: 2023

70.7% of Year 9 students achieving expected growth in NAPLAN Reading.

Target year: 2024

90% of students achieving 20% above the state average in extended response components of the HSC.

Target year: 2022

89.2% of Year 9 students achieving top 2 bands in NAPLAN Reading.

Initiatives

Literacy Data

All staff will participate in regular professional development on data analysis including the use of SCOUT data and Sentral reports. Teachers will use this data, including Year 7 Best Start, Year 8 Check-in Assessment and NAPLAN, to analyse student progress in reading to inform teaching that will address the needs of individual students and groups.

Using data analysis skills, written responses in both NAPLAN and HSC examinations will be analysed to monitor progress in each faculty. Professional learning will be provided to specifically target identified literacy needs through a range of teaching strategies and evaluated for impact on student outcomes.

Writing

Explicit teaching of writing skills and extensive use of metalanguage is to be embedded within all programs. The NAPLAN writing criteria would be used as a first step in Stages 4 and 5 to apply to writing student samples. Pre-testing and post-testing of topic content with a focus on sentence construction to convey knowledge will be used across all courses.

Literacy progressions will be embedded within all course programs and students will regularly be assessed on their development across the progressions. This will allow teaching to target specific student needs and provide additional support as needed, enhancing student engagement while ensuring all students' literacy needs are being met.

Success criteria for this strategic direction

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data in reading and writing.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

All teachers understand and explicitly teach literacy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Best Start, Check-In, Valid test, NAPLAN, HSC data. Faculties to oversee data and identify specific outcomes (NAPLAN data) and question types (HSC data) that need attention with explicit teaching of literacy skills and individual support for students as needed.

Literacy progressions embedded within programs across all KLAs to ensure that explicit teaching of literacy occurs.

Faculty data on literacy achievement trends to ensure intervention for students can occur. Portfolios of individuals' work is one means of monitoring student literacy growth. Exemplars for each stage and each band (these may be recordings and documents depending on assessment task type).

SIP Progress measures 3: Closer reading, clearer writing

2021 Progress measure	2022 Progress measure	2023 Improvement measure	2024 Progress measure
<p>68% of Year 9 students achieving expected growth in NAPLAN Reading.</p> <p>Majority of staff indicating competency in interpreting NAPLAN data analysis for the purpose of using long term trends to achieve final improvement measures.</p> <p>Embed literacy progressions within Stage 4 programs across all faculties.</p>	<p>69% of Year 9 students achieving expected growth in NAPLAN Reading.</p> <p>Faculty based - Stage 4 data analysis to assess information and evaluate student reading skills.</p> <p>Embed literacy progressions within Stage 5 programs across all faculties.</p>	<p>70.7% of Year 9 students achieving expected growth in NAPLAN Reading.</p>	<p>71% of Year 9 students achieving expected growth in NAPLAN Reading.</p>
2021 Progress measure	2022 Progress measure	2023 Progress measure	2024 Improvement measure
<p>86% of students achieving 20% above the state average in extended response components of the HSC.</p> <p>Majority of staff indicating competency in interpreting HSC data analysis for the purpose of using long term trends to achieve final improvement measures.</p>	<p>86% of students achieving 20% above the state average in extended response components of the HSC.</p> <p>Faculty based - Stage 4 data analysis to assess information and evaluate student writing skills.</p>	<p>88% of students achieving 20% above the state average in extended response components of the HSC.</p> <p>Faculty based - Stage 5 data analysis to assess information and evaluate student writing skills.</p>	<p>90% of students achieving 20% above the state average in extended response components of the HSC.</p>
2021 Progress measure	2022 Improvement measure	2023 Progress measure	2024 Progress measure
<p>89% of Year 9 students achieving top 2 bands in NAPLAN Reading.</p>	<p>89.2% of Year 9 students achieving top 2 bands in NAPLAN Reading.</p>	<p>89.5% of Year 9 students achieving top 2 bands in NAPLAN Reading.</p>	<p>91.4% of Year 9 students achieving top 2 bands in NAPLAN Reading.</p>