



Sydney Boys High School



School Plan

2006-2008

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1. School context

Sydney Boys High School is a selective boys school with a highly multicultural intake. Its students come from diverse socio economic backgrounds and reside in more than 150 postcode areas. The school supports the teaching of the Classics as well as modern languages. 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 and supports its events. 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. The school has special relationships with 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.

2. School purpose

It is the oldest secondary school in NSW established in 1883 with the purpose of preparing gifted boys to matriculate to university. It retains this purpose as primary in 2006. Sydney Boys High School provides opportunities for boys to achieve excellence in academic, cultural, sporting, leadership, service and civic endeavours, in an environment conducive to learning, teaching and friendship. The school promotes team work at all levels. The school aims to nurture well rounded young men with innovative, resilient, flexible dispositions.

3. Longer-term school strategic directions (3 year horizon)

1. Raise the standard of literacy and numeracy at Sydney Boys High through whole school interventions coordinated by the Literacy Committee and the Numeracy Team.
2. Improve the performance of our HSC students.
3. Increase the frequency and quality of 'blended delivery' across the curriculum.
4. Embed the principles and practices of *Quality Teaching in NSW Schools* and the *Gifted and Talented Policy*.
5. Develop and implement a plan to meet better the needs of students in Years 7 to 9.
6. Engage the wider school community in mentoring, nurturing and supervising the learning and co-curricular activities of our students.

4. Shorter-term school strategic goals (1 year horizon)

1. Establish a multidisciplinary Literacy Committee to write a school literacy policy and to develop a program for extended writing and for writing in a variety of text types.
2. Set up a Numeracy Team to plan and implement enrichment and remedial strategies to address individual learning needs.
3. Increase the provision of a responsive curriculum, incorporating formal acceleration, compacting, differentiation and accelerative enrichment.
4. Improve the coordination of student welfare interventions and investigate middle school reform options, particularly a 'school within a school' concept.
5. Review the Student Welfare Program with emphasis on community service and leadership programs to engage more students in service learning and leadership.
6. Equip multiple classrooms with appropriate technology to deliver blended curricula.

5. Total school budget, all sources

\$ 2,648,193

The plan has been endorsed and approved by:

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

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DET Priority objective: 5. Review, refine and implement literacy and numeracy plans

DET Priority outcome: Improved performance by students on literacy and numeracy tasks

Strategies	Expected outcomes and targets	Years			Responsibility	Indicators	Allocation \$	Funding source
		1	2	3				
<p>Implement the Literacy and Numeracy Plan 2006-2009</p> <ul style="list-style-type: none"> • Develop and publish rubrics for teacher and student assessment of writing tasks for stages 6 and • Provide structured feedback loops to monitor student literacy assessment. • Target individual underperforming students and workshop improvement strategies with them. • Offer Stage 6 students opportunities to submit additional practice essays for teacher appraisal and feedback. • Administer the diagnostic Literacy test to Year 7 annually. • Offer mathematics opportunities to extend their skills in enrichment programs. • Target mathematics students for special assistance and support to reach school standards. 	Improved performance by all students in literacy tasks.	X	X	X	Literacy Committee	520 Band 6 results in HSC courses	0.6 FTE Professional Learning Resources c.\$75k.	School Funds Teacher Professional Learning Tied grant
	Improved participation and performance in writing / literacy – based competitions.	X			Classroom teachers	45% average band 6 per course 145 UAls 90 or over		
	Student participation in programs and workshops designed to improve specific literacy skills.	X		X	Numeracy team	<10 UAls below 75		
	Staff and students using rubrics to assess literacy skills.		X		Mathematics teachers	50 Advanced English Band 6. 25 English Extension Band 4.		
	Increased participation in mathematics enrichment groups and problem solving competitions.	X		X		12 Band 6 Modern History 15 Legal Studies band 6		
	Increased participation in remedial mathematics programs.		X			40 Economics band 6 12 Business Studies band 6		

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DET Priority objective: 1. Create learning environments that are relevant and engaging for students

DET Priority outcome: Teaching that is engaging and motivates students to learn

Strategies	Expected outcomes and targets	Years			Responsibility	Indicators	Allocation \$	Funding source
		1	2	3				
<p>Set up classrooms to promote 'blended delivery' of the curriculum.</p> <p>(Blended delivery includes the considered and appropriate incorporation of information and communication technology into teaching programs units and lessons.)</p> <p>Continued adaptation of our curriculum offerings to meet the needs of gifted learners through increased accelerative and enrichment interventions.</p> <p>Provide access to resources and professional development to build staff capacity to implement: the <i>NSW Model of Pedagogy (Quality Teaching in NSW Public Schools)</i> and <i>A Suggested Framework for Effective Pedagogy</i></p>	Create more learning environments within the school that are relevant and engaging to students.	X	X	X	School Executive Teaching Staff	Evidence of more teaching/ learning programs and units, incorporating information / communication technology, that are engaging and motivate students to learn.	\$300,000	School funds
	Motivated and skilled staff committed to the continuous improvement of outcomes for students.	X	X	X		Processes are in place for communication, team building and accountability.	Learning environment capital expenditure	P & C
	Teaching that is engaging and motivates students to learn.					Evidence of departments collaborating to improve teaching / learning programs and assessment practices	\$50000	Building Fund
	Establish structures to enable gifted learners to access accelerated progression.	X	X	X		More students access accelerated progression interventions.		
	Success of subject accelerants at HSC level	X	X	X		Individual responsibility for learning demonstrated by at least 50 negotiated <i>Individual Learning Plans</i> lodged with the G & T Coordinator.		
	Quality Teaching is embedded in teaching programs, units and lessons.			X		Increased proportion of staff engaged in professional learning activities		
	Flexible options are available to meet the diverse learning needs of gifted students			X				

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DET Priority objective: 4. Develop technology and data capacity to better monitor and report student progress and achievement to parents and the wider community

DET Priority outcome: Improved accountability and reporting on student outcomes

Strategies	Expected outcomes and targets	Years			Responsibility	Indicators	Allocation \$	Funding source
		1	2	3				
Modified outcomes based booklet displayed school reports for all years.	Improved reporting on student outcomes	x			Deputy Principals	Positive trends in student and staff satisfaction surveys about school communication, reporting and support systems.	\$50,000	DET tied funds
Expansion of the electronic High Notes emailing provision.	Greater levels of cohesion and appreciation of work by others in our school community	x	X	X	Years10-12 Years 7-9 Webmaster	Positive media stories about student achievement at SBHS	Network Maintenance \$50,000 Network salaries	School Community sources
Updated and expanded SBHS Website with additional pages and links	Efficient information management systems that support teaching, learning, reporting and administering the school.	x	X	x	Head Teachers	Reports with A-E outcomes levels and statements re accessing comparative information from the school.	\$75,000 Capital equipment	
Provision of student ID cards and electronic attendance, library borrowing and senior study recording	A school accountability and support program for students and teachers.	X			Support Staff	The Record is published during each year of the Plan. Backlog editions are published over 3 years.		
Security CCT cameras installed to protect equipment and deter inappropriate behaviour in study and public areas.	Improved learning and working environment for students and staff	x			HT Administration	High Notes is made more streamlined and efficient as a communication vehicle. The school's website is developed further and its content kept current 2006-2008. Fewer incidents of malfunctioning hardware. Less cost to maintain the student network. School reports comply with policy. SMART data used to inform changes in programming or pedagogy		

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DET Priority objective: 6. Develop and implement strategies appropriate to stages of learning to enhance engagement

DET Priority outcome: Improved participation and performance in the broad curriculum offerings of the school

Strategies	Expected outcomes and targets	Years			Responsibility	Indicators	Allocation \$	Funding source
		1	2	3				
<p>Integrate information / communication technologies into teaching programs</p> <p>Investigate a middle years strategy.</p> <p>Develop a framework to address the issues in middle schooling 7-9, particularly in relation to a school within a school concept.</p> <p>Develop our Transition Plan for Years 6 to 7.</p> <p>Provide professional learning opportunities which allow teachers to deepen their awareness of standards, outcomes and achievements</p> <p>Ensure opportunities for students to take initiative in community and school service.</p>	<p>Improved performance in stages 4 and 5</p> <p>Learning environments that are safe, inspiring and ecologically responsible</p> <p>Improved levels of engagement with the total curriculum of the school</p> <p>Better transition by students from diverse primary schools into Year 7 at High</p> <p>More engagement with the curriculum in Years 9 and 10</p>	X	X		<p>DP 7-9</p> <p>HT Student Welfare</p> <p>Year 7 Adviser</p> <p>Student Welfare Committee</p>	<p>Strong attendance and retention rates.</p> <p>Very low suspension rates</p> <p>Increased participation in school activities.</p> <p>Satisfaction with the curriculum and co-curricular activities as expressed in surveys.</p> <p>Qualitative data suggesting enhanced continuity of learning across stage transition points; 6-7, 8-9, 10-11.</p> <p>Evaluations by students, teachers and community members.</p>	\$163,000	School Community sources

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DET Priority objective: 2. Collaborate with students, parents and local partners to elevate expectations, address core values and social needs and provide challenging experiences that set high standards for achievement.

DET Priority outcome: Improved performance in co-curricular outcomes by High students

Strategies	Expected outcomes and targets	Years			Responsibility	Indicators	Allocation \$	Funding source
		1	2	3				
<p>Communicate high expectations through all school publications and events to enhance the image of the school.</p> <p>Promote and increase the participation in schools of parents from NESB communities.</p> <p>Refine and extend our co-curricular programs.</p> <p>Offer opportunities in academic competitions, debating, public speaking, chess, music and cadets in stage specific programs.</p> <p>Hold a convocation of staff, parents, old boys and students to discuss strategic directions for the school.</p> <p>Market the school in the eastern suburbs and in targeted feeder primary schools.</p>	<p>Implement and monitor growth in participation in co-curricular programs such as: GPS sports, Student Awards Scheme, debating, performance music, chess, civic service and leadership</p> <p>Improved level of performance in co-curricular activities</p> <p>Effective partnerships among staff, parents, old boys and students that enhance co-curricular programs and facilitate improved outcomes</p>	X	X	X	<p>HT Sport</p> <p>Sports Council</p> <p>MICs of the various sports as well as debating, chess and public speaking MICs</p> <p>The music staff</p> <p>P & C Sub-committees</p>	<p>Trends upwards in sports participation rates and results, music participation rates, chess results, debating and public speaking performances.</p> <p>Evidence of enhanced community satisfaction with the sports, and co-curricular programs offered by the school</p> <p>Positive evaluations by students, teachers and community members.</p> <p>Written strategic directions for the school as an outcome of the convocation process.</p>	<p>Sport \$385,000</p> <p>Sport capital \$40,000</p> <p>Marketing \$6000</p>	

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