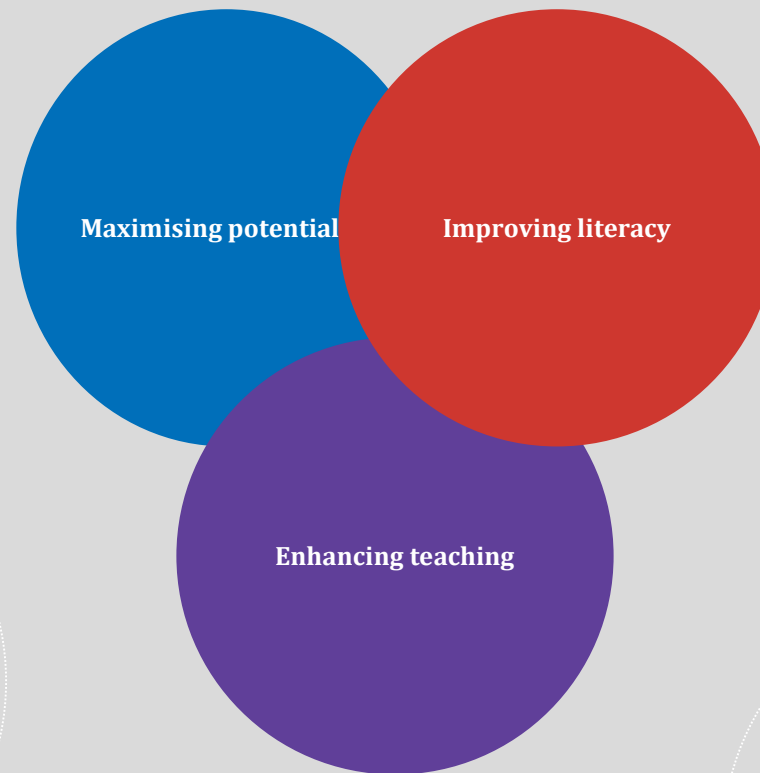


School plan 2015 – 2017

Sydney Boys High School





School vision statement

We strive for excellence in everything we do. We provide a learning environment that allows every student to thrive as an individual. Excellent performance is not an exception but an expectation at High. We try to build greater engagement with the school by the wider community – school staff, students, parents, Old boys and friends. We have a priority on recognising and rewarding accomplishment. We teach boys, not subjects. Our theme is “nurturing scholar-sportsmen since 1883”.

School context

Sydney Boys High School is a selective school with a multicultural, 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 DEC 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 Sailing Association Inc
- The Sydney High School Rifle Club Inc
- The Sydney High School Rowing Association
- The Sydney High School Rugby Association
- The Sydney High School Cricket Association

We value our relationships with: 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.

School planning process

Purpose

Sydney Boys High School has autonomous learning, more sophistication in reading and writing and promoting excellent teaching as its major priorities. We intend to intercept entropy and refresh teaching and learning and administrative practices at High.

People

Leaders: Leaders will provide staff with support in developing these skills through initial and continuing professional development.

Staff: Teachers should be aware of the impact of constructive feedback and how it affects gifted learners and their engagement, sophistication and mastery of literacy.

Students: Engagement can be enhanced by assessment practices which protect the learner's autonomy, provide some choice, and create opportunity for sophistication of analysis and expression.

Parents: Parents should be more involved in the process of generating higher expectations for all learners. In 2015, the use of ILSPs will aim to have students, teachers and parents working together, to improve the learning of all underachieving students.

Development Office: Staff employed or given responsibility for building relationships between families, community members and the school.

Processes

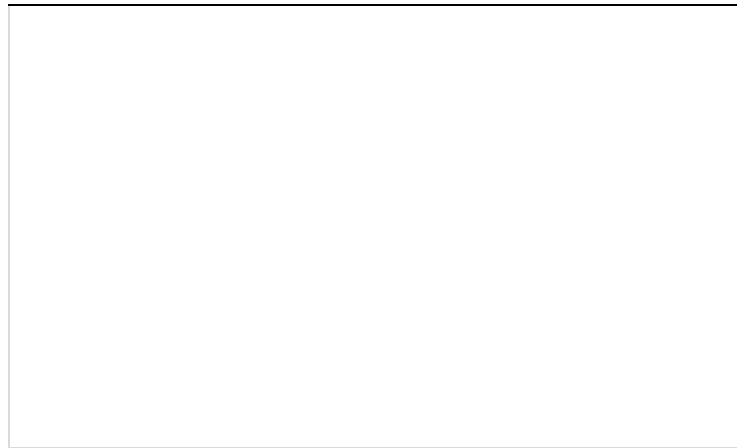
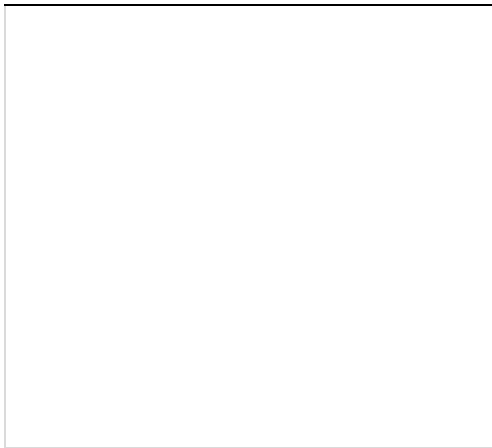
We are going to assess and report on understanding, skills and sophistication of writing. The growth of individuals, years 7-9, will be reported in terms drawn from the DEC literacy continuum for stages 4 and 5.

To ensure engagement in the school community we will emphasise the scholar-sportsman tradition and measure this on student participation in co-curricular activities.

Improved teaching and ensuring engaged, successful learning will be facilitated through structured lessons plans and feedback.

As part of the NSW DEC wellbeing framework SBHS will be:

- Developing an understanding within the school of the new approach to wellbeing
- Using the self-assessment tool, once the development of this tool is completed, to identify strengths and priorities for wellbeing
- Consulting with the school community in planning



processes to target resources to enhance learning through wellbeing.

- Encouraging staff to visit the new Wellbeing for Schools website and explore the range of policy information and resources currently available to schools

Practices

- Autonomous learning
- Confidence
- Sophistication and skill
- Teacher anticipated excellence

Product

We aim to build an inclusive, caring environment which fosters collaborative learning and positive relationships where excellence in academic, cultural, artistic, sporting, social justice and community endeavours are achieved.



STRATEGIC DIRECTION 1

[Maximising potential – challenging the accomplished and energizing the disengaged]

Purpose:

Our boys should all be nurtured to become autonomous, engaged and successful learners, striving to maximise their potential in all areas of school life and to make the most of opportunities on offer at High.

STRATEGIC DIRECTION 2

[Sophistication and Skill in Reading and writing]

Purpose:

Our boys need to read and write with more confidence, sophistication and skill. We need to ensure we emphasise literacy across all KLAs and make the boys focus on quality work.

STRATEGIC DIRECTION 3

[Teacher practice and the pursuit of excellence]

Purpose:

Our teachers should polish their practice so that more of our boys can reach their learning goals and pursue excellence more vigorously.

Strategic Direction 1: Maximising potential - Challenging the accomplished and energizing the disengaged

Purpose

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

Our boys should all be nurtured to become autonomous, engaged and successful learners, striving to maximise their potential in all areas of school life and make the most of opportunities on offer at High. The rationale at High is to ensure all students are catered for and achieve success. Lower end students' progress with the aid of Individual Learning and Support Plans and high achieving students are promoted through acceleration and the Individual Learning Plans that accompany acceleration. Students who have more choice and autonomy over their learning have been shown to be more motivated and to work better and learn more.

Improvement Measures

- ❖ Number of students in Academic Support Group. A target of less than 20% in Year 7.
- ❖ Engagement across school wide co-curricular activities. An aim of 70 bronze awards for Year 7 in 2015.
- ❖ Achieving the HSC targets using the targets set by the executive for all courses.
- ❖ Achieve the cohort performance targets set by the Principal.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Ensure early intervention to build capacity and that all students are able to work autonomously. This will be achieved through early intervention by our nine-person welfare team in Years 7-9, creating ILSPs for underachievers and through gifted and talented learning programs such as DaVinci decathlon.

Staff: Teachers are aware of the impact constructive feedback has and how it impacts on gifted learners and their engagement with completion of tasks. Year Advisers and the SLSO will work with the academic support group and use ILSPs to improve educational outcomes

Parents/Carers: Parents will be more involved in the process of achieving higher expectations for all learners. In 2015 the use of ILSPs will assist students, teachers and parents to work together to improve outcomes for underachieving students. For all students higher learning goals and positive student feedback will help to achieve a better understanding among students, parents and staff.

Community Partners: Community partnerships built at Cleveland Street High School, Bourke Street Public School, Vincentian House, as well as, many philanthropic projects, will continue in 2015 to provide leadership opportunities at High.

Leaders: Leaders will provide staff with support in developing staff skills through initial and continuing professional development, and by always emphasizing the importance of why autonomy of learning is important in gifted education. Leaders are important in the process of developing and maintaining ILSPs and ILPs.

Processes

How do we do it and how will we know?

- Teachers use student-based learning activities that promote individual and collaborative learning
- Parents are engaged in ILSPs for underachieving students and ILPs for accelerating students.
- Give students a voice to be active learners and leaders in society
- Leaders use Gagné's differentiated model of talent. Development skills are practised systematically in structured programs centred on the six domains – intellectual, creative, social, perceptual, muscular and motor control.
- Ziegler's model is used to prepare the learning environment for an optimal learning experience by allowing co-evolution of students, teachers and the classroom environment.

Evaluation Plan

Quality of maximising potential can be measured by:

- Uptake and success in gifted programs such as tournament of minds and Da Vinci decathlon.
- Collaboration in understanding
- Number of students that develop as a result of ILSPs
- Engagement in whole school co-curricular programs
- Academic competitions and results.

Products and Practices

What is achieved and how do we measure?

- ❖ Number of students in Academic Support Group. A target of less than 20% in Year 7.
- ❖ Engagement across school wide co-curricular activities. An aim of 70 bronze awards for Year 7 in 2015.
- ❖ Achieving the HSC targets using the targets set by the executive for all courses.
- ❖ Achieve the cohort performance targets set by the Principal.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Individual learning plans that focus on student improvement.
- Teaching practice that centres on future focussed learning skills.
- An annual review of teaching programmes across all KLAs. Autonomy to be embedded in all teaching and learning programmes.
- Fostering better motivation with more tasks that have complexity and autonomy.
- Create experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership that benefit our students.

Strategic Direction 2: Sophistication and Skill in Reading and writing

Purpose

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

Our boys need to read and write with more confidence, sophistication and skill. We need to ensure we emphasise literacy across all KLAs and make the focus on quality work. At the HSC level our boys lose valuable marks through imprecise reading and simplistic writing. Our boys need to develop stronger, more confident voices as writers.

Improvement Measures

- ❖ Improve Naplan results for Reading and Writing
- ❖ Use formal assessments to improve literacy standards across all KLAs.
- ❖ Comparisons of means in HSC courses with major literacy tasks being tested.
- ❖ Use the literacy continuum to measure SBHS against these standards.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Master core subjects, think deeply and critically and make relevant connections. Learn to understand and critique structure, form and content across all KLAs.
Staff: Grow staff in their confidence and understanding of the expected standard of writing and the need to provide stimulating, challenging writing experiences for all students. Staff will ensure recognition is given for the quality and improvement in quality of work, rather than just the completion of set tasks.

Parents/Carers: Parents will be encouraged to realise the importance of improving literacy standards across the school and work with staff to ensure students show grit and determination to improve reading and writing standards. They will be asked to show support in valuing creativity in reading and writing.
Community Partners: Ensure SBHS is engaged in community programs that improve literacy standards and set high expectations for our boys.

Leaders:
The school executive will have a coordinated approach to literacy where the teaching of writing is valued and there is an expectation of improvement in literacy standards across the school. Teachers will emphasise the necessity of developing an individual 'voice' in all our boys.

Processes

How do we do it and how will we know?

- Higher expectation from teachers in writing tasks
- Collaborative learning across all KLAs in reference to literacy.
- Ensure students feel comfortable with writing tasks and that they always attempt their best.

Evaluation Plan

- Improvements in the quality of Naplan results for literacy.
- Teacher's comments focus on student development using literacy continuum language.

Products and Practices

What is achieved and how do we measure?

- Improve Naplan results for Reading and Writing
- Use formal assessments to improve literacy standards across all KLAs.
- Comparisons of means in HSC courses with major literacy tasks being tested.
- Use the literacy continuum to measure SBHS against these standards.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Leaders will work effectively with staff, students, parents and the community to ensure the improvement of literacy is the goal for all members of the school community. They will develop and evaluate assessment policies and practices and maintain ongoing evaluation to improve practice

Practice:

- Teaching practice will be the result of the development of collaborative plans that meet the agreed literacy needs of the school.

Strategic Direction 3: Teacher practice and the pursuit of excellence

Purpose

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

Our teachers should polish their practice so that more of our boys can reach their learning goals and pursue excellence more vigorously. We want to modify professional practice in ways that improve the learning outcomes, engagement and wellbeing of every student. At High we need to differentiate our curriculum and update our pedagogy so as to ensure we are providing the broadest opportunities for our students to build future focused skills – Problem solving, evaluating, working in teams, communicating ideas and creating and innovating (PEWCC). Usually, assessment drives curriculum change. We need to reconceptualise some of our assessment outcomes so that they focus on future focused skills (PEWCC). If we find it harder to vary summative assessment in the Senior School then we can focus on lower stakes formative assessment reform. In the High Junior School there is no impediment to our recasting of our assessment regime to build personal capacity.

Improvement Measures

- ❖ Results from the Tell Them From Me survey about:
 - Rigour
 - Relevance
 - Positive learning climate
 - Expectations for success
- ❖ Feedback from lesson observations
- ❖ Evaluation of current assessment and reporting guidelines.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Students will develop their skills in response to the pursuit of excellence by staff members.

Staff: Quality teaching is the most effective way to improve the educational outcomes for young people. Teachers at SBHS will continue to take pride in rigour, pedagogy and assessment to make work intellectually stimulating and ensure lifelong learning. We will show staff and students how better can replace good.

Parents/Carers: Parents will be informed of changes to assessment and programs that aim to support a better learning environment. If they understand why changes are taking place they will be more likely to support these changes.

Community Partners: Teachers will continue to participate in outside school programs that develop content knowledge and future earning skills for our students.

Leaders: In progressing teaching and learning SBHS school leaders will establish a professionally challenging and supportive learning culture and actively invest in building to create a collective knowledge bank within the school. An expectation of innovation and improvement of teaching practice will continue to be set by the executive.

Processes

How do we do it and how will we know?

- ❖ In order to achieve excellence teachers will:
 - Challenge students
 - Encourage deep learning
 - Monitor success and provide feedback
- ❖ Effective lesson observations will examine teacher practice. A key part of the observation relates to the consultation before and after the lesson has occurred to aid professional growth.
- ❖ Use data gathered from the Tell Them From Me Survey to assess whether changes to some lessons are necessary.
- ❖ Professional Development Plans will evaluate the effectiveness of the professional learning activities undertaken to effectively address students' needs.

Evaluation Plan

- ❖ Executive to monitor staff observations
- ❖ Timeline of staff observations set out clearly
- ❖ Modifications made annually in response to data gathered by survey, test results and conversations.
- ❖ Use of the classroom practice continuum to as a guideline for future direction of teachers.
- ❖ Self-assessment of teachers practice to be encouraged at executive level.

Products and Practices

What is achieved and how do we measure?

- ❖ Results from the Tell Them From Me survey about:
 - Rigour
 - Relevance
 - Positive learning climate
 - Expectations for success
- ❖ Feedback from lesson observations
- ❖ Evaluation of current assessment and reporting guidelines.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- ❖ Lesson observations will be a continuing professional development tool.
- ❖ SBHS will use data gathered from surveys to improve teaching pedagogy year to year.
- ❖ Increased collaboration between staff across faculties.
- ❖ Increased familiarisation with the Australian Teaching Standards.