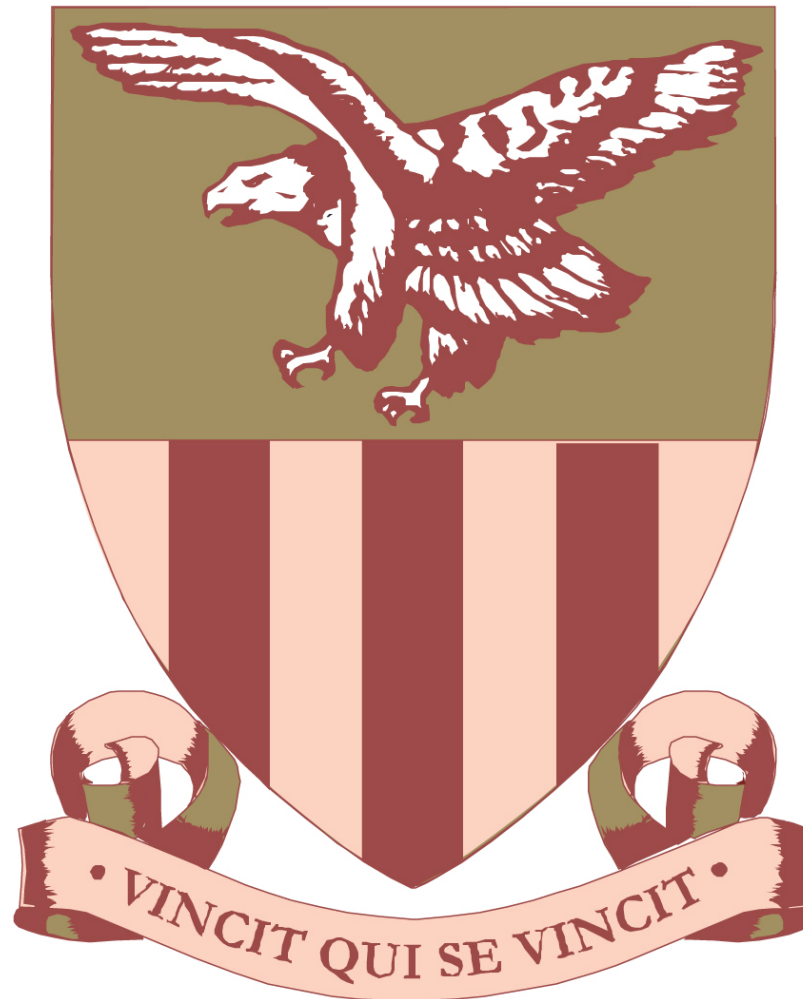


# School plan 2015-2017

## North Sydney Boys High School 8132



# School background 2015–2017

## School vision statement

To be the premier boys' school in New South Wales

North Sydney Boys High School promotes quality teaching and learning and celebrates academic excellence and holistic achievement with strong community partnerships and engagement.

## School context

North Sydney Boys High School (enrolment 923, 92% students from language backgrounds other than English) is a selective school with a commitment to a stimulating and challenging learning environment which develops resilient, innovative and connected learners who strive to achieve their personal best. Students from a broad range of socio-economic backgrounds travel from across wider Sydney to its lower north shore location.

The school has a history of outstanding academic achievement. Experienced staff are dedicated to innovative curriculum writing and delivery with a strong focus on quality teaching and professional learning. An extensive extracurricular program includes academic, sporting and cultural domains. There are strong associations with Old Boys, parents and the local community.

Current school priorities include quality teaching, problem based learning, cross curriculum perspectives, feedback for improvement, information communications technology and authentic assessment. Every student has a digital mobile learning device (Bring Your Own Device).

There is a strong student voice and students participate in decision making, leadership, social justice, wellbeing and volunteering programs. Student leadership, personal and social capability, ethical and intercultural understanding (Australian Curriculum, Assessment and Reporting Authority capabilities) are demonstrated in academic programs, sport, the arts, culture and community service.

## School planning process

NSBHS trialled the new planning process in 2013 and 2014. The planning process for 2015–2017 involved the following strategies:

### Data analysis

School, HSC, NAPLAN, International Competitions and Assessments for Schools and VALID data using School Measurement, Assessment and Reporting Toolkit and Results Analysis Package; School Wellbeing data; Year 12 exit surveys and Year 7 entry surveys; Dr Andrew Martin – motivation and engagement survey; Annual Financial Statement and Resource Allocation Model evaluation.

### Planning forums and evaluation:

Participation in all regional Strategic Planning forums; Research from Selective Principals Conference 2014; and Executive and Aspiring Executive evaluation toolkits: School Evaluation and Australian Council for Educational Research School Improvement.

### An extensive consultative process included:

A comprehensive analysis of student and staff surveys including the Tell Them From Me (TTFM) survey; Separate focus groups with staff, students and parents; Student Strategic Planning feedback sessions 2014; Head Teacher faculty evaluations 2014; 2014 TARS/EARS/PARS feedback; Professional conversations with staff; Team feedback – TPL, Finance and other teams; Consultation and training with Professor Jenny Gore; Consultation with schools in NS-EC and LNS; and Review and consultation with Principal School Liaison Officer.

The feedback confirmed that we needed to differentiate the curriculum and improve our pedagogy to ensure we are providing the broadest experiences for our students to build future focused skills – problem based learning, explicit feedback for improvement, working in teams, communicating ideas and being innovative.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Staff Learning and Leadership

### Purpose:

To build individual and collective teacher capacity to support organisational innovation, leadership development and leadership sustainability.

## STRATEGIC DIRECTION 2

Student Learning and  
Performance

### Purpose:

To embed quality learning and engagement in every classroom through dialogue, collaboration and professional learning informed by research and data in order to achieve academic excellence and sustain high performance.

## STRATEGIC DIRECTION 3

Student Wellbeing and  
Belonging

### Purpose:

To provide multiple opportunities for students to serve our community and become innovative, resilient 21st century learners who engage and play.

# Strategic Direction 1: Staff Learning and Leadership

Purpose	People	Processes	Practices and Products
To build individual and collective teacher capacity to support organisational innovation, leadership development and leadership sustainability.	<b>People</b>	Professional learning team will be established to ascertain teacher and leaders PL needs and interests.	<b>Practices</b>
<b>Improvement Measures</b>	Staff professional learning needs addressed through engagement in induction programs, beginning teacher programs, ongoing professional learning and the professional development planning process.	Effective lesson observation practices will be established. A key part of the observation process will be ongoing professional conversations.	All teachers work with supervisors and peers to develop PDPs that include targeted professional learning and supporting documentation in line with school strategic directions in addition to personal goals.
Internal and external survey results indicate that teachers are pursuing deep knowledge and relevance, and that there is a positive inclusive learning environment fostering success.	Teacher professional learning culture established through shared vision, teacher mentoring, collaboration, observation and feedback.	Develop an aspiring leadership program within the school to complement both CoSs PL leadership programs.	Lesson observations will be used as a professional learning tool.
Increased numbers of teachers participating in leadership programs and seeking additional roles and responsibilities.	Students, teachers and parents' ideas communicated through TTFM surveys, conversations and community meetings.	<b>Evaluation Plan</b>	Distributed leadership is authentic and staff take on greater whole school responsibility.
Teachers using data, current pedagogical research, observation, professional conversations, explicit feedback and self-reflection to inform their teaching practice.		Data collected through HTs and DPs to establish numbers of teachers seeking promotion and/or achieving accreditation at Highly Accomplished and Lead Teacher.	Data gathered from surveys will inform and improve teaching practice.
		Analyse teacher feedback on effectiveness of the professional learning.	Parents/parent groups are consulted about the processes in the school through existing structures.
		Regular reporting against the milestones by the leadership team to inform progress and feedback to teams.	<b>Products</b>
			Internal and external survey results indicate that teachers are pursuing deep knowledge, relevance, and that there is a positive inclusive learning environment fostering success.
			Increased numbers of teachers participating in leadership programs and seeking additional roles and responsibilities.
			Teachers using data, current pedagogical research, observation, professional conversations, explicit feedback and self-reflection to inform their teaching
			Feedback from lesson observations re emerging PL needs shared with HTs and DPs.

# Strategic Direction 1: Staff Learning and Leadership

Improvement Measures

People
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Processes
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Practices and Products
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# Strategic Direction 2: Student Learning and Performance

## Purpose

To embed quality learning and engagement in every classroom through dialogue, collaboration and professional learning informed by research and data in order to achieve academic excellence and sustain high performance.

## Improvement Measures

Increased growth and value-added data in NAPLAN, ICAS and HSC with an increase in the gap between the school and SSG schools.

Increased percentage of Band 6s and E4 in all HSC courses including positive growth in numbers of HSC students moving from Band 5 and E3 into Band 6 and E4

All faculties with digital portfolios according to agreed NSBHS protocols and BOSTES standards.

## People

### People

Students are engaged in a differentiated curriculum including 21st century capabilities which add value to students' literacy needs.

Student engagement is achieved through Quality Teaching Framework and Problem Based Learning and relevance to their own world.

Teachers use data analysis to identify student learning needs, embed explicit literacy teaching strategies, inform assessment, provide explicit feedback to students and make program and lesson adjustments.

Parents are involved in evaluation teams to support teaching and learning through parent forum with executive.

Community partners (inc CoSs, universities, old boys) work collaboratively with school leaders to foster key programs, provide learning opportunities and educational expertise for students and staff.

## Processes

In order to achieve excellence teachers will:

- Challenge students
- Focus on deep learning
- Monitor progress and provide feedback

Data analysis and professional learning will be used to develop and implement:

- whole school literacy plan and initiatives
- differentiated quality programs and assessment tasks
- effective feedback and reporting

Share best learning practice through quality teaching modelling and Problem Based Learning.

Develop strategic partnerships in the broader community including SSG and CoS networks, research experts, universities, professional associations.

## Evaluation Plan

Analysis of NAPLAN, HSC, external competition data and student and staff evaluation (surveys and focus groups) will inform directions and improvements required.

Review of faculty, data, programs and assessment tasks to develop NSBHS protocol using contemporary practices.

Regular review and reporting against the milestones by the leadership team.

## Practices and Products

### Practices

Students develop, reflect and report on the achievement of their own personal and academic goals.

Students working independently and collaboratively on rich tasks and open ended questions, problems and projects.

Increased cross faculty collaboration between staff engaging in quality teaching observations and PBL projects across faculties and increased levels of teacher interaction across networks.

Staff develop cross faculty scope and sequence to embed literacy, problem based learning and cross curriculum priorities.

### Products

Increased growth and value-added data in NAPLAN and HSC, with an increase in the gap between the school and selective schools.

Increased % of Band 6s and E4s in all HSC courses including positive growth in numbers of HSC students moving into top bands.

Differentiated programs, assessments and reports in alignment with each other and the Australian Curriculum.

All faculties with digital portfolios according to agreed NSBHS protocols and BOSTES standards.

Whole school literacy plan published.

Innovative 21st century learning spaces.

# Strategic Direction 3: Student Wellbeing and Belonging

## Purpose

To provide multiple opportunities for students to serve our community and become innovative, resilient 21st century learners who engage and play.

## Improvement Measures

NSBHS has in place a comprehensive and inclusive wellbeing framework that supports the wellbeing of students.

Enrichment and mentoring opportunities are significant and are aligned with the school's vision and values.

The development of a Falcon Code.

## People

### People

Student leaders and staff promote Falcon Pride as a form of Positive Behaviour for Learning.

Students and staff engage in and value the many facets of school life, including academic rigour, enrichment and extension beyond the classroom, giving to the community, and enjoying co-curricular and extra-curricular pursuits.

Wellbeing Team review wellbeing program for both students and staff.

Students link with other high school students in our networks.

Staff refer to and use learning support (including Individual Learning Plans) to improve student outcomes.

Parents informed through the school's communication platforms including the use of interpreters for key information sessions.

Parents upskilled in student learning and wellbeing management through presentations organised by the school and P&C.

Old Boys mentoring/coaching/tutoring.

## Processes

Foster Falcon Pride through the school environment, initiatives and strategies.

Investigate embedding a proactive Positive Behaviour for Learning (PBL) platform linked to our school values.

Implement wellbeing and mentoring programs to build resilience and improve mental health.

## Evaluation Plan

School reports will be utilised to monitor and review student participation and engagement in camps, enrichment and leadership activities.

Analysis of student, staff and parents surveys (TTFM) and focus groups will inform directions and improvements required.

Regular review and reporting by the leadership team will be conducted using the milestones.

## Practices and Products

### Practices

Students are self-aware, build positive relationships and actively contribute to the school, the community and society.

Student leadership teams lead whole school activities to develop Falcon Pride.

Students and staff work and support each other in a collaborative functioning environment.

Staff use structured management systems that align to our wellbeing programs.

The wellbeing team is proactive and all staff are engaged in a functional referral system.

Students actively and socially engaged in playground to combat anti-social devices.

### Products

NSBHS has in place a comprehensive and inclusive wellbeing framework that supports the wellbeing of students.

Enrichment and mentoring opportunities are significant and are aligned with the school's vision and values.

The development of a Falcon Code.

Effective in-school and co-curricular programs (eg social justice) that engage students in active and digital citizenship.