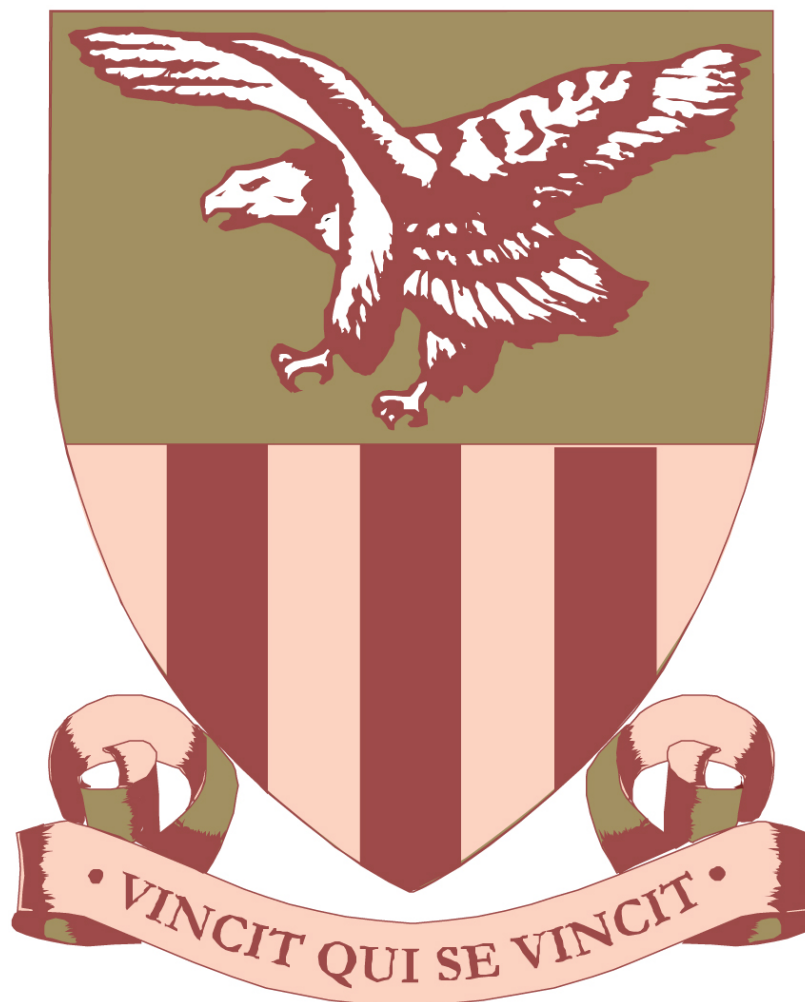


School plan 2018-2020

North Sydney Boys High School 8132



School background 2018–2020

School vision statement

VISION

To be the premier boys school in New South Wales.

MISSION STATEMENT

Preparing young men to be our future.

CORE VALUES

Our vision will be realised by:

- Achieving academic excellence
- Learning in an inspirational and innovative environment
- Creating opportunities to lead, engage and play
- Nurturing young men
- Belonging to and serving our community.

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 930, 93% 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.

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

To ensure that the 2018 – 2020 School Plan reflects the unique needs of the whole school community, North Sydney Boys High School undertook an extensive consultation process. The process included extensive surveying of the student body, teaching and support staff, parents and the wider community. The first stage of the process was to develop a comprehensive electronic survey to identify and outline strategies to grow and develop the whole school community in the following areas:

- The North Sydney Boy graduate
- School culture
- Teaching and learning
- Curriculum
- Teaching
- Student wellbeing
- Leadership
- School, family and community

Teaching and support staff worked in small groups to respond to the survey. A similar process was undertaken by a randomised selection of the student body and the Student Leadership Team. The wider community also participated in the process at a Community Forum event. Data was collated and presented to the School Executive at its annual Executive Conference. The Executive developed the School Plan based on the findings from the consultation process and other data sources including:

- Tell Them From Me (TTFM) survey results
- School Wellbeing data and Year 12 exit surveys
- NAPLAN and HSC data analysis

The draft school plan was presented to the staff, P&C and the Student Leadership Team for further input prior to its publication.


School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Engaged Learners

Purpose:

To adapt, develop and implement relevant and challenging teaching and learning experiences so that students are better equipped as critical and creative thinkers.



STRATEGIC DIRECTION 2 Excellence in Teaching and Leadership

Purpose:

To enhance the professional capacity and leadership potential of all teachers so they can be passionate, collaborative and reflective educators committed to achieving academic excellence for all students.



STRATEGIC DIRECTION 3 Supporting Quality Relationships

Purpose:

To facilitate and nurture positive relationships between students, staff and the community to enhance collective wellbeing.

Strategic Direction 1: Engaged Learners

Purpose

To adapt, develop and implement relevant and challenging teaching and learning experiences so that students are better equipped as critical and creative thinkers.

Improvement Measures

An increase in staff reporting the efficient use of teaching and learning infrastructure.

Every faculty will have a formalised process to use student feedback to inform programming and assessment.

An increase in the number of cross-curricular tasks in Stage 4 and 5, with a focus on enhancing students' skills in literacy and numeracy.

People

Students

Will develop critical and creative thinking skills to become adaptive and innovative learners.

Staff

Will effectively utilise teaching and learning environments to challenge and engage students.

Staff

Will ensure the existence of meaningful curriculum links and problem based learning activities.

Parents/Carers

Will develop their understanding of the skills needed for students to become adaptive and innovative learners.

Leaders

Will allocate resources to ensure that infrastructure can meet 21st century learning needs.

Processes

A whole school audit of technology and teaching and learning spaces, including research into best practice at other schools. This will result in the development of a plan to guide the roll out of consistent technology infrastructure and more flexible learning spaces within the school.

The development of processes and procedures to ensure that the review of all faculty programs and assessment tasks incorporates student feedback. Regular feedback cycles will be designed to develop more challenging and meaningful teaching and learning activities.

Professional learning time will be allocated to allow faculties to work together to develop cross-curricular units of work and assessment tasks that are focused on enhancing students' critical and creative thinking skills.

Evaluation Plan

Progress towards improvement measures will be evaluated through: an audit of classroom environments; feedback from staff and students on the use of flexible learning spaces; annual reviews of faculty programs; student feedback surveys; annual mapping of faculty scope and sequences to enhance opportunities for cross-curricular learning.

Practices and Products

Practices

Teachers will utilise technology and flexible learning spaces to enhance student learning.

Teachers will use student feedback to develop relevant and challenging learning experiences.

A school-wide commitment to the necessity of cross-curricular tasks to enhance student learning.

Products

More flexible learning spaces and consistent teaching and learning technology in all classrooms.

Engaging teaching and learning programs that are based on data collected from student consultation.

An increase in cross-curricular tasks that embed literacy, numeracy and futures learning skills.

Strategic Direction 2: Excellence in Teaching and Leadership

Purpose	People	Processes	Practices and Products
<p>To enhance the professional capacity and leadership potential of all teachers so they can be passionate, collaborative and reflective educators committed to achieving academic excellence for all students.</p>	<p>Students</p> <p>Will provide teachers with effective feedback to enhance their capacity to deliver engaging content.</p>	<p>The allocation of resources, including relief time, to allow faculties to develop collaborative practices. Formal and informal strategies will be implemented using educational research and student data to enhance teachers' knowledge, skills and understanding.</p>	<p>Practices</p> <p>A school culture that recognises the importance of teacher collaboration as a tool for school improvement.</p>
<p>Improvement Measures</p> <p>An increase in the number of staff working collaboratively within and across faculties.</p>	<p>Staff</p> <p>Will engage in collaborative practices within their faculty, school and wider community to enhance teaching and learning practices.</p>	<p>The creation of a Professional Learning Program, with explicit procedures for developing the career paths of all teachers, especially those with leadership aspirations. Teacher mentoring and individualised professional development will be used to support the professional growth of all staff.</p>	<p>A school culture that supports the professional capacity of its teachers and leaders.</p>
<p>An increase in the number of staff reporting the school's Professional Learning Program builds teacher capacity and supports leadership aspirations.</p>	<p>Staff</p> <p>Will undertake professional development to ensure they are meeting the Australian Professional Standards for Teachers.</p>	<p>Teachers will work collaboratively, within the school and the wider community, to develop their expertise in the delivery of NESA curriculums, with a focus on literacy and numeracy. A mentoring program will be implemented for new Stage 6 teachers, utilising teaching staff with HSC marking experience.</p>	<p>Teachers will work with networks of other teachers and curriculum experts to develop their expertise as teachers.</p>
<p>Maintain Band 6 performance trend data for the majority of HSC subjects.</p>	<p>Leaders</p> <p>Will provide opportunities for staff to take on whole school responsibilities to enhance their leadership potential.</p>	<p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through: analysis of staff PDPs to examine professional learning needs; staff surveys, evaluation of the use of relief time to enhance collaborative practices, including a cost/benefit analysis; evaluation of staff participation in teaching networks and leadership programs.</p>	<p>Products</p> <p>A professional learning program that supports collaboration and builds teacher capacity.</p>
	<p>Community Partners</p> <p>Will work collaboratively with staff to develop their understanding of educational pedagogy and best practice.</p>		<p>A professional learning program that supports staff in achieving and maintaining all levels of the Australian Professional Standard for Teachers.</p>
			<p>A teaching staff who are supported and have enhanced expertise in the delivery of NESA curriculums.</p>

Strategic Direction 3: Supporting Quality Relationships

Purpose	People	Processes	Practices and Products
<p>To facilitate and nurture positive relationships between students, staff and the community to enhance collective wellbeing.</p>	<p>Students</p> <p>Will develop their capacity to become resilient, holistic learners who can access information and services to support their wellbeing needs.</p>	<p>Audit of the school website and the creation of a timeline to update the website and develop and implement a parent communication app. The audit will also identify user and technical requirements of a more integrated electronic calendar system.</p>	<p>Practices</p> <p>The school community will be able to communicate effectively using all of the school's electronic applications.</p>
<p>Improvement Measures</p>	<p>Staff</p> <p>Will promote and utilise communication platforms to engage with the school community.</p>	<p>Audit of the current student wellbeing program, including research into best practice at other schools, to develop a more integrated approach to student wellbeing. Student, staff and parent evaluation of current wellbeing programs will be used to inform changes.</p>	<p>Students will feel an enhanced sense of connection to a safe and supportive school community.</p> <p>The school will work collectively to support the health and wellbeing of all staff.</p>
<p>Increased use of, and positive feedback about, the school's electronic platforms using 2018 baseline data.</p> <p>Qualitative data indicates improved student and staff wellbeing.</p>	<p>Staff</p> <p>Will provide meaningful feedback to ensure the development and implementation of an effective staff wellbeing program.</p> <p>Parents/Carers</p> <p>Will become active participants in the school community, utilising communication tools and providing constructive feedback, to enhance the capacity of the school to deliver quality teaching and learning programs.</p>	<p>Staff will form a staff wellbeing team. The team will be responsible for the creation and implementation of a program to enhance staff wellbeing. As part of the program staff will be encouraged to participate in activities to support each other's health and collective wellbeing.</p>	<p>Products</p> <p>The development of a new school website and app, synced to the school calendar, to simplify information flow.</p> <p>The creation of a more integrated student wellbeing program.</p> <p>The development and implementation of a staff wellbeing program.</p>
		<p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through: an audit of current electronic communication platforms; surveys of students, staff and parents (for example TTFM); technology and wellbeing focus groups; investigation of other schools' student and staff wellbeing programs.</p>	