

School plan 2018-2020

Sydney Boys High School 8137



School background 2018–2020

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

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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.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Using the PERMA and IPEC models to engage our students

Purpose:

Our boys should all be nurtured to become autonomous, engaged and successful learners, striving to maximise their potential. At High we want to create positive relationships within and among our boys and with our staff to ensure shared meaning and create a sense of accomplishment at our school.

STRATEGIC DIRECTION 2

Lighting up Literacy

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. They need to know more about how our language works and better expression is structured.

STRATEGIC DIRECTION 3

Teaching future focused earning skills for life

Purpose:

Our teachers should polish their practice so that more of our boys can reach their learning goals and pursue excellence more vigorously through greater engagement with their learning and the use of thinking routines to ensure the successful development of PEWCC skills.

Strategic Direction 1: Using the PERMA and IPEC models to engage our students

Purpose

Our boys should all be nurtured to become autonomous, engaged and successful learners, striving to maximise their potential. At High we want to create positive relationships within and among our boys and with our staff to ensure shared meaning and create a sense of accomplishment at our school.

Improvement Measures

Number of skill based lessons/assessments focused on engagement – PERMA/IPEC (HTs)

Increased understanding of social awareness through increased participation in social equality matters – IPEC (HT Welfare, ADCO)

Number of students involved in two GPS sports – IPEC. (HT Sport)

People

Students

Ensure engagement in every class and a safe learning environment that encourages reflection and feedback. This will be achieved through our skills-based focus in every faculty

Staff

Teachers are aware of the impact constructive feedback has and how it impacts on gifted learners and their engagement with completion of tasks. Teachers will work on enhancing student voice and enabling recovery from setbacks by creating an environment where students are willing to seek help from their peers and staff. Staff will respond collaboratively to emerging student needs created by the ever-changing educational landscape.

Parents/Carers

Parents will be more involved in the process of achieving higher expectations for all learners. 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 Bourke Street Public School, Vincentian House, as well as, many philanthropic projects, will continue in 2018 to provide leadership opportunities and increase social justice at High.

Leaders

Leaders will provide staff with support in

Processes

Students who are focused on learning and seeking support and help in their studies

Students who are active in the community and involved in social justice matters

Well-rounded students who realise the importance of a healthy lifestyle and the benefits exercise can bring to their studies.

Evaluation Plan

- Uptake and success in social justice programs and initiatives
- Collaboration in understanding
- Number of lessons/assessments where students are engaged in PEWCC skills/thinking routines
- Engagement in whole school co-curricular programs – Operationalising the aspirational eg. Improvements in NAPLAN results and

Practices and Products

Practices

- Lessons that focus on skill development
- 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 benefits our students
- Scaffolding student success – creating hierarchies of student success and broadening the meaning of success
- Broadening the practice of dispositional teaching.

Products

- Number of skill based lessons/assessments focused on engagement – PERMA/IPEC
- Increased understanding of social awareness through increased participation in social equality matters – IPEC
- Number of students involved in two GPS sports – IPEC.

Strategic Direction 1: Using the PERMA and IPEC models to engage our students

People

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.

Strategic Direction 2: Lighting up Literacy

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. They need to know more about how our language works and better expression is structured.

Improvement Measures

Staff focus on literacy:

1. Each staff member to have one lesson observation on literacy
2. Executive to analyse success of faculty and report back progress (HTs)

Improvement in oral literacy:

- each faculty to have one task on oral literacy and track improvement measures (HTs)

Premiers target – Improving education results:

1. Increase proportion of students in top two NAPLAN bands
2. The literacy team to organise the use Grammar booklets to improve literacy standards. HT English to report back numbers of Year 7–8 who complete the booklet each year (HT English)

One literacy item per term as a school wide teaching focus from smart teaching: <https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing>

People

Students

We want to give students more opportunity to feel comfortable with oral and written tasks by having all students complete such tasks in the junior years. They are then given feedback and an opportunity to improve during the course of their junior school years.

Staff

Grow staff in their confidence and understanding of the expected standard of writing and oral tasks. Staff will ensure recognition is given for the quality and improvement in quality of work, rather than just the completion of set tasks. Teachers will emphasise the necessity of developing an individual 'voice' in all our boys.

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 and verbal skills is

Processes

- Higher expectations from teachers in writing tasks
- Collaborative approach to addressing one SMART teaching strategy per term
- Ensure students have more opportunities to work on oral and written skills across all KLAs

Evaluation Plan

- Improvements in the quality of Naplan results for literacy
- Tracking of Year 7 and Year 8 Grammar booklets
- Improvements in areas targeted by the SMART teaching goals.

Practices and Products

Practices

The executive will work effectively with staff, students, parents and the community to ensure the improvement of literacy. They will do this with the collegial approach to addressing literacy set out by the Literacy team.

Products

Staff focus on literacy:

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Strategic Direction 2: Lighting up Literacy

People

valued and there is an expectation of improvement in literacy standards across the school.

Strategic Direction 3: Teaching future focused earning skills for life

Purpose

Our teachers should polish their practice so that more of our boys can reach their learning goals and pursue excellence more vigorously through greater engagement with their learning and the use of thinking routines to ensure the successful development of PEWCC skills.

Improvement Measures

PEWCC reporting regime and continuum:

- focus in programs tie into reporting skills
- measure on communication
- every faculty target one continuum area in Year 7 to 9
- movement of students from y7–9 (HTs)
- HTs report to exec on success of how they assess PEWCC skills each semester

Group work:

- each faculty to have one group work task in the junior school and track improvement
- tracking based on group work participation mark and not final product mark (HTs)

Number and quality of Thinking routines used per semester per faculty.

Opportunities for autonomous online learning.

People

Students

Students will develop their skills in response to the increased focus on group work.

Staff

Teachers at SBHS will continue to take pride in rigour, pedagogy and assessment to make work intellectually stimulating and learning and assessment link to future focused earning skills.

Community Partners

Teachers will seek expertise in earning skills from worldwide research, in particular Harvard project zero.

Leaders

An expectation of innovation and improvement of teaching practice will continue to be set by the executive. The Executive will lead the staff in tracking improvement measures of PEWCC skills.

Processes

- Effective lesson observations will examine teacher practice. One lesson per year will be focused on Thinking Routines
- Professional Development Plans will evaluate the effectiveness of the professional learning activities undertaken to effectively address students' needs.
- Reports will have one section dedicated to reporting on PEWCC skills and their link to thinking routines.

Evaluation Plan

- Executive to monitor staff observations
- Timeline of staff observations set out clearly
- Tracking of Thinking Routines to be maintained by executive
- Tracking of PEWCC skills to be maintained by staff and executive.

Practices and Products

Practices

- Lesson observations will be a continuing professional development tool.
- Increased collaboration between staff across faculties
- SDD and twilights to focus on skills for life
- Link PEWCC skills with the Australian Teaching Standards.

Products

- PEWCC reporting regime and continuum:
- focus in programs tie into reporting skills
- measure on communication
- every faculty target one continuum area in Year 7 to 9
- movement of students from y7–9 (HTs)
- HTs report to exec on success of how they assess PEWCC skills each semester

Group work:

- each faculty to have one group work task in the junior school and track improvement
- tracking based on group work participation mark and not final product mark (HTs)

Increase the number and quality of Thinking routines used per semester per faculty.

Strategic Direction 3: Teaching future focused earning skills for life

Practices and Products

Opportunities for autonomous online learning.