

School plan 2018-2020

Homebush Boys High School 8151



School background 2018–2020

School vision statement

Homebush Boys High School strives for excellence and equity in the education and development of young men. This ethos is reflected in the school motto, Recte et Fortiter, upright and strong.

School context

Homebush Boys High School is a comprehensive community school for boys with a reputation for excellence in academic pursuits, a range of sports and many extra-curricular activities. Founded in 1936, it is located in the inner western suburbs of Sydney in a well established residential area.

We are highly multicultural in nature, with an enrolment of around 1150 students, comprising over 80% of students with a language background other than English. More than 50 cultural and language backgrounds are represented in our school population.

Our school staff of over 80 teachers is experienced and committed to engaging boys in meaningful learning experiences. Strong HSC results and outstanding growth rates in NAPLAN in reading and numeracy characterise academic outcomes. Student wellbeing initiatives focus on ensuring a safe and supportive learning environment and a sense of belonging to the school community and the wider community.

The school is an active partner in the Homebush–Strathfield Learning Community.

School planning process

The School Improvement Team coordinates the school planning process. The team conducted a comprehensive situational analysis in Term 4, 2014, systematically gathering data based on a wide range of elements of school life: academic, extracurricular and wellbeing aspects. This data formed the basis of a process of consultation with staff, students and parents to determine school directions. The planning process undertaken included:

DATA COLLECTION

- Faculty evaluations
- Team evaluations
- Students surveys – ‘Tell ThemFrom Me’ and Year 12 exit surveys
- Student achievement data including NAPLAN and HSC trends using SMARTand RAP software, and school assessment data including grade allocation trends
- Student wellbeing, enrolment and attendance data
- Teachers ‘Focus on Learning’ survey
- Professional learning funds allocation
- Parent survey and discussion group

DEVELOPMENT OF SCHOOL DIRECTIONS

- Faculty and team 2016 management plans
- Executive team review of whole school commonalities
- Executive review of draft strategic directions
- Whole school staff planning workshops led by head teachers
- School Council focus group discussion

The School Improvement Team collated and synthesised the information collected, presenting a draft school plan to staff via the executive team in Term 1. Parents, student representatives and staff were involved in the formulation

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of improvement measures and milestones in Term 1 and School Development Day 2.

Monitoring of the implementation of the School Plan through regular evaluation processes will inform the modifications and adjustments over the course of the three year span. The School Excellence Framework will be used to formally evaluate the school's progress.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Teaching—Quality pedagogy for every student in every setting.

Purpose:

To develop teacher capacity in line with the Australian Teaching Standards to develop rich and engaging teaching programs.

To support teachers to design and develop innovative assessment tasks and seek consistent and visible reporting and feedback practices.

STRATEGIC DIRECTION 2

Quality Learning—Catering for the needs of all students through sustained and differentiated programs.

Purpose:

To cater for the needs of all students through sustained engagement and differentiated programs.

To provide opportunities for student growth and model high expectations to improve student learning outcomes.

STRATEGIC DIRECTION 3

Quality Leading—Creating opportunities that inspire personal growth and excellence for staff and students.

Purpose:

To provide students with and inspire them to take up leadership roles within the school and the local community and see the value of these roles within the positive school community.

To provide staff with quality teacher development opportunities that foster their leadership capabilities.

To promote staff as leaders within a positive workplace professional learning school culture.

To recognise, encourage and develop leadership in the context of the classroom, whole school and broader educational environment.

Strategic Direction 1: Quality Teaching–Quality pedagogy for every student in every setting.

Purpose	People	Processes	Practices and Products
<p>To develop teacher capacity in line with the Australian Teaching Standards to develop rich and engaging teaching programs.</p> <p>To support teachers to design and develop innovative assessment tasks and seek consistent and visible reporting and feedback practices.</p>	<p>Leaders</p> <p>Develop consistent understanding of quality practices to lead staff improvement.</p> <p>Parents/Carers</p> <p>Gain a greater understanding of the School's assessment and reporting practices to support student outcomes.</p> <p>Staff</p> <p>Develop an understanding of accreditation processes and their professional responsibilities.</p> <p>Build skills in analysing data to inform practice.</p>	<p>Accreditation Initiatives</p> <p>The implementation of professional learning and systemic management of leadership through professional dialogue. The development of staff seeking accreditation at higher levels–HAT and Lead.</p> <p>Executive team is professionally developed in managing and supporting the Maintenance of accreditation for their staff.</p> <p>Quality teaching project</p> <p>A whole school approach where teachers focus on professional dialogue and pedagogy through negotiated observations to improve professional knowledge and practice.</p> <p>Assessment & reporting</p> <p>Review of school assessment and reporting and practices in each Key Learning Area. Clear and consistent whole school processes embedded that align with assessment and reporting practices.</p> <p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through</p> <ul style="list-style-type: none"> • Staff PDP documents & Lesson Observations • TPL funding reports • Timetables • Team minutes • Teaching & Learning programs • Student and parent feedback 	<p>Practices</p> <p>Staff display higher standards of professional practice and variety of classroom and curriculum knowledge.</p> <p>Staff are professionally developed and supported in using data to inform improved practice.</p> <p>Teachers regularly and directly engage with parents to improve understanding of student learning and strengthen student outcomes.</p> <p>Products</p> <p>Teachers are expert classroom practitioners as measured and defined by the Australian professional standards.</p> <p>A collaborative teaching staff learning from one another.</p> <p>Engaged parents who are partners in student learning and have confidence in the assessment and reporting practices within the School.</p>
Improvement Measures			
Increased number of staff seeking higher levels of accreditation at HAT, Lead level.			
Improved number of teachers engaging in collaborative practice and feedback.			
Improved percentage of staff identifying student–learning needs and using student data to guide whole school teaching and learning focus.			
Increased parent school communication on how to improve student learning outcomes.			

Strategic Direction 2: Quality Learning—Catering for the needs of all students through sustained and differentiated programs.

Purpose	People	Processes	Practices and Products
<p>To cater for the needs of all students through sustained engagement and differentiated programs.</p> <p>To provide opportunities for student growth and model high expectations to improve student learning outcomes.</p>	<p>Staff</p> <p>Develop a greater understanding of effective differentiation strategies with a focus on literacy and numeracy.</p> <p>Build skills in effective PB4L initiatives.</p> <p>Develop and share criteria for assessment with students.</p> <p>Provide opportunities for students to receive assessment feedback and guide students learning.</p> <p>Leaders</p> <p>Plan and develop professional learning opportunities to improve staff understanding and implementation of differentiated learning.</p> <p>Students</p> <p>Build an understanding and develop skills to interpret assessment and marking criteria.</p> <p>Utilise feedback to achieve future growth.</p> <p>Parents/Carers</p> <p>Build an understanding on what and how well their children are learning.</p>	<p>Differentiated learning programs</p> <p>Teaching and learning programs are evaluated for differentiation strategies and assessment feedback opportunities.</p> <p>Staff are implementing differentiation strategies to meet individual student needs.</p> <p>Literacy & Numeracy project.</p> <p>A whole school approach to supporting students achieving at or above national minimum standards.</p> <p>PB4L in every setting</p> <p>A shared holistic approach to managing student wellbeing.</p> <p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through</p> <ul style="list-style-type: none"> • Teaching and learning programs • Student data • Team minutes • Student & parent feedback 	<p>Practices</p> <p>Staff use data to regularly evaluate teaching programs to ensure that teaching and learning is differentiated to cater for the individual student needs.</p> <p>Parent receive regular information in accessible format about how to support their children's progress.</p> <p>The School has implementing evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p> <p>The School solicits feedback on reporting practices from parents.</p> <p>Products</p> <p>Staff are experts in delivering differentiated programs.</p> <p>An increased percentage of students are showing progress in achieving literacy and numeracy targets in internal and external assessments.</p> <p>Formative and summative assessments create opportunities for students to receive feedback on their learning.</p> <p>Positive respectful relationships are evident and wide spread among students and staff.</p>
Improvement Measures			
Increased program differentiation and assessment feedback is evident across all KLAs.			
Increased explicit literacy and numeracy strategies in all learning programs.			
Increased awareness and engagement in the PB4L behaviours by staff and students.			

Strategic Direction 3: Quality Leading—Creating opportunities that inspire personal growth and excellence for staff and students.

Purpose	People	Processes	Practices and Products
<p>To provide students with and inspire them to take up leadership roles within the school and the local community and see the value of these roles within the positive school community.</p> <p>To provide staff with quality teacher development opportunities that foster their leadership capabilities.</p> <p>To promote staff as leaders within a positive workplace professional learning school culture.</p> <p>To recognise, encourage and develop leadership in the context of the classroom, whole school and broader educational environment.</p>	<p>Students</p> <p>Develop skills to build their confidence to effectively lead and participate in school programs and initiatives.</p> <p>Staff</p> <p>Develop an understanding of the leadership requirements of roles within the School.</p> <p>Build leadership capacity to undertake roles within the School.</p> <p>Community Partners</p> <p>Gain a better understanding of community links and programs offered by Homebush Boys High School.</p>	<p>Student Leadership project.</p> <p>A whole school evaluation of student leadership processes and the implementation of strategies to ensure better alignment with leadership expectations and practices.</p> <p>Staff Leadership program</p> <p>The implementation of staff leadership opportunities in the context of classroom, whole school and broader educational environments.</p> <p>Community Leadership Initiative</p> <p>The development and support of student and staff engagement with the wider community.</p>	<p>Practices</p> <p>Students are encouraged to participate and are trained in leadership programs. They are involved in induction programs that support the School's Wellbeing Policy and reinforce the School's Safety, Learning and Respect framework.</p> <p>Staff are involved in structured leadership programs across the School.</p> <p>Staff and students are working collaboratively within community projects that inspires personal growth.</p> <p>Products</p> <p>Students are confident and have the necessary skills to undertake leadership roles across the school.</p> <p>A 2IC Policy that meets school, team and faculty needs.</p> <p>Staff are well equipped to take up leadership opportunities within Faculty, Teams and whole School roles.</p> <p>Students and staff are engaged in community projects that strengthen the School's relationship with the local and wider community.</p>
Improvement Measures		<p>Evaluation Plan</p> <p>Process towards improvement measures will be evaluated through</p> <ul style="list-style-type: none"> • SRC and Prefect Policy and training program. • Peer Support Program • Linkages. Transition & Reading programs • 2IC School and Faculty Programs • Professional Learning Team minutes and feedback • Volunteering projects & community feedback • TTFM survey results • PDP data • TPL funding report. 	