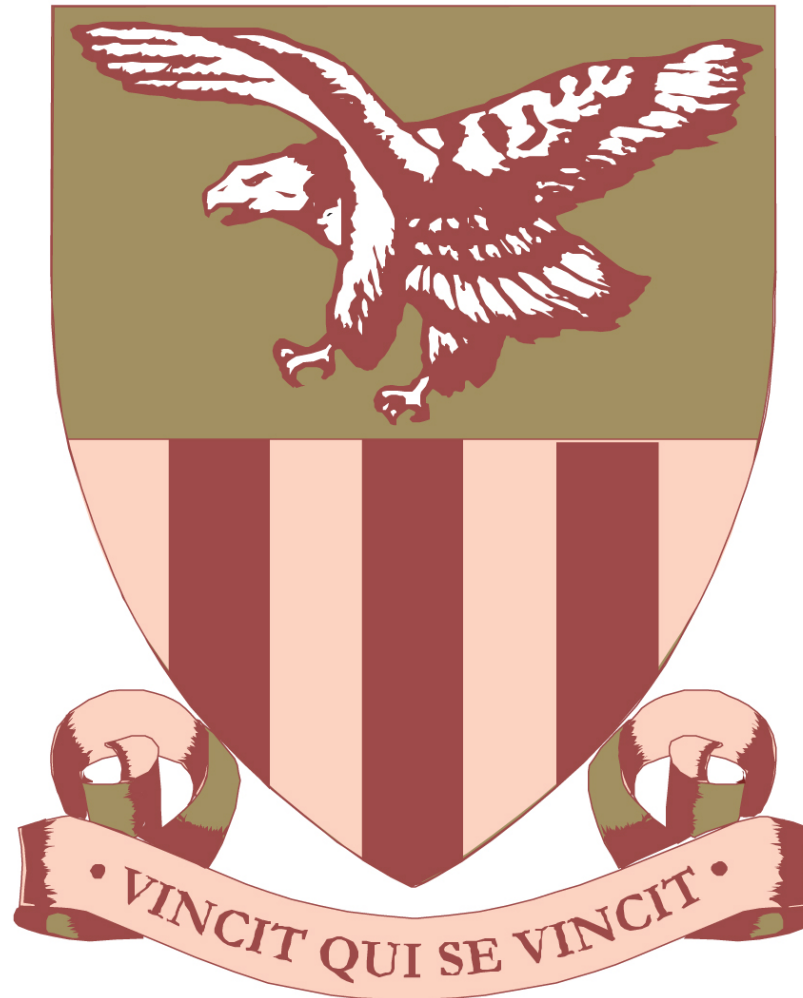


Strategic Improvement Plan 2021-2024

North Sydney Boys High School 8132



School vision and context

School vision statement

Vision

To be the premier boys school in New South Wales.

Mission Statement

Preparing young men for 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 936, 88% 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 welcomed the establishment of a Support Unit in 2019.

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. A substantial extracurricular program includes academic, sporting and cultural domains. There are extensive associations with Old Boys, parents and the local community.

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. Students engage in school life and uphold the values of the school's Falcon Code. This consists of: Camaraderie, Commitment, Compassion, Integrity and Respect.

In 2020 a SIP Development Team produced a Situational Analysis Summary report using triangulated data from 30 data sources, including analysis of What Works Best from staff, students and parents/the community. This data was categorised into common themes and summarised into key findings. Based on this, the priority areas for improvement as identified by the school executive were: student writing, engagement in learning, assessment and data use, and student wellbeing. These areas formed the draft Strategic Directions for 2021-2024. The draft directions were then refined through a consultative review process involving staff, students and parents/the community.

Other current school priorities continue to include quality teaching, problem based learning, cross-curricular perspectives, information communications technology, future focused learning, staff and student leadership development, and staff wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student academic growth and attainment through a focus on writing. Internal and external school data has identified the necessity for further development of literacy across all years, in particular further growth in writing skills. To improve cohesion and fluency in Stage 4, and effective written application of knowledge in Stages 5 and 6, teachers will work collaboratively across KLAs and explicitly teach the technique of writing with finesse. Students will also have increased exposure to a broad range of subject-specific academic enrichment and stimulus material. This will aim to enhance their adaptability in creative and critical thinking and their written communication of these ideas in unfamiliar contexts.

Improvement measures

Target year: 2023

Writing

All faculties use explicit writing strategies, consistent with whole school Writing with Finesse practices. These strategies include use of higher order academic materials.

Target year: 2022

HSC Achievement

97.1% of HSC course results are in the Top 2 Bands.

Target year: 2023

NAPLAN Expected Growth

An increase of 4.7% in students achieving expected growth in Year 9 NAPLAN reading (based on 2020 baseline data).

Target year: 2022

NAPLAN Top 2 Bands

An increase of 3% in the proportion of students in the Top

Initiatives

Writing with Finesse

Enhance student writing skills collaboratively across all KLAs through a Writing with Finesse team and the development of tailored strategies for our context.

- Establish an active Writing with Finesse Team with 'faculty champion' teachers
- Collate teacher data regarding student writing concerns and professional learning needs
- Analyse HSC RAP and NAPLAN data to determine target areas
- Develop high impact professional learning regarding explicit teaching of writing strategies
- Develop structured sequences from 7 to 12 that use continuums to inform the teaching of written extended academic responses with directive terms
- Use high quality collaborative practice to develop shared writing understandings across all KLAs
- Maintain an ongoing review of literacy strategies in teaching programs
- Develop systems to monitor student writing growth across year groups
- Provide extensive support for students with additional learning needs.

Expanding student knowledge of academic writing

Increase student exposure to a wider variety of academic writing and materials in order to deepen their content knowledge and improve their confidence in using unseen stimulus in examination settings.

- Progressive review of faculty programs to include higher order academic material
- Collaboration with the Teacher Librarian and Library SASS to collate academic reading collections
- Faculty professional learning regarding incorporation of higher order stimulus material in lessons and assessment

Success criteria for this strategic direction

SEF: Learning

The school analyses student writing progress and achievement data. Teachers respond to trends in student achievement, at individual, group and whole school levels.

The school has implemented evidence based change to whole school writing practices, resulting in measurable improvements in literacy.

Most students achieve in the top two bands for NAPLAN reading and writing.

School data shows that student reading and writing progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

SEF: Teaching

Teaching staff demonstrate and share their expertise regarding writing strategies within the school.

All teachers understand and explicitly teach literacy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teachers employ evidence-based effective teaching strategies and demonstrate high quality skills in explicit teaching of writing. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers are engaged in strong collaborations to gain a deeper understanding of writing across all disciplines.

SEF: Leading

The leadership team establishes a professional learning community which is focused on continuous improvement of the teaching and learning of writing literacy in students.

Strategic Direction 1: Student growth and attainment

Improvement measures

2 Bands (or above) in reading (based on 2020 baseline data).

Numeracy is not applicable as 2020 baseline data is at 100%.

Target year: 2023

An increase of 5.5% in students achieving expected growth in Year 9 NAPLAN numeracy (based on 2020 baseline data).

Initiatives

- Embed academic source use into assessment task criteria (e.g. academic journals/reports and media reports)
- Exploration of university partnerships for academic writing.

Evaluation plan for this strategic direction

Questions

Have school wide structures been developed to support students writing with 'finesse'? Do teachers collaborate to evaluate, reflect on and adapt practice? Do teachers feel more confident in their literacy expertise as a result of the initiatives? Have faculties embedded more academic writing sources into their programs? What has been the impact of using consistent, explicit literacy protocols, on student performance?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams: teaching programs, student work samples, student/staff surveys, HSC RAP data, NAPLAN data.

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Engaged Learners

Purpose

To continue to foster the holistic engagement of students, which underpins their positive learning experiences and personal growth. To enable students to thrive in their learning and wellbeing, school data identified a need for the continual development of High Potential and Gifted Education pedagogical strategies and the further enhancement of wellbeing initiatives within the school. To focus on these areas, best practice will be shared collegially across the school in the areas of differentiation, explicit teaching and student choice. Cocurricular and extracurricular enrichment opportunities will also be prioritised across all faculties to extend and engage students in their individual interests and talents. This engagement in learning will be supported by a foundation of strong wellbeing, with refined initiatives which will enhance student resilience, self-efficacy and connectedness to, and engagement in, their school community.

Improvement measures

Target year: 2023

HPGE Strategies

Teaching programs and classroom observations demonstrate embedded HPGE strategies across all KLAs.

All students engage in at least one explicit enrichment activity to extend their learning.

All teachers are trained and confident in their use of explicit teaching and differentiation, as measured by the What Works Best survey.

Target year: 2022

Wellbeing

Student TTFM data indicates a 2.4% increase in the proportion of students reporting 'Expectations for Success', 'Advocacy', and 'Sense of Belonging at School' (based on 2020 baseline data).

Initiatives

Enhancing HPGE strategies

Engage students in the classroom by further developing the range and quality of HPGE strategies across teaching in the school.

- Develop deep staff understanding and effective implementation of strategies related to the High Potential and Gifted Education policy
- Investigation of whole school HPGE strategies in line with the HPGE policy and educational research sources such as What Works Best, Dr. John Munro, The Grattan Institute, R. Gagné's DMGT, and GERRIC
- Facilitate high impact professional learning regarding differentiation
- Enhance faculty plans and programs to embed effective differentiation strategies and promote student choice
- Seek consistent student input and feedback regarding engagement in lesson activities
- Build faculty collaboration and sharing of subject-specific explicit teaching and strategies to address underachievement and support students with additional learning needs
- Provide increased subject-specific enrichment across all faculties
- Establish collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs and lessons, including the use of QTRs.

Enhancing student wellbeing

Enhance individual and collective student wellbeing by further developing mental health initiatives and connectivity to peers.

- Evaluate current wellbeing programs for measurable outcomes in relation to the SEF and Wellbeing Framework for Schools

Success criteria for this strategic direction

SEF: Learning

The school has implemented evidence-based change to whole school HPGE and wellbeing practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are suitably challenged.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

SEF: Teaching

Teaching strategies implemented reflect research on HPGE best practice and include ongoing monitoring of success.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed with HPGE strategies at the forefront. Accommodations and adjustments are made to suit learning needs as they arise.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

SEF: Leading

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective,

Strategic Direction 2: Engaged Learners

Improvement measures

Target year: 2022

Attendance

Attendance rates indicate that 95.9% of students are attending school > 90% of the time.

Initiatives

- Conduct deeper analysis of student wellbeing data via the Motivation and Engagement Scale and educational research by Dr. Andrew Martin
- Build whole school practices which further support an inclusive school culture and respectful relationships
- Investigate wellbeing initiatives at our CoS and SSSGs, particularly tracking student goals
- Initiate the Youth Awareness of Mental Health program for Stage 5 students
- Develop high impact professional learning for teachers regarding student wellbeing, in line with the SEF and BeYou
- Further develop strategies to enhance student connectedness within the school, including use of the Falcon Code, peer mentoring and social events.

Success criteria for this strategic direction

evidence-based teaching and ongoing improvement.

Evaluation plan for this strategic direction

Questions

Do teachers feel more confident in their ability to differentiate? Are students more engaged in their learning? Do students feel challenged, relevant to their skill level? Have faculty programs been adjusted to incorporate HPGE strategies including enrichment? Are teachers effectively addressing underachievement? Have more effective school wide structures been implemented to support student wellbeing?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams: teaching programs, student work samples, teacher observations, student/staff surveys, Motivation and Engagement Scale, HSC RAP data, TTFM data, PL evaluations, learning support data, Sentral wellbeing and activities data, suspension rates, attendance rates.

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Informed Teaching

Purpose

To create a culture in which student assessment data is routinely and consistently used by classroom teachers to inform their teaching, and by students to improve their learning. Analysis of school practices indicated that quality assessment and the connected data could be better utilised to inform high impact pedagogy. To support this, assessment practices will be evaluated and enhanced throughout the school, in particular assessment quality, formative use, and the usefulness of 'feedforward' provided by teachers. Students will be further supported to effectively use feedforward guidance, and to support each other with feedback for growth in peer assessment. Whole school and subject-specific professional learning will build upon teacher knowledge of regular data use, in order to effectively modify teaching practice accordingly.

Improvement measures

Target year: 2023

Quality Assessment

A school wide process for ensuring students effectively use feedforward is embedded into practice and used by students, as shown by student surveys.

A range of evidence validates judgement at excelling for the learning element of 'assessment' in the School Excellence Framework.

Target year: 2023

Data Use

A range of evidence validates judgement at excelling for the themes of 'data literacy' and 'data use in teaching' in the School Excellence Framework.

Initiatives

Quality assessment practices

Support individual student learning growth through the increased use and quality of assessment tasks, particularly formative assessments, and their 'feedforward'.

- Comprehensive review all existing assessments across all KLAs
- Investigate assessment best practice within our Community of Schools networks
- Utilise educational research assessment sources such as CESE and the Centre for Assessment Reform and Innovation (CARI)
- Implement school wide structures for assessment best practice, with possible inclusion of learning dispositions and the REAPS model (J. Maker)
- Incorporate student voice processes into assessment practices to enhance meaning and engagement
- Review and improve the use of formative data sources and embed targeted collection strategies into faculty programs
- Explore the use of peer assessment to enhance teaching and learning
- Improve school wide student use of feedforward and feedback to ensure measurable change in learning outcomes.

Data informed instruction

Collection and analysis of student learning data will be embedded into regular teaching practice in order to inform and modify high impact instruction.

- High quality collaborative practice focusing on sharing of formative assessment data use, particularly via ICT collection
- Upskill all staff in the effective use of HSC RAP data evaluation

Success criteria for this strategic direction

SEF: Learning

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Feedback from students on their learning derived from assessments informs further teaching.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

SEF: Teaching

Lesson planning references student information including progress and achievement data, and provides continuous improvement for all students, across the full range of abilities.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that proficiency is demonstrated.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on

Strategic Direction 3: Informed Teaching

Initiatives

- Develop deep staff understanding and effective implementation of formative data use
 - Create a whole school structure for the process flow of data to teaching modifications
 - Develop whole school monitoring and reflection techniques based on learning data
 - Enhance whole school practices for using data to identify underachievement and learning concerns
 - Foster a culture of teaching with agility.
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Success criteria for this strategic direction

teaching effectiveness.

Evaluation plan for this strategic direction

Questions

Have all assessments been reviewed and improved, with student voice taken into consideration? How are teachers using formative data routinely to inform their instruction? Do all teachers have a deep understanding of effective assessment data use? Are student learning outcomes being measurably improved based on feedback provided? What has been the impact of increased peer assessment on engagement and learning?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams: teaching programs, student work and feedback samples, teacher observations, student/staff surveys, HSC RAP data, internal assessment data, PL evaluations.

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.