

Strategic Improvement Plan 2021-2024

Homebush Boys High School 8151



School vision and context

School vision statement

At Homebush Boys High School we strive for excellence and equity, and are committed to improving our education of students in an inclusive environment to develop responsible, engaged and successful young men in a diverse range of pathways. This ethos is reflected in the school motto, Recte et Fortiter which translates to upright and strong. We ensure every student is known, valued and cared for, and we pride ourselves on student responsibility and engagement to learning through differentiated teaching programs that cater for individual student learning styles and the pursuit of the development of young men as life-long learners. Every student and every teacher will be challenged to continue to learn and improve every year.

Homebush Boys High School is a Positive Behaviour for Learning School and prides itself on promoting a sense of self worth, resilience, integrity and respect for self and others. We remain committed to ensure students attain their personal and academic best, and empower students to be confident, responsible self-reliant, successful global citizens and future-focussed leaders.

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.

The school enjoys the support of its culturally and linguistically diverse community which is highly multicultural in nature, with an enrolment of around 1062 students. HBHS has over 90% of students from a language background other than English. More than 50 cultural and language backgrounds are represented in our school population.

The school's staffing entitlement in 2021 is --- teaching staff and -- non teaching staff. The school is committed to continually enhancing the connectedness, inclusion and belonging of all students, and is experienced and committed to engaging boys in meaningful learning experiences. The establishment of a Support Unit catering to the needs of students with ASD (Autism Spectrum Disorder) and the appointment of a Head Teacher Special Education in 2021 will provide a nurturing and inclusive learning environment.

Additionally, the school employs a Literacy and Numeracy Coordinator and a dedicated Literacy and Numeracy Team to identify, develop and extend student learning outcomes. This initiative will continue to support engagement and academic achievement and growth in NAPLAN and HSC.

We at HBHS strive for every student, every teacher and every leader to improve every year. This will be driven by the school community and the appointment of a Head Teacher Teaching and Learning in 2021 to assist in achieving our school vision.

Student wellbeing initiatives focus on ensuring a safe and supportive learning environment that each student can connect, thrive and succeed. Our students actively engage in many community initiatives and volunteering programs to develop their confidence in their ability to learn, adapt and be responsible citizens.

Homebush Boys High School is recognised for its excellence in delivering progressive pedagogy and academic success. The School embraces and values strong community support which enhances our school culture of high personal expectations. Our emphasis on values prepares responsible young men who make a significant contribution to our society. Our staff are passionate about boys education and are committed to quality teaching and authentic learning creating a world of opportunities in and beyond school.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching

Improvement measures

Target year: 2022

Reading - Top 2 Bands

Uplift of 7.4% of students achieving top 2 bands in NAPLAN reading from baseline.

Target year: 2022

Numeracy- Top 2 Bands

Uplift of 2.7% of students achieving top 2 bands in NAPLAN numeracy from baseline.

Target year: 2023

Reading - Expected Growth

Uplift of 3.3% of students achieving expected growth in NAPLAN reading from baseline.

Target year: 2023

Numeracy - Expected Growth

Uplift of 3.2% of students achieving expected growth in NAPLAN numeracy from baseline.

Target year: 2022

Top 2 Bands HSC

Uplift of 4.4% of students achieving top 2 bands in HSC course results from baseline.

Initiatives

Effective Teaching Practices

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and monitoring of student progress in Years 7-12.

- Teachers collaborate to share curriculum knowledge of data, feedback about student progress and achievement which meets the learning needs of all students.
- Build teacher capabilities in years 7-12 to ensure data collection is used to differentiate curriculum, inform teaching practices and provide feedback to all students.

Curriculum and Assessment

The school analyses student progress and achievement data in reading, writing and numeracy and responds to trends in student achievement, at individual, group and whole school levels. The evaluation of the data will be regularly be used to inform :

- The impact of the implemented strategies on student learning.
- The Intervention strategies needed to be implemented to support student learning.
- Teacher professional learning.

Success criteria for this strategic direction

1. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
2. 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.
3. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
4. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Evaluation plan for this strategic direction

Question :

To what extent has the school achieved its purpose in literacy, numeracy and overall student attainment?

Data :

What data will we use?

- Teaching program
- NAPLAN Results
- Best Start
- HSC Minimum Standards
- HSC RAP data
- Lesson Observations
- Student work samples
- HT professional discussion

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2022

Attendance

Uplift of 5.2% of students attending.

Evaluation plan for this strategic direction

Analysis :

We will analyse the data to determine the extent to which the purpose has been achieved.

Implication :

Drawn from the analysis and used to inform next action and future directions.

Strategic Direction 2: Learning and Engagement

Purpose

Our purpose is to ensure teachers hold high expectations of their students, they know their students well, value them as learners, and understand how to support their learning. In the classroom. Our teachers promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement. Our teachers will develop strategies that can develop and sustain a culture of high student expectations.

Improvement measures

Target year: 2024

Uplift of 100% of staff trained in Gifted and Talented Education practices (GERRIC)

Target year: 2024

All students 7-12 are tracked and monitored for progress and improvement

Target year: 2022

All staff share innovative practices with colleagues

Initiatives

Differentiation

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge

- Teachers engage in PL to strengthen their understanding of curriculum differentiation
- Staff trained in GERRIC to challenge and extend high potential and gifted learners.
- Continuous tracking of student progress and achievement.

Expertise and Innovation

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative or evidence-based, future-focused practices.

- Teaching staff demonstrate and share their expertise within their school and with other schools
- The staff share and evaluate professional learning activities to identify areas of improvement.

Success criteria for this strategic direction

1. Teaching and learning programs are dynamic, showing evidence of differentiation through adjustments and extension.
2. All students 7-12 are tracked and monitored for progress.
3. Established professional learning communities across the network. (PEX Hub and Support Unit Network)
4. Faculty Meetings contain on-going professional learning in curriculum innovation

Evaluation plan for this strategic direction

Question :

To what extent has targeted staff PL improved the quality of teaching programs and do they reflect innovative practices?

How has student tracking data reflect improvement in teaching and learning?

Data:

What data will we use?

- Teaching programs
- NAPLAN Results
- Best Start
- HSC Minimum Standards
- HSC RAP data
- Student tracking sheets
- PMI's - staff and students
- Student work samples

Analysis :

Strategic Direction 2: Learning and Engagement

Evaluation plan for this strategic direction

We will analyse the data to determine the extent to which the purpose has been achieved.

Implication :

Drawn from the analysis and used to inform next action and future directions.

Strategic Direction 3: Collaboration

Purpose

Our purpose is to create a collaborative environment where teachers work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and student wellbeing. We will develop effective collaborative practice that improves teacher quality and create rich classroom environments where every student is known, valued and cared for. As a school we will build professional learning opportunities to share and gain expertise to plan, develop and enhance teaching and learning programs and create a positive learning environment where students connect, succeed, thrive and learn.

Improvement measures

Target year: 2024

All teachers improve their pedagogy through collaboration, professional dialogue and the sharing of effective evidence-based teaching practices.

Target year: 2024

Wellbeing, behaviour and Personalised Learning Plans (PLP) are embedded practices and support student learning outcomes.

Initiatives

Continuous improvement

Develop a whole school approach where effective teaching methods and collaboration within the school and across the network ensure continuous improvement for all stakeholders.

- Teachers collaborate within and across the network to share curriculum knowledge, pedagogical practices and expertise
- Developing instructional leaders to further enhance a culture of effective, evidence-based teaching and ongoing improvement

Connect, Succeed, Thrive and Learn

The school will implement evidence-based change to whole school wellbeing practices to support improvements in individual learning and a sense of engagement in the learning process.

- Positive, respectful relationships are evident and widespread among students and staff.
- Student wellbeing is promoted to ensure optimum conditions for student learning across the whole school.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Success criteria for this strategic direction

1. The leadership team actively supports change that leads to improvement, creating processes where feedback about the impact of change can be tracked and shared.
2. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning
3. All students are known, valued and cared for.
4. The school is focused on building individual and collective wellbeing processes through a climate that ensures students connect, succeed and thrive in the learning process.

Evaluation plan for this strategic direction

Question :

To what extent has the school leadership team implemented successful change management processes?

How do the wellbeing programs support a positive learning environment?

Data :

What data will we use?

- Teaching program
- PDP Observations
- Student voice forums
- PMI's
- TTFM surveys
- DP/HT consultation meetings
- PB4L Data
- SLR Monitoring cards
- Blue and Maroon awards and BBB data
- Wellbeing meetings

Strategic Direction 3: Collaboration

Evaluation plan for this strategic direction

Analysis :

We will analyse the data to determine the extent to which the purpose has been achieved.

Implication :

Drawn from the analysis and used to inform next action and future directions.