Sydney Boys High School – Strategic Plan 2013-14

Leadership and Management

Build leadership capacity at all levels by distribution. Encourage staff to take initiative, act autonomously, be acknowledged and rewarded, and accept personal accountability for their outcomes.

Set targets for HSC courses and faculty improvement tasks for leaders to drive forward the learning improvement agenda. Monitor the execution of the agreed tasks in term 3. Support leaders seeking accreditation.

Curriculum and Assessment

Increase the teacher impact on student outcomes. Use personalised learning strategies. Construct more opportunities for student choice in displaying their learning through assessment tasks and implement more formative assessment strategies with personal feedback loops. Spread the use of interactive feedback technology and Google drive for real time collaborative student work. Introduce 3-week cycle, 5 period day.

Develop further the collegial and cooperative approach to programming and assessment to tighten the gap among class means and standard deviations at the HSC. Work to lift low scores and increase high scores.

Incorporate more opportunities for students to develop skills in problem solving, critical thinking, creativity and communication in a variety of modes appropriate to purpose and audience. Use PISA standards descriptors.

Respond to the implementation cycle for the National Curriculum: English, mathematics, science & history.

Engagement and Attainment

Monitor the implementation of the new courses in stages 5 and 6. Provide small support classes and tutor groups in the senior school to develop students' academic confidence and engagement. Implement mentoring practices.

Build on the transition of Year 7 into High and Year 7 into 8 via the three Year Advisers initiative and Student Support Officer. Target pull-out programs to address specific needs. Reassess the Values Education programs.

Implement the Sports Policy 2013. Focus on enforcing: training times; Saturday attendance; training attendance. Provide good coaching. Evaluate / update the *Student Monitoring and Support Policy*.

Incorporate 'Proud Schools' initiative and 'White Ribbon' strategies into 'respectful relationship' building at High.

Literacy and Numeracy

Build on our evidence-based practices. Offer all identified students a program to strengthen their comprehension, grammar, spelling and writing for a range of specific purposes/ audiences.

Improve our analysis of NAPLAN and DEC data to ascertain strengths and areas for improvement in the Junior School. Recommend target skills, understandings or concepts for remediation, or enhancement.

Aboriginal Education

Build upon our relationship with Boggabilla Central School and maintain our awareness raising programs. Implement the Partnership Agreement 2010-2020 as it applies to our context at High.

Organisational effectiveness

Develop staff capacity to operate the suite of school management software efficiently.

Implement the vision for technology in teaching and learning by reconfiguring the school's network to maximise teacher access to bandwidth and software; and by providing teachers with the tools they need to do their job and allow them to use their individual and collective judgements about how and when to use them. Start BYOD plan.

Supporting Documents

Leadership and Management

General capabilities
www.acara.edu.au/verve/_resources/Shape__of__the__Australian__Curriculum.pdf

Sydney Region – Public Schools NSW Strategic Directions 2012-2014.
P:\Schoolwide teaching and learning\professional development\system level planning\SR Strategic directions 2012_final.pdf

Towards Schooling in the 21st century: 'Back to Basics' or 'Forward to Fundamentals'? Brock, P. ACEL 2010.

P:\Schoolwide teaching and learning\professional development\professional reading\pedagogy

School Vision Statement 2013-14, 31/11/2012.
www.sydneyboyshigh.com/school/principals-message

Targets for 2012.
P:\Schoolwide teaching and learning\professional reading\leadership

Ideas for 2012 Management Plan.
P:\Administration\executive\planning\Ideas for 2012

The 2012 Priority: personalising gifted attainment.
P:\Schoolwide teaching and learning\planning\Management Plan\ Management Plan 2012

Curriculum and Assessment

Curriculum Differentiation: Features and Activities Joyce Van Tassel-Baska. October, 2011. SBHS
P:\Schoolwide teaching and learning\professional development\professional reading\Joyce's power point presentation

21st Century Pedagogy, January 2011 and Formative Assessment power points at.
P:\Schoolwide teaching and learning\professional reading\pedagogy.ppt

Gardner, H. *Five Minds for the Future: What they Are; how to nurture them* (2011)
P:\Schoolwide teaching and learning\professional development\ professional reading\ pedagogy\gifted education\ Five Minds Australia

Framework for 21st Century Learning
www.p21.org/overview/skills-framework

Project based learning for the 21st century
www.bie.org/research/21st_century_skills

Engagement and Attainment

National Safe Schools Strategy (revised 2011)

Family-School Partnerships framework: a guide for schools and families (2008).

Student Monitoring and Support Policy.
P:\Schoolwide teaching and learning\student wellbeing\administration\student monitoring and support data and policy\student monitoring

Aboriginal education

Partnership Agreement 2010-2020: Maintaining a Collaborative Partnership into the Future DEC, 2010. DET Intranet.

Organisational effectiveness

Sydney Boys High School ICT Discussion Document, September 2012
P:\Administration/Executive/planning

Budget 2013
P:\Administration\finance\budgets\working budget\finance 2012Budget 2013a.xls

Professional Development Survey 2010-212
P:\Schoolwide teaching and learning\professional development\professional development survey