

School Excellence Plan 2022-2026

Sydney Boys High School 8137



School vision and context

School vision statement

We strive to be at the forefront of educational practice, pursuing excellence while contributing positively to the world as scholars, sportsmen, educators and leaders.

School context

Sydney Boys High School is a selective school with a multi-cultural, 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 Department of Education 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 Basketball Association Inc.
- The Sydney High School Cricket Association Inc.
- The Sydney High School Football Association Inc.
- The Sydney High School Rifle Club Inc.
- The Sydney High School Rowing Association Inc.
- The Sydney High School Rugby Association Inc.
- The Sydney High School Sailing Association Inc.

We value our relationships with: Sydney Girls High School, the University of Technology: Sydney, Centennial Parklands, the Sydney Swans, Sydney University Sports, the University of NSW, Indeep Tennis, Woollahra Sailing Club, Eastern Suburbs Cricket Club and Paddington RSL Club.

Strategic Direction 1: Student growth and attainment

Purpose

The school has identified the need for students to become autonomous, engaged and successful learners. Each student will be engaged through high expectations, differentiation and a focus on developing skills in problem solving, evaluation, working with others, creativity and innovation, and communication.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% uplift in the attendance rate from 2023-2027.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase of 4% from 2022 in the proportion of students' HSC results in the top two achievement bands in 2027.

Initiatives

Building connections to enhance attendance

- Encouraging connections with others through participation in multiple aspects of school life.
- Creating a better understanding across the school community of the complex wellbeing needs of HPGE students.
- Ensuring a whole-school community approach to improve the attendance of students throughout the school year.
- Promoting the embodiment of the school's four core values of dedication, respect, integrity and compassion throughout our school community.

Embed evidence-informed teaching and learning

- Enhance teacher knowledge and skills in the four domains of the High Potential and Gifted Education Policy
- Modify teaching and learning to meet the needs of every student
- Ensure a whole-school approach to explicit teaching to improve student outcomes

Success criteria for this strategic direction

Increase student engagement through HPGE Differentiation Tasks

Teaching and learning programs embed evidence of differentiation across all domains. Strategies are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Improve Attendance

Teachers, parents and the community work together to support consistent and systematic processes to monitor and improve student attendance.

Pathways and Explicit Teaching

Professional learning provided to enhance teacher understanding of explicit teaching.

All teachers use the SBHS Shared Understanding of Effective Classroom Practice.

Support student Wellbeing

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

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

Evaluation plan for this strategic direction

Key Questions

Attendance

1. To what extent is our student attendance improving?

HPGE and Engagement

1. To what extent is school culture improving across the school?
2. To what extent are differentiation tasks embedded into teaching and learning programs?

Pathways

1. To what extent are we increasing students into the top two HSC bands?

Data Sources

- Sentral attendance data
- Year 12 Exit Survey, NSW Public Schools Survey, Student survey
- Internal formative and summative tasks including pre-test internal data for each subject and course
- Number of differentiation tasks within faculty programs
- Student goal setting records

Analysis

What does the data tell us we need to continue or change?

Implications

After examining the impact of the various initiatives, which areas have been identified for improvement in the next planning cycle and how will we get there?

SEP Progress measures 1: Student growth and attainment

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Progress measure	2026 Progress measure	2027 Improvement measure
			Whole school approach to improve student attendance through curriculum and co-curricular activities in the school.	Review and strengthen attendance systems and processes across the school to improve student connectedness.	Achieve an increase of 1.1% uplift in the attendance rate from 2023-2027.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Progress measure	2026 Progress measure	2027 Improvement measure
			Whole school approach to improve HSC results using HSC RAP analysis across all HSC courses.	Embed a culture of high expectations through explicit teaching and differentiation to improve student learning outcomes.	An increase of 4% from 2022 in the proportion of students' HSC results in the top two achievement bands in 2027.

Strategic Direction 2: Closer reading, clearer writing, stronger numeracy

Purpose

Our students need to read and write with more confidence, sophistication and skill. We will empower students to create and evaluate both creative and analytical language in a way that deepens their understanding of the world they live in and develops their engagement with it. Our students will approach numeracy with confidence, sophistication, and skill. We will empower them to apply and evaluate mathematical thinking in creative and analytical ways, deepening their understanding of the world and strengthening their engagement with it.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 5 points in year 9 NAPLAN numeracy mean scaled score by 2027.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

To achieve an uplift of 8 points in Year 9 NAPLAN reading mean scaled score by 2027.

Improved writing outcomes

Achieve by year: 2026

To achieve an uplift of 5 points in Year 9 NAPLAN writing mean scaled score by 2026.

Initiatives

Enhancing Reading Outcomes

[object Object]

Enhancing Writing Outcomes

[object Object]

Enhance Numeracy outcomes

[object Object]

Success criteria for this strategic direction

Reading and Writing

Students are achieving expected growth in reading and writing.

All teachers understand and explicitly teach disciplinary 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.

Year 7 Writing Workshops and Small Group Tuition Program

Targeted intervention programs to support and enhance reading and writing confidence in identified students. Year 7 students are explicitly supported to transition to school writing expectations.

Numeracy

Students are achieving expected growth in numeracy. Whole school planning to embed numeracy strategies across all subject areas.

Literacy Progressions & Numeracy Progressions

The school has a cross-KLA approach to support students with their literacy and numeracy, with regular reinforcement of key skills and professional development.

All teachers understand and explicitly teach 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 in NAPLAN Reading, Writing and Numeracy.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Key Questions

Reading

1. To what extent are reading strategies embedded into teaching and learning programs?
2. To what extent are teachers equipped with best practice to enhance students' reading?

Writing

1. To what extent are sophisticated writing strategies embedded into teaching and learning programs?
2. To what extent are teachers equipped with best practice to enhance students' writing?

Numeracy

1. To what extent are numeracy strategies embedded into teaching and learning programs?

Literacy and Numeracy Progressions

1. To what extent are Literacy and Numeracy Progressions embedded within teaching and learning programs?

Priority Data Sources

1. HSC data on the number of Bands 5 and 6 in each course
2. RAP showing areas of strengths and weakness in the HSC
3. NAPLAN reading, writing and numeracy top 2 bands
4. NAPLAN reading, writing and numeracy growth

Priority Data Sources Analysis

What does the data tell us we need to continue or change?

Implications

After examining the impact of the various initiatives, which areas have been identified for improvement in the next planning cycle and how will we get there?

SEP Progress measures 2: Closer reading, clearer writing, stronger numeracy

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Progress measure	2026 Progress measure	2027 Improvement measure
			Whole school approach to the teaching of numeracy is consistently implemented and reflected in teaching and learning programs.	All teachers use explicit teaching strategies in numeracy and incorporated into formative assessment and effective feedback.	To achieve an uplift of 5 points in year 9 NAPLAN numeracy mean scaled score by 2027.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Progress measure	2026 Progress measure	2027 Improvement measure
			Whole school approach to the teaching of reading is consistently implemented and reflected in teaching and learning programs.	All teachers use explicit teaching strategies in reading and incorporated into formative assessment and effective feedback.	To achieve an uplift of 8 points in Year 9 NAPLAN reading mean scaled score by 2027.

Improved writing outcomes

2022 Progress measure	2023 Progress measure	2024 Progress measure	2025 Progress measure	2026 Improvement measure
			Whole school approach to the teaching of writing is consistently implemented and reflected in teaching and learning programs.	To achieve an uplift of 5 points in Year 9 NAPLAN writing mean scaled score by 2026.