

# 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, Indeepp Tennis, Woollahra Sailing Club, Eastern Suburbs Cricket Club and Paddington RSL Club.

# Strategic Direction 1: Student growth and attainment 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

### 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.

### 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 compared to 2023 and 2022.

## Initiatives

### Enhancing Teaching and Learning Processes

- Further develop data interpretation skills of all teachers to better identify the needs of students.
- Provide Professional Learning to staff to maximise the engagement and achievement of HPGE students through targeted differentiation.
- Apply the latest educational research to enhance teaching and learning outcomes.
- Evaluate and refine school assessment processes, tools and resources to provide clarity and transparency to effectively communicate with the school community.
- Undertake targeted educational support programs, including the use of equity funding for learning support, to address student underachievement and engagement.

## Success criteria for this strategic direction

### HSC Top 2 Bands

Teachers utilise Best Practice with reliable student assessment data to continuously track student growth for HSC achievement. Teachers use an evaluative mindset to inform planning and modify teaching practice.

### Student Goal Setting

Students develop growth learning practices by reflecting on their progress in formative and summative assessments.

### 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.

### Numeracy Progressions

The school has a cross-KLA approach to support students with their numeracy, with regular reinforcement of key numeracy skills throughout their learning.

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 numeracy.

## Evaluation plan for this strategic direction

### Key Questions

1. To what extent are education research and reliable data being used to inform teaching practice across the school?
2. To what extent has the use of educational research and reliable data impacted on HSC results?
3. How effectively is student goal setting being used?

# Strategic Direction 1: Student growth and attainment Student growth and attainment

## Evaluation plan for this strategic direction

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4. To what extent does every faculty have pre-testing and differentiated tasks embedded throughout programs across Years 7-10?
5. To what extent has the use of educational research and reliable data impacted on NAPLAN Numeracy?
6. To what extent are Numeracy Progressions embedded within teaching and learning?

### 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 numeracy top 2 bands
4. NAPLAN numeracy growth
5. Internal formative and summative tasks including pre-test internal data for each subject and course
6. Number of differentiation tasks within faculty programs
7. Student goal setting records

### 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?

## Strategic Direction 2: Nurturing personal wellbeing

### Purpose

Our school aims to create positive relationships among both students and staff, and to create a sense of accomplishment. We will strive for every member of the school community to develop the skills needed for a healthy and balanced life, maintaining positive relationships and having the resilience and determination to deal with any challenges they may face.

### 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

94.4% overall student attendance.

### Initiatives

#### Enhancing School Culture and Student Wellbeing

- 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.

### Success criteria for this strategic direction

#### Attendance

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

#### 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

1. To what extent is our student attendance improving?
2. To what extent is school culture improving across the school?

#### Data Sources

1. Sentral attendance data
2. Year 12 Exit Survey

#### 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?

## Strategic Direction 3: Closer reading, clearer writing

### 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.

### Improvement measures

#### NAPLAN Writing results

Achieve by year: 2026

55% of students scoring 650 or above in Year 9 NAPLAN writing.

#### 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.

### Initiatives

#### Enhancing Reading Outcomes

- Ensure students develop the skills to interpret written texts for meaning and increasingly complex analysis.
- Create a whole school culture that values reading for pleasure.
- Develop teacher capacity to enhance student reading comprehension skills using data from evidence-based practices.
- Utilising equity funding to provide targeted support for students.

#### Enhancing Writing Outcomes

- Build the capacity of students to master writing skills through domain-specific vocabulary and text type scaffolds.
- Develop teacher capacity to support student writing using data from evidence-based practices.
- Undertaking targeted writing interventions for underachieving students, including the use of equity funding for teacher support.

### 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.

#### Literacy Progressions

The school has a cross-KLA approach to support students with their literacy, with regular reinforcement of key reading and writing skills throughout their learning.

### Evaluation plan for this strategic direction

#### Key Questions

1. To what extent are students effectively interpreting texts for meaning?
2. To what extent are teachers equipped with best practice to enhance students' reading?
3. To what extent are students writing with more sophistication in each academic stage and subject area?
4. To what extent are teachers equipped with best practice to enhance students' writing?
5. To what extent are Literacy Progressions embedded within teaching and learning?

#### Data Sources

1. RAP data on HSC results
2. NAPLAN reading top 2 bands
3. NAPLAN reading growth
4. NAPLAN writing top 2 bands
5. NAPLAN writing growth
6. Semester reports

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### Evaluation plan for this strategic direction

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#### 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?