



NORTH SYDNEY BOYS
HIGH SCHOOL

Excellence and Innovation in Boys' Education

North Sydney Boys High School Plan 2015 - 2017





School vision statement

To be the premier school in New South Wales

North Sydney Boys High School promotes quality teaching and learning and celebrates academic excellence and holistic achievements with strong community partnerships and engagement.

School context

North Sydney Boys High School (enrolment 922, 91% students from a non-English speaking background) 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 travel from across wider Sydney to its lower north shore location from a broad range of socio-economic backgrounds. 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. An extensive extracurricular program includes academic, sporting and cultural domains. There are strong associations with 'Old Boys', parents and the local community. Current school priorities are the Quality Teaching rounds in conjunction with Newcastle University, problem based learning, visible thinking, differentiated learning, cross curriculum perspectives, feedback for improvement, information communications technology (ICT) and authentic assessment. Every student has a digital mobile learning device (BYOT).

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 (ACARA capabilities) are demonstrated in academic programs, sports, arts and culture and community service.

School planning process

NSBHS trialled the new planning process in 2013 and 2014. Consequently, the planning process for 2015-2017 involved the following strategies:

Data analysis

- School, HSC, NAPLAN, ICAS, ESSA data using SMART and RAP
- School Wellbeing data
- Year 12 exit surveys and Year 7 entry surveys
- Dr Andrew Martin - motivation and engagement survey
- Annual Financial Statement and RAM evaluation

Planning forums and evaluation toolkits:

- Participation in all regional Strategic Planning forums
- Research from Selective Principals Conference 2014
- Executive and Aspiring Executive evaluation toolkits: School Evaluation and ACER School Improvement

An extensive consultative process included:

- A comprehensive analysis of student and staff surveys including the Tell Them From Me survey
- Separate focus groups with staff, students and parents
- Student Strategic Planning feedback sessions 2014
- Head Teacher faculty evaluations 2014
- 2014 TARS/EARS/PARS feedback
- Professional conversations with all staff
- Team feedback – TPL, Finance and other teams
- Consultation and training with Prof Jenny Gore
- Consultation with schools in NS-EC and CoS
- Review with Principal School Liaison Officer
- Consultation with Barry Laing

The feedback has confirmed that we need to differentiate the curriculum and improve our pedagogy to ensure we are providing the broadest experiences for our students to build future focused skills – problem based learning, explicit feedback for improvement, working in teams, creating, communicating ideas and being innovative.



STRATEGIC DIRECTION 1

Leadership and Learning

Purpose:

To build individual and collective capacity and quality systems to support leadership/systems design, organisational innovation and leadership sustainability to support excellence in everything we do.



STRATEGIC DIRECTION 2

Quality Teaching and Student Performance

Purpose:

To embed quality teaching in every classroom every day through dialogue and professional learning that is informed by research and data in order to achieve academic excellence and sustain high performance.



STRATEGIC DIRECTION 3

Wellbeing and Belonging

Purpose:

To provide multiple opportunities for students to serve our community and become innovative, resilient 21st century learners who engage and play.

Strategic Direction 1: Leadership and Learning

Purpose

To build individual and collective capacity and quality systems to support leadership/systems design, organisational innovation and leadership sustainability to support excellence in everything we do.

To develop teachers who have high expectations and a holistic understanding of students and how they learn and who critically reflect on evidence based teaching practices.

To deliver Innovative lessons so that more of our boys can reach their learning goals and pursue excellence more vigorously. Professional practice will be transformed in ways that improve learning outcomes, engagement and the wellbeing of every student.

Improvement Measures

- ❖ Tell Them From Me survey results indicate that teachers are pursuing deep knowledge, relevance, a positive inclusive learning environment and fostering success.
- ❖ Increased numbers of teachers are seeking accreditation at Highly Accomplished and Lead Teacher levels.
- ❖ Teachers use data and current pedagogical research, observation, collaboration and critical reflection to inform their teaching practice.

People

[How do we develop the capabilities of our colleagues to bring about a transformation in our culture?](#)

Students will be provided with opportunities to contribute to progressive feedback on teaching practices occurring in classes and whole school processes.

Through addressing staff professional learning needs at all stages of their professional journey by engagement in induction programs, beginning teacher programs, ongoing professional learning and the professional development plan process.

Teacher professional learning culture and growth mindset established through shared vision, teacher mentoring, collaboration, observation and feedback.

By empowering parents to communicate their ideas through the Tell Them From Me survey, participation in professional learning team meetings, conversations and during community meetings.

Use the professional development framework to support ongoing improvement in student outcomes through the continuous, progressive development of teachers.

Processes

[How do we do it and how will we know?](#)

In order to achieve excellence teachers will:

- Challenge students
- Focus on deep learning
- Monitor progress and provide feedback

Professional learning teams will be established to support staff professional growth as teachers and leaders using explicit feedback and reflective and evidence based research.

Effective lesson observation practices will be established. A key part of the observation process will be the before and after professional conversations.

Evaluation plan

Data collected through PDP process to establish numbers of teachers seeking and/or achieving accreditation at Highly Accomplished and Lead Teacher.

Evaluate faculty programs by monitoring and reviewing using executive performance review.

Analyse teacher feedback on effectiveness of the professional learning for teacher observations.

Regular reporting against the milestones by the leadership team will inform progress and feedback to teams.

Products and Practices

[What is achieved and how do we measure?](#)

Products

Tell Them From Me survey results indicate that teachers are pursuing deep knowledge, relevance, a positive inclusive learning environment and fostering success.

Feedback from lesson observations.

Increased numbers of teachers are seeking accreditation at Highly Accomplished and Lead Teacher levels.

Teachers use data and current pedagogical research, observation, professional conversations, explicit feedback and self reflection to inform their teaching practice.

[What are our newly embedded practices and how are they integrated with our purpose?](#)

Practices

Students reflect and report on the achievement of their own learning goals.

All teachers work with their supervisors and peers to develop PDPs that include targeted professional learning and supporting documentation.

Lesson observations will be a continuing professional learning tool.

Distributed leadership is authentic and staff take on greater whole school responsibility.

Data gathered from surveys will inform and improve teaching practice.

Increased cross faculty collaboration between staff.

Parents/parent groups are consulted about the processes in the school through existing structures.

Strategic Direction 2: Quality Teaching and Student Performance

Purpose

To embed quality teaching in every classroom every day through dialogue and professional learning that is informed by research and data in order to achieve academic excellence and sustain high performance.

Improvement Measures

- ❖ Increased growth and value-added data in NAPLAN, ICAS and HSC with an increase in the gap between the school and SSG schools.
- ❖ Increased number of Band 6s and E4 in all HSC courses including positive growth in numbers of HSC students moving from Band 5 and E3 into Band 6 and E4

People

Students are engaged in a differentiated curriculum including 21st century capabilities which adds value to all students' literacy levels.

Staff use data analysis to identify student learning needs, embed explicit literacy teaching strategies, inform assessment, provide explicit feedback and make program and lesson adjustments.

Staff build capacity and improve their teaching practice by engaging in professional learning, QTRs, Problem Based Learning (REAPS), professional conversations and lesson observations.

Parents involved in evaluation teams to support teaching and learning.

Community partners work collaboratively with school leaders to foster key programs, provide learning opportunities and educational expertise for students and staff.

Processes

Use data analysis and professional learning to develop and implement:

- whole school literacy plan and initiatives
- differentiated quality programs and assessment tasks.
- effective feedback and reporting.

Share best quality Teaching and Learning practices through Quality Teaching Rounds, lesson observations and Problem Based Learning.

Develop strategic partnerships in the broader community including SSG and CoS networks, research experts, Universities, professional associations, international schools.

Evaluation Plan:

Analysis of NAPLAN, HSC, external Competitions data and student and staff evaluation (surveys and focus groups) will inform the directions and improvements required.

Review of faculty digital portfolio, data, programs and assessment tasks.

Regular review and reporting against the milestones by the leadership team.

Products and Practices

Products

Increased growth and value-added data in NAPLAN, HSC with an increase in the gap between the school and SSG schools

Increased number of Band 6s and E4s in all HSC courses including positive growth in numbers of HSC students moving from Band 5 and E3 into Band 6 and E4

Differentiated programs, assessments and reports are in alignment with each other and with the Australian Curriculum.

All faculties have digital portfolios according to BOSTES standards.

Whole school literacy plan published.

Practices

All teachers participate in teacher observations and school based research into quality teaching and learning practices.

Staff engaging in QTRs.

Students working independently and collaboratively on rich tasks and open ended questions, problems and projects.

Staff develop cross faculty scope and sequence to embed Literacy, Problem Based Learning and ATSI Ed.

Higher levels of teacher interaction across networks.

Strategic Direction 3: Wellbeing and Belonging

Purpose

To provide multiple opportunities for students to serve our community and become innovative, resilient 21st century learners who engage and play.

Improvement Measures

- ❖ School environment reflects the PBL focus areas developed by the school community.
- ❖ NSBHS has in place a comprehensive and inclusive wellbeing framework that supports the wellbeing of both students and staff.

People

Student Leaders and staff promote Falcon Pride.

Students and staff engage in and value the many facets of school life, including academic rigour, enrichment and extension beyond the classroom, giving to the community, enjoying co-curricular and extra-curricular pursuits.

Positive Behaviour for Learning (PBL) team created to investigate embedding PBL in the school, playground and classrooms.

Wellbeing team review wellbeing program for both students and staff.

Students link with other high school students in our network.

Staff refer and use Learning Support (ILPs) to improve student outcomes.

Parents informed through the school's communication platforms.

Parents upskilled in student learning and wellbeing management through seminars and presentations organised by the school and the P&C.

Leaders establish processes to plan, manage and renew assets and infrastructure to meet student learning needs.

Old Boys mentoring/coaching/tutoring

Processes

Foster Falcon pride through the school environment, initiatives and strategies.

Embed a proactive Positive Behaviour for Learning (PBL) platform that is linked to our school values

Implement wellbeing and mentoring programs which build resilience and improve mental health.

Evaluation Plan:

School reports will be utilised to monitor and review student participation and engagement in camps, enrichment and leadership activities.

Analysis of student, staff and parents surveys (TTFM) and focus groups will inform the directions and improvements required.

Regular review and reporting against the milestones by the leadership team.

Products and Practices

Products

School environment reflects the PBL focus areas developed by the school community.

Enrichment and mentoring opportunities are significant and are strongly aligned with the school's vision and values.

NSBHS has in place a comprehensive and inclusive wellbeing framework that supports the wellbeing of both students and staff.

Innovative 21st century learning spaces.

Effective programs (ie social justice) that engage students in active citizenship.

Practices

Students are self-aware, build positive relationships and actively contribute to the school, the community and society.

Students and staff work and support each other in a collaborative functioning environment.

Staff use structured management systems that align to our PBL platform.

Student Leadership teams lead whole school activities to develop Falcon Pride.

The wellbeing team is proactive and all staff are engaged in a functional referral system.

Active playground engagement.

