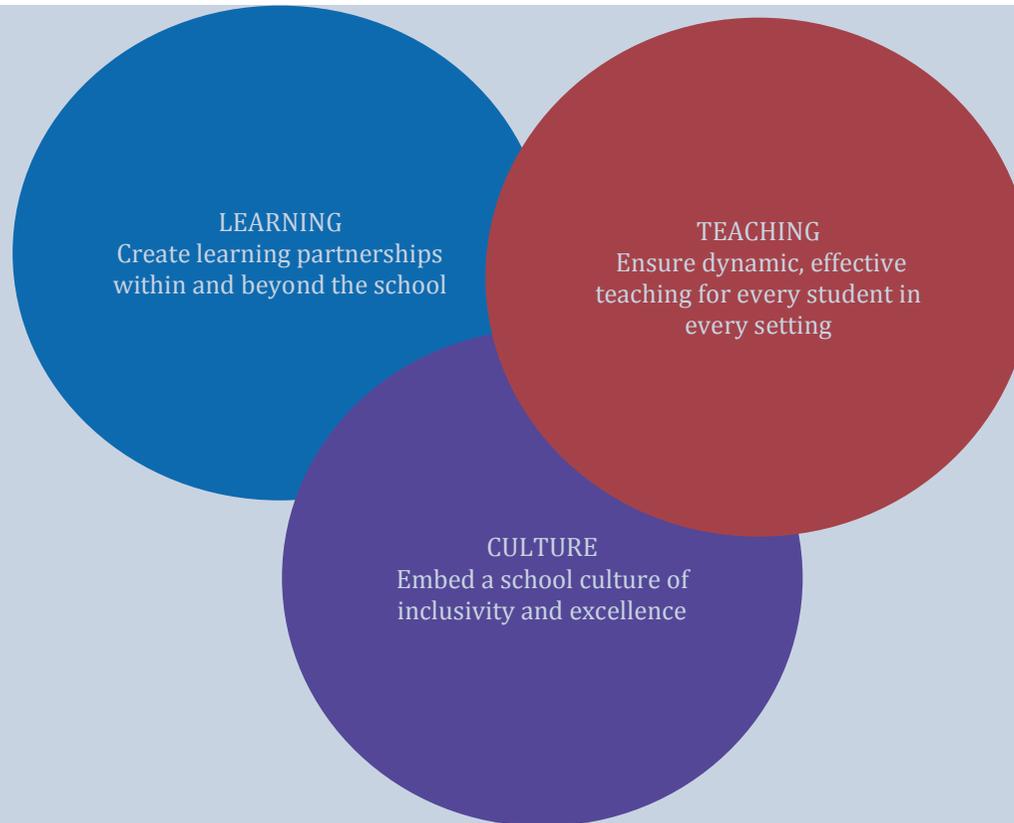


School plan 2015 – 2017

Homebush Boys High School 8151





School vision statement

Homebush Boys High School strives for excellence and equity in the education and development of young men. This ethos is reflected in the school motto, Recte et Fortiter, upright and strong.

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.

We are highly multicultural in nature, with an enrolment of around 1150 students, comprising over 80% of students with a language background other than English. More than 50 cultural and language backgrounds are represented in our school population.

Our school staff of over 80 teachers is experienced and committed to engaging boys in meaningful learning experiences. Strong HSC results and outstanding growth rates in NAPLAN in reading and numeracy characterise academic outcomes. Student wellbeing initiatives focus on ensuring a safe and supportive learning environment and a sense of belonging to the school community and the wider community. Our students actively engage in

The school is an active partner in the Homebush-Strathfield Learning Community.

School planning process

The School Improvement Team coordinates the school planning process. The team conducted a comprehensive situational analysis in Term 4, 2014, systematically gathering data based on a wide range of elements of school life: academic, extra curricular and wellbeing aspects. This data formed the basis of a process of consultation with staff, students and parents to determine school directions. The planning process undertaken included:

DATA COLLECTION

- Faculty evaluations
- Team evaluations
- Students surveys – ‘Tell Them From Me’ and Year 12 exit surveys
- Student achievement data including NAPLAN and HSC trends using SMART and RAP software, and school assessment data including grade allocation trends
- Student wellbeing, enrolment and attendance data
- Teachers ‘Focus on Learning’ survey
- Professional learning funds allocation
- Parent survey and discussion group

DEVELOPMENT OF SCHOOL DIRECTIONS

- Faculty and team 2015 management plans
- Executive team review of whole school commonalities
- Executive review of draft strategic directions



- Whole school staff planning workshops led by head teachers
- School Council focus group discussion

The School Improvement Team collated and synthesised the information collected, presenting a draft school plan to staff via the executive team in Term 1. Parents, student representatives and staff were involved in the formulation of improvement measures and milestones in Term 1 and School Development Day 2.

Monitoring of the implementation of the School Plan through regular evaluation processes will inform the modifications and adjustments over the course of the three year span. The School Excellence Framework will be used to formally evaluate the school's progress.



DIRECTION 1

LEARNING

Create learning partnerships within and beyond the school

Purpose:

To foster sustained engagement and deep learning across the school in all teaching and learning activities to develop academic, social, sporting and personal growth.

Ensuring a whole school focus on engaging boys in learning must occur within a supportive wellbeing framework. Strong positive relationships will maximise student growth and achievement and develop our students' sense of community belonging and connection.

DIRECTION 2

TEACHING

Ensure dynamic, effective teaching for every student in every setting

Purpose:

To further develop and embed highly effective teaching practices across the school to support all learning experiences.

School structures and practices must support the highest standards of teaching, through ongoing professional growth and the sharing of expertise within faculties and across the school. An ethos of high challenge, high support underpins all teaching, with consistently high quality assessment practices, catering for the full range of students, integrated into the teaching and learning cycle.

DIRECTION 3

CULTURE

Embed a school culture of inclusivity and excellence

Purpose:

To build a collective sense of valuing education which permeates all aspects of school life.

Whole-school curriculum, welfare and co-curricular practices should embody our positive educational culture, with the embedding of formal and informal opportunities that develop core school values. Strengthening the capacity of executive and teachers to drive improvement within faculties and across the school supports inclusivity and excellence. There needs to be a clear alignment between the implementation of curriculum, professional learning and students' educational needs.

Strategic Direction 1: LEARNING

Create learning partnerships within and beyond the school

Purpose

To foster sustained engagement and deep learning across the school in all teaching and learning activities to develop academic, social, sporting and personal growth.

Ensuring a whole school focus on engaging boys in learning must occur within a supportive wellbeing framework. Strong positive relationships will maximise student growth and achievement and develop our students' sense of community belonging and connection.

Improvement Measures

- ❖ Maintaining and improving positive relations among students and between students /and teachers, reflected in participation in Positive Learning programs, and wellbeing and discipline Sentral data
- ❖ Establishing a broader range of productive, sustained connections with the local community, including our feeder primary schools
- ❖ Enhanced teacher collaboration within faculties and across key learning areas to facilitate a higher level of student engagement

People

Staff:

- *Student Wellbeing team* develops a Positive Learning project with student and programs and professional learning, including teacher mentoring, related to positive learning approaches.

Students:

- *Student leaders (including prefects and SRC)* actively involved in promoting Safety, Learning, Respect, including acting as mentors and role models for the student body

Staff:

- *Establish Community Links team and School Publicity team* to promote positive aspects of school life and achievements and to build connections with local schools

Students:

- *Targeted groups of students (eg Interact, Premiers' Volunteering Challenge, peer tutors)* to raise the profile of school through community projects

Community:

- Build further connections with community organisations

Processes

- ❖ **Renewed focus on Positive Learning approaches**
 - Teachers: professional learning on positive interventions and managing challenging behaviour; and on engagement of students in all aspects of school life
 - Students experience Safety Learning Respect integration in every classroom / context
- ❖ **Developing community links through:**
 - Working with local schools, especially primary schools, for long term positive interactions to attract a broad range of local area candidates, particularly from the high achieving spectrum
 - Local community and parental involvement in school operations
 - Building stronger connections and ensuring a positive presence with our community
- ❖ **Building a whole school focus on student engagement,** with cross-Key Learning Area enrichment projects and

Products and Practices

PRODUCT:

- Positive Learning program implemented and evaluated

PRACTICE:

- High level of respectful behaviours between students, and among students and teachers

PRODUCT:

- Student enrolments reflect an increase in local area applications, particularly from high achieving students

PRACTICE:

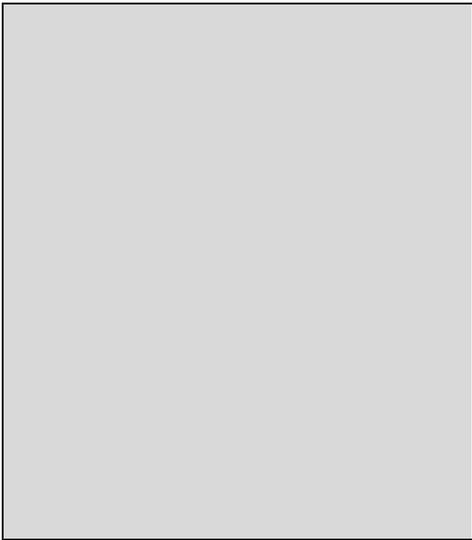
- Ongoing productive partnerships with the local community, including feeder primary schools

PRODUCT:

- Ongoing cross-Key Learning Area projects which extend and engage students

PRACTICE:

- High levels of engagement through differentiated curriculum and high challenge, high support approaches to teaching and learning including a specific focus on improving growth outcomes for students in the higher ranges of achievement



modelled on the Interact / Rotary Club connection.

Parents:

- *Parent bodies (P&C, School Council)* increase involvement in school activities and opportunities to meet with staff.

Staff:

- *Executive team and Student Enrichment team* develop the capabilities of teaching staff to engage and challenge students through enrichment programs supported by the professional learning planning team

programming for 'Learning Across the Curriculum' elements

Evaluation plan

- CENTRAL data entries
- Review and monitoring of faculty practice including student work samples
- Student enrolment data analysis
- Teaching and learning programs
- Parent, teacher and student surveys



Strategic Direction 2: TEACHING

Ensure dynamic, effective teaching for every student in every setting

Purpose	People	Processes	Products and Practices
<p><i>To further develop and embed highly effective teaching practices across the school to support all learning experiences.</i></p> <p>School structures and practices must support the highest standards of teaching, through ongoing professional growth and the sharing of expertise within faculties and across the school.</p> <p>An ethos of high challenge, high support underpins all teaching, with consistently high quality assessment practices, catering for the full range of students, integrated into the teaching and learning cycle.</p>	<p>Staff</p> <ul style="list-style-type: none"> - <i>Professional learning planning</i> team develops, implements, monitors, evaluates and reviews the school's Professional Learning Plan ensuring a broad range of capacity-building processes are available, including mentoring, action research, team projects - <i>Executive team</i> engage in Australian Professional Standards for Teachers procedures/processes related to effective teaching pedagogy and lead their faculties / areas of responsibility in program, assessment and teaching practice reviews - <i>Assessment team</i> Leads the school in identifying and sharing best practice in formative assessment - <i>Teachers</i> actively seek to improve teaching skills through participating in a wide range of professional development activities, 	<ul style="list-style-type: none"> ❖ Building teacher capacity through <ul style="list-style-type: none"> - Ongoing, effective professional learning to support teacher growth, with the alignment of practices to professional learning plans, the Performance Development Framework and school identified needs, including engaging with the Australian Professional Standards for Teachers - Developing a shared understanding of quality teaching across the school which leads to greater consistency in the demonstration of highly effective teaching practices ❖ Embedding effective differentiation practices consistently across Key Learning Areas to support more personalised learning. Specific learning needs targeted include students who have English as an Additional Language / Dialect, students with learning difficulties and students who require enrichment / extension. ❖ Establish greater consistency in quality assessment through a formative assessment focus, so that all teachers understand and 	<p><i>PRODUCT:</i></p> <ul style="list-style-type: none"> • Highly effective professional learning opportunities are provided, and are engaged in, by all teachers. <p><i>PRACTICE:</i></p> <ul style="list-style-type: none"> • Enhanced teaching capacity across all areas of the school, underpinned by a shared understanding and demonstration of effective teaching practices <p><i>PRODUCT:</i></p> <ul style="list-style-type: none"> • Effective approaches to differentiated curriculum evident in teaching programs and in students' Individual Learning Plans (for curriculum and for wellbeing needs) • Sustained improvement in growth data in literacy (NAPLAN), particularly writing, and HSC value added for students in the top range of achievement <p><i>PRACTICE:</i></p> <ul style="list-style-type: none"> • Increased demonstration of effective differentiated teaching practices utilising the Performance and Development Framework <p><i>PRODUCT:</i></p> <ul style="list-style-type: none"> • Effective and authentic assessment consistently across Key Learning Areas <p><i>PRACTICE:</i></p> <ul style="list-style-type: none"> • Aligned practices around assessment including use of Performance Descriptors and
Improvement Measures			
<ul style="list-style-type: none"> ❖ Strengthened teaching capacity across all areas of the school, reflected in increased staff participation in a broader range of professional learning opportunities ❖ Effective differentiation practices that challenge and engage students are evident in all learning settings. This is reflected in improved growth trends in standardised data (NAPLAN, HSC,) and in school assessment data. ❖ Teachers design and implement 			

effective assessment practices that support student learning using the principles of high challenge, high support

including all teachers competing the Teaching English Language Learners program.

- *Teachers / head teachers* regularly evaluate teaching programs to ascertain effective practices and areas for improvement.

Parents
Provide more structured feedback on the effectiveness of teaching and learning especially in response to the school's enhanced communication to raise awareness of quality teaching

Students
Provide more structured feedback on the effectiveness of teaching and learning

implement effective f assessment for learning strategies in all classes

Evaluation plan

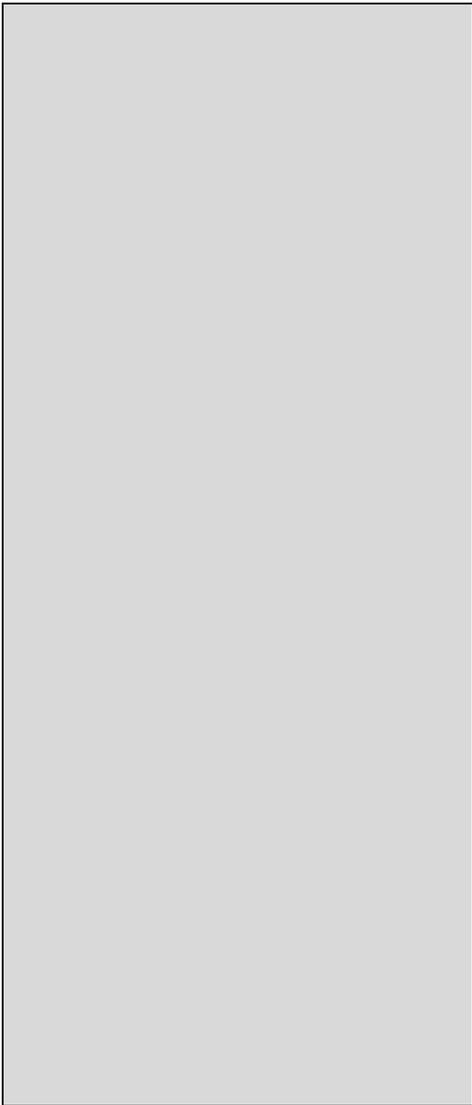
- Professional learning funds allocation
- Teacher accreditation
- Review and monitoring of faculty practice including student work samples
- Teaching and learning programs with integrated formative assessment
- Parent, teacher and student surveys

- effective formative assessment, with regular evaluation of teaching programs to ascertain effective practices and areas for improvement.

Strategic Direction 3: CULTURE

Embed a school culture of inclusivity and excellence

Purpose	People	Processes	Products and Practices
<p><i>To build a collective sense of valuing education which permeates all aspects of school life.</i></p> <p>Whole-school curriculum, welfare and co-curricular practices should embody our positive educational culture, with the embedding of formal and informal opportunities that develop core school values. Strengthening the capacity of executive and teachers to drive improvement within faculties and across the school supports inclusivity and excellence.</p> <p>There needs to be a clear alignment between the implementation of curriculum, professional learning and students' educational needs.</p>	<p>Staff</p> <ul style="list-style-type: none"> - Senior executive, Head Teacher Student Wellbeing, Student Wellbeing team and Student Leader advisers work with the Student Representative Council and Prefect Body to deepen the development of leadership and citizenship including community involvement - Year advisers develop opportunities for student involvement in relevant activities and for showcasing successes - Executive team promote excellence and inclusivity within their faculty / area of responsibility <p>Parents</p> <ul style="list-style-type: none"> - P&C and School Council increase involvement in building school culture including the Instrumental Music Program <p>Students</p> <ul style="list-style-type: none"> - Active involvement in 	<ul style="list-style-type: none"> ❖ Building high expectations in all endeavours across the school <ul style="list-style-type: none"> - Consistent emphasis placed on Safety Learning Respect matrix to ensure that all stakeholders maintain a culture of high expectations. - Increase parental involvement in student development opportunities - Build student leadership and citizenship opportunities which are then reflected in students' profiles: - ROSA Up to Now portfolio - Year Adviser reports profile page ❖ School structures and practices support teacher leadership development <ul style="list-style-type: none"> - Australian Professional Teaching Standards used as a toolbox to drive excellence in teaching, learning and leadership - Professional learning content and processes as well as school structures cater for staff leadership development. - Head teachers are supported in engaging in whole school leadership opportunities ❖ Ensure a broad range of relevant curriculum offerings <ul style="list-style-type: none"> - Effective subject selection processes for seniors to facilitate appropriate course choices - Transition programs for Years 6 to 7 and for Year 10 reinforce school 	<p><i>PRODUCT:</i></p> <ul style="list-style-type: none"> • A strong 'whole student' focus, including developing citizenship and leadership through formal programs and informal opportunities, is reflected in student profile documentation <p><i>PRACTICE:</i></p> <ul style="list-style-type: none"> • Promotion of a wide range of opportunities for excellence, with formalised recognition of achievement on a broader scale <p><i>PRODUCT:</i></p> <ul style="list-style-type: none"> • A strong focus on classroom teachers as leaders of teaching and learning, and drivers of culture within the school, reflected in a broader range of roles undertaken within faculties and across the school <p><i>PRACTICE:</i></p> <ul style="list-style-type: none"> • Developing middle executive whole-school leadership capabilities including all head teachers leading a whole school project <p><i>PRODUCT:</i></p> <ul style="list-style-type: none"> • Structures such as subject selection processes support the provision of a broad, relevant curriculum with high expectations
Improvement Measures			
<ul style="list-style-type: none"> ❖ Strengthened culture of high expectations in all aspects of school life — academic, citizenship, sporting, musical and artistic spheres ❖ Ensuring strong teacher leadership is distributed across the school in formal and informal roles ❖ Continued provision of a creative and relevant curriculum which supports inclusivity and excellence throughout the current transition to lower student enrolments 			



citizenship building events such as Harmony Day; Multicultural Day; Women's Day; White Ribbon Day; National Day of Action Against Bullying; Symphonia Jubilate

Teachers

- *Experienced and expert teachers* are motivated to take up opportunities to develop their leadership capabilities beyond the classroom
- *Executive team* work collaboratively across faculties and support accreditation at the higher levels for relevant staff
- *Curriculum team and year advisers* (particularly Year 10, 11, 12), *Careers Adviser, and BOSTES coordinator* review and refine subject selection and transition programs

culture

- Induction of year 7s into the positive culture of HBHS through curriculum offerings including Tough Guise, building resilience to develop strong citizens.
- Provision of transition programs for students at risk of disengagement from school

Evaluation plan

- Student participation rates
- Transition program development and implementation
- Parent, teacher and student surveys

PRACTICE:

- Shared understanding of HBHS culture demonstrated by strong attendance, a willingness to learn and a drive to succeed.
- Enhanced staff awareness of the positive outcomes of Teaching and Learning that exist in the school.