



# SCHOOL PLAN 2012 -2014



**SCHOOL CONTEXT**

The school is located in the inner western suburbs of Sydney in a well established residential area. Operations commenced in 1936 enjoying the advantage of being close to the railway stations of Homebush and Flemington. Currently the school is a community comprehensive school with a reputation for excellence in academic pursuits, a range of sports and many extra-curricular activities. The school enrolment of 1300 boys comprises over 80% NESB which includes a variety of different cultural and language backgrounds. The school is an active partner in the Homebush-Strathfield Learning Community.

INSERT MISSION HERE: ***Homebush Boys High School strives for excellence and equity in the education and development of young men.***

SCHOOL IDENTIFIED PRIORITY AREA/S	LITERACY AND NUMERACY	STUDENT ENGAGEMENT AND ATTAINMENT
	LEADERSHIP AND MANAGEMENT	CURRICULUM AND ASSESSMENT

**INTENDED OUTCOMES**

**LITERACY AND NUMERACY:**

- Improved reading /writing outcomes for Stage 4 & 5 students, with effective literacy strategies explicitly incorporated into programs in all KLAS
- Improved numeracy outcomes for Stage 4 and 5 students, with effective numeracy strategies in programs in all KLAS

**STUDENT ENGAGEMENT AND ATTAINMENT:**

- Effective range of welfare programs in place to enhance the wellbeing of all students
- Effective recognition of achievement in the full range of student endeavours
- Student engagement a focus for all teaching and learning activities
- Effective school structures in place to monitor and improve attendance (reduction in whole day and partial absences)

**LEADERSHIP AND MANAGEMENT:**

- Strengthened leadership and management capacity of school staff and executive to drive school improvement
- Effective use of professional standards to guide learning and development

**CURRICULUM AND ASSESSMENT:**

- Effective assessment and reporting and programming practices embedded in all teaching and learning programs.
- The implementation of a broad, inclusive and relevant curriculum.
- Clear alignment between the implementation of curriculum, professional learning and student learning needs.

PRINCIPAL'S SIGNATURE	SED ENDORSEMENT	DATE
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<b>SCHOOL IDENTIFIED PRIORITY</b>		<b>LITERACY AND NUMERACY</b>	
<b>OUTCOME/S</b>	<ul style="list-style-type: none"> <li>Improved reading /writing outcomes for Stage 4 &amp; 5 students, with effective literacy strategies explicitly incorporated into programs in all KLAs</li> <li>Improved numeracy outcomes for Stage 4 and 5 students, with effective numeracy strategies in programs in all KLAs</li> </ul>	<b>TARGET/S</b>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li>76% of Year 9 students in band 7 – 10 writing in NAPLAN by 2014 (72% in 2012; 74% in 2013)</li> <li>65% of Year 9 students achieving proficiency (Bands 9 &amp; 10) in numeracy in NAPLAN 2014</li> <li>75% of year 9 students attain greater than expected growth in NAPLAN reading</li> </ul>

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
<ul style="list-style-type: none"> <li>• <b>Professional learning opportunities</b> for all staff in effective literacy / numeracy teaching and learning strategies</li> <li>• Strengthen the position of <b>FLEAs</b> (Faculty Leadership Experts / Advisers) with increased professional learning</li> <li>• Use the FLEAs to implement <b>Focus on Reading (FOR), Reading for Understanding (RFU) and TELL (Teaching English to Language Learners)</b> strategies in each KLA</li> <li>• Explicit teaching of <b>grammar and writing skills</b> into all Year 7 and 8 English programs starting 2012 using action research project; used as a model / resource for other KLAs programming</li> <li>• Implement <b>common literacy tasks</b> in Year 7 across KLAs including school wide data collection process</li> <li>• Analysis of <b>numeracy</b> demands in Stage 4 and 5 programs.</li> <li>• Increased knowledge of Newman’s Error Analysis to improve numeracy in Stage 4 &amp; 5</li> <li>• <b>Individual Learning Plans</b> implemented for all students not meeting school determined benchmarks / receiving specialised literacy support by Semester 1, 2012</li> <li>• <b>ESL scales</b> used to track and report on the growth of high need NESB students</li> </ul>	<ul style="list-style-type: none"> <li>• Programs integrate a wide repertoire of effective literacy / numeracy approaches</li> <li>• Completion of professional learning modules (TELL) by all FLEAS</li> <li>• Strategies included in all KLA programs</li> <li>• Trend in NAPLAN results match targets</li> <li>• Results of analysis published</li> <li>• All faculties aware of numeracy needs</li> <li>• ILPs developed for all students receiving integration funding, not meeting national benchmarks and those receiving STLA support</li> <li>• Reports utilise ESL scales</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• L &amp; N Team / TQ Team</li> <li>• TELL FACILITATORS &amp; FLEAs</li> <li>• FLEAs</li> <li>• L &amp; N Team</li> <li>• L &amp; N Team</li> <li>• L &amp; N Team</li> <li>• Learning Support Team/ ESL STAFF</li> <li>• Assessment and Reporting team and LS Team</li> </ul>	<ul style="list-style-type: none"> <li>• TPL funds</li> <li>• TELL tied grant - \$2000 + TPL funds</li> <li>• C4E partnership</li> <li>• TPL funds</li> <li>• TPL funds</li> <li>• TPL funds</li> <li>• TPL funds</li> <li>• TPL</li> </ul>
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
		Yr 7/8	Yr 9/10	All Stg 4/5		
		✓	✓	✓		
		✓		✓		
			✓	✓		



SCHOOL IDENTIFIED PRIORITY		STUDENT ENGAGEMENT AND ATTAINMENT	
OUTCOME/S	<ul style="list-style-type: none"> <li>• Effective range of welfare programs in place to enhance the wellbeing of all students</li> <li>• Effective recognition of achievement in the full range of student endeavours</li> <li>• Student engagement a focus for all teaching and learning activities</li> <li>• Effective school structures in place to monitor and improve attendance (reduction in whole day and partial absences)</li> </ul>	TARGET/S	<ul style="list-style-type: none"> <li>• Establish / develop welfare programs for each stage under the themes Engagement with My School (Year 7&amp;8); Engagement with My Community (Years 9&amp;10); Engagement with My Future (Year 11&amp;12). Establishment phase 2012; Development phase 2013; Maintenance phase 2014</li> <li>• Increased number of recipients of Gold Awards and Principal’s Medals: 2% increase in junior years each year, by 2014.</li> <li>• All faculties analyse existing programs for curriculum to cater for individual needs to facilitate student engagement: Year 7 (2013), Year 8 (2014)</li> <li>• Enrichment initiatives established in programs in all faculties in 2012; Cross curricular enrichment programs established and developed by 2013</li> <li>• Evaluate and/or implement Individual Learning Plans for <b>all</b> ATSI students by 2013</li> <li>• Improve attendance rates: 95% (2012), 96% by 2014</li> <li>• Revised curriculum delivery structure to maximise engagement and student wellbeing (evaluated 2012 for implementation 2013)</li> <li>• Increased the breadth of curriculum in 2013 with shared offerings with SGHS</li> </ul>

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
<ul style="list-style-type: none"> <li>Implement effective <b>wellbeing programs at key transition points</b> (Year 7 Transition to High School / Tough Guise; Year 9 Students at Risk; Year 10 Transition (Students at Risk); Year 11 Educational Pathways/Crossroads) accessing parent / community resources</li> <li>Review PBIS and Fair Discipline Code as part of <b>Student Welfare Policy</b> updating with a particular focus on Anti-bullying Policy review (Semester 1 2012) in line with National Safe Schools policy</li> <li>Enhanced systems for <b>recognition of students</b> such as implementing the merit system at all levels and recording on RISC database, using Bush Bulletin and school website regularly, with each faculty webpage incorporating a 'Student Attainment' section</li> <li>Broad range of <b>co-curricular experiences</b> offered – Instrumental Music Program, band, Duke of Edinburgh, debating, public speaking, robotics, Tournament of Minds, sport</li> <li>Professional learning support for developing faculty and cross- faculty <b>enrichment programs</b></li> <li>Review attendance policy, streamlining procedures for <b>monitoring and supporting attendance including</b> implementing online roll marking procedures consistently across the school</li> <li>Develop ILPs for all ATSI students and continue to strengthen ATSI perspectives across the school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Increased range of quality student wellbeing programs are implemented</li> <li>Increased participation of parents / community</li> <li>Increased awareness of PBIS /School safety</li> <li>Welfare data (eg RISC, surveys) indicates less bullying incidents</li> <li>RISC used more frequently / effectively for positives</li> <li>School webpage to include faculty 'Student Attainment' section</li> <li>Enrichment activities implemented</li> <li>Professional learning program implemented</li> <li>Implementation of intensive attendance monitoring programs – whole day and partial absences</li> <li>All staff use online roll marking for class attendance</li> <li>ILPs are distributed to all KLAs</li> <li>ATSI recognition is explicit in programs, practices and school culture</li> </ul>	Yr 7/10	Yr 9/11	All	<ul style="list-style-type: none"> <li>HT Student Wellbeing /HT PDHPE/ DP C &amp; W</li> <li>P&amp;C and School council</li> <li>HT SW</li> <li>DP C&amp;W</li> <li>HT Student Wellbeing/HT Admin/ HT T&amp;L/ YAs / CA/ IT support staff</li> <li>Student Wellbeing team</li> <li>Student enrichment team /TQ team /all staff</li> <li>HT Student Wellbeing</li> <li>HTs Admin</li> <li>All staff</li> <li>LST and Ab Ed Team</li> <li>Ab Ed team and executive</li> </ul>	<ul style="list-style-type: none"> <li>Tied funds: Helping Hands \$10 000</li> <li>TPL</li> <li>TPL</li> <li>TPL</li> <li>TPL</li> <li>TPL</li> <li>TPL</li> </ul>

<ul style="list-style-type: none"> <li>Review daily period structure to enhance quality teaching, minimise student movement and maximise opportunities for sharing resources with Strathfield-Homebush Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>New curriculum structure implemented</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Curriculum team and Timetablers</li> </ul>	<ul style="list-style-type: none"> <li>TPL</li> </ul>
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SCHOOL IDENTIFIED PRIORITY		LEADERSHIP AND MANAGEMENT	
OUTCOME/S	<ul style="list-style-type: none"> <li>Strengthened leadership and management capacity of school staff and executive to drive school improvement</li> <li>Effective use of professional standards to guide learning and development</li> </ul>	TARGET/S	<ul style="list-style-type: none"> <li>Increase involvement of staff in school leadership and management including all staff contributing to at least one team (2012)</li> <li>100% of new scheme teachers and aspiring executives participate in mentoring by 2012; peer coaching established in a minimum of three key faculties (2012), six faculties (2013), all faculties (2014)</li> <li>All staff use professional standards to develop their professional learning plans (2013)</li> <li>5% of staff gain accreditation at the higher levels (Professional Accomplishment/Leadership) by 2014</li> </ul>

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
<ul style="list-style-type: none"> <li>Enhanced strategic use of TPL funds to support school priorities and mandatory requirements through budgeting and tracking of funds, moving towards <b>longer term projects</b> (eg action research, collaborative programming)</li> <li>Strategic professional development of all staff is based on their <b>Individual Professional Learning Plans</b> (linked to faculty management plans, school priorities and NSWIT standards)</li> <li>Continually Review TARS / EARS process to provide <b>effective feedback and support</b> including career development direction.</li> <li>Continue to develop professional learning opportunities with <b>cluster schools (C4E) and professional networks</b></li> <li>Maintain and develop structured within-school professional learning opportunities such as <b>differentiated learning</b> on school development days, enhanced participation in <b>teams</b> (twice per term after school, rotating chair/minutes) and all <b>executive, faculty and staff meetings</b> to have a significant professional learning component.</li> <li>Formalise support for learning / leadership development of staff / executive through <b>peer coaching, mentoring and shadowing</b> approaches</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning database developed and maintained</li> <li>Action research projects in place each year</li> <li>All staff complete professional learning plans in consultation with supervisor</li> <li>TARS/EARS has direct link to leadership capacity building</li> <li>School development days offer a range of workshop options, including cross school opportunities</li> <li>Roles and responsibilities of all teams established</li> <li>All new scheme teachers and aspiring executives are involved in peer coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li></li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li>✓</li> <li>✓</li> <li>✓</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>DP T&amp;L</li> <li>All staff / Executive</li> <li>TQ team</li> <li>TQ team</li> <li>Senior Executive/ Team</li> <li>Executive/ TQ Team</li> </ul>	<ul style="list-style-type: none"> <li>TPL funds</li> <li>TPL funds</li> <li>TPL funds</li> <li>C4E funding and Network meeting funding</li> <li>TPL funds as appropriate</li> <li>TPL</li> </ul>





SCHOOL IDENTIFIED PRIORITY		CURRICULUM AND ASSESSMENT	
OUTCOME/S	<ul style="list-style-type: none"> <li>• Effective assessment and reporting and programming practices embedded in all teaching and learning programs.</li> <li>• The implementation of a broad, inclusive and relevant curriculum.</li> <li>• Clear alignment between the implementation of curriculum, professional learning and student learning needs.</li> </ul>	TARGET/S	<ul style="list-style-type: none"> <li>• Uniform assessment notification practices across all KLAs in all stages by Semester 2, 2012</li> <li>• Uniform student feedback template using consistent guidelines implemented across all KLAs, Stage 5&amp; 6 (2012); all years 2013.</li> <li>• Assessment tasks reflect quality teaching elements with a focus on student engagement : Stage 5 (2012), Stage 4 (2013), Stage 6 (2014)</li> <li>• Consistent school wide quality assessment policies and practices by 2014 with care to avoid excessive workloads for students and clear standards for the awards of grades</li> <li>• Implementation of consistent quality programming practices for all KLAs</li> <li>• Coordinated implementation of the Board of Studies Record of School Assessment and of the Australian Curriculum by all faculties in 2014</li> <li>• By 2013 each KLA one unit using the “paperless classroom”; by 2014 at least 2 units delivered via this method</li> <li>• All stage 5, 6 students have an effective School to Work Transition Action Plan</li> <li>• Partnerships developed for sharing curriculum offerings with Strathfield GHS stage 6 2013, stage 5 2014.</li> </ul>

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
<ul style="list-style-type: none"> <li>Collection/ validation/ evaluation of current faculty assessment practices.</li> <li>Develop and implement standardised notification templates</li> <li>Provide structures that deliver greater consistency in teacher judgment.</li> <li>Develop guidelines and structures that allow for consistently effective feedback to students post- assessment.</li> <li>Professional learning opportunities focused on quality, innovative assessment practices including effective feedback</li> <li>Assessment tasks reviewed for student engagement using measures such as QA coding, student completion rates, surveys</li> <li>No more than 3 assessment tasks are due per week for any year group outside of exam periods</li> <li>Assessment standards are developed in line with BOS standards across all KLA's (Stage 5 - 2012, Stage 6 - 2013, Stage 4- 2014)</li> <li>Consult with parent body through School Council/P &amp; C regarding assessment practices</li> <li>Review of programming practices and implantation of a consistent set of school-wide standards</li> <li>All KLAs prepared for implementation of the Australian Curriculum stages 4 and 5 by 2014</li> </ul>	<ul style="list-style-type: none"> <li>All faculties incorporate QT principles in assessment practice</li> <li>The Quality Teaching framework is embedded within all faculties Teaching and Learning programs</li> <li>All KLAs consistently utilise common templates for notification and feedback</li> <li>There is an even distribution of assessments for each year group across the school year.</li> <li>Assessment tasks and teaching and learning programs are common across multiple classes for each year group in a subject area.</li> <li>All staff participate in professional learning on assessment and feedback</li> <li>Data reflects positive engagement with targeted assessment models</li> <li>Agenda item P &amp; C plus School Council</li> <li>Clear link between assessment and teaching programs</li> <li>All KLA management plans include action plan for curriculum change</li> </ul>	<ul style="list-style-type: none"> <li>✓ Stg 6</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Stg 5</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Stg 4</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Principal / A &amp; R team / Executive</li> <li>TQ team</li> <li>Executive</li> <li>Executive</li> <li>A &amp; R team</li> <li>TQ team</li> <li>DP T&amp;L</li> <li>Principal and parent bodies</li> <li>A &amp; R team</li> <li>DP C&amp;W</li> </ul>	<ul style="list-style-type: none"> <li>TPL funds</li> <li>TPL funds</li> <li>TPL funds</li> <li>TPL funds</li> <li>TPL funds</li> <li>TPL funds</li> <li>TPL funds</li> <li>N/A</li> <li>TPL</li> <li>N/A</li> </ul>

<ul style="list-style-type: none"> <li>All faculty teaching and learning programs address the needs of 21st century learners (Including Bloom’s digital taxonomy, Web 2.0 tools and especially the Melbourne Declaration on the Educational Goals for Young Australians).</li> <li>Build curriculum to facilitate sharing of offerings with Strathfield GHS</li> <li>All head teachers are active members of the Strathfield- Granville (or similar) teachers network by Term 2 2012.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons audited for 21<sup>st</sup> century references including School to Work employment skills and Goals for Aust Schooling 2008</li> <li>Shared curriculum with SGHS in 2013-14</li> <li>Regular reports to exec meetings</li> </ul>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> <li>Senior executive</li> <li>Principal and executive</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> <li>TPL</li> <li>Network funding</li> </ul>
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		SUMMARY OF TARGETS
SCHOOL IDENTIFIED PRIORITY AREA/S	LITERACY AND NUMERACY	<ul style="list-style-type: none"> <li>• Effective reading / writing strategies (FOR/RFU/TELL) integrated into programs in all faculties: Year 7 and 8 (2012), Year 9 and 10 (2013)</li> <li>• Effective numeracy strategies integrated into programs in all faculties : Year 7 and 8 (2013), Year 9 &amp; 10 (2014)</li> <li>• 25% of Year 9 students Proficient (Band 9 &amp; 10) in Reading in NAPLAN; 21% in 2012; 23% in 2013 and 25% in 2014</li> <li>• No more than 18% of Year 9 students at or below minimum standard in Reading (Bands 5 &amp; 6)</li> <li>• 76% of Year 9 students in band 7 – 10 writing in NAPLAN by 2014 (72% in 2012; 74% in 2013)</li> <li>• 65% of Year 9 students achieving proficiency (Bands 9 &amp; 10) in numeracy in NAPLAN 2014</li> <li>• 75% of year 9 students attain greater than expected growth in NAPLAN reading by 2014</li> </ul>
	STUDENT ENGAGEMENT AND ATTAINMENT	<ul style="list-style-type: none"> <li>• Establish / develop welfare programs for each stage under the themes Engagement with My School (Year 7&amp;8); Engagement with My Community (Years 9&amp;10); Engagement with My Future (Year 11&amp;12). Establishment phase 2012; Development phase 2013; Maintenance phase 2014</li> <li>• Increased number of recipients of Gold Awards and Principal’s Medals: 2% increase in junior years each year, by 2014.</li> <li>• All faculties analyse existing programs for curriculum to cater for individual needs to facilitate student engagement: Year 7 (2013), Year 8 (2014)</li> <li>• Enrichment initiatives established in programs in all faculties in 2012; Cross curricular enrichment programs established and developed by 2013</li> <li>• Improve attendance rates: 95% (2012), 96% by 2014</li> <li>• Revised curriculum delivery structure to maximise engagement and student wellbeing (evaluated 2012 for implementation 2013)</li> <li>• Increased the breadth of curriculum in 2013 with shared offerings with SGHS</li> </ul>
	LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> <li>• Increase involvement of staff in school leadership and management including all staff contributing to at least one team (2012)</li> <li>• 100% of new scheme teachers and aspiring executives participate in mentoring by 2012; peer coaching established in a minimum of three key faculties (2012), six faculties (2013), all faculties (2014)</li> <li>• All staff use professional standards to develop their professional learning plans (2013)</li> <li>• 5% of staff gain accreditation at the higher levels (Professional Accomplishment/ Leadership) by 2014</li> </ul>
	CURRICULUM AND ASSESSMENT	<ul style="list-style-type: none"> <li>• Uniform assessment notification practices across all KLAs in all stages by Semester 2, 2012</li> <li>• Uniform student feedback template using consistent guidelines implemented across all KLAs, Stage 5&amp; 6 (2012); all years 2013.</li> <li>• Assessment tasks reflect quality teaching elements with a focus on student engagement : Stage 5 (2012), Stage 4 (2013), Stage 6 (2014)</li> <li>• Consistent school wide quality assessment policies and practices by 2014 with care to avoid excessive workloads for students and clear standards for the awards of grades</li> <li>• Implementation of consistent quality programming practices for all KLAs</li> <li>• Coordinated implementation of the Board of Studies Record of School Assessment and of the Australian Curriculum by all faculties in 2014</li> <li>• By 2013 each KLA one unit using the “paperless classroom”; by 2014 at least 2 units delivered via this method</li> <li>• All stage 5, 6 students have an effective School to Work Transition Action Plan</li> <li>• Partnerships developed for sharing curriculum offerings with Strathfield GHS stage 6 2013, stage 5 2014.</li> </ul>