

School plan 2018-2020

Hunter Sports High School 8233



School background 2018–2020

School vision statement

Vision:

Education that connects students with their passion and empowers them to thrive and succeed in a dynamic world.

Mission

Hunter Sports High School provides every student with a personalised, supportive, high quality and challenging learning environment. We foster holistic development; academic, sporting and cultural, to connect with the ever-changing world we live in.

We create positive, engaging and high expectation learning experiences, where students take pride in themselves and their school, demonstrate ownership of their learning and become critical thinkers and independent learners.

All staff are committed to the provision of innovative educational and sporting opportunities for students. Teachers reflect and take responsibility to ensure high quality teaching.

Quality relationships are developed and fostered with students, staff, parents and the community through our values of respect, responsibility and success.

School context

Hunter Sports High School is a partially selective public high school with 750 students. Enrolments include students from the local drawing area of Windale, Gateshead, Gateshead West and Mount Hutton (400 students), as well as students selected to participate in the Talented Sports Program coming from the local area, the Central Coast, Hunter Valley, Port Stephens and beyond (350 students).

As a diverse community high school we cater to a wide variety of demographics and student needs. We have a Family Occupation and Education Index (FOEI) of 142 with 54% of students in the lowest socio-economic status quartile and a support unit of three classes (34 students) catering for students with both mild and moderate intellectual disabilities.

The school offers students a broad and personalised academic curriculum delivered by a committed staff focused on innovative, quality teaching practices. Our key programs underpin our commitment to providing exemplary educational outcomes for every student.

Talented Sports Program: We have 21 internal (teachers) and 31 external coaches delivering high quality sports programs in 14 talented sports which consistently produces regional, state, Australian and international representatives. In 2017, three teams were state champions and 14 students were Australian representatives. 34% of staff are accredited sports coaches including 3 at a national level.

Aboriginal Education: With 22% of students from Aboriginal or Torres Strait Islander background, the school enjoys a strong reputation for providing a supportive environment and a close partnership with the local Minimbah Aboriginal Educational Group has enhanced our inclusive programs in Aboriginal culture.

School planning process

The school has used a wide range of tools and data to evaluate the 2018–2020 school plan and to determine the school's future strategic directions. These include: a whole school situational analysis which includes whole school program evaluations, as well as analysis of student learning outcomes data and data gathered from student surveys such as TTFM (Tell Them From Me).

The school community, staff, students, parents and carers will be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to inform our planning for 2018 – 2020.

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School context

Big Picture Academy: We have 80 students in advisories established in years 8, 9, 10, 11 and 12, which offer personalised school to work learning for students delivered by staff and

mentors in our Learning through Internship Program. This design of learning allows students to follow a portfolio entry to university

Vocational Education: We offer an extensive range of vocational education courses and school based apprenticeships for 40% of students in years 10, 11 & 12.

School planning process

School strategic directions 2018–2020



Purpose:

High Expectations Culture at Hunter Sports High School is to create a culture of equity and excellence which enhances engagement and fosters wellbeing. The whole school community is committed to challenging and inspiring students to build their skills and confidence and to develop their individual potential. The school is organised so that all students have regular opportunities to meet with a staff member who can provide advice, support and assistance to help students to be motivated, to deliver their best and continually improve. Positive, respectful relationships are evident and wide spread amongst staff and students. The school strives to develop effective partnerships in learning with parents and community organisations to support students fulfil their potential.



Purpose:

Quality teaching, learning and assessment at Hunter Sports High School is a consistent whole school focus of continuous improvement. Our purpose is to maximise the growth of student learning and engagement in our classrooms to ensure the best possible educational outcomes for all students. We aim to embed a cycle of improvement in literacy and numeracy improvement based on internal and external data analysis, planned explicit and integrated teaching strategies as well purposeful formative assessment approaches that address individual student needs. Teacher practice is enhanced and supported through quality professional learning opportunities to collaboratively plan, develop curriculum knowledge, technological skills and reflect on quality teaching.



Purpose:

To create an environment conducive to innovation where students have access to a variety of educational pathway choices (apprenticeships, school based traineeships, TAFE, University and/or full time work) and develop individual skills, which will lead to sustainable success. Our curriculum is enhanced by learning alliances with partner primary schools, tertiary education bodies, state and national professional sporting bodies and the Sports High School Association to ensure students are challenged to meet their personal best and maximise student-learning outcomes.

Strategic Direction 1: High Expectations Culture

Purpose

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Improvement Measures

Reduction in suspensions both long and short

Increase in student growth (Value added data)

People

Students

- Access and engage in a range of learning experiences, they value their own learning and articulate how to apply this to the real world.
- Access to a number of student wellbeing programs to allow students to connect, thrive, succeed and learn
- Students feel valued and supported and are able to build positive relationships and understand their responsibilities as confident and creative citizens in a dynamic and flexible world.
- Develop leadership and social skills to support engagement and learning

Staff

- Staff provide a differentiated teaching and learning programs for accessibility at all levels.
- Engage with PLP's and IEPS and access learning support processes
- Develop a high expectations learning environment built on respectful relationships and consistency
- Knowing their students and tailoring relevant teaching and learning experiences to their needs and passions.
- Use learning intentions and success criteria in all lessons

Parents/Carers

- Involved in the development of PLP's and IEPS
- More informed and have access to

Processes

Feedback – Effective partnerships created with parents and students through more regular positive interactions. Teacher feedback is provided to parents and students that is clear, timely and accurate that provides information that supports further progress, student growth and achievement for all students learning across the curriculum.

Differentiation – Teachers differentiate curriculum delivery and different learning pathways are offered to meet the needs of students at different levels of achievement. Professional learning opportunities support the development of personalised and project based learning within curriculum delivery.

Wellbeing – Expectations of behaviour are explicitly, consistently and supportively applied across the school to ensure effective conditions for learning. Student leadership and student voice become an integral part of the school culture and includes student volunteering and community engagement projects.

Evaluation Plan

- CENTRAL data evaluations (positive, negative incidents)
- Suspension data review
- Student feedback from wellbeing programs
- Student participation in wellbeing programs
- Student/Staff/Parent focus groups
- Student growth reports
- KLA subject report/grade data reviews

Practices and Products

Practices

Effective partnerships in learning with teachers, parents and students mean students are provided with explicit and timely formative feedback and given strategies for learning improvement, that is monitored and demonstrating growth.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement and students can articulate their learning and understand what they need to learn next to enable continuous improvement.

The school collects, analyses and uses data to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Products

Student reports are personalised and comprehensive, providing detailed clear and specific information about student learning, growth, next steps and improvement measures. Reporting to parents has been enhanced in response to feedback received.

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

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.

Strategic Direction 1: High Expectations Culture

People
information on achievement and expectations of their child. <ul style="list-style-type: none">• Improved engagement at key transition points including transition to high school and subject selection evenings• Parents support and reinforce the values promoted through the continued implementation of PBL
Community Partners
<ul style="list-style-type: none">• Engage with community partners to ensure real world learning and opportunities for students to explore the world of work.
Leaders
<ul style="list-style-type: none">• The leadership team establishes a professional learning community which is focused on continual improvement

Processes
<ul style="list-style-type: none">• Review of N Notifications

Strategic Direction 2: Quality Teaching, Learning and Assessment

Purpose

Quality teaching, learning and assessment at Hunter Sports High School is a consistent whole school focus of continuous improvement. Our purpose is to maximise the growth of student learning and engagement in our classrooms to ensure the best possible educational outcomes for all students. We aim to embed a cycle of improvement in literacy and numeracy improvement based on internal and external data analysis, planned explicit and integrated teaching strategies as well purposeful formative assessment approaches that address individual student needs. Teacher practice is enhanced and supported through quality professional learning opportunities to collaboratively plan, develop curriculum knowledge, technological skills and reflect on quality teaching.

Improvement Measures

Improved student attendance

Increase in the number of students in the top 2 bands of NAPLAN writing

People

Students

- Upskilled and supported around the use and implementation of BYOD
- Develop skills in flexible learning environments which reflect real world work environments whilst supporting high quality teaching and learning
- Understand the importance of literacy and numeracy skills and the importance of NAPLAN and HSC achievement
- Develop a sound understanding of formative assessment and the importance of collecting evidence for assessment (E-Portfolio)

Staff

- Are supported on the implementation of BYOD at HSHS through staff training and development opportunities.
- Improved teaching practice to incorporate technology into classrooms
- Engage in ALERT literacy strategies as evidenced in faculty programs and plans.
- Use data effectively in determining teaching directions based on Learning Intentions and Success Criteria

Leaders

- The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.
- The Leadership Teams ensures are proficient in their teaching of literacy and numeracy, meeting the needs of

Processes

Technology

The school embeds appropriate and effective technology into teaching and learning programs by ensuring staff and students are upskilled in digital literacy through training opportunities and professional learning. A focus on moving teaching and learning programs to an online platform.

Literacy

Teachers embed literacy strategies into learning and assessment tasks that meet the needs of their students based on the collection of multiple data sets from a variety of sources. Continued implementation of ALERT Literacy to students across all year cohorts.

Formative Assessment

Teachers provide meaningful feedback that allows for student growth in all learning settings. Professional learning opportunities to build E-portfolios for targeted groups in the collation of assessment work, samples and feedback.

Evaluation Plan

- Pre and Post Literacy testing
- Pre and Post Technology skills testing
- Attendance data collection
- Faculty Programs and Plans
- NAPLAN Data
- SMART and SCOUT Data comparisons
- Tell Them From Me Survey (Student Engagement & Parent Satisfaction)

Practices and Products

Practices

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

The school identifies growth targets for individual students, using internal progress and achievement data. At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Products

The school ensures technology that supports learning is available and expertly integrated into lessons by teachers. Technology is effectively used to enhance learning and service delivery

All teachers understand and explicitly teach ALERT 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.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

Strategic Direction 2: Quality Teaching, Learning and Assessment

People	Processes
<p>students in their subject/stage.</p> <ul style="list-style-type: none">• Provide parameters for staff to reflect on their own teaching practice to embed these strategies to enhance student learning outcomes.	<ul style="list-style-type: none">• Regular evaluation and reporting against milestones
<p>Parents/Carers</p> <ul style="list-style-type: none">• The leadership team measures school community (parent and student) satisfaction.• Parents informed of the importance of improving literacy standards across the school and the impact on those pursuing a HSC• P&C informed and consulted in relation to BYOD and it's implementation for HSHS	
<p>Community Partners</p> <ul style="list-style-type: none">• Engage in programs which support literacy and enhance learning at HSHS	

Strategic Direction 3: High Performance Sporting and Dynamic Educational pathways

Purpose

To create an environment conducive to innovation where students have access to a variety of educational pathway choices (apprenticeships, school based traineeships, TAFE, University and/or full time work) and develop individual skills, which will lead to sustainable success. Our curriculum is enhanced by learning alliances with partner primary schools, tertiary education bodies, state and national professional sporting bodies and the Sports High School Association to ensure students are challenged to meet their personal best and maximise student-learning outcomes.

Improvement Measures

Improvement in students successful transition from school to work or further education

Increase in student participation of sports management programs including coaching, administration and refereeing qualifications.

People

Students

- Students effectively manage their sports and academic commitments
- Sports mentors/coaches source and utilise latest technologies to enhance the training experience for students
- Students will access elite sporting pathways through dialogue and collaboration with peak sporting bodies supported by school coaching staff
- Students learning through digital sharing platforms and innovative teaching technologies

Staff

- Staff to deliver high performance sport specific program in stage 5 curriculum
- Staff training in and professional learning is aligned to changing curriculum needs and is actively shared and discussed to improve whole school practice.
- All Staff including external coaching staff to be upskilled in innovative practice and curriculum differentiation utilising technology articulated in teaching programs

Parents/Carers

Individual transition plans are to involve parents and carers using the Learning and Support team structure to best support students on their exit pathway from school.

Parents/Carers

Build awareness and understanding

Processes

School to Work – The school delivers programs tailored to individual needs ensuring a visible focus on careers to enhance learning engagement and foster transition into work or further study as required by each student.

High Performance Sport Pathways – Students in sporting programs are challenged to specialise within the sporting landscape and are encouraged to pursue sports specific study in biomechanics, strength and conditioning, injuries and rehabilitation, administration, coaching and umpiring. Extra-curricular and close contact with community sporting partners are a feature of the student learning experience at the school and the learning experience is enriched by close connections with other schools, tertiary institutions local government and industry.

Strength and Conditioning – Students have access to quality strength and conditioning programs and opportunities to improve skill and athletic performance.

Evaluation Plan

- Exit data – destination surveys
- Evaluation teams led by senior executive
- Students and team representative data
- Student numbers in new courses supporting TSP programs
- Qualification and credentialing data
- Evaluation of community use of facilities

Practices and Products

Practices

- The school engages in strong collaborations between parents, students and the community that inform and support the continuity of learning for all students at transition points.
- Continued collaboration with TAFE, Universities, community employment agencies, private registered training organisations, structured workplace providers, local, state and national sporting bodies, state and local government.
- Student athletes will have individual training plans supported by High performance Manager, Targeted Sports Coaches, academic mentors and overseen by Director of Sport.

Products

- An increase in the number of students who successfully transition to their chosen vocation (work or further study) and an increase in the number of targeted sports students who are successful adult athletes. An increase in the parental involvement in student career and sporting pathway decisions.
- Supporting programs are integrated into Targeted Sports framework in areas such as psychology, nutrition, performance analysis, sports administration and strength and conditioning.
- An increase in the community use of school facilities and future development of facilities in partnership with state and local government and state and national

Strategic Direction 3: High Performance Sporting and Dynamic Educational pathways

People

amongst parents of the schools differentiated learning environment and encourage involvement in all aspects of their child's learning.

Leaders

Leaders will focus on building their own capacity and the capacity of others to implement whole school agendas

Leaders

Effective supervision and support in the development of staff skills in technology and other innovative teaching and learning practices

Community Partners

Maintenance of close partnerships with the Waiyarang Community of Schools, fostering smooth transition and educational priorities.

Community Partners

Targeted Sports programs embedded as national pathways and align with state and national sporting bodies. Further develop community partnerships that value add to the school curriculum and sporting programs.

Community Partners

Students engage engage with state and national sporting bodies to gain coaching or umpiring accreditation in their sporting field

Practices and Products

sporting bodies.