

# School plan 2018-2020

**Matraville Sports High School 8249**



# School background 2018–2020

## School vision statement

Matraville Sports High School encourages and equips students with the confidence and the skills to take calculated learning risks and become self-directed learners who reach their full potential. The school is a socially supportive and culturally vibrant community that has high expectations of students and teachers. We aim to provide every learner with a solid foundation on which they can develop self-advocacy and lifelong learning skills.

## School context

Matraville Sports High School (MSHS) is a 7 – 12 coeducational selective sports high school which delivers academic, creative arts and sporting programs that produce excellent outcomes for students. The school has an on-site UNSW Learning Lab to enable MSHS students to access extension and enrichment activities during school hours. This is staffed by UNSW staff and pre-service teachers.

MSHS provides high performance classes in the middle years (7 and 8), and has streamed ability groupings in years 9 and 10. The Little Bay Community of Schools enrichment programs incorporate the teaching of Japanese, Visual Art, Science and AVID to students in Years 4–6 from our partner primary schools.

MSHS has an Aboriginal student population of 33%, and 30% of students come from a non-English speaking background.

## School planning process

This school plan reflects positive, long-term consultation with staff, students, parents, AECG and the wider community over the period of a year.

An external report commissioned by the school into its Elite Sports Program has also provided directions which are articulated into the plan.

The 'Tell Them From Me' student survey tool was used to gauge student and parent satisfaction with the school and areas of strength and development.

We consulted the School Excellence Framework which supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 AVID Learners

### Purpose:

Improved student literacy and numeracy outcomes that include differentiated teaching and learning programs, high expectations and involves parents in learning.

## STRATEGIC DIRECTION 2 Positive Partnerships

### Purpose:

To consolidate to build on strong partnerships at all levels within the community. Continuing a culture of collaboration, communication, empowered leadership, and mutual respect. This also includes relationships with external bodies critical to the success of students such as UNSW, the NSW Sports High School Association, the Little Bay Community of Schools and the local Eastern Suburbs AECG.

## STRATEGIC DIRECTION 3 Engagement & Wellbeing

### Purpose:

To provide a safe, respectful school where every child is known, valued and cared for and students connect, succeed, thrive and learn.

# Strategic Direction 1: AVID Learners

## Purpose

Improved student literacy and numeracy outcomes that include differentiated teaching and learning programs, high expectations and involves parents in learning.

## Improvement Measures

Enhance existing differentiated teaching and learning practices.

Increased opportunities for parent/ caregiver involvement in student learning.

Increased proportion of student achievement in literacy.

Improved student numeracy outcomes.

## People

### Students

Build an environment that is accepting of differentiated learning

### Staff

Build capacity of staff to use data and differentiate teaching and learning programs.

Adopt a coordinated approach by providing opportunities for parents to be involved in student learning.

### Parents/Carers

Build capacity of staff to use data and differentiate teaching and learning programs.

Adopt a coordinated approach by providing opportunities for parents to be involved in student learning.

### Leaders

Leaders support staff to enable a differentiated learning environment

## Processes

Differentiation

Literacy

Numeracy

Parent/ caregiver engagement

## Evaluation Plan

Survey

AVID Programming

## Practices and Products

### Practices

WICOR strategies embedded into teaching programs across all KLA's

Teachers embed innovative, critical and creative thinking activities into programs, including literacy, numeracy and online strategies.

Provide opportunities for parents/carers to be actively involved in learning and the success of their child.

### Products

Establish shared expectations, common language and shared understanding between parents/caregivers and staff.

Relevant targeted instruction that enables creative, articulate and critical thinkers.

## Strategic Direction 2: Positive Partnerships

### Purpose

To consolidate to build on strong partnerships at all levels within the community. Continuing a culture of collaboration, communication, empowered leadership, and mutual respect. This also includes relationships with external bodies critical to the success of students such as UNSW, the NSW Sports High School Association, the Little Bay Community of Schools and the local Eastern Suburbs AECG.

### Improvement Measures

Establish data informed practices for tracking and monitoring TSP students.

Improved student participation in UNSW opportunities.

Increased meetings between community and school.

Increased attendance and retention results for all Aboriginal students.

### People

#### Students

Develop an understanding of the value of opportunities provided and capitalize on those relevant to them.

#### Staff

Fostering a culture of internal accountability where staff capitalise on opportunities relevant to their practice

#### Parents/Carers

Enhance relationships between school and community by engaging and encouraging parents/carers to attend PLP meetings and school events.

#### Leaders

Leaders support staff to ensure a continued culture of collaboration, communication, empowered leadership, and mutual respect.

### Processes

#### UNSW

#### Aboriginal Education

#### TSP

### Evaluation Plan

UNSW Dashboard

Surveys

Data

### Practices and Products

#### Practices

Capitalise on emerging opportunities with UNSW.

Adopt a coordinated approach to Aboriginal Education.

#### Products

An increase in the number of students seeking university pathways post HSC.

Improved attendance and retention results for all Aboriginal students.

# Strategic Direction 3: Engagement & Wellbeing

## Purpose

To provide a safe, respectful school where every child is known, valued and cared for and students connect, succeed, thrive and learn.

## Improvement Measures

Increase in number of students achieving PBL recognition.

Increase in learning support team referrals.

Increased enrolments in Stage 5 VET courses.

## People

### Students

Students know of and use flexible pathways to successfully transition from school.

### Staff

Build staff capacity to differentiate learning for academic, social and vocational and outcomes.

Targeted professional learning to continue to build the capacity of all staff to deliver Positive Behaviour for Learning across the school.

Build capacity for staff to deliver VET courses.

### Parents/Carers

Parental involvement and knowledge of opportunities available to students whilst at school and post-school.

### Leaders

Continue to build staff capacity to provide an engaging, differentiated and safe learning environment.

### Community Partners

## Processes

LST

PBL

Student leadership

VET

## Evaluation Plan

LST referrals

PBL data

Parent participation data

## Practices and Products

### Practices

A coordinated approach to the provision of VET opportunities for students in years 9–12 reflecting student need.

The LST coordinates student support across the school and oversees student engagement and wellbeing.

### Products

Students can access flexible pathways that are relevant to them.

Students thrive and learn.