

School plan 2018-2020

Westfields Sports High School 8384



WESTFIELDS
S P O R T S
First in Australia

School background 2018–2020

School vision statement

Westfields Sports High School is an inclusive learning community. Our focus is providing opportunities for all students to achieve personal excellence in scholarship, citizenship, sport and the arts.

School context

Westfields Sports High School is situated in South West Sydney in the Fairfield School Education Group. The school had its first intake of students in 1963 and in 1992, Westfields became the first Sports High School in Australia. In addition to students from the local area, each year the school accepts an intake of students into each of its fifteen talented sports programs.

The school holds the International Olympic Committee's "Sport and Youth Trophy" for its contribution to sport at both a national and international level. Over 340 former and current students have been selected to represent Australia in their chosen sports.

In 2018 Westfields Sports High School has over 1710 students with 54% males and 46% females. 69% of students at Westfields Sports High School are from Languages Other than English. The school serves a below average socio-economic community with a Family Occupation and Education Index (FOEI) of 117.

A highly successful gifted and talented program in English, Science and Mathematics provides opportunities for students to be accelerated through Stage 5 and the Higher School Certificate. The school also offers extension opportunities at the HSC level in Mathematics, English, History and Languages.

A mixture of highly experienced and new and beginning staff provide a positive, challenging and stimulating teaching and learning environment. This committed and hard working group of individuals continue to provide excellent educational and sporting opportunities for our students.


Our strategic directions have been created from multiple data sources and developed by staff, students and parents. Our progress in the three strategic directions is monitored and evaluated throughout the year. These strategic directions are all long term aspirations and will take time to show significant, embedded and cultural change.

School planning process

This School Plan has been developed by staff, students and parents. The three strategic strategies identified will be monitored and evaluated throughout each year by the Evaluation Committee.

The Evaluation Committee will be divided into three groups each focussing on a specific Strategic Direction and they will be responsible for the implementation, review and evaluation of their Strategic Direction.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Student Learning

Purpose:

- To equip and empower our students with a diverse range of skills and experiences which result in students who are ethical, critical and creative thinkers who strive for personal excellence.



STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

- To ensure staff use an evidence based approach to deliver quality teaching outcomes through a strong commitment to collaboration and professional learning.



STRATEGIC DIRECTION 3 Leading and Innovation

Purpose:

- To deliver innovative and dynamic practices to holistically develop students/athletes and ensure the efficient functioning of a large and complex sports high school.

Strategic Direction 1: Student Learning

Purpose

- To equip and empower our students with a diverse range of skills and experiences which result in students who are ethical, critical and creative thinkers who strive for personal excellence.

Improvement Measures

- * Increase the number of band 5 and 6 results in the HSC over the 5 year average.
- * Increase the number of students achieving proficiency in Year 9 NAPLAN – Reading, Writing and Numeracy.
- * Increase the number of students who are actively engaged in learning as reported in the Tell Them From Me Survey (TTFM)
- * Increase the number of students exhibiting positive behaviour and a sense of belonging in TTFM.

People

Students

- * Students develop a growth mindset that will ensure they reach their full intellectual and social potential.
- * Students have a clear understanding and are able to communicate the school's core values of being a Safe, Respectful, Learner.

Staff

- Staff will provide a future focused learning environment driven by student feedback and data.
- Staff will deliver differentiated learning and assessment experiences with explicit outcomes.
- Staff will utilise effective classroom management by implementing strategies that promote a positive learning environment.

Parents/Carers

- Parents are well informed of the school's emphasis on differentiated learning.
- Parents are well informed of the school's wellbeing and discipline policies to create a safe, respectful learning environment.

Processes

- Implement a whole school approach to supporting students develop numeracy and literacy skills with an emphasis on extended response writing.
- Targeted literacy and numeracy intervention programs for all students.
- Staff consistently apply the Positive Behaviour for Learning (PBL) and Wellbeing procedures as outlined in the Wellbeing Framework to recognise student progress and manage behaviour whilst promoting a positive school culture.

Evaluation Plan

- NAPLAN
- Valid
- HSC
- TTFM
- Internal Student Performance Data (Gateway)

Practices and Products

Practices

- * Extended response scaffolds are explicitly taught to all students.
- * Learning interventions and support strategies such as; Project Based Learning, Creating Chances, Learning Centre, LAST, EALD, ATSI Support, Life Skills, Homework Centre, Links to Learning, Transition, Work Skills, HSC and VET are provided to re-engage identified students.
- Embed and integrate PBL across the whole school.

Products

- Students will be more engaged in the learning process, resulting in improved written responses for both NAPLAN and the HSC over the 5 year average.
- Students are challenged and extended leading to autonomous learning, increasing the number of students achieving value added results.
- Students actively demonstrate the school's core values of being a Safe, Respectful, Learner.

Strategic Direction 2: Quality Teaching

Purpose	People	Processes	Practices and Products
<ul style="list-style-type: none"> To ensure staff use an evidence based approach to deliver quality teaching outcomes through a strong commitment to collaboration and professional learning. 	Students <ul style="list-style-type: none"> Students are provided with differentiated lessons and timely feedback on their performance. 	<ul style="list-style-type: none"> Targeted literacy and numeracy intervention programs for all students. Shared practice and lesson observations are used to increase collaboration and professional dialogue. Every staff member is responsible for developing and maintaining their annual Professional Development Plan and NESA Accreditation. 	Practices <ul style="list-style-type: none"> School delivered professional learning will focus on analysis of student performance data, differentiation and high quality feedback. All staff actively participate in their chosen school team to address school identified priorities and to drive school improvement. Staff use their PDP to identify and prioritise professional learning needs which link to personal and school goals.
Improvement Measures	Staff <ul style="list-style-type: none"> Staff Professional Learning focuses on analysis of data, differentiation and feedback to drive a culture of high expectations. Staff are to be responsible for the creation and maintenance of their PDP. 	Evaluation Plan <ul style="list-style-type: none"> Professional Learning Surveys TTFM Focus On Learning Survey PDPs and Lesson Observations Faculty and Team Plans Meeting Minutes 	Products <ul style="list-style-type: none"> Staff use performance data to develop differentiated T&L programs and to provide quality feedback. School Teams plan, implement and deliver professional learning which promotes active collaboration amongst staff. All staff will complete a PDP, undergo professional learning and meet NESA Accreditation requirements.
<ul style="list-style-type: none"> Increase the number of staff who provide quality feedback as identified in the Focus on Learning, Teacher Survey. Increase the number of staff who foster a positive learning culture with clear rules and expectations in their classroom as identified in the Focus on Learning, Teacher Survey and TTFM Student Survey. All staff will complete a PDP, undergo professional learning and meet NESA Accreditation requirements. 	Parents/Carers <ul style="list-style-type: none"> Students, parents and community members will be afforded the opportunity to provide feedback as part of the whole school review processes eg. TTFM, Partners in Learning, Faculty Reviews, School Plan. 		

Strategic Direction 3: Leading and Innovation

Purpose

- To deliver innovative and dynamic practices to holistically develop students/athletes and ensure the efficient functioning of a large and complex sports high school.

Improvement Measures

- * Development of high performance sporting programs in consultation with state/national sporting bodies.
- * Research partnership with tertiary institutions provide high quality data about student athlete development.
- * Continual refinement of administrative practices and online procedures to increase efficiency and communication with an aim to reduce the reliance on paper-based systems.

People

Students

- Students/athletes will benefit from high quality coaching/learning programs which will prepare them for the transition to elite level sport.

Staff

- Staff (Coaches) will develop professional knowledge through links with peak academic/sporting bodies.
- Leaders facilitate engagement of professionals/experts to guide best practice with a holistic approach.

Parents/Carers

- Parents are provided with support to assist their children to reach their full potential.

Community Partners

- WS will be an active and leading participant in the SHSA.

Processes

- State/national bodies provide technical support to enhance sporting programs inline with negotiated MOUs.
- Maintain and foster links with tertiary institutions and key sporting bodies.
- Development and maintenance of a network and structures that will support the efficient and effective functioning of the school.

Evaluation Plan

- Gateway data
- Tertiary Institutions
- UWS Training Load App
- Sydney Uni research database
- Parent Portal
- Sports High Schools Association
- State and national sporting bodies
- Social Media

Practices and Products

Practices

- Yearly plans are negotiated and developed between the school and state/national bodies.
- Collaboration with tertiary institutions to establish sport specific benchmarks and data driven intervention for athlete development.
- Development and refinement of the school's innovative "Gateway" communication system.

Products

- All students are exposed to high quality, state/nationally endorsed programs to enable them to transition to elite sport pathways.
- Improved talent identification procedures, management of athlete school/training loads and reduced number and severity of athlete injuries.
- An innovative, user friendly interface which allows for accurate and real-time school management solutions which facilitates high quality reporting to parents through the parent portal.