

School plan 2018-2020

The Hills Sports High School 8412



School background 2018–2020

School vision statement

The Hills Sports High School caters for both local students and Talented Sports students and takes pride in providing meaningful educational opportunities by:

- promoting excellence in teaching, leading and learning;
- encouraging academic and sporting achievement;
- maintaining a diverse, relevant and challenging curriculum;
- ensuring a safe, caring and pleasant environment, and;
- developing a shared relationship with family & community.

School context

The Hills Sports High School is a comprehensive coeducational Years 7–12 school with an elite sporting stream and a total enrolment of 868 students, 4% from Aboriginal and Torres Strait Islander background. The school caters for both local students and those enrolled in the Talented Sports Program (TSP). It is committed to a learning culture that values academic and sporting excellence. A support unit caters for a total of 56 students. Extensive partnerships exist with community organisations and associations.

The school has a dedicated staff focussed on quality teaching and the use of technology to support learning. The school is supported by the National Partnership Literacy and Numeracy program and implements the “Positive Behaviour for Learning” (PBL) program. This program promotes the core values of Safety, Tolerance, Achievement and Respect (STAR).

STUDENTS

The Hills Sports High School is one of seven specialist high schools in NSW catering for both academic and elite sporting students. Enrolments are made up of a mix of local and talented sport program students. A highly competitive three tiered application process for talented sports students is used to select potential students to the school as demand for limited positions is high.

STAFF

The staff at The Hills Sports High School are dedicated, highly trained and committed towards creating a quality learning environment. Quality education is balanced with the provision of extra curricula activities. The staff balances a mixture of experienced and newer teachers who all contribute towards the success of the academic, social, cultural and sporting curriculum offered at The Hills Sports High School.

School planning process

The Hills Sports High school planning and consultation processes commenced 6 months prior to the implementation of this plan.

Executive staff received professional training on the planning processes and commenced a comprehensive process of consultation with the school community and beyond.

Executive staff, teaching staff, administration staff, parents and the students was asked to contribute to the vision for the school by listing strengths, methods of determining success and dreams for the future.

The result of our consultation is the three strategic directions for school. Further consultation with the Executive staff, teaching staff and students resulted in the associated descriptions of each of these directions – the purpose, people, processes, products and practices planned for our school over the next three years and beyond.

Milestones to determine checkpoints and associated data collection and interpretation will be set each year to keep the plan on track and focussed in relation to the set strategic directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Successful learners achieving
personal excellence

Purpose:

To deliver an innovative, flexible curriculum that is differentiated to meet the needs of all students, respectful of diversity.

To further develop our school as a centre of academic and sporting excellence inspiring all students to strive for personal best.

STRATEGIC DIRECTION 2

A dynamic, professional and
caring learning community.

Purpose:

To foster a culture of respect and inclusivity with proactive and responsive well-being practices that support learning.

To promote collegiality and success driven by high expectations, visionary teaching and quality leadership.

STRATEGIC DIRECTION 3

Future focused teaching and
learning in a contemporary
learning environment.

Purpose:

To enhance state of the art academic and sporting facilities, maximising opportunities for learning.

To equip staff with the resources necessary to work effectively in a future focussed educational environment.

Strategic Direction 1: Successful learners achieving personal excellence

Purpose	People	Processes	Practices and Products
<p>To deliver an innovative, flexible curriculum that is differentiated to meet the needs of all students, respectful of diversity.</p> <p>To further develop our school as a centre of academic and sporting excellence inspiring all students to strive for personal best.</p>	<p>Students</p> <ul style="list-style-type: none"> Students will develop skills in literacy and numeracy which will enable them to become life-long learners. Students receive differentiated instruction. <p>Staff</p> <ul style="list-style-type: none"> Training in and exposure to Aboriginal Culture to enable teachers to effectively integrate knowledge into lessons. Training in differentiation. Professional development to enable the embedding of specific numeracy strategies and enhanced literacy strategies. <p>Leaders</p> <ul style="list-style-type: none"> Executive staff trained in financial and budgeting procedures to streamline administration. <p>Parents/Carers</p> <ul style="list-style-type: none"> Parents make informed decisions about children's learning based on feedback, data, curriculum information and choice. <p>Community Partners</p> <ul style="list-style-type: none"> Community working in partnership to support students in VET, School to Work, Transition, Study skills. 	<ul style="list-style-type: none"> Upgrade school resources including STEM facility and associated equipment. Electronic administration incorporates period by period roll marking, ebsCentral, integrated timetable and Sentral features used to the fullest. Accelerated reading program embedded in the school curriculum as a part of literacy improvement strategies. Differentiation and project-based learning are the focus areas for professional learning. <p>Evaluation Plan</p> <ul style="list-style-type: none"> Attendance data in various forms such as individual lessons, daily whole and partial truancy reports and welfare records will be examined. Literacy monitoring via Accelerated Reading statistics and numbers of students reaching minimum HSC literacy and numeracy standards. Teacher survey to determine extent of knowledge and implementation of differentiated practice in classrooms. 	<p>Practices</p> <ul style="list-style-type: none"> Technology is in use for all appropriate administration and attendance records. Students access online training, technology and innovative resources in their courses. Sports training programs incorporate individual plans for sporting students. All teachers and coaches provide a differentiated learning environment responsive to the learning needs of their students. Data informs teachers planning and delivery of lessons and courses. Aboriginal Education is integral to teachers' lesson planning and delivery. <p>Products</p> <ul style="list-style-type: none"> Accurate, timely administration/attendance data which is monitored regularly to ensure consistency. Students attending all classes. Funding/resource allocation reflects the identified needs in individualised learning plans and the requirements of an innovative and engaging curriculum. Students are receiving differentiated instruction according to their learning needs.
Improvement Measures			
<ul style="list-style-type: none"> Student attendance rates improve so that they equal state average attendance rates. 			
<ul style="list-style-type: none"> Individual learning plans for students with specific needs. 			
<ul style="list-style-type: none"> All students requiring a plan have one which is developed in consultation with parents, external agencies and is comprehensive, inclusive of resourcing needs, able to be effectively evaluated and which informs teaching practice. 			
<ul style="list-style-type: none"> Contemporary range of subject offerings encompassing study skills, ALARM, Project-based learning, STEM, technology, VET and School to Work. 			
<ul style="list-style-type: none"> The percentage of Year 9 students at proficient level in NAPLAN results will reflect that of the state in reading writing and numeracy. 			
<ul style="list-style-type: none"> All students will achieve minimum literacy and numeracy standard required for the award of the HSC. 			

Strategic Direction 2: A dynamic, professional and caring learning community.

Purpose

To foster a culture of respect and inclusivity with proactive and responsive well-being practices that support learning.

To promote collegiality and success driven by high expectations, visionary teaching and quality leadership.

Improvement Measures

- Referral data from Sentral – significant reduction of negative incidents from classroom teachers.
- Non-attendance and truancy rates reduced.
- TTFM survey indicates higher level of student well-being.
- Professional learning data from on-line records indicate focussed and relevant professional learning.
- Teacher survey on technology use by staff indicates increased use of technology in the classroom to enhance student learning.
- Teacher observation records reflect teacher satisfaction with the process in terms of enhancing their professional practice.
- Post school destination survey indicates high levels of students achieving their desired career goals.

People

Students

- Empowered to connect succeed and thrive as they navigate through the various school transition stages.

Staff

- Develop staff in holistic and collaborative approaches to educating students encompassing teaching, learning and wellbeing issues.

Leaders

- Drive transformational change and promote collaborative practice.

Parents/Carers

- Engage with the community to promote wellbeing and academic growth.

Community Partners

- Collaborate, communicate and participate in supporting student learning.

Processes

- A staff professional learning program with a focus on building capacity for improving student learning which is relevant, significant and future-focussed.
- School community identifies and reacts to individual student wellbeing in a dynamic, collaborative and integrated system.

Evaluation Plan

- Survey of staff members to assess satisfaction with lesson observation system.
- Analysis of attendance data on a regular basis with particular reference to period by period roll marking.
- PBL referrals data reflects improved student engagement with learning.
- PBL BoQ data indicates school progress with PBL system requirements.
- Staff professional learning records indicate staff working in all areas of the Australian Teaching Standards to improve practice.

Practices and Products

Practices

- All teachers new to the school will undergo an informal induction program.
- All ECTs participate in a formalised PL program appropriate to their stage of career led by a Head Teacher.
- All staff are consistently implementing classroom systems.
- Teachers undertake targeted professional learning.

Products

- An effective Beginning Teacher Program and induction program operates in the school.
- PBL classroom systems are in place across all learning areas.
- Observational processes support a collegial culture of reflective practice.
- Teachers are skilled to deliver innovative future focussed lessons.
- A comprehensive program that caters for the transition stages of students from Year 6 to Year 12 and post school destinations.
- Final stages of PBL targeted interventions is underway.

Strategic Direction 3: Future focused teaching and learning in a contemporary learning environment.

Purpose	People	Processes	Practices and Products
<p>To enhance state of the art academic and sporting facilities, maximising opportunities for learning.</p> <p>To equip staff with the resources necessary to work effectively in a future focussed educational environment.</p>	<p>Students</p> <ul style="list-style-type: none"> • Students learning through new and innovative teaching technologies. • Broadening of ICT skills for students to increase their capacity for engaging in future-focussed learning. • Develop collaborative and critical thinking skills. <p>Staff</p> <ul style="list-style-type: none"> • Staff to utilise new technologies and facilities to enhance learning opportunities for students. • Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery and differentiation. • Staff trained in project based learning and student centred learning. <p>Leaders</p> <ul style="list-style-type: none"> • School leaders are responsible for facilitating and implementing the use of innovative technology in teaching and learning practice. <p>Parents/Carers</p> <ul style="list-style-type: none"> • Parents informed of innovative technologies and teaching and learning strategies available to their children. 	<p>Processes</p> <ul style="list-style-type: none"> • Embed innovative teaching and learning strategies using technology in the curriculum. • Extra-curricula learning opportunities are a feature of the student learning experiences at the school. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • STEM room is built and in use. iSTEM is a part of the curriculum with students selecting courses in this area. Survey of student and teacher satisfaction with STEM courses. • New facility used for all Year 7 Mandatory Technology. • Cross-faculty use of the STEM facility is evident. • Planned facilities built and equipped as required for multiple faculty use. • Monitor the staff use of newly created facilities. • Survey of staff to determine the extent of differentiation practices in use in classes. 	<p>Practices</p> <ul style="list-style-type: none"> • Technology is regularly used as an essential part of teaching and learning. • All staff skilled in the use of facilities and equipment provided for teaching and learning. • All staff adhere to the e-learning platform for curriculum delivery determined by the technology committee. • Staff actively involved in the implementation and teaching of a range of extra-curricular activities. <p>Products</p> <ul style="list-style-type: none"> • Faculties resourced with appropriate technologies. • State of the art facilities for use across all faculties are available for staff and student use. • A consistent e-platform used by all faculties for the delivery of curriculum. • A range of extra-curricula opportunities are planned and implemented.
Improvement Measures			
<ul style="list-style-type: none"> • New facilities in place for areas such as STEM, Drama, Visual Arts Studio and multi-purpose playing field. 			
<ul style="list-style-type: none"> • An audit of staff use of facilities indicate that technology and future-focussed learning resources are in use in each faculty. 			
<ul style="list-style-type: none"> • TTFM indicates increased student engagement with learning. 			
<ul style="list-style-type: none"> • Analysis of subject and enrolment patterns indicate student satisfaction with new technologies, resources and facilities in the curriculum at the school. 			
<ul style="list-style-type: none"> • A review of staff professional learning reveals all staff trained in using new and innovative equipment and teaching strategies. 			
<ul style="list-style-type: none"> • Extra-curricular activities are registered with the Learning Support Team and analysed to ensure academic, cultural and/or sporting areas are addressed for students. 			