

# Strategic Improvement Plan 2021-2024

## Hunter Sports High School 8233



# School vision and context

## School vision statement

**Vision:** Igniting curiosity, sparking passions to inspire lifelong learning.

**Motto:** Personalising Pathways.

**Mission:** Co-creating meaningful graduate attributes in an inclusive and empowering environment.

## School context

Hunter Sports High School is a partially selective public high school with 920 students. The school is one of the newest and most modern schools in the state, offering unique state-of-the-art learning environments that caters for both academic and sporting excellence. The new school, completed in February 2019, was designed to meet the unique needs of our community and features the latest technology, outdoor learning spaces and symbolic cultural elements that recognise our Indigenous students and proudly diverse school community.

As a member of the Waiyarang Community of Schools, we welcome students from local schools including Windale, Wiripaang and Mt Hutton Public Schools. We have a Family Occupation and Education Index (FOEI) of 128 with 60% of students in the lowest socio-economic status quartile. We also cater for students from around the Hunter and Central Coast regions who come to Hunter Sports High School to participate in our Talented Sports Program. Our school also caters for students with special needs with four dedicated Support Unit classes within our GEM (Growing Educational Mindsets) Academy.

Our world-class Big Picture Academy, for students from Years 8-12, offers an alternative learning model that sees students engage in their education and take responsibility for their learning by identifying and exploring their personal interests and passions.

Our Talented Sports Program continues to provide elite coaching to talented athletes as well as an academic framework that enables them to reach both their academic and sporting goals. Our teams and individual athletes uphold Hunter Sports High School's proud sporting tradition, producing outstanding results across many sports at Regional, State, National and international levels.

As a member of the NSW Sports High Schools Association, our partnerships with state and national sporting bodies provide students with recognised development pathways to elite-level sport. The Newcastle Jets Academy is now based at Hunter Sports High, providing the link between school and sport with the support of elite coaching staff and our school's integrated strength and conditioning and sports science programs.

Hunter Sports High School staff are dedicated to improving and enriching student outcomes and have a strong commitment to providing quality teaching and learning for our students. Our broad syllabus covers traditional subjects as well as a range of electives and Vocational Education Training (VET) courses. We aim to provide a learning pathway to meet the personal needs of each individual student.

Hunter Sports High School celebrates the diversity of our students, of their abilities and their backgrounds and has a strong and supportive welfare system in place. We are proud of our school community, of our active parent community and our many supporters who provide input and expertise for our sports programs and student groups. We are proud of our talented and experienced staff and our committed student leaders. Our students are very proud of their school, they feel valued, and that inspires them to do their best.

**Sports Academy /Talented Sport Program (TSP):** We have 21 internal (teachers) and 31

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## School vision statement

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external coaches delivering high quality sports programs in 14 talented sports which consistently produces regional, state, Australian and international representatives. 60% of student enrollments are into our sports academy programs.

**Big Picture Education:** We offer Big Picture Education in years 8 - 12. 10% of students at Hunter Sports are enrolled into Big Picture. Big Picture learning is defined by its commitment to educate "one student at a time" in a community of learners. The students learn how to become increasingly responsible for developing their own individual learning goals and plans aligned to their passion.

**Aboriginal Education:** 22% of students are 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.

The school prioritises over the next school planning period the improvement of literacy and numeracy, to personalise the learning for all students and to identify and recognise new metrics for success that celebrates student strengths, student growth and their general capabilities.

The high-level areas for improvement identified in the school plan have been established from an authentic situational analysis and in consultation with all members of the school community including consultation with the AECG.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to monitor, support and track the individual learning growth of every student. Our learning community regularly use personalised data profiles to drive quality teaching, learning and assessment. Explicit teaching, Formative Assessment, Feedback and Peer Critique are used alongside digital dashboards to inform teaching and ensure all students achieve their academic potential.

## Improvement measures

### Target year: 2022

#### HSC Top 3 Bands Attainment

Improvement in the percentage of HSC course results in top three bands to be at or above 4.51% from the school lower bound system negotiated target.

### Target year: 2023

#### NAPLAN Expected Growth

Improvement in the percentage of students achieving expected growth to be at 6.47% or above the school's lower bound system-negotiated target in reading and to be at 5.33% or above the school's lower bound system negotiated target in numeracy.

### Target year: 2022

#### NAPLAN Top 2 Bands

\* Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system negotiated target in reading by 3.69% and numeracy by 3.77%

### Target year: 2024

SEF Self-assessment of the element of 'value-add' indicates improvement from working towards delivering to excelling

## Initiatives

### Effective Literacy and Numeracy Teaching Practices

Quality teaching of literacy and numeracy in all classrooms with all teachers committed and accountable to evaluative practices. With all staff identifying, understanding and implementing the most effective explicit teaching methods and the highest priority given to evidence-based teaching strategies.

### Learning Through data

Data informs practice - All teachers have a deep understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice to ensure student growth.

## Success criteria for this strategic direction

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

All staff regularly engage in high quality professional learning and provide evidence of their impact. Staff confidence and skills in delivering vocab and comprehension strategies in all classrooms has been developed and staff are confident to regularly deliver a range of targeted teaching strategies to build the comprehension and vocabulary of all students.

## Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data

Data: External student performance measures: SCOUT data, HSC, NAPLAN and internal student performance measures (Literacy and Numeracy Progressions), PAT

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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testing data, analysis of teaching programs, classroom observations, student work samples, coaching records.

Analysis: Ongoing analysis of the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps. Have we successfully achieved growth for all students? Have we developed the capacity of the staff to use data to inform teaching and learning?

## Strategic Direction 2: Future Proofed Personalised Learning

### Purpose

We deliver curriculum to develop adaptable and confident learners with the skills to thrive in a dynamic and ever-changing world. Student choice and agency underpin curriculum which is aligned to employment sectors and clusters. Students will graduate with a learner profile which is valued and trusted within the community and provides evidence of their strengths, skills and abilities within their post school pathways.

### Improvement measures

#### Target year: 2024

85% of students are engaged in a personalised learning model aligned to their passions, interests and vocational ambitions.

#### Target year: 2024

100% of students will have a Graduate Portfolio and Profile detailing their strengths, passions and employability skills/general capabilities.

#### Target year: 2024

The school has developed 8 learning ambitions and associated assessment frameworks to recognise capabilities for life-long learning

### Initiatives

#### Diverse Curriculum

The school's curriculum provides an integrated approach to curriculum planning that promotes learning mastery in meeting the needs of all students.

- Stage 4 Curriculum: Increased Project Based Learning Curriculum Opportunities
- Stage 5 Curriculum: Curriculum Choices (stage Based); Independent Learning Courses; Interest/Passion Based Learning Courses/Pathways Developed. Stage 5 VET
- Stage 6 Curriculum: Retention of University bound students; Students engaged in ATAR/Non-ATAR/HSC/Non-HSC Pathways
- (Stage 4, 5 and 6 curriculum pathways with industry links, new metrics dashboard, T&L programs, micro credential)
- Credit point curriculum model which allows students to select a pattern of study which is best suited to their interest and skills

#### Lifelong Learning

The school community engages in strong collaborations that inform and support continuity of personalised learning for all students at transition points, including highly mobile students and students with atypical enrollment. In a future where young people are expected to have 17 jobs in 5 industries, we need a portfolio of skills including work ready enterprise skills including communication, critical thinking and problem solving, as well as career management capabilities.

- Student Leadership - Leadership Passport
- New Metrics/Employability Skills - Melbourne University Partnership
- Development of Student Learner profiles using New Metrics measures
- Digital Passports (For all students): Record of mastery of skills, attributes and qualifications for

### Success criteria for this strategic direction

- Highly effective systems and processes to collect and analyse information which supports students transition throughout their schooling.
- The school provides a variety of curriculum options (Stage 4, Stage 5, PAL, Big Picture and Support) which inspire and spark student passions in lifelong learning?
- Teachers, students, parents and community work together to promote the continuity of learning for all students as they transition into their future post school pathways.
- Students learning goals and pattern of study is monitored longitudinally to ensure continued challenge and maximum learning and growth while at school
- Student voice and agency is valued by all. LEAP (Leadership Empowerment Action Pathways), the student leadership body will drive a culture of high student expectation, success and challenge to ensure personal best.
- Students develop a range of skills which prepare them for their pathway after school. These skills will be valued, trusted and understood by our local community and contained within a learner profile
- Staff are trained and confident in delivering a new curriculum design in Stage 4 and 5, which strengthens student outcomes in Stage 6.
- A culture of feedback and learning is evident in all classrooms, with students seeking feedback to improve their knowledge and skills.
- Assessment measures student employability skills and general capabilities to inform a valuable and trusted Student Learner Profile for use in post school pathways.
- Staff are highly trained and understand how to apply the research and theory of future focused teaching and learning practices.

## Strategic Direction 2: Future Proofed Personalised Learning

### Initiatives

transition and use in to post school pathways

- Year 7-12 Careers/Transition Pathway planning

### Evaluation plan for this strategic direction

#### Questions

- What impact has the change in curriculum had on student engagement?
- How much does the community and surrounding business partnerships value and trust the Student Learner Profile?
- How does the development of a Student Learner Profile support student pathways?
- What is the impact of the Stage 4 and 5 curriculum model on Stage 6 outcomes?
- How do students recognise employability skills and general capabilities as an important part of their schooling at Hunter Sports High School?
- What has been the impact of a strengthened student leadership body at HSHS?

#### Data

- Attendance data
- Sentral wellbeing referral data
- Student feedback and surveys
- Community and business surveys measuring impact of learner profile
- Qualitative data including interviews with businesses and opportunities for feedback and refinement
- Destination surveys (short and long term); Increase in suitable post school pathways
- Student transition plans
- Retention data
- HSC data
- Tell them from Me data
- Parent and community focus group feedback/surveys
- 2020 Curriculum Options v 2024 Curriculum Options
- SEF: Learning Domain: Curriculum - Are we

## Strategic Direction 2: Future Proofed Personalised Learning

### Evaluation plan for this strategic direction

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excelling?

- Teacher feedback

### Analysis

Rigorous analysis of data to determine impact and guide ongoing implementation and future directions to provide continuous improvements. Evidence will be analysed by a team focused on refining and improving the initiatives to meet the success criteria of the strategic direction.

### Implications

Progress and success will be measured regularly across the duration of the school plan. Changes and improvements will be driven in response to the data, ensuring this strategic direction is responsive to the needs and feedback of our staff, students and community. The ultimate aim is to create a learning environment which caters for the needs of all our students, preparing them with the skills and attributes for success in their post school pathways and lives.



## Strategic Direction 3: Better Together

### Purpose

There is school-wide, collective responsibility for student success, building a school culture that is inclusive, courageous and promotes connectedness and student engagement. Our students explore and achieve their potential through active citizenship, positive relationships, coaching and goal setting to make a difference in the community in which they live, play and work.

### Improvement measures

#### Target year: 2022

Improvement in the percentage of positive student wellbeing responses in the Tell Them From Me Data is at or above 2.16% of the lower bound of the schools system negotiated target.

#### Target year: 2022

Improvement in the percentage of students attending at more than 90% is at or above 5.63% of the lower bound of the schools system negotiated target.

#### Target year: 2024

Increase the percentage of Aboriginal students attaining the HSC or identified pathways whilst maintaining their cultural identity to be at or above 10% of the system-negotiated lower bound target

### Initiatives

#### Co-creating learning

There is a holistic approach to ensure all students engage in structured well being programs and have key personnel to support their learning with personalised coaching programs across all stages of learning. This will create a culture where all students feel known, valued and cared for. Students interact in a school environment that inspires advocacy ensuring students can connect, succeed and thrive.

The school ensures every Aboriginal child and young person achieves their potential through education and that we foster a school community which truly listens to the needs of Aboriginal and Torres Strait Islander students and communities. All students participate in opportunities to learn more about Aboriginal and Torres Strait Islander culture and as a school we are proud to 'walk together and work together' to promote Aboriginal students success.

#### Community Connections

Our effective community partnerships will enhance students outcomes by drawing on the expertise, networking capability and diversity of our partners. Through these effective partnerships students will be motivated to deliver their best and continually improve, enhancing their personal skills which builds a positive profile of the school as an active contributor in the community social context.

A new house system closely aligned to an invigorated school positive behavior for learning strategy provides students with a strong connection to their school community will enhance school pride and further promote student attendance and engagement.

### Success criteria for this strategic direction

- All staff participate in high quality collaborative practice with students. Teachers are engaged in coaching conversations with students through a new timetabled mentor structure. There is an ever closer relationship between teachers as mentors and students with more personalised conversations focused on students strengths and passions.
- There is a visible connection between the school and the wider community. Business breakfasts and events become embedded in the school calendar. Students gain confidence in conducting, participating in and promoting events.
- The schools positive behavior for learning is re-aligned with a new school house system to promote our school culture and engagement strategies to improve student well being.
- The school has a strengthened Sports Science focus that provides opportunities for students to be actively involved in the data collection and analysis of sporting performance. This allows for students to learn about their personal athletic development and for other students to pursue interests in sports science pathways.
- Student advocacy, expectations, sense of belonging and expectations for success will be enhanced and resources for planning and support of students at transition points will see increased retention and enhanced qualification attainment.
- A school wide improvement in attendance, student engagement and successful transition to work or further study. Attendance awards a weekly focus for student success.
- Families of aboriginal and Torres strait islander students feel teachers display cultural awareness and an understanding and appreciation of the connectedness to country. Staff feel confident they can work together with the Minimbah team to support the goals and aspirations of Aboriginal and Torres Strait Islander students, families and community members..

## Strategic Direction 3: Better Together

### Evaluation plan for this strategic direction

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#### Questions:

- Has there been an improvement in the relationships between teachers and students as a result of the coaching sessions.
- Have students been empowered by coaching conversations?
- Have staff benefited by developing closer connections with students?
- Has there been an increase in engagement with the local business community?
- How have improving these connections enhanced student learning outcomes?
- How will a new house structure benefit our students?
- Will this change lead to improvement in school culture and student advocacy?
- Has the implementation of a Sports Science Facility driven by students led to improved outcomes for student athletes and enhanced the skills of those collecting and analysing data?
- How has attendance, engagement and retention improved for students as a result of enhanced attendance and transition strategies
- Has the regular staff access to training in Aboriginal and Torres Strait Islander support mechanisms led to better outcomes for students?

#### Data

- Attendance data
- Tell them from me data
- Student wellbeing data
- Parent/carer feedback
- retention data
- post school destination surveys and data

#### Analysis

## Strategic Direction 3: Better Together

### Evaluation plan for this strategic direction

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Rigorous analysis of data to determine impact and guide ongoing implementation and future directions to provide continuous improvements.