

Strategic Improvement Plan 2021-2024

Matraville Sports High School 8249



School vision and context

School vision statement

Matraville Sports High School is an inclusive, culturally nourishing and vibrant school where students and staff cooperate and collaborate to achieve the common goal of individual high performance in a caring and compassionate learning environment.

Matraville Sports High School equips students with the confidence and skills they need in order to thrive and become self-directed learners who succeed in reaching their full potential both intellectually and physically.

The school 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 Partnership program and learning lab to enable MSHS students to access extension and enrichment activities during and after school hours. This is staffed by UNSW staff and pre-service teachers. Through this partnership there are spin-off programs such as with the Sydney Story Factory.

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 Mandarin, Visual Art, Science and AVID to students in Years 4-6 from our partner primary schools. AVID (Advancement via Individual Determination) is a program across years 7-10 to underpin teaching and to support students in progressing to tertiary education. The school has 15 senior students involved in school based traineeships and apprenticeships.

MSHS has an Aboriginal student population of 35%, and 30% of students come from a non-English speaking background.

The school's staffing entitlement in 2020 was 45 teaching staff and 15 non teaching staff. In addition, the school employs two Head Teachers from school funds, one for the Inclusive Learning Centre, the other for Administration, and also employs strength and conditioning coaches, and specialist coaching staff for the talented sports program. RAM funding is used to employ an additional SLSO, and receives integration funding used to employ an additional SLSO. Additional time allocation is offered to some staff to administer the UNSW partnership, AVID, and NESA.

The sports high school operation has strong partnership links with Charity Bounce Basketball, Randwick Rugby, University of Sydney, University of NSW, and ESFA (Eastern Suburbs Football Association). We are a partner school with Sydney FC Football Club.

The school has close connections with the local AECG and local support groups providing care for children such as Kari, South's Cares, the La Perouse Lands Council and is undertaking a longitudinal research project with UNSW called the "Aboriginal Voices" project.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. Continuous improvement through excellence in teaching.

Improvement measures

Target year: 2022

HSC Top 3 bands

HSC improvement in course results in top 3 performance bands above the baseline measure of 24% to be above the school's lower bound system-negotiated targets.

Target year: 2022

Aboriginal students NAPLAN Top 3 bands

Increased % of Aboriginal Students in the top 3 NAPLAN bands for reading and numeracy to be above the school's lower bound system-negotiated targets.

Target year: 2022

NAPLAN - Top 2 bands

Increased percentage of all students in top 2 NAPLAN bands for reading and numeracy to be above the lower bound target of 12% for reading and 11% for numeracy for all students including Aboriginal students

Target year: 2023

NAPLAN - At or above expected growth

Continued upward trend in all students achieving at or above expected growth in reading and numeracy., with a baseline of 55% for all and 46% for Aboriginal students in reading, and 59% and 50% respectively for numeracy.

Initiatives

Highly Effective Teaching Practices

Improve effective classroom practice through a focus on **AVID** (Advancement via Individual Determination), formative assessment, and explicit teaching practice specific to each KLA.

Review and improve the use of **formative data** sources, monitoring and reflecting on teaching effectiveness. Then embed the use of formative data collection to inform practice.

Reading initiative

Establishment of a specific remedial reading team and program in partnership with USYD, UNSW and NSWDE to intensively target students with significant needs and apply a 1:1 approach in addressing the need as identified by data.

HSC Performance Focus

Consolidation and review of all HSC teaching and learning practices inside the school. Use of data to inform the team's direction and subsequent PL applications. In partnership with UNSW. Sub executive to lead.

Data -driven self directed learning culture

Establishment of a team to identify creative structural (timetable) ways to efficiently and routinely analyse internal and external data including NAPLAN, HSC RAP and minimum standard data.

Apply this to improve personalised learning plans for all students within the student body of all abilities, to allow students to be able to self-monitor

Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness. Then embed the use of formative data collection to inform practice.

Create a way to efficiently and routinely analyse and communicate internal and external data including

Success criteria for this strategic direction

- Continued improvement in performance in the HSC including strong content knowledge, critical and creative thinking, and writing.
- Improved results in Premier's priority 3 and 4 for Aboriginal students in attaining year 12 and increasing the proportion of Aboriginal students in top 2 NAPLAN bands for reading.
- Improved student attendance.
- Excellence in teaching and school leadership.
- *sustained learning, teaching and leadership behaviours *changed practices of students, staff and leaders*a shift in school learning culture*improved student outcomes.

Evaluation plan for this strategic direction

Regular gathering of data for analysis, reflection and reporting may include:

*analysis of school-based data*external assessment data*feedback from project teams, staff, community and focus groups*surveys*photos, video and other media

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

All teachers demonstrate high quality skills in explicit teaching and differentiation. All staff are aware of, and begin to use Literacy and Numeracy Learning Progressions in directing student learning goals

Initiatives

NAPLAN, HSC RAP and minimum standard data to identify target areas, to all staff.

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students.

Strategic Direction 2: Highly effective student support practices

Purpose

To ensure all students and staff experience success at their highest possible level with all feeling valued and cared for, and all connect, thrive, learn and succeed in a culturally nourishing school. All staff will actively work with school teams to achieve this through supportive whole school well-being and learning support structures.

Improvement measures

Target year: 2023

Increased number of Aboriginal students completing year 12 as a proportion of those starting preliminary HSC.
100% completion rate as a goal.

Target year: 2023

Improvement in Student Wellbeing Measures:

- Students with a positive sense of belonging
- Students with positive intellectual engagement
- Aboriginal students who "feel good about their culture at school"
- Aboriginal students who feel their teachers have a good understanding of their culture

Target year: 2022

Increased overall student attendance rate to the network average of 83.5%. Increase in number of students attending 90% or better.

Target year: 2024

Individualised learning plans for all students in the school are observable and active.

Initiatives

UNSW Aboriginal Voices Project

MSHS has committed to support the Aboriginal Voices: Culturally Nourishing Schooling Project. It is a three-year project, and will support our committed efforts in establishing a whole-of-school program to sustainably shift the learning outcomes of Aboriginal students.

The project entails supporting the ongoing professional support to staff, participating in the research, attending project symposiums and directly contributing an annual sum in support of the program.

Collaborative Learning Support Practices

Embed a learning culture that enable every student to create, receive feedback, and achieve their learning goals through individual planning.

Review and adapt school Learning Support Team practices to ensure the better use of data analysis to monitor and assess student progress and help students to thrive academically.

Connective wellbeing practices

Consolidate and coordinate all student and staff wellbeing practices.

Improved communication with parents and community.

PL on student wellbeing to assist in identification of best practice in relation to our students' needs.

Review and adapt all practices relating to student attendance at school.

High quality teaching of students with disabilities

Consolidate and coordinate all student and staff wellbeing practices.

Improved communication with parents and community including but not limited to:

Success criteria for this strategic direction

Teachers collaborate systematically to share curriculum knowledge, data, feedback and other information about student progress and achievement to meet the individual learning needs of all students. This is evident in individual student plans, and all students can articulate their areas for growth.

School teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy, wellbeing.

Data is collected and used to improved wellbeing measures including attendance.

Evaluation plan for this strategic direction

Question: What has been the impact of using individual student planning on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: External student wellbeing measures (Tell Them From Me), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, coaching records, behaviour records and attendance data.

Analysis: Analyse 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.

Strategic Direction 2: Highly effective student support practices

Initiatives

- PLP planning for students in AU and ILC units
 - Additional higher duties for HT ILC
 - Additional 1.0 teacher to ILC
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Strategic Direction 3: Excellent programs and partnerships

Purpose

To provide nurturing and productive programs both inside the school and with external organisations critical to the success of all students including those in the talented sports program. The school leadership group to lead effective school partnership programs such as UNSW, the NSW Sports High School Association, and Aboriginal Education.

Improvement measures

Target year: 2024

Strong evidence of continued Improvement in staff, student and UNSW satisfaction measures- surveyed feedback occurs each year. and reported to Advisory Group meeting annually.

Target year: 2024

Four classes in year 7 2024 through increased local TSP and non-TSP enrolment.

Target year: 2023

Increased retention to year 12 for Aboriginal students whilst maintaining cultural identity.

Initiatives

UNSW-Matraville Education Partnership

The UNSW-MEP partnership encourages academic excellence, has a positive social impact and supports our society through engagement with MSHS and the community. Its purpose is to enhance learning and teaching at MSHS, enrich UNSW's diversity and enable collaboration between UNSW and the MSHS wider school community for the benefit of students.

Talented Sports Program

Holistic approach to developing student athletes as part of the NSW (selective) Sports High School Association. Includes physical performance, wellbeing, and academic engagement and performance.

Aboriginal Education

Consolidate and review all Aboriginal programs and program providers across the school (internal and external) to better engage Aboriginal students, families, and the community.

Success criteria for this strategic direction

School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures.

Excellence in program/partnership activities lead to the measurable progress and achievement of Aboriginal students within the school.

The TSP program grows in number of students and number of sports offered.

Evaluation plan for this strategic direction

Q: Has the UNSW-MEP enhanced teaching and learning and student outcomes? What has been the impact of the UNSW-MEP on school enrolments? Have school wide practices been developed to support the implementation of the program?

D: UNSW data dashboard; TSP athlete testing results; TSP parent satisfaction surveys; TTFM' Aboriginal PLP feedback; coaching records, staff / student surveys, pre and post teacher assessment

A: Analyse the data to determine the extent to which the purpose has been achieved

I: Where do we go from here? Future directions and next steps.