

Strategic Improvement Plan 2021-2024

Westfields Sports High School 8384



WESTFIELDS
S P O R T S
First in Australia

School vision and context

School vision statement

At Westfields Sports high school we are committed to developing a culture of high expectation and high achievement where every student is able to achieve their individual best in scholarship, citizenship, sport and the arts.

We strive to ensure all members of the Westfields Sports community are known, valued and cared for as individuals and that their strengths, achievements and needs are recognised, supported and celebrated.

Students at Westfields Sports will be provided with the skills, experiences and motivations to allow them to become effective life-long learners as they move beyond school. They will be equipped with the skills of critical analysis and advocacy to ensure they are a positive voice of change in their world.

School context

School attributes and characteristics:

Westfields Sports High School (WSHS) is a co-educational specialist sports high school with an annual student intake comprising of students from the local area as well as talented sportspeople. The current student enrolment is 1663, with 55% of the students in the school being part of the Talented Sports Program (TSP). The current FOEI is 113.

67% of the students are from non-English speaking background (NESB). There are currently 118 students from a refugee background, predominantly from Iraq and Syria. The largest individual cultural groups within the school are Pacifica, Assyrian / Arabic and Vietnamese.

The teaching staff of WSHS is comprised of 115 staff, with 18 support officers and 10 School Learning Support Officers (SLSO). These staff cover the entire range of experience, from newly appointed staff through to teachers who have retired and returned to WSHS to teach and coach.

There are currently 72 students enrolled from an Aboriginal or Torres Strait Islander (ATSI) background. These students are supported by an ATSI coordinator who is also Vice President of the local Aboriginal Education Consultative Group (AECG) and an SLSO of Aboriginal background. The school also has a partnership with John Moriarty Football (JMF) who sponsor Aboriginal students to come to Sydney to further their natural Football talents. The school currently has 3 JMF scholarship students.

Academic acceleration takes place in mathematics. A class of talented students undertake the 2 unit mathematics examination in Year Ten each year. Many of these students progress to undertake the Extension 2 course for the HSC.

Students at WSHS partake in a wide range of elective subjects. For the 2020 HSC, the school had students undertaking 20 individual HSC courses, with Industrial Technology (IT) being the most popular subject after English and Mathematics. 85 students completed the IT course across all strands, the largest number of any school in NSW.

Many WSHS students undertake VET courses. Westfields Sports currently offers six frameworks. These frameworks are Retail Studies, Business Services, Sports Coaching, Construction, Hospitality (Kitchen Operations and also Food and Beverage) and Dance Assist. In addition to the other courses, for 2022 WSHS intends to offer the 'Developing Athlete' and 'Emerging Athlete' courses.

Students travel to WSHS from all over the Sydney area to participate in the Talented Sports Program (TSP). There are currently 16 different sports offered at WSHS as part of the TSP. Rugby League, Football, Netball and Cricket are the largest sports in terms of student numbers. The school also offers Dance as part of the TSP. WSHS is part of the NSW Sports High Schools Association (SHSA). This body represents the 7 NSW Sports high schools and acts as an advisory body to further the needs of Sports high schools within the NSW Department of Education and within the broader NSW and national sporting

School vision and context

School vision statement

School context

landscape.

Westfields Sports High School is positioned within the Foundation, Talent, Elite & Mastery (FTEM) high-performance pathway for sporting performance designed by the Australian Institute of Sport in 2011. This pathway assesses the rigour and potential of individual sporting clubs or programs and rates their ability to deliver best-practice coaching and athlete support. WSHS currently has memorandums of understanding (MOU) with 11 of the 16 peak sporting bodies representing the school's sporting programs. These MOUs allow the school to access high-quality professional development for coaches, and support as required.

Student-athletes at WSHS are involved in extensive training and competition outside of school. The heavy external training demands are managed effectively by coaching staff. This is done through formalised check-in processes and load and injury reporting programs.

High-Level areas for improvement:

Literacy and numeracy attainment was identified as a significant area of student need. An analysis of NAPLAN results indicated a significant variation between grade cohorts for reading, writing and numeracy. Diagnostic testing of year 7 students provides the school with early identification information of students requiring support.

A faculty situational analysis was completed by each faculty in 2020. This was used to inform the school's Situational Analysis and subsequently, the strategic directions of Quality Teaching and Learning and School Culture. Central to these strategic directions was the overarching theme of 'High Expectations'. This was raised by all Key Learning Areas as being the critical element for school improvement and represented an insistence on both student and staff expectations.

Strategic Direction 1: Student growth and attainment

Purpose

All teachers will know their students and how they learn by being data-driven through internal and external performance measures and embed evidence-based teaching practices. Through differentiation, explicit teaching and high expectations, we will provide the opportunity for all students to be challenged and supported to achieve growth in literacy and numeracy and build strong foundations for future academic success.

Improvement measures

Target year: 2022

NAPLAN NUMERACY - TOP 2 BANDS

- A minimum of 24.5% of students achieve the top 2 bands in NAPLAN numeracy.

Target year: 2023

NAPLAN NUMERACY - EXPECTED GROWTH

- A minimum of 73.6% of students achieve the expected growth in NAPLAN numeracy.

Target year: 2022

NAPLAN READING - TOP 2 BANDS

- A minimum of 17.5% of students achieve the top 2 bands in NAPLAN reading.

Target year: 2023

NAPLAN READING - EXPECTED GROWTH

- A minimum of 66% of students achieve the expected growth in NAPLAN reading.

Target year: 2022

HSC - TOP 3 BANDS

Initiatives

Data to inform Pedagogy

- Establish a Data, Evaluation Assessment and Programming (DEAP) Team to design and implement improved school systems and processes in data literacy, data analysis, data use in teaching and data use in planning. This specialised data committee to explicitly analyse whole school data to inform whole school planning, establishing school processes across the school to support their work.
- Professional learning and consistent school-wide application of SCOUT/NAPLAN, RAP and internal data to inform pedagogy in literacy and numeracy.
- Review and improve the use of formative assessment practices in literacy and numeracy to monitor student achievement, identify gaps in student learning, and inform teaching practices.
- Embed a strengthened culture of data analysis practices, at teacher, faculty and executive level, building teacher capacity to identify target areas and implement evidence-based teaching practice to improve growth and achievement for all students.

Differentiated and Challenging Literacy and Numeracy Work

- Draw on experts to deliver professional learning on best practice evidence-based pedagogy in reading and numeracy.
- Instructional leaders for Literacy and Numeracy embed and use professional learning models to build teacher capacity in implementing evidence-based practices in reading and numeracy.
- Develop consistent and explicit teaching practices in literacy and numeracy in years 7-9: strengthening questioning techniques in reading and increasing purposeful writing opportunities.
- Adoption of literacy and numeracy progressions (Plan2) in years 7-10 to support individualised student learning.

Success criteria for this strategic direction

Data to inform Pedagogy:

- All teachers routinely use a range of formative assessment to inform their teaching, adapt their practice and meet the learning needs of students.
- Assessment is used flexibly and responsively as an integral part of daily classroom practice.
- Summative and formative assessment data is used in all Key Learning Areas to monitor and assess student progress and achievement, determine future teaching and learning and inform teaching effectiveness.
- Assessments are developed/sourced and regularly used across subject areas to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- Assessment data is collected in literacy and numeracy on a regular basis and is used responsively to drive teaching and learning.

SEF Links:

Learning Domain: Assessment

Teaching Domain: Data Use in teaching

Differentiated and Challenging Literacy and Numeracy Work:

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subjects areas, with success that can be measured by improved student progress and achievement data.
- A whole school approach to the implementation of evidenced-based teaching practices in literacy and numeracy is established.
- All teachers employ evidence-based teaching practices in Reading and Numeracy which effectively supports improved students outcomes.

Strategic Direction 1: Student growth and attainment

Improvement measures

- Increase the percentage of HSC Course results in the top three HSC bands to a minimum of 61%.

Target year: 2023

ABORIGINAL STUDENT HSC ATTAINMENT

- Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Target year: 2024

SCHOOL EXCELLENCE FRAMEWORK

- Excelling in the themes of Formative Assessment, Summative Assessment, Data use in teaching and Explicit Teaching as measured by the School Excellence Framework.

Success criteria for this strategic direction

- Quality instructional leadership builds capacity of teachers to implement evidenced based teaching in literacy and numeracy that results in measurable learning progress for students.
- Teachers are familiar with learning progressions and using the data to individualise student learning.

SEF links:

Teaching Domain: Effective Classroom Practice

Teaching domain: Professional Standards

Evaluation plan for this strategic direction

Q: To what extent have we used data driven teaching practices and curriculum planning to meet the learning needs of students in literacy and numeracy?

D:

- NAPLAN data
- RAP
- VALID
- PAT Assessments
- Valued Added Data
- PLAN data
- School based assessment data
- Literacy Numeracy Check In Assessment
- Learning Progressions
- Teaching and Learning Programs and Assessment Documentation

A: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

I: Rigorous analysis of the data to determine impact will

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Quality Teaching and Learning

Purpose

Quality teaching and learning will be strengthened to ensure the delivery of improved educational outcomes for all students. High impact and targeted professional learning that draws upon the collective expertise of staff, combined with implementing explicit systems for collaboration and feedback will support the continual professional growth of educators within a high expectations culture.

Improvement measures

Target year: 2024

PROFESSIONAL LEARNING

- Excelling in one or more themes within the element of *Professional Learning is continuous and inclusive* of the High Impact Professional Learning (HIPL) model.

Target year: 2024

HIGH POTENTIAL AND GIFTED EDUCATION

- Sustaining and Growing or above against the seven statements of the High Potential and Gifted Education policy.

Target year: 2024

LEADERSHIP

- A minimum of 70% or more staff indicate that school leaders communicate their strategic vision and values for the school. (TTFM)
- A minimum of 78% or more staff believe that school leaders are leading improvement. (TTFM)
- 6% or more improvement under the *Collaboration* driver in the TTFM teacher survey.

Target year: 2024

Initiatives

Strengthening Collaborative Practices

- Build and implement explicit systems for collaboration and feedback to strengthen quality teaching practices and ensure improved student outcomes.
- High impact professional learning targeted to specific school and Departmental priority areas.
- Schedule, resource and implement faculty opportunities for collaboration to support the use of data as a tool to inform planning, identify interventions and modify teaching practice.
- Build strong professional learning communities within and beyond the school, sharing expertise and deepening pedagogical knowledge and skills.

Instructional Leadership to Build Whole School Improvement.

- Embed focused and targeted professional learning structures to build teacher capabilities and collective pedagogical practice.
- All school leaders model instructional leadership; building the capacity of teachers to expertly use data to inform evidenced-based teaching and learning programs; ensuring differentiation is at the core of all teaching and learning programs, with programs adjusted to meet individual learning needs to ensure students are challenged and supported.
- Strong focus on systems and processes that support high impact professional learning structures reflected in Performance and Development Plans (PDP) underpinned by ongoing feedback, analysis of evidence and planning.
- The leadership team embed systems and processes to monitor the impact and quality of teaching and learning programs across the school.
- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education Policy.

Success criteria for this strategic direction

Strengthening Collaborative Practices

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers and students. This drives ongoing, school-wide improvement in teaching practice and student results.
- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers collaborate with staff in other schools to share and embed good practice.
- The school trials innovative practices and has processes in place to evaluate, refine, scale and promote success.
- School leaders will create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

SEF Links:

Teaching Domain: Learning and Development

Leading Domain: Educational Leadership

Instructional leadership to build whole school improvement

- Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build the capacity of future leaders.

Strategic Direction 2: Quality Teaching and Learning

Improvement measures

SCHOOL EXCELLENCE FRAMEWORK

- Excelling in the elements of Learning and Development and Educational Leadership as measured by the School Excellence Framework.

Success criteria for this strategic direction

- School leaders are equipped to be the lead-learners in the school and can effectively mentor and develop the teaching practice of all staff.
- The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.
- The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed.
- The school has 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 continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
- Highly effective programs and practices are implemented to identify, engage and challenge high potential and gifted students across the intellectual, creative, social-emotional and physical domains of high potential.

SEF Links:

Teaching Domain: Professional Standards

Teaching Domain: Learning and Development

Leading Domain: Educational Leadership

Evaluation plan for this strategic direction

Q: To what extent has the school's professional learning, collaboration and feedback practices supported growth in teaching and learning to support improved student outcomes? How effectively are all leaders implementing instructional leadership to support sustained and measurable improvement in teaching pedagogy?

Strategic Direction 2: Quality Teaching and Learning

Evaluation plan for this strategic direction

D:

- TTFM data
- Peer mentoring/coaching records
- Teacher and student focus groups
- Teacher and student surveys
- Student work samples
- Teaching and Learning Programs and Assessment Documentation
- Learning walks and lesson observations.
- Staff Professional Development Plans
- Teacher Assessment against the SEF
- Professional learning records and teacher feedback/evaluations

A: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

I: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: School Culture

Purpose

To promote a culture where all students are known, valued, and cared for as individuals, and their talents are recognised and nurtured to allow them to grow and improve each and every year. High expectations for personal excellence will be promoted and supported within a wellbeing framework that allows all students to connect, succeed and thrive as they progress towards their personalised goals. We aim to continue to build effective partnerships with our families and wider community.

Improvement measures

Target year: 2022

WELLBEING:

- 70.6% or above students reporting positive wellbeing (advocacy, belonging, expectations) as measured by Tell Them From Me data.

Target year: 2022

ATTENDANCE:

- A minimum of 76% of students attending school more than 90% of the time.

Target year: 2024

ABORIGINAL EDUCATION

- Aboriginal culture will be embedded in all school curriculum to support both Aboriginal and non-Aboriginal students to understand and articulate the importance of Aboriginal history and culture.

Target year: 2024

SCHOOL EXCELLENCE FRAMEWORK

- Excelling in the element of Wellbeing as measured by the School Excellence Framework.

Initiatives

A Strategic and Planned Approach to Wellbeing and Engagement

- Build staff capacity and understanding of the Wellbeing Framework and implement effective classroom and school-wide strategies to support the holistic wellbeing of students.
- Build staff capacity to become wellbeing models for students through collaborative and engaging professional learning that increases staff knowledge of wellbeing dimensions (cognitive, emotional, social) and Social Emotional Learning (SEL) competencies.
- Systems and processes are in place for promoting the importance of regular attendance across the community, including well-maintained and regularly reviewed data collection and analysis procedures.
- Strengthen the school's Aboriginal Education strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture.

Community Connectedness

- Build and foster connections between families and the school that promote student learning and high expectations, and families contributing to students' success at school.
- Build and strengthen whole-school communication processes with parents/carers
- Strategically embed strategies to support enhanced consultation and collaboration practices with parents/carers.

Success criteria for this strategic direction

Strategic and Planned Approach to Wellbeing and Engagement

- The school has implemented an evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.
- Positive, respectful relationships are evident and widespread among students and staff to promote student wellbeing to ensure optimum conditions for student learning across the school.
- Outstanding attendance is recognised across the school as a strong indicator of student success. A strong process of attendance monitoring and review is in place to support all students to improve their attendance.
- Aboriginal culture and identity are valued, respected and promoted throughout the whole school community, with high expectations for the educational achievements of Aboriginal students, and Aboriginal students achieving outcomes that match or better the outcomes of all students.

SEF Links:

Learning domain: Wellbeing

Learning domain: Learning Culture

Community Connectedness

- All members of the school community clearly understand and can articulate expectations of positive application and behaviour across all areas of the school.
- The whole school community demonstrates aspirational expectations of learning progress and achievement of all students, and is committed to the pursuit of excellence.
- Parents/Carers are provided with effective and regular communication and are well informed of school activities, achievements and priorities.

Strategic Direction 3: School Culture

Improvement measures

- Excelling in the themes of Community engagement, High expectations and attendance as measured by the School Excellence Framework.
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Success criteria for this strategic direction

- The school regularly addresses feedback on school performance from students, staff, parents and the broader community.
- Community members actively participate in collaboration, strategic planning and decision making processes within the school, supporting a shared school vision.

SEF Links:

- Learning Domain: Wellbeing
- Learning Domain: Learning Culture
- Leading Domain: Educational Leadership

Evaluation plan for this strategic direction

Q: To what extent have we enhanced the wellbeing and engagement of students, allowing each student to connect, succeed and thrive? Can we demonstrate strengthened community connectedness?

D:

- TTFM data
- Attendance data
- Pulse app data
- Wellbeing data on Sentral
- Focus Groups and Surveys- Staff, Community, Students
- Learning Support Database
- Personalised Learning Pathways (PLPs)
- Teacher Assessment against the SEF

A: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

I: Rigorous analysis of the data to determine impact will

Strategic Direction 3: School Culture

Evaluation plan for this strategic direction

guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.