

Strategic Improvement Plan 2021-2024

The Hills Sports High School 8412



School vision and context

School vision statement

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

- promoting excellence in teaching, leading and learning;
- aspiring to high level academic and sporting achievement;
- maintaining a diverse, relevant and challenging curriculum;
- ensuring a connection to a safe, caring and pleasant learning environment, and;
- enhancing a shared relationship with family & community.

School context

The Hills Sports High School (THSHS) is a comprehensive coeducational Years 7-12 school with an elite sporting stream and a total enrolment of approximately 900 students, 7% from Aboriginal background and 4% require some level of EALD (English as an additional dialect) support. The school, located in Sydney's North Western Area at Seven Hills, 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 Hills Sports High School is one of seven specialist high schools in NSW. 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.

The school has a professional staff, consisting of teachers, sporting coaches and administration personnel focussed on quality teaching and the use of technology to support academic, sporting and cultural aspirations of students. The school implements the "Positive Behaviour for Learning" (PBL) program promoting the core values of Safety, Tolerance, Achievement and Respect (STAR).

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 is made up of 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.

Committees and teams operate in the school such as Literacy Is For Everyone (LIFE), Focus on Numeracy (FoN), Aboriginal Education, PBL, Learning Support Team and Wellbeing Team. These committees evaluate progress on their programs and initiatives and continually strive for success in individual student progress.

The school is committed to continually improving effective classroom and teaching practices with high impact professional learning for staff with a particular focus on formative assessment, differentiation and meaningful feedback. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The school staff is committed to the Partnership Agreement between the NSW Aboriginal Education Consultative Group (AECG) and strives to value the identity, culture, heritage and languages of our Aboriginal students. Success for Aboriginal students is highly valued and supported by our staff.

There is a continual focus on Higher School Certificate (HSC) performance including staff professional learning around high leverage strategies and best practice to develop both individual and group support programs. A focus on the development of effective writing strategies for students in the early years of our school will support their success in the HSC.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that students continually grow in their learning through explicit teaching, consistent and effective classroom organisation and management under the umbrella of research-informed strategies.

Improvement measures

Target year: 2022

Attendance percentage uplift of 7.38% is achieved of students attending above 90% of the time.

Target year: 2022

Uplift for the number of students in the top two bands in NAPLAN Reading of 9.5% is achieved. Uplift for the number of students in the top two bands in NAPLAN Numeracy of 5.22% is achieved.

Target year: 2022

An uplift of 5.13% in the number of students achieving in the top 2 bands of the HSC is achieved.

An uplift of 3.76% in the number of students achieving in the top 3 bands of the HSC is achieved.

Target year: 2023

Proportionally contribute to the Bungarabee Network target of increasing the percentage of Aboriginal students attaining the HSC by 18% in 2023, while also maintaining their cultural identity.

Target year: 2023

Uplift of 6.14% in the expected growth of students in Reading for NAPLAN is achieved. Uplift of 5.74% in the number of students achieving expected growth in Numeracy for NAPLAN is achieved.

Target year: 2024

The school moves to an assessment of excelling in the

Initiatives

Students are continually and consistently engaged with activities to develop literacy and numeracy

Attendance processes at THSHS undergo an intensive audit and refined processes are implemented and adopted by all staff at the school.

Teachers integrate effective literacy and numeracy strategies into programming and lesson delivery.

Targeted approaches for specific elements of Reading, Writing and Numeracy informed by data analysis are delivered across stages, year groups, classes or specific student groups.

Small group tuition is provided for students identified through data analysis.

Individual goals for literacy and numeracy are co-developed and communicated to parents.

Students are critical thinkers who continually improve through each stage to achieve their personal best in the HSC and/or transition to a meaningful post school option

Teachers utilise research-based high leverage strategies to meet the learning needs of students in Stage 6 courses.

Parents and students have the skills and resources to effectively prepare for the HSC.

Build teacher understanding of Aboriginal culture.

Aboriginal perspectives are embedded in all faculty programs.

Processes and practices are developed to increase community engagement.

Build capacity of teachers to engage students in learning experiences involving critical thinking.

Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

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.

Data analysis is used to identify literacy and numeracy areas for development and relevant evidence-based approaches are implemented to support development in these areas.

Students engage in practices that contribute to enhanced HSC outcomes with the support of the teaching faculty and the wider school community

Students are motivated and engaged in learning experiences that are differentiated to maximise success in the HSC, where progress is continually measured.

Schools will demonstrate that they value the identity, culture, heritage and languages of their Aboriginal students.

Staff will demonstrate that they respect the identity, culture, heritage and languages of their Aboriginal students.

Aboriginal children and young people are equally represented in achieving a HSC with an ATAR at the same level or better than the whole population of their peers.

Aboriginal students believe that they can succeed at school and they do succeed.

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

Strategic Direction 1: Student growth and attainment

Improvement measures

Internal and external measures against syllabus theme of the **Student Performance Measures** element of the **Learning** domain in the School Excellence Framework.

Target year: 2024

Results for Aboriginal, EAL/D students and other diversity groups are equivalent to or exceeding the progress and achievement of all students in the school.

Success criteria for this strategic direction

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Evaluation plan for this strategic direction

Question:

What has been the impact of refined processes on student attendance? Do teachers, parents and the community work together to support attendance at school?

Are students making improvements in Reading and Numeracy? Is literacy and numeracy integrated into programming and lesson delivery? Are teachers skilled and confident in teaching literacy and numeracy?

How is performance in the HSC affected? Are students engaged and motivated?

Do ATSI students feel that their culture is valued and understood? Are learning goals co-developed?

Data: Evaluation of initiatives occurs regularly using attendance data, audit of attendance processes, program audits, instructional rounds, teacher surveys, Internal testing, RAP data, student surveys, Tell Them From Me data, Atomi usage, NAPLAN data, Best Start data, Check-in assessment data, HSC attainment, post school destination.

Analysis: Data should be analysed to determine the impact and consistency of activities and processes that have been implemented.

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

Strategic Direction 2: High expectations and continuous improvement

Purpose

To set high expectations for teaching and learning leading to continuous improvement for all. Teachers will effectively use data to inform teaching practice, assessment processes to embed engagement with education and aspirations for success.

Improvement measures

Target year: 2024

The school moves to an assessment of **excelling** in the **High Expectations** theme of the **Learning Culture** element of the **Learning** domain.

Target year: 2024

The school moves to an assessment of **excelling** in the **Transitions and continuity of learning** theme of the **Learning Culture** element of the **Learning** domain.

Target year: 2024

The school moves to an assessment of **excelling** in the **Behaviour** theme of the **Wellbeing** element of the **Learning** domain.

Target year: 2024

The school moves to an assessment of **excelling** in the **Individual learning needs** theme of the **Wellbeing** element of the **Learning** domain.

Target year: 2022

Uplift trend for the target "Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School" to sit above the lower bound system negotiated target.

Target year: 2024

The school moves to an assessment of **excelling** in the **Data literacy** and **Data use in planning** themes in the **Data skills and use** element of the **Teaching** domain.

Initiatives

Extensive use and analysis of data informs continuous improvement.

Identify and build processes to increase effective wellbeing programs.

Build staff capacity to collect and analyse multiple sources of data and implement findings to improve teaching and learning.

Students are motivated, supported and aspire to make continual improvement.

Case management approaches are implemented for students requiring high level support in order for them to be successful.

Positive Behaviour for Learning program (PBL) will be strengthened and revised to move the forward in a consistent approach to student management.

Build positive staff-student relationships.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Positive, respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Evaluation plan for this strategic direction

Question: How effective are the partnerships with parents? How has students learning improved? Are effective Individual Learning Plans in use for targeted

Strategic Direction 2: High expectations and continuous improvement

Improvement measures

Target year: 2024

Clear and established pathways for elite athletes and their development have been created.

Evaluation plan for this strategic direction

students as part of the case management approach? Does PBL data indicate a highly functioning, across the board, behaviour management strategy? Do effective strategies promote continuity of learning for all students at transition points in education? What research informs student learning strategies in the school? Are there measurable improvement in student Wellbeing? Does the whole school community display aspiration learning expectations? Are staff utilising data to inform teaching? Are programs and initiatives evaluated using the data?

Data: Evaluation of initiatives occurs regularly using Tell Them From Me Survey, Sentral data, PBL data, Student surveys, Staff surveys, Student Interviews, SCOUT, program evaluations

Analysis: Data should be analysed to determine the impact and consistency of activities and processes that have been implemented.

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

Strategic Direction 3: Quality professional practice

Purpose

All staff in the school lead inclusive, motivating and engaging learning environments and activities. The professionalism of all staff will lead to meaningful partnerships in learning with the wider community supported through high impact professional learning.

Improvement measures

Target year: 2024

The school moves to an assessment of **excelling** in the **Formative assessment** theme of the **Assessment** element of the **Learning** domain in the School Excellence Framework.

Target year: 2024

The school moves to an assessment of **excelling** in the **Feedback** and **Classroom management** themes of the **Effective classroom practice** element of the **Teaching** domain in the School Excellence Framework.

Target year: 2024

The school moves to an assessment of **excelling** in the **Collaborative practice and feedback** domain of the School Excellence Framework.

Target year: 2024

The school moves to an assessment of **excelling** in **Parent engagement** theme of the **Reporting** element of the **Learning** domain in the School Excellence Framework.

Target year: 2024

Highly experienced and professional coaches delivering quality training sessions aligned closely with the scope and sequence which is communicated with parents.

Target year: 2024

High quality and purposeful facilities to support athlete development.

Initiatives

Quality learning environments

Differentiation and Formative assessment strategies are consistently used across the school to support learning.

Teachers are trained and supported to use effective classroom management strategies to create safe and respectful learning environments.

Physical learning environments optimize learning.

Teachers use data to identify the learning needs of students.

Teachers provide meaningful feedback to support student growth.

Parents are regularly involved in supporting children in their learning.

Professional, highly trained staff to support students in all aspects of their school life.

High level, impactful professional learning

Expertise of staff is used to assist other staff to excel.

Professional learning is targeted and relevant to support teacher aspirations and school strategic directions.

Teachers evaluate and modify practice in a collaborative and collegial setting.

Success criteria for this strategic direction

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

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. This drives ongoing, school wide improvement in teaching practice and student results.

Teachers collaborate with staff in other schools to share and embed good practice.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Evaluation plan for this strategic direction

Question: Are the learning environments optimised for

Strategic Direction 3: Quality professional practice

Evaluation plan for this strategic direction

student learning and teaching? Is professional learning directed at improving teaching and learning and teacher practice? Is student progress regularly monitored and reviewed? Do students receive regular meaningful feedback to inform learning progress? Are classroom management system used to support student learning? Do teachers collaborative effectively to improve practice?

Data: Evaluation of initiatives occurs regularly using Tell Them From Me survey, Quality Teaching Rounds data, PBL data, Sentral records, Staff surveys, Parent surveys

Analysis: Data should be analysed to determine the impact and consistency of activities and processes that have been implemented.

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