

Strategic Improvement Plan 2023-2026

Westfields Sports High School 8384



School vision and context

School vision statement

At Westfields Sports High School we are committed to developing a culture of high expectations 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 motivation to allow them to become effective life-long learners as they move beyond school. Students 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 students from the local area as well as talented sportspeople. The current student enrolment is 1472, with 55% of the students in the school being part of the Talented Sports Program (TSP). The current FOEI is 121.

67% of students come from language backgrounds other than English. There are a large number of students come from a refugee background, predominantly from Iraq and Syria. The largest individual cultural groups within the school are Pacifica, Assyrian, Arabic and Vietnamese.

There are currently 64 students enrolled from an Aboriginal or Torres Strait Islander background. These students are supported by an Aboriginal Education 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 Advanced Mathematics examination in Year 10 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 2022 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.

Westfields Sport High School is recognised as an Australian Olympic Pathways school. 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 landscape.

A comprehensive situational analysis which was inclusive of staff, executive and community involvement led to the formulation of three strategic directions which will drive our school improvement plan of 2023-2026. Our three strategic directions include:

School vision and context

School vision statement

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Strategic Direction 1: Student Growth and Attainment: aims to focus on data-driven practices to differentiate and challenge all students and improve learning outcomes.

Strategic Direction 2: Quality Teaching and Learning aims to strengthen collaborative practices where instructional leadership will provide opportunities for good quality teaching to be shared amongst all teachers.

Strategic Direction 3: High Performing School Culture aims to foster community partnerships to strengthen attendance, Aboriginal education and student wellbeing to develop strong connections to the school culture and allow students to connect, succeed and thrive.

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

HSC achievement - top 3 bands

Achieve by year: 2023

Increase in the proportion of students achieving in the top three HSC bands at or above our baseline data.

Reading growth

Achieve by year: 2023

An increase in Check-in assessment mean scaled score for Reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in assessment mean scaled score for Numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

Schools Excellence Framework

Achieve by year: 2026

- Self assessment against the School Excellence Framework in the element of Effective Classroom Practice shows the school performing at excelling.
- Self assessment against the School Excellence Framework in the element of Data skills and use shows the school performing at excelling.
- Self assessment against the School Excellence Framework in the element of Assessment shows the school performing at excelling

Initiatives

Whole school literacy and numeracy strategy

- Implement an instructional leadership model for literacy and numeracy to build teacher capacity in implementing evidence-based practices in literacy and numeracy.
- Deliver professional learning on best practice evidence-based pedagogy in literacy and numeracy.
- Teachers supported to use student assessment data to differentiate curriculum delivery ensuring responsiveness in meeting the needs of all students.
- Embed a strengthened culture where all teachers understand and explicitly teach literacy and numeracy to all students at all levels of achievement across all faculties

HSC strategy to lift student achievement

- Professional learning and consistent school-wide application of data analysis across faculties using external and internal data sources to provide explicit evidence-based teaching strategies to lift the achievement of all students completing the HSC and drive improvement.
- Embed a strengthened culture of data literacy to identify and target areas/skills gaps for improvement and implement evidence-based high-leverage HSC strategies.
- Review and improve the use of formative assessment practices to monitor student achievement, identify gaps in learning and inform strategies to improve student outcomes for the HSC.
- Teachers collaborate within faculties to discuss student achievement data and plan explicit teaching of skills to address student needs.

Success criteria for this strategic direction

- Quality instructional leadership supports a whole school approach to evidence-based teaching practices in literacy and numeracy to optimise learning progress for all students. Effective methods are identified, and promoted and student learning improvement is monitored demonstrating growth. *(SEF-Teaching Domain: Effective Classroom Practice)*
- Teachers collaborate within and across faculties to share curriculum knowledge, data, feedback and other student achievement to inform the development of evidence-based programs and lessons. *(SEF- Teaching Domain: Effective Classroom Practice)*
- All teachers use data effectively to evaluate student understanding of lesson content. They analyse interpret and use data to inform planning and modify teaching practice. *(SEF-Teaching Domain: Data Skills and Use)*
- 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. *(SEF-Teaching Domain: Professional Standards)*
- The leadership team analyses student progress and achievement data for insights into student learning and discusses results with the whole staff *(SEF-Teaching Domain: Data Skills and Use)*
- The school analyses student progress and achievement data, and teachers respond to trends in student achievement at an individual, group, and whole school level. *(SEF-Learning Domain: Assessment)*.
- Teachers understand, develop and apply formative and summative assessment strategies to determine teaching directions, monitoring and assessing student progress and reflecting on teacher effectiveness. *(SEF-Teaching Domain: Data Skills and Use)*
- Teachers provide explicit, specific and timely formative feedback related to defined success

Strategic Direction 1: Student growth and attainment

Improvement measures

- Self assessment against the School Excellence Framework in the theme Literacy and Numeracy Focus shows the school performing at excelling

Success criteria for this strategic direction

- criteria and this supports student learning. (*SEF-Teaching Domain: Effective Classroom Practice*)
- A whole school assessment strategy is in place to ensure the monitoring of student learning and support changes in teaching that lead to measurable improvement in student learning. (*SEF-Learning Domain: Assessment*).

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy for every student?

Data: We will use a combination of data sources including:

- Check-in Assessment data
- Naplan data
- HSC RAP data
- Internal school-based assessments
- PAT testing
- Work samples
- Observation of teaching and learning practice.
- SEF Self Assessment
- Staff survey data

Analysis Ongoing analysis of the available data will measure the success of initiatives and identify areas for improvement.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future planning to support continuous improvement.

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

SEF ELEMENTS: Learning and Development

Achieve by year: 2026

- Self-assessment against the School Excellence Framework in the themes of Collaborative Practice and Feedback, and Coaching and Mentoring shows the school excelling.
- Self-assessment against the School Excellence Framework in the theme of Professional Learning shows the school performing at sustaining and growing. Professional learning is continuous and inclusive of the High Impact Professional Learning (HIPL) model.

SEF ELEMENTS: Educational Leadership

Achieve by year: 2026

- Self-assessment against the School Excellence Framework in the element of Educational Leadership the school performing at excelling.

Initiatives

Strengthening Collaborative Practices

- Embed an effective professional learning model to ensure the delivery of high impact professional learning to strengthen teacher capabilities and collective pedagogical practice.
- Build and implement explicit systems for collaboration, classroom observation and modelling of effective practice, and the provision of feedback between teachers to strengthen quality teaching practices.
- Build purposeful strong professional learning communities within and beyond the school, sharing expertise and deepening pedagogical knowledge and skills

Instructional Leadership to Build Whole School Improvement

- Build and foster a culture where all school leaders model instructional leadership to support all teachers to implement evidence-based teaching and learning to drive student achievement.
- Strong focus on systems and processes that support high impact professional learning structures reflected in performance and development Plans (PDPs) and underpinned by ongoing feedback, analysis of evidence and planning.
- The leadership team embeds systems and processes to analyse student progress and achievement data, reviewing impact and planning to support ongoing improvement in student outcomes.

Success criteria for this strategic direction

Strengthening Collaborative Practice

- The school provides mentoring and coaching support to ensure the ongoing development and improvement of all teachers. *(SEF-Teaching Domain: Learning and Development)*
- The school uses explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice, and the provision of specific and timely feedback between teachers. *(SEF-Teaching Domain: Learning and Development)*
- Teachers actively evaluate, share and discuss learning from targeted professional development with staff in their school to improve whole school practice. *(SEF-Teaching Domain: Learning and Development)*
- Teaching staff demonstrate and share their expertise within their school and with other schools. Teachers are experts in their content knowledge and use effective teaching strategies with processes in place to evaluate, refine and measure success. *(SEF-Teaching Domain: Learning and Development)*
- The leadership team maintains a focus on distributed instructional leadership to provide a supportive culture of effective evidence-based teaching and ongoing improvement so that every student makes measurable progress. *(SEF-Leading Domain: Educational Leadership)*
- The school demonstrates a high-performance culture, with a clear focus on student progress and achievement. Students are taught by high-performing teachers and supported by a high performing leadership team. *(SEF- Leading Domain: Educational Leadership)*

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and strengthened quality teaching and learning to deliver improved educational outcomes for all students?

Evaluation plan for this strategic direction

Data: We will use a combination of data sources including:

- Check-in Assessment data
- Naplan data
- HSC RAP data
- Internal school-based assessments
- PAT testing
- Work samples
- Observation of teaching and learning practice
- SEF Self Assessment
- Staff survey data
- Staff PDPs
- TTFM

Analysis Ongoing analysis of the available data will measure the success of initiatives and identify areas for improvement.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future planning to support continuous improvement.

Strategic Direction 3: High Performing 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 peak sporting bodies to design quality programs to develop the potential of gifted and talented student-athletes.

Improvement measures

Attendance >90%

Achieve by year: 2023

5% increase in students attending school more than 90% of the time.

Wellbeing

Achieve by year: 2023

TTFM Wellbeing data (advocacy, belonging, expectations) to be at or above the baseline of 67.9% system-negotiated target

Schools Excellence Framework

Achieve by year: 2026

Self assessment against the School Excellence Framework in the element of Wellbeing shows the school performing at excelling.

Self assessment against the School Excellence Framework in the element of Learning Culture shows the school performing at excelling.

Self assessment against the School Excellence Framework in the theme of Differentiation (within the element of Curriculum) shows the school at excelling.

High Potential and Gifted Education

Achieve by year: 2026

Initiatives

A Strategic and Planned Approach to Wellbeing and Engagement

- Implement evidence-based practices that meet the learning and wellbeing needs of all high-potential and gifted students across the four domains of the HPGE policy.
- Effective systems and processes are implemented to regularly track and monitor student attendance patterns and focused strategies are implemented to support attendance improvement.
- Collaborate and strengthen partnerships with outside agencies and the community to implement effective wellbeing and engagement programs to support students to connect, succeed and thrive.
- 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.

Talented Athlete Development Strategy.

- Build capacity of staff/coaches to implement best-practice coaching strategies to develop the potential of gifted and high potential athletes.
- Strengthen data collection and analysis processes to ensure training programs are specifically designed to meet the needs of developing athletes.
- Formalise links with peak sporting bodies to support coaches accessing current, best practice professional learning to ensure a high performing culture that provides student athletes with access to elite coaching.

Success criteria for this strategic direction

Strategic and Planned Approach to Wellbeing and Engagement

- Highly effective programs and practices are implemented to engage and challenge high-potential and gifted students across the intellectual, creative, social-emotional, and physical domains of potential. *(SEF-Learning Domain: Curriculum)*
- 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. *(SEF-Learning Domain: Learning Culture)*
- Regular and ongoing planning, monitoring, and evaluation of whole school wellbeing practices facilitating measurable improvements in student wellbeing and engagement. *(SEF- Learning Domain: Wellbeing)*
- The school engages in strong collaborations between parents, students, and the community that inform and support the continuity of learning for all students at transition points. *(SEF-Learning Domain: Learning Culture)*
- 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 increased knowledge and understandings of Aboriginal histories and cultures for both Aboriginal and non Aboriginal students. *(SEF- Learning Domain: Wellbeing)*
- The school has ongoing professional learning opportunities for coaches and inbuilt review processes to ensure all programs within the Talented Sporting Program (TSP) are operating at the optimal level. *(SEF- Teaching Domain: Learning and Development)*
- All students in the TSP have an Individual Player Plan that incorporates performance data, self-assessment, and coaching assessment information. Coaches and athletes regularly review plans to guide improvement for each individual athlete. *(SEF -*

Strategic Direction 3: High Performing School Culture

Improvement measures

Sustaining and growing against the majority of statements of the High Potential and Gifted Education Policy.

Aboriginal student HSC attainment

Achieve by year: 2023

100 % of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Success criteria for this strategic direction

Learning Domain: Wellbeing)

- Partnerships with external sporting bodies support the development of coaching staff, ensuring the provision of high-performing coaching for elite athletes across all programs within the school's Talented Sporting Program. *(SEF-Leading Domain: School Resources)*

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate that we have enhanced the wellbeing and engagement of students, allowing each student to connect, succeed and thrive?

Data: We will use a combination of data sources including:

- TTFM
- Pulse survey data
- Individual player plan data
- Athlete performance data
- Student attendance data
- Student/staff/parent surveys and focus groups
- School sporting achievement records
- Teaching and learning programs
- Personalised learning plans

Analysis Ongoing analysis of the available data will measure the success of initiatives and identify areas for improvement

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future planning to support continuous improvement.