

School Plan 2015 – 2017



Hunter Sports High School Background

SCHOOL VISION STATEMENT

We are a diverse learning community, which encourages individuality and excellence, in a supportive environment that fosters respect, responsibility and success.

At Hunter Sports High School our goal is to provide a challenging and broad learning environment, balancing academic excellence and sporting achievement. Our aim is to do this through high expectations and community collaboration.

SCHOOL CONTEXT

Hunter Sports High School is a partially selective public high school with 780 students. Enrolments include students from the local drawing area of Windale, Gateshead, Gateshead West and Mount Hutton (420 students), as well as students selected to participate in the Talented Sports Program coming from the local area, the Central Coast, Hunter Valley, Port Stephens and beyond (380 students).

As a diverse community high school we cater to a wide variety of demographics and student needs. We have a Family Occupation and Education Index (FOEI) of 142 with 54% of students in the lowest socio-economic status quartile and a support unit of three classes (34 students) catering for students with both mild and moderate intellectual disabilities.

SCHOOL CONTEXT (cont)

The school offers students a broad and personalised academic curriculum delivered by a committed staff focused on innovative, quality teaching practices. Our key programs underpin our commitment to providing exemplary educational outcomes for every student.

Talented Sports Program: We have 21 internal (teachers) and 31 external coaches delivering high quality sports programs in 14 talented sports which consistently produces regional, state, Australian and international representatives. In 2015, three teams were state champions and 14 students were Australian representatives. 34% of staff are accredited sports coaches including 3 at a national level.

Aboriginal Education: With 22% of students 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.

Big Picture Academy: We have 70 students in advisories established in years 8, 9, 10 & 11 which offer personalised school to work learning for students delivered by staff and mentors in our Learning through Internship Program. We offer a Compacted Curriculum for students completing their HSC in year 11.

Vocational Education: We offer an extensive range of vocational education courses and school based apprenticeships for 40% of students in years 10, 11 & 12.

SCHOOL PLANNING PROCESS (cont)

The school has used a wide range of tools and data to evaluate the 2012-14 school plan and to determine the school's future strategic directions.

These include: a whole school situational analysis (2014) which includes whole school program evaluations, as well as analysis of student learning outcomes data and data gathered from student surveys such as TTFM (Tell Them From Me).

The school community, staff, students, parents and carers will be invited through surveys and focus groups to provide feedback on our current school performance and to contribute feedback through our evaluation cycle to inform our planning for 2015 - 2017.

As principal I confirm that on 22/03/2016 the Director PSNW – Lake Macquarie East has endorsed modifications and that this plan has been developed in accordance with Education and Communities procedures.

Hunter Sports High School Strategic Directions 2015 - 2017

Strategic Direction 1

Quality
Classrooms

To build a culture of teaching and learning that has high expectations. To enable teachers to develop and implement quality and innovative curriculum and assessment practices through the sharing of expertise, reflective processes, supportive systems and inspired leadership. To enable students to think deeply, be innovative and reflective and be respectful, responsible, successful learners.

Strategic Direction 2

Personalised
Learning

To promote a culture of equity and excellence that enhances engagement and fosters wellbeing. To provide a wide variety of experiences and opportunities and support structures that allow for staff and students to build on their areas of strengths, talent and interest and to fulfil the diverse capabilities of each member of our school community.

Strategic Direction 3

Collaborative
Community
Partnerships

We are committed to connecting with communities and creating strong positive partnerships that bring mutual benefits to maximise student achievement. As part of the Waiyarang Community of Schools, we are committed to the sharing of expertise and resources for the benefit of all our students and stakeholders. We share community aspirations and as public schools we are focused on providing the best education opportunities for responsible citizenship and student success.

Strategic Direction 1: Quality Classrooms

PURPOSE

To build a culture of teaching learning that has high expectations. To enable teachers to develop, implement quality and innovative curriculum and assess practices through the sharing of expertise, reflective processes, supportive systems and inspirational leadership. To enable students to think deeply, be innovative, reflective and be responsible, successful learners.

IMPROVEMENT MEASURE/S

- Increased student attendance
- Increase of students in top 3 bands of NAPLAN for Literacy (writing)

PEOPLE

Students

- Work independently and collaboratively to explore learning and communicate ideas.
- Have high expectations of themselves
- Can expect learning experiences that allow them to successfully enhance their capacity.
- Understand the core values of being responsible, respectful and successful.

Staff

- Design and implement cutting edge teaching, learning and assessment practices that encompass deep thinking, innovation and creativity whilst linked directly to syllabus outcomes.
- Regularly make positive communication with parents about student academic progress.
- Demonstrate consistent approach to reinforcing values and use of common language of Positive Behaviour for Learning.

Parents

Support and reinforce the values promoted through the continued implementation of Positive Behaviour for Learning both in school and outside of school.

Community Partners

- Provide opportunities for students to participate in the curriculum outside of the classroom setting.

Leaders:

- Have high expectations for teachers, non-teaching staff, students and themselves.
- Provide parameters for staff to reflect on their own teaching practice to embed these strategies to enhance student learning outcomes.

PROCESSES

Teaching and Learning

- Data to underpin differentiated teaching and learning programs and develop strategies to enhance student engagement in the classroom.

Future Focused Learning Environments

- Embed and extend contemporary methods of curriculum delivery and learning environments that match the future directions of the school redevelopment, including harnessing of technology and creation of innovative learning spaces to show relevance and connectedness to the global world.

Professional Learning

- Professional practice meets Australian Professional Standards for Teachers, Quality Teaching Framework, BOSTES and Australian Curriculum requirements

Positive Behaviour For Learning

- Deeper learning and up skilling of teaching and non-teaching staff to build active and informed student citizens and successful learners.
- Whole school expectations embedded into effective classroom practice and school wide systems to enhance student engagement.

Literacy and Numeracy

- Adoption of consistent whole school literacy focus to navigate texts for learning and assessment purposes.
- Collaborate with partner primary schools to develop consistent and innovative literacy and numeracy strategies in a continuum of learning

Talented Sports Program

- TSP develop the whole student athlete through programmes that are reflective of elite level sports development.
- Enhance elite sporting pathways for all student athletes by ensuring all sports have identified high performance pathways and networks

PRODUCT AND PRACTICES

- 100% programs and registration identify students requiring learning adjustments and differentiation strategies
- New Learning and Support team structure that offers highly specialised support to all staff, students and parents.
- All staff participates in at least 2 classroom observations that align pedagogical practice to Australian Teaching Standards and for staff to collaborate and share best practice amongst colleagues.
- Embedded support programs for teachers requiring accreditation
- Teachers meet accreditation requirements and accumulate evidence aligned to Australian Professional Standards for Teachers.
- Whole school TPL and workshop support for staff to fully understand and meet accreditation requirements.
- All staff use PBL language and strategies including the STAR awards and commendations for positive behaviour. All staff use PEEL and T4XC literacy strategies to develop quality, extended student responses.
- Identify and target highly credentialed coaches with teaching qualifications and external coaches that both meet national and international coaching requirements
- New innovative learning spaces are created with flexible furniture and are accessed by staff for Project based learning lessons.
- Director of Sport conducts performance and program reviews with TSP coaching staff to embed elite practice in all programs.
- Development and implementation of a 'Bring Your Own Device Policy'
- All staff use PEEL and T4XC literacy strategies to develop quality, extended student responses.
- Identify and target highly credentialed coaches with teaching qualifications and external coaches that both meet national and international coaching requirements
- Director of Sport conducts performance and program reviews with TSP coaching staff to embed elite practice in all programs.

Strategic Direction 2: Personalised Learning

PURPOSE

To promote a culture of equity and excellence that enhances engagement and fosters wellbeing. To provide a wide variety of experiences and opportunities and support structures that allow for staff and students to build on their areas of strengths, talent and interest and to fulfil the diverse capabilities of each member of our school community.

IMPROVEMENT MEASURE/S

- Decrease in number of students below National Minimum Standard (NMS) in NAPLAN literacy
- Increased ATSI student attendance
- Decrease in number of students below National Minimum Standard (NMS) in NAPLAN literacy

PEOPLE

Students:

- Are motivated, work independently, innovatively and collaboratively to learn, interact, think deeply and solve problems related to the real world and the curriculum.
- Access a range of learning opportunities through broader industry, community and tertiary experience to provide connections to the global and real world.
- Students have the capacity to lead their own learning.

Staff:

- In consultation with students and their families, develop Personalised Learning Plans for Aboriginal students.
- A differentiated model for professional learning will be developed for staff to focus on meeting their personal goals, increasing their capacity to deliver a quality curriculum and the implementation of school wide focuses and National Teaching Standards.
- Collaborate with colleagues at a faculty and whole school in variety of forms.
- Identify Aboriginal students and formulate strong partnerships with families.

Parents

- Families engage in their child's learning and the school continues to enhance the expectations of parents in the learning process.

Leaders

- Demonstrate the importance of continuous learning through visible engagement in their own professional learning.

PROCESSES

Professional Learning

- Enhance structures for Teacher & School Leader performance & development aligned to Australian Standards for Teachers through Aspiring Leaders Program.
- Engage staff in the creation of Individual Professional Learning Plans that enhance their capacity to deliver a quality curriculum and assessment opportunities.

Teaching and Learning

- Learning adjustments and curriculum differentiation embedded in all programs, registers and assessment schedules for all students.
- Minimbah Education Team devises appropriate methods for all Aboriginal and Torres Strait Islander students to complete a meaningful PLP that is communicated to teachers about how they learn and provide enhanced support in the classroom.
- Norta Norta program implemented for all Aboriginal students and enhanced by analysing NAPLAN data.
- Embed and investigate cutting edge teaching and learning strategies that promote differentiation within the curriculum and a means of quality teaching. These include 8 ways pedagogy, matrix learning, project based learning, Stronger Smarter & flipped classroom model.

Wellbeing

- Implementation of qualified and respected presenters to deliver a variety of youth wellbeing programmes that support students and parents/carers.
- Student attendance monitored using SENTRAL and strategies implemented to reduce whole & partial truancy.

Community and Pathways

- Delivery and facilitation of high quality Vocational Education and School Based Apprenticeship /Traineeship opportunities for students.
- Explore University entry pathways for Big Picture
- Prepare students for the global world through post school pathways, learning and transition programs.

PRODUCT AND PRACTICES

- Staff TPL is directed toward a collective responsibility for future focused learning and student success. Target areas will be project based learning, school wide systems and processes, leadership, technology and classroom practice.
- Staff PDP's are aligned to Australian Teaching standards and supported by school executive. Head Teachers lead learning affiliated with Faculty Management Plans.
- Curriculum provision meets student needs and community expectations and provides alternative learning programs that deliver equitable learning outcomes
- Wellbeing of students is consistently monitored by a whole school approach that has clearly defined behavioural expectations. This creates a positive teaching and learning environment that is inclusive.
- Minimbah team lead and facilitate Aboriginal programs such as the development and maintenance of PLP's, Norta Norta and 8 ways of Learning

Strategic Direction 3: Collaborative Community Partnerships

PURPOSE

We are committed to connecting with communities and creating strong positive partnerships that bring mutual benefits to maximise student achievement. As part of the Waiyarang Community of Schools, we are committed to the sharing of expertise and resources for the benefit of all our students and stakeholders. We share community aspirations and as public schools we are focused on providing the best education opportunities for responsible citizenship and student success.

IMPROVEMENT MEASURE/S

- Increased engagement of school website and Facebook pages.
- Increase in Yr. 7 TSP applications

PEOPLE

Students

- Deeper sense of school, community and regional pride.
- Participate in a range of inclusive curricula and extra curricula activities that meet their needs and interests.
- Leading learning within their peer group and with partner schools as student role models.

Staff

- Actively engage with other members of the profession and the wider community.
- Become increasingly confident in analysing data and applying the concepts of learning continuums and Australian Curriculum requirements.

Parents

- Have the opportunity to participate in a wide range of school related activities.
- Parents are given opportunities to give progressive feedback about the school plan, programs and their child's learning.
- Communication pathways between the school and parents/carers are widened.
- Families will engage with their children's learning and new and innovative programs will continue to build expectations of parents.

Community Partners

- Provide authentic transition and extracurricular experiences for students.

Leaders

- Create an environment in which community members are welcomed, respected and valued as partners in the students learning.
- Are accessible for all staff, students and families.

PROCESSES

Communication

- Commitment to communicate with all stakeholders in an open, **accessible** and positive manner.
- Staff communicate with Promotions Officer and Deputy Principal for newsletter and social media stories.
- Develop opportunities for regular community forums that compliment P&C and AECG meetings to fully involve parent body and enhance understanding of student learning.
- Develop programs that enhance parent, caregiver and community engagement.

Waiyarang Community of Schools

- Ongoing collaboration and consultation with Waiyarang Community of Schools to establish and promote focus areas: Professional Learning, Transition, Continuity of teaching and learning programs, Literacy and Numeracy and critical thinking skills.
- Improve parent collaboration and participation in school-family partnerships by providing a shared transition experience P-12.

Education Pathways and Partnerships

- Maintain, build on and establish new community, industry/university partnerships that enhance the learning pathways and capacity of all students.
- Collaboration between staff of Hunter Sports HS and Newcastle High School –Cooks Hill Campus ensure delivery of a quality compacted curriculum in stage 6.
- Continued commitment to enhancing partnerships and outcomes between P & C, AECG, Sports High School Association, Newcastle Knights, Cricket NSW, Centre for Hope, Newcastle University, Cooks Hill Campus.

PRODUCT AND PRACTICES

- School promotion is evidenced by School website visits, Facebook page likes, individual post likes and sharing of posts, You Tube hits and Twitter engagement.
- Communication and Promotions Team create a multi-faceted communication strategy to engage the school community.
- Parents and community engage in a wide range of school based activities and events.
- External and internal school calendar centralised.
- Lesson observations and combined professional learning a feature of Waiyarang Community of Schools as evidenced by continuity of teaching and learning programs, sharing of practice and resources and staff mentoring.
- Increased parental involvement in school transition events years 4-6 as evidenced by participation in Orientation Days, Open Evenings, ATSI Parent Forums, TSP trials and Come and Play Days.
- Sustainable and productive partnerships exist with external organisations centred on enhancing students' academic, sporting, cultural and wellbeing outcomes as evidenced by Newcastle University, PHD students and [exercise science faculty](#).
- Talented Sports Program students in Years 10-12 have reduction in N Award Warnings and Sentral behavioural referrals and non-submission of assessment tasks as evidenced by work with Academic Mentor.
- Sports High School Association results in greater partnerships with state and national sporting bodies as evidenced by memorandums of understanding and high performing schools criteria.