School plan 2015 – 2017

The Hills Sports High School - 8412
## School background 2015 - 2017

### School vision statement

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

- promoting excellence in teaching, leading and learning;
- encouraging academic and sporting achievement;
- maintaining a diverse, relevant and challenging curriculum;
- ensuring a safe, caring and pleasant environment; and;
- developing a shared relationship with family & community.

### School context

The Hills Sports High School is a comprehensive coeducational Years 7-12 school with an elite sporting stream and a total enrolment of 950 students, 4% from Aboriginal and Torres Strait Islander background. The school 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 school has a dedicated staff focussed on quality teaching and the use of technology to support learning. The school is supported by the National Partnership Literacy and Numeracy program and implements the "Positive Behaviour for Learning" (PBL) program. This program promotes the core values of Safety, Tolerance, Achievement and Respect (STAR).

**STUDENTS**

The Hills Sports High School is one of seven specialist high schools in NSW catering for both academic and elite sporting students. Enrolments are made up of a mix of local and talented sport program students. 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.

**STAFF**

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 balances 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.

### School planning process

The Hills Sports High school planning and consultation processes commenced 6 months prior to the implementation of this plan.

Executive staff received professional training on the planning processes and commenced a comprehensive process of consultation with the school community and beyond.

Executive staff, teaching staff, administration staff, parents and the students were asked to contribute to the vision for the school by listing strengths, methods of determining success and dreams for the future.

The result of this consultation was the three strategic directions for the school. Further consultation with the Executive staff, teaching staff and students has resulted in the associated descriptions of each of these directions – the purpose, people, processes, products and practices planned for our school over the next three years and beyond.

Milestones to determine checkpoints and associated data collection and interpretation will be set each year to keep the plan on track to continue in the set strategic directions.
Purpose: To deliver an innovative, flexible curriculum that is differentiated to meet the needs of all students respectful of cultural identity and diversity.

To further develop THSHS as a centre of sporting and academic excellence that inspires all students to strive for success in achieving their personal goals.

STRATEGIC DIRECTION 1
Successful learners achieving personal excellence.

Purpose: To foster a culture of mutual respect and support inclusive of a diverse school community founded on proactive and responsive student well-being practices that support students in their learning.

To develop and promote a culture of collegiality and success driven by high expectations, visionary teaching and quality leadership.

STRATEGIC DIRECTION 2
A dynamic, professional and caring learning community.

Purpose: To create state of the art academic and sporting facilities that enables all students to attain the creative, cultural and social skills necessary for a diverse 21st century workplace.

Our school will build and celebrate an environment that is inclusive, tolerant and culturally aware.

STRATEGIC DIRECTION 3
21st Century teaching and learning in a contemporary learning environment.
# Strategic Direction 1: Successful learners achieving personal excellence.

## Purpose

Why do we need this particular strategic direction and why is it important?

To deliver an innovative, flexible curriculum that is differentiated to meet the needs of all students respectful of cultural identity and diversity.

To further develop THSHS as a centre of sporting and academic excellence that inspires all students to strive for success in achieving their personal goals.

## People

How do we develop the capabilities of our people to bring about transformation?

**Students:**
Students will develop skills in literacy and numeracy, which will enable them to become lifelong learners.

Students receive differentiated instruction in their lessons.

Students will develop skills to reflect on their learning progress using assessment and reporting feedback.

**Staff:**
Foster quality teaching through coaching and mentoring of staff.

Develop a comprehensive, innovative curriculum responsive to student needs.

Develop comprehensive coaching programs for elite sport students.

Staff develop pedagogy to incorporate skills in differentiated learning.

**Parents/Carers:**
Consultation and participation in the development of learning plans for students.

Build awareness and understanding amongst parents of the schools differentiated learning environment and

## Processes

How do we do it and how will we know?

- Literacy and numeracy strategies to be embedded in all teaching programs.
- Assessment tasks used in faculties reflect differentiated teaching and learning.
- Students from an Aboriginal background, ESL, or specific needs have personalised learning plans catering to their specific needs.
- All students in TSP will be coached according to a planned schedule created by the coaching staff in conjunction with the Director of Sport.
- Period by period roll marking to monitor attendance.

**Evaluation Plan**

Teachers provide explicit, specific and timely formative feedback to students on how to improve performance.

Regular reporting against milestones by the leadership with feedback from group and program leaders, focus group sessions and staff survey.

External validation: engage an academic to review the quality and effectiveness of implementation.

## Products and Practices

What is achieved and how do we measure?

- 15% of students will achieve band 5 or 6 HSC results in each subject area.
- The percentage of year 9 students at proficient level in NAPLAN results will reflect that of the state for reading, writing and numeracy.
- 20% of students’ will achieve grades A and B in ROSA Stage 5.
- 20% of students achieved above expected growth as measured in Year 9 and Year 12.
- All TSP coaching programs have been developed and are used to align TSP with elite sporting entrance pathways.
- All Indigenous students are working according to an Individual Education plan and results in state and National

## Improvement Measures

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## Practice:

- All faculties provide a differentiated learning environment which is responsive to individual learning needs.
- Sports training programs incorporate individual plans for all sporting students.
- Student access to online and e-learning.
- The development of a culture of ongoing improvement.
- Period by period roll marking to monitor attendance.
<table>
<thead>
<tr>
<th>Testing reflect a closing gap in the performance level of Indigenous versus non-Indigenous students.</th>
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<tbody>
<tr>
<td>Support students – Year 7 to 9 are on individual education plans and Year 8, 10, 11 and 12 are on individual transition plans. Transition process prepares our students with disabilities to move from school to community living and into adult life.</td>
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<td>All exiting support students are moving to gainful employment.</td>
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<tr>
<td>20% decrease in truancy rates as indicated by Sentral record keeping.</td>
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<tr>
<td>Percentage decrease in the number of chronic attendance referrals to HSLO.</td>
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- Encourage their involvement in all aspects of their child’s learning.

**Community Partners:**
A network of schools working together to streamline transition.

Community partners link to the school to promote citizenship and student participation in civic life. Provide opportunities to enrich the school curriculum.

School coaching and training TSP programs align with State and National elite sporting entrance pathways.

**Leaders:**
Develop a comprehensive responsive curriculum by training leaders to analyse data as a vehicle of change.
### Strategic Direction 2: A dynamic, professional and caring learning community.

**Purpose**

**Why do we need this particular strategic direction and why is it important?**

To foster a culture of mutual respect and support inclusive of a diverse school community founded on proactive and responsive student well-being practices that support students in their learning.

To develop and promote a culture of collegiality and success driven by high expectations, visionary teaching and quality leadership.

**People**

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
- Embed PBL values within the school curriculum to educate students on core values of the school (STAR).
- Build resilience in students in dealing with issues involving social media, bullying harassment and personal welfare and safety.
- Provide students with on-line information (via website) on various welfare issues.
- Students contribute to welfare strategies employed within the school via surveys and SRC.

**Staff:**
- Develop staff professional learning plans in line with the school strategic directions and personal goals.
- Develop leadership capabilities of staff through professional learning and provide opportunities for skill development in quality teaching and student welfare.
- Develop staff in holistic and collaborative approaches to educating students encompassing teaching, learning and wellbeing issues.
- Develop staff skills in using data to drive improvement in student learning outcomes.

**Processes**

**How do we do it and how will we know?**

- Engage and utilise the resources of the Nirimba Learning community to assist staff professional learning and to develop leadership capabilities across schools.
- The school identifies and reacts to individual student welfare needs in a systemic way via a dynamic professional learning support team and welfare structures.
- Develop a well-being page on our website for students and parents.
- Student welfare team regularly raises awareness of well-being issues and other student needs in various forums.
- Student welfare days target specific issues on a regular basis so that students are able to recognise and respect cultural identity and diversity.
- Welfare team addresses P&C Meetings on contemporary wellbeing issues affecting their children.

**Products and Practices**

**What is achieved and how do we measure?**

- All staff in the school will have a Performance and Development plan (PDP) reflective of school and faculty plans and DEC priorities.
- PBL data reflects a culture of positive behaviour strategies as measured on regional surveys.
- Leadership roles in the school are regularly spread amongst all faculties.
- All students with a disability are catered for via comprehensive learning plans and adjustments.
- Quality of School Life survey (or similar) indicates increasing satisfaction amongst staff about the workplace.

**Evaluation Plan**

Welfare surveys for staff and student will be implemented annually.

Staff will evaluate their professional learning plans annually via regular meetings with their supervisors.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

- PBL language is used in all administrative documentation.
- Regular welfare meetings structured to deal with individual student needs and to plan and deliver targeted professional learning.
- Wellbeing experts invited to address staff on contemporary staff and student wellbeing issues. Welfare specific school development days held regularly.

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- 5% of staff seeking higher levels of accreditation.
- 10% of staff seeking and successful in gaining promotion to executive positions.

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<th>Leaders:</th>
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<td>Promote the PBL values (STAR) to parents in various media and forums.</td>
<td>Foster and develop learning community partnerships to create mutual professional learning experiences.</td>
<td>Promote local education and learning community activities for staff.</td>
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<td>Promote effective two-way communication with parents.</td>
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<td>Use P&amp;C Meetings as a forum to present and discuss topical issues.</td>
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- Parent information nights on specific welfare issues affecting their children.
- Nirimba Learning community is utilised to enhance the professional learning, leadership and collegiality of staff.

Purpose
Why do we need this particular strategic direction and why is it important?

To create state of the art academic and sporting facilities that enables all students to attain the creative, cultural and social skills necessary for a diverse 21st century workplace.

Our school will build and celebrate an environment that is inclusive, tolerant and culturally aware.

People
How do we develop the capabilities of our people to bring about transformation?

Students:
Students learning through new and innovative teaching technologies.

Sport mentors utilising new technologies to enhance training regimes for students.

Multicultural and Aboriginal Education are specifically taught in all subjects by trained teachers equipped with current resources.

Staff:
Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Staff trained in 21st Century learning such as project-based learning and student-centred learning.

Staff equipped and trained to use and teach with innovative technologies.

Staff investigating alternative technologies.

Staff trained in VET delivery for courses in Hospitality.

Parents/Carers:
Parents educated in alternative technologies available to their children.

Processes
How do we do it and how will we know?

- Embed innovative teaching and learning strategies using technology into programs and assessment.
- Provide access to technology in classes for staff and all students.
- Students completing assessments and projects using new technologies.
- Extra-curricula learning opportunities are a feature of the student learning experiences at the school.
- Provide training opportunities for staff, specifically in VET Hospitality.

Evaluation Plan
Review of students’ satisfaction with lesson content and methodologies via survey tools.

Analysis of learning outcomes via data from external measures such as HSC, NAPLAN.

Products and Practices
What is achieved and how do we measure?

- Faculties equipped with current technologies and 50% increase in staff engaged in related professional learning.
- 90% of Year 12 students complete HSC courses

Product:
- Faculties resourced in appropriate technologies.
- Staff and students using new technologies in classes and in assessment tasks.
- Learning areas equipped with appropriate resources in all subjects. The library is utilised as a learning hub integrating current technology and information services.
- State of the art facilities available to students and staff.
- Curriculum reflective of student needs and interest.
- Technologies support remote learning strategies.
- Effective communication systems exist within and from the school to the community.
- Staff involved in regular colleague observations.
- All extra-curricula learning activities are aligned with the school’s vision, values and priorities.
- Staff trained in VET Hospitality and teaching the VET HSC in state of the art, industry compliant facilities.

Improvement Measures
- Faculties equipped with current technologies and 50% increase in staff engaged in related professional learning.
- 90% of Year 12 students complete HSC course.
- At least 50% of senior students access Edmodo/Moodle on a regular basis.
- Positive evaluations from staff using a staff satisfaction survey.
- Availability and use of resources to promote multicultural and Aboriginal Education which are features of teaching programs in all faculties.
- Assessment tasks reflect and assess the student’s ability in the...
Leaders:
School leaders are implementing technologies for school systems and also facilitating the learning and purchase of technologies to use in teaching and learning.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:
- Technology is regularly used as an essential part of teaching and learning.
- Students actively participate in learning. Individual learning plans are reflective of student ability and accommodate their transition into various learning stages.
- All assessment tasks contain the ability for technology to be utilised and assessed.
- Educational observational rounds will be implemented into a regular professional learning program for staff alongside supportive teacher observations included in the PDP.