

School plan 2015-2017

Illawarra Sports High School 8205



School background 2015–2017

School vision statement

Achieving your personal best

The mission of Illawarra Sports High School is to work in partnership with parents and the wider community to engage students in quality learning experiences that maximise their capacity and determination to become respectful, responsible learners and to achieve their personal best in all areas of school life.

We seek to create an inclusive, challenging and inspiring learning environment that helps each student come into confident possession of their own talents and to take charge of their own learning.

Our school recognises that every student is an individual and that learning needs to be personalised to meet the needs of every student.

We also see the professional development of staff into an expert and cohesive teaching team as central to improving learning outcomes for all students

School context

Illawarra Sports High School is a partially selective sports high school with a student enrolment of 720 students and draws talented athletes from a large area from Bomaderry in the southern Illawarra region to Otford in the north. The school is situated in the Wollongong suburb of Berkeley and its partner primary schools include Berkeley, Berkeley West and Farmborough Road Public Schools. Our school's FOEI (family and occupation education index) is 147 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage.

The school has a significant enrolment of Aboriginal students (13%) and is committed to closing the gap between the educational outcomes of indigenous and non-indigenous students.

External student performance data indicates a positive trend in student value added data (year 10 results compared to student results in the HSC) over the last three years. While our students NAPLAN results have improved, there is still underperformance in comparison to the state in writing, grammar and reading. The school has put strategies in place to address these areas of need including the whole school use of 5 key reading strategies and staff professional learning on the explicit teaching of literacy and numeracy skills in all subjects.

The school has a very committed teaching and ancillary staff and has an established reputation for sporting success and a growing reputation for emphasising high academic expectations of all students. The buildings and grounds offer some great learning facilities including a multi-purpose gymnasium, strength and conditioning centre and metals and engineering trade training centre. We have established a wide range of learning partnerships with the University of Wollongong, local sporting clubs and a partnership with a sister school in Indonesia. One of our greatest strengths as an educational community is our willingness to embrace student diversity including the highly successful integration of four autism support classes within the school.

School planning process

The primary goal was to encourage collaborative leadership and community consultation to ensure the educational priorities of the school reflected the goals and learning needs of all students, staff and parents. We wanted our school plan to be a vibrant, inspiring document that motivated all of our community to work together to achieve their dreams and ambitions for Illawarra Sports High School.

The key stages for development of the plan were:

Knowing the educational landscape: A school planning committee was established including senior executive, SASS, SLSO, teacher, student, AECG and parent representatives. This team worked together to provide a snapshot of the school's current educational practices and performance to understand how teaching and learning, leadership culture, student engagement and achievement were currently perceived by the community. Evaluation methods included teacher, sass, student and parent online surveys, interviews and focus groups. An external evaluation team called "Agile Minds" was also engaged to examine external school performance data, school documentation, teaching programs and assessment tasks, thereby creating a list of recommendations for school improvement. All of this data was then presented to the school community.

Designing a better future: Staff, executive, SRC and parent and helpers meetings were used to brainstorm the school's key strengths and visions of a preferred future for Illawarra Sports High School. This led to the collaborative creation of our school vision statement and the creation of 3 key strategic directions designed to bring about the school's educational vision

From shared vision to collective efficacy: The school planning committee used the 5 Ps planning model to clearly articulate the learning journey required for each strategic direction. The plan focused on building people's capacity to implement the key improvements.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Inspired Learning

Purpose:

To create inclusive, challenging, supportive, innovative, relevant and inspiring classroom learning environments where students are excited about their learning and possess the skills to take charge of their own learning. An expert and cohesive teaching team who have a deep understanding of how students learn will create these learning environments in every classroom throughout the school.



STRATEGIC DIRECTION 2 Valuing People

Purpose:

To work across our school community to embed a highly positive school culture and a set of values and discipline structures based on the core expectations of being respectful, responsible learners. The well-being and resilience of students and staff is highly valued and students and staff access leadership opportunities and provide informed voices in school decision making



STRATEGIC DIRECTION 3 Connecting With Our Community

Purpose:

To connect to our community at a local, state and global level and increase the sense of student, staff and parent/carer belonging and pride in our school

Strategic Direction 1: Inspired Learning

Purpose

To create inclusive, challenging, supportive, innovative, relevant and inspiring classroom learning environments where students are excited about their learning and possess the skills to take charge of their own learning. An expert and cohesive teaching team who have a deep understanding of how students learn will create these learning environments in every classroom throughout the school.

Improvement Measures

IMPROVEMENT MEASURE/S

All teachers engage in project based cooperative learning in CLOWD and regular classrooms

All teachers personalise the teaching and learning to student literacy and numeracy needs and readiness including the needs of Aboriginal students.

Assessment in all years follows a consistent procedure allowing students to demonstrate learning at all levels

People

Students

Actively participate in independent project based learning at first in the CLOWD room then later in regular classrooms, thereby developing the skills to take charge of their own learning.

Can expect the experiences in their classroom to be more engaging and to cater for their individual needs, abilities and aspirations

Students have regular opportunities to hone their literacy and numeracy skills in a variety of educational settings.

Staff

Engage in small group professional learning on Project Based Cooperative Learning and teaching strategies that develop students' 21st learning capabilities then actively apply this learning in the CLOWD (Collaborative Learning Occupants Working Dynamically) room.

Participate in highly engaging professional learning that will increase their skills in differentiating learning and producing quality assessment tasks and giving quality feedback.

All staff will engage in personalised professional development using "co-coaching conversations" that focus on lesson observation followed by feedback, self evaluation and reflection and sharing of professional practice.

Actively engage in the planned professional learning offered by the leaders of the Professional Learning Communities and

Processes

Creation of CLOWD rooms to implement Project Based Learning across all KLAs and explore a range of learning experiences that develop students 21st century learning capabilities

Utilise discretionary school funds and annual cyclic maintenance budget to implement a planned upgrade of classroom facilities prioritising making classrooms more colourful and inspiring for students and teachers

Release a third Deputy Principal to work with teachers on CLOWD professional learning

Develop and implement a whole school professional learning plan that uses targeted and "hands on" executive, faculty and staff meetings and the PDF to upskill teachers at point of need in their understanding and use of differentiated learning, quality assessment practices and strategies to improve Higher School Certificate results. The content and nature of this professional learning includes:

- aligning teaching and learning with assessment
- differentiating learning and assessment to cater for the range of academic ability
- providing quality feedback to allow students to take charge of their own learning.

Illawarra Sports High actively engages with IPIE and CNI professional learning teacher and executive collaboration groups

Devise and implement a range of whole school literacy and numeracy strategies

Practices and Products

Practices

The Principal and other school leaders see the development of staff into an expert and coherent teaching team as central to improving learning outcomes for all students.

A strong emphasis is placed on developing a learning community where professional learning is hands on, interactive and personalised.

Teachers regularly tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments to establish where individuals are in their learning including use of the literacy continuum.

Effective literacy strategies are embedded into all teaching programs and feature regularly in teaching and assessment. Staff professional learning activities are focused on building teacher understanding of highly effective teaching strategies in these areas.

Teachers have regular opportunities to showcase their effective teaching practices and teachers have deep professional conversations with trusted colleagues reflecting on what is happening in their classrooms.

The Learning Support Team including School Learning Support Teachers and School Learning Support Officers are heavily involved in the collaborative creation of teaching programs to accommodate for the needs of students with identified learning needs.

All teachers regularly attend CNI professional learning meetings and

Strategic Direction 1: Inspired Learning

Improvement Measures

People

recognise their important role in developing a strong collegial learning culture throughout the school.

Actively engage in CNI and IPIE professional learning groups throughout the year.

Develop PLPs for Aboriginal students in collaboration with students, parent/carers and the Aboriginal Education Officer and actively use the information in the PLPs in the classroom.

Parents/Carers

Families will engage with their children's learning and new and innovative programs will continue to create opportunities for parents to play an active part in their child's education.

Processes

implemented across all subject areas. These strategies are designed to address areas of need in writing, grammar, numeracy and reading. Particular emphasis will be placed on improving writing skills in the junior and senior years and use of the literacy and numeracy continuum in the high school setting

Introduce the co-coaching method or lesson observation and Professional Learning Communities to reflect on teachers professional practice and plan for further individual growth.

Evaluation Plan

Project Leaders will hold termly focus groups assessing whether milestones have been reached and examining a range of external and internal data to evaluate progress towards reaching improvement measures eg how many staff are using CLOWD strategies, how often are staff using IEPs and PLPs to personalise learning, do assessment tasks show evidence of differentiating learning. Project leaders will present their evaluations at termly staff meetings and ask for staff input/assessment of progress. Student Representative Council members will be invited to attend along with parent representatives.

Practices and Products

teachers regularly upload teaching resources on the CNI online sharing platforms.

Products

Students possess the skills to take charge of their learning and teachers possess the skills to teach higher order and critical thinking skills and to adopt a facilitator role in the classroom.

A model of pedagogy to support project based learning is developed and presented to staff to be initially applied in CLOWD and then in their regular classrooms.

There is an increase in the number of classrooms students regard as attractive and stimulating.

A common assessment task proforma is developed and used in all subject areas. The proforma and marking guidelines allow for higher order thinking and ensure students can demonstrate the range of academic ability A–E, Band 1–6.

Every subject has high quality differentiated learning programs that explicitly teach students the content and skills needed prior to assessment and make use of both formative and summative assessment strategies.

Strategic Direction 2: Valuing People

Purpose

To work across our school community to embed a highly positive school culture and a set of values and discipline structures based on the core expectations of being respectful, responsible learners. The well-being and resilience of students and staff is highly valued and students and staff access leadership opportunities and provide informed voices in school decision making

Improvement Measures

Increased use of VIVO by 10%, reduced number of negative behaviour referrals 5%, reduce suspensions by 5% and increase whole school attendance by 5%

Improved staff morale, job satisfaction and collegiality as indicated on staff satisfaction surveys (2015,16 and 17)

Improved student and staff leadership capacity as indicated by increase in number of students applying for SRC: increase in staff aspiring to higher levels of accreditation and/or substantive leadership positions

People

Staff

Engage in “hands on” professional development on classroom management and show a common understanding of appropriate student behaviours and consistent application of consequences for poor behavioural choices.

A newly invigorated PBL team meets regularly to monitor and respond to data and successfully manage student behaviour and learning throughout the school using positive psychology.

Staff show empathy and caring for their colleagues and appreciate the benefits of a cohesive and informed staff who care about the learning that is happening in their own and other teachers classrooms.

Staff are engaged in a wide range of leadership opportunities with an emphasis on providing ongoing support, skills sharing and mentoring.

All teachers play an active role in promoting good attendance and issuing consequences for truancy and lateness to class.

SASS staff engage in individualised professional learning.

Leaders

Lead the creation of the online document in consultation with the school community.

Students

Show empathy and caring for others and understand and apply the core values of

Processes

Use PBL as a building block to reinforce and evaluate our current student welfare, discipline policy and behavioural consequences and use staff professional learning to promote consistency and solving discipline problems at the lowest possible level. Develop engaging resources for the explicit teaching of PBS values and use year meetings to explicitly teach the 3 PBS values in all settings

Establish a staff well-being team to organise regular activities and professional learning events designed to promote staff resilience, wellbeing and collegiality. The “Teachers as Elders” project will also encourage greater collegiality and skills sharing between experienced and less experienced staff.

Expand opportunities for teachers to develop leadership skills including the creation of RAM Equity funded DP and HT Attendance and Engagement positions and the use of shadowing days to experience the work of Head Teachers, Deputy Principals and Principals.

Establish a BOSTES mentor position within the school to support teachers in achieving accreditation at proficiency, accomplished and lead.

Creation of a regularly reviewed and updated online document repository including all essential documentation relating to school routines, policies and expectations of students and staff.

Continue to build the capacity of SASS staff through individualised professional learning to successfully prepare for and implement LMBR

Practices and Products

Practices

Students and staff clearly understand PBS and there are common expectations of classroom learning environments to best meet the learning needs of every student.

All Staff use consistent and effective behaviour management strategies and regularly reward students for their efforts using VIVO points.

The culture of the school reflects a school wide commitment to purposeful, successful and caring student learning environments. There are few behavioural, attendance or engagement issues in classrooms

Practices: Eloura and mainstream students play and learn together in a mutually supportive environment

Products

Improved staff morale, job satisfaction and collegiality. All members of staff feel highly valued and have the resilience skills to “bounce back” from a difficult day at school.

Increased leadership capacity throughout the school and more staff achieving the higher levels of teacher accreditation and/or substantive leadership positions

There is a common platform of understanding about school routines, assessment and reporting practices and a notion of staff responsibility to each other: internal accountability

A more multi skilled SASS staff better equipped to support teachers in providing quality learning experiences for students and better equipped to adapt to the

Strategic Direction 2: Valuing People

Improvement Measures

People

being respectful responsible learners.

Students are engaged in a wide range of leadership opportunities with an emphasis on providing ongoing support and mentoring as these people develop these skills.

Students feel empowered to have a voice within school.

Selected mainstream students will mentor and engage with our Elouera student community to help them gain important social skills.

Processes

Rebrand the student welfare team as a Student Well-being team and open the committee to other staff interested in promoting student well-being throughout the school.

Create a Head Teacher Attendance and Engagement position to work with at risk students and collaboratively develop a Supporting Good attendance Action Plan that is implemented in every classroom to promote good attendance.

Expand the range of SRC initiatives and create student action teams to enable a larger number and wider demographic of students to attain leadership skills.

Enhance learning and engagement opportunities for senior students at risk of not completing their schools through the creation of a WRAP program (Work Related Alternative Pathways).

Enhance Aboriginal student learning outcomes through providing access to specialist engaging learning programs such as AIME, sister speak and Yarns 2 and increasing student uptake of individual HSC scholarship tutoring.

Ensure greater inclusivity between Elouera (Autism Support Classes) and the wider school community by developing student lunchtime social skills program

Evaluation Plan

Project Leaders will hold termly focus groups assessing whether milestones have

Practices and Products

changes in practice caused by the movement to LMBR..

A larger number of staff involved in actively promoting student well-being throughout the school.

Increased whole school attendance rates

Increased at risk student attendance rates and greater engagement in learning for at risk students

Identified at risk students exit school with the skills and credentials needed to be highly effective employees and have a clear direction and personally inspiring post school pathway.

Our Aboriginal students are actively engaged in learning and are provided with the educational experiences that will enable them to achieve their high learning and future career goals.

A highly functioning Elouera social skills program will be developed

Strategic Direction 2: Valuing People

Improvement Measures

People

Processes

been reached and examining a range of external and internal data to evaluate progress towards reaching improvement measures eg attendance statistics, behaviour referral on SENTRAL. Project leaders will present their evaluations at termly staff meetings and ask for staff input/assessment of progress. Student Representative Council members will be invited to attend along with parent representatives.

Practices and Products

Strategic Direction 3: Connecting With Our Community

Purpose

To connect to our community at a local, state and global level and increase the sense of student, staff and parent/carer belonging and pride in our school

Improvement Measures

Increase the percentage of local area Year 7 enrolments by 10%

Students are frequently engaged in learning experiences outside the immediate local area and have a wider world view and understanding of global issues

Increased student and parent pride in wearing Illawarra Sports High School uniform evidenced in a 20% reduction uniform defaults recorded on SENTRAL

People

Students

Primary students engage in transition and other middle school learning activities.

Students regularly access the University for a wide variety of learning experiences including IN2Uni, University Global Science Course (accessed via teleconference) and AIME.

Students participate in a wide range of global learner activities

Students seek the assistance of academic mentors in keeping up with classwork

Students: are given the opportunity to be actively involved in the review of school uniform and understand school uniform procedures

Staff

Participate in combined professional learning events.

Staff regularly engage in professional learning discussions with university staff and ISHS Mathematics teachers model interactive learning to university mathematics methods students in CLOWD.

Leaders

Principals of the COS meet once a month to lead and negotiate COS initiatives.

Community Partners

Are welcomed into our school and contribute towards improving the learning outcomes of students they work with.

Processes

Community of Schools team to focus on establishing frameworks for consistent, high standard practices in learning support, quality Year 6 into 7 transition activities, middle school gifted and talented strategies and meaningful shared staff professional learning across the primary and high school settings. The Berkeley COS Plan aims to work collaboratively across the primary and high school setting by using common strategies to achieve the premiers priorities of an 8% increase in students in the top two NAPLAN bands.

Continue to expand educational and sporting links with the University of Wollongong and invite university teaching methods students into our school eg to observe interactive learning in the CLOWD room, participate in practicum experiences and do fitness testing of TSDP students.

Increase student recognition of their role as global citizens by providing opportunities for them to regularly interact with schools, businesses and persons across the world. This includes regular use of cross KLA virtual excursions using video conferencing facilities, expanding our partnership with sister school in Indonesia and "Becoming Asia Literate Grant" cultural activities including sharing of student learning using "Bamboopalooza" website. Continue to encourage annual overseas excursions to expand student understanding of different cultures.

Use Community Consultation Project Funding and RAM Equity Funding to employ Community Liaison Officers to increase parent and community engagement with our school, strengthen school based local decision making

Practices and Products

Practices

High quality teaching and learning practices supported across the COS and greater shared understanding of primary and high school pedagogy..

The school leadership team makes deliberate and strategic use of partnerships with the university to access intellectual, physical and/ or other resources not available within the school to enhance student learning outcomes and inspire students to follow a tertiary education pathway

All students identify themselves as cohesive members of the Illawarra Sports High student community.

Products

Students write, publish and share their own learning with students and teachers across the globe. Students have demonstrated examples of real world connections throughout their learning.

Improved community perceptions and increased numbers of partner primary school students enrolling at our school.

Increased enrolment of highly academic students confident in accessing the specialist sports program without the fear of limiting their educational prospects and improved TSDP student results in NAPLAN and the HSC

Increased rates of student compliance with uniform expectations and improved community perception of the school.

Strategic Direction 3: Connecting With Our Community

Improvement Measures

People

Parents/Carers

Participate in a wide variety of forums, Parent and Helper meetings and social media platforms to actively engage with their student's learning, participate in school decision making and develop an improved perception and pride in the school

Processes

processes and actively promote community pride in our school. The CLO will work with members of the community engagement team to implement a range of strategies to improve community consultation including:

- a more regularly published newsletter that provides opportunities for parent feedback
- explore alternative informal methods of parent teacher interviews including a welcome to Year 7 BBQ
- Investigate and communicate useful literacy and numeracy activities for parents to use at home—develop a parent handbook
- Arrange for school community consultation on new uniform and other school policies
- Facilitate greater participation in tell it from me surveys and Parents and Helpers meetings
- Establish networks to link families to Parent and Helper representatives so that their opinions can be heard (even if unable to attend the meetings)

Continue to improve community perceptions of the TSDP program through the use of an academic mentors and employment of a Community Liaison Officer whose role is to facilitate effective sporting partnerships that improve student learning outcomes. The CLO will also work to identify barriers to attendance, academic and sporting success for individual students and any unmet family needs that may be met through referral to services outside the school and/or in school support. Ongoing review of TSDP and implementation of strategies to ensure the

Practices and Products

Strategic Direction 3: Connecting With Our Community

Improvement Measures

People

Processes

program operates in a manner that provides consistent and equitable support for all students(including non TSDP students). .

Finalise a review of school uniform aiming to increase student pride in their uniform, improve student compliance with uniform expectations and remove any perceived “difference” between TSDP and non TSDP

Evaluation Plan

Project Leaders will hold termly focus groups assessing whether milestones have been reached and examining a range of external and internal data to evaluate progress towards reaching improvement measures eg Year 7 transition to high school data, student global learning experiences, uniform compliance and take up of the new uniform. Project leaders will present their evaluations at termly staff meetings and ask for staff input/assessment of progress. Student Representative Council members will be invited to attend along with parent representatives.

Practices and Products