School plan 2015 – 2017

MATRAVILLE SPORTS HIGH SCHOOL 8249

INNOVATIVE TEACHING PRACTICES

QUALITY RELATIONSHIPS

QUALITY SCHOOL SYSTEMS
# School background 2015 - 2017

## School vision statement
Matraville Sports High School provides all students with a personalised, flexible, high quality learning environment in which to reach their full potential. The school is a socially supportive and culturally vibrant community that strives for performance excellence in teaching and learning, creative and performing arts, and elite sports programs. The school embraces innovative practices and continuous improvement and is committed to the provision of high quality educational opportunities for every child.

## School context
Matraville Sports High School (MSHS) is a 7 – 12 coeducational selective sports high school which delivers academic, creative arts and sporting programs that produce excellent outcomes for students. The school has an on-site UNSW Learning Lab to enable MSHS students to access extension and enrichment activities during school hours. This is staffed by UNSW GERRIC staff and pre-service teachers.

MSHS provides high performance classes in the middle years (7 and 8), and has streamed ability groupings in years 9 and 10. The Little Bay Community of Schools enrichment programs incorporate the teaching of Japanese, Visual Art and Dance to students in Years 4-6 from our partner primary schools.

MSHS has an Aboriginal student population of 30%, and 25% of students come from a non-English speaking background.

## School planning process
This school plan reflects positive, long term consultation with staff, students, parents and the wider community over a two-year period.

The plan reflects the strong messages outlined in the “Embracing The Future” report, an initiative of the Little Bay Community of Schools which was derived from focus group feedback. This included local AECG representation.

An external report commissioned by the school into its Elite Sports Program has also provided directions which are articulated into the plan.

The ‘Tell Them From Me’ student survey tool was used to gauge student satisfaction with the school and areas of strength and development.
Purpose:
To create a culture of high performance within the school to improve results and ensure students are ready and able to embrace the future. To enrich student learning experiences through teaching programs that are innovative, resourceful, and inclusive of all learners. To ensure a shared responsibility for student improvement, and a continuous, collaborative commitment to quality teaching.

Purpose:
To renew and build strong relationships at all levels within the whole school community through a culture of collaboration, communication, empowered leadership, and mutual respect. This also includes relationships with external bodies critical to the success of students such as UNSW, the NSW Sports High School Association, and the Little Bay Community of Schools.

Purpose:
To ensure high quality whole-school systems which act as the infrastructure underpinning our commitment to highly innovative teaching practices. This includes but is not limited to administrative, resource management, communication, leadership, and assessment systems through improved use of data and technology across all areas of our school.
### Strategic Direction 1: Innovative Teaching Practices

#### Purpose

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

To create a culture of high performance within the school to improve results and ensure students are ready and able to embrace the future. To enrich student learning experiences through teaching programs that are innovative, resourceful, and inclusive of all learners. To ensure a shared responsibility for student improvement, and a continuous, collaborative commitment to quality teaching.

#### Improvement Measures

- % increase in number of students achieving HSC bands 4 and above
- % increase in the number of students seeking university pathways post HSC
- Improved NAPLAN and ESSA results
- Increased number of students in GAT classes and programs
- Improved literacy and numeracy results for all Aboriginal students
- Increased % of students achieving high level sporting opportunities including professional opportunities and university sporting scholarships post HSC

#### People

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

**Students:** Through the use of individual plans, students will be able to set and attain their own goals, become more autonomous and better able problem solve. Students will be more motivated to perform at a higher level in all aspects of their schooling.

**Staff:** All school staff including coaching staff will continue to be up-skilled in innovative practice and curriculum differentiation in order to meet the needs of our diverse group of students, using technology as expressed in teaching programs.

**Parents/Careers:** In partnership with the AECG, P and C, and other parent groups, parents will become more informed and involved in student learning. Parents will also be able to access opportunities provided through the on-site UNSW learning facility.

**Community Partners:** The school will continue to foster and improve university partnerships, links to sporting associations and clubs, and Aboriginal support networks to support our students in their learning.

**Leaders:** Leaders of the school reflect and embody the high expectations of this plan and actively support the long term success of the school.

#### Processes

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

- Establish reference groups to ensure the success of the UNSW – Matraville SHS learning partnership
- ALARM matrix rolled out into all KLAs and integrated into teaching programs
- High Performance Team established to seek innovative ways to consolidate learning
- School self-evaluation of teaching practices and programs to be embedded and undertaken annually, with successes celebrated
- Implementation of the recommendations of TSP review
- Learning Support Team approach to individual learning plans across the school to sharpen and coordinate processes

#### Products and Practices

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

**Products:**

- % increase in number of students achieving HSC bands 4 and above
- % increase in the number of students seeking university pathways post HSC
- Improved NAPLAN and ESSA results
- Increased number of students in GAT classes and programs
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**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

- ALARM learning matrix embedded into all Preliminary and HSC teaching programs
- Teachers embed innovative, critical and creative thinking activities into programs, including literacy and numeracy strategies
- Students reflect on their achievement of learning goals through the use of individual learning plans
- Teachers and students use technology innovatively and confidently for their KLA

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**Evaluation Plan**

Annual self-evaluation to be embedded into school process
### Strategic Direction 2: Quality Relationships

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

To renew and build strong relationships at all levels within the whole school community through a culture of collaboration, communication, empowered leadership, and mutual respect. This also includes relationships with external bodies critical to the success of students such as UNSW, the NSW Sports High School Association, and the Little Bay Community of Schools.

#### Improvement Measures
- Increased enrolments from LBCOS partner schools in 6-7 transition
- % increase in student and staff wellbeing measures identified through data
- Increased student attendance and retention, especially of Aboriginal students
- % increase of students rewarded for showing sustained positive behaviours for learning
- Formalised agreement with UNSW School of Education
- Increased parent participation

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

**Students:** Students build positive relationships and actively contribute to the school and their communities. Students develop an in-depth understanding of Aboriginal culture and its importance for the community in which they live.

**Staff:** Targeted professional learning will build the capacity of all staff to deliver Positive Behaviour for Learning across the school. Teachers will continue to foster positive relationships with parents and maintain transparency and professionalism in practice.

**Parents/Carers:** Parents will be encouraged to attend school events and P&C meetings and to participate in their child's learning through the use of online platforms, and by accessing UNSW opportunities provided for them.

**Community Partners:** Aboriginal community members will participate in committee meetings and provide UNSW with cultural awareness training for its pre-service teachers. Sporting clubs will continue to work with us to monitor academic progress of their students.

**Leaders:** Student advisers will take the lead in coordinating year-appropriate pastoral care programs which are structured, meaningful and based on student need. Staff leadership capacity developed in all areas.

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

- Establishment of PBL team representing whole school community
- Formation of Aboriginal Education committee bringing together all school and non-school based program coordinators
- Effective transition planning for 6-7 and 10 – 11 using a team approach to maximise student wellbeing and performance
- Reference group for UNSW partnership actively guides and provides support for all learners in the school, including the wider school community
- Quality teaching, innovative professional practice and high expectations of learning and conduct are evident in every classroom
- Formalised, structured student leadership opportunities with Aboriginal student leadership actively fostered and sustained

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

**Products:**
- Increased enrolments from LBCOS partner schools in 6-7 transition
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- Formalised agreement with UNSW School of Education
- Increased parent participation

**Practices:**
- LBCOS meetings embedded in school practice with a teaching and learning focus
- LBCOS students to have access to UNSW partnership and elite sporting opportunities
- Formalised agreement with UNSW School of Education which will also provide educational opportunities to parents and community members
- Structured links with Aboriginal support groups such as La Pa Youth Haven, LALC, and AECG.
**Strategic Direction 3: Quality Systems**

**Purpose**

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

To ensure high quality whole-school systems which act as the infrastructure underpinning our commitment to highly innovative teaching practices. This includes but is not limited to administrative, resource management, communication, leadership, and assessment systems through improved use of data and technology across all areas of our school.

**Improvement Measures**

- 100% of staff using online platforms
- 100% of staff using NAPLAN data to inform teaching programs
- Wireless internet available across whole school
- All school policies and processes are electronically filed, updated and adhere to BOSTES standards
- All audit recommendations are implemented within required timeframes
- School communication and marketing plan updated and implemented

**People**

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

**Students:** Students will safely and responsibly access systems, online learning tools and tutoring using cyber safety guidelines.

**Staff:** All staff will continue to embrace technology for learning and lead ‘train the trainer’ sessions within faculties. Coaching staff will explicitly use technology to improve performance. All staff to be confident in the use of all school systems.

**Parents/Carers:** PandC will continue to provide devices for students to use and TPL sessions for staff and parents in the use of devices for learning. Parents will access online platforms to see homework, assessment tasks and teacher feedback.

**Community Partners:** All community partners to be able to access school information on web-based platforms. Improved systems to improve communication within and outside the school.

**Leaders:** Head Teachers responsible for the continued and improved use of data to inform teaching within their KLA. Head Teachers to model use of technology for system administration and have high expectations of all staff in its use.

**Processes**

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

- Use of Learning Support Team structure to coordinate teams within the school, using data and appropriate software
- BOSTES and UNSW support sought to inform our school self-evaluation including processes for assessment of students 10 – 12
- School communications team to be formed
- School technology team to refine BYOD policies and practice
- Use of data to inform teaching
- School executive to examine current systems and procedures in light of new school plan, NSWDEC policy changes, and to amend where necessary
- Alignment of policies, programs, and procedures within the school
- VET team to implement audit recommendations
- Senior executive to implement all audit report recommendations

**Products and Practices**

*What is achieved and how do we measure?*

**Products:**
- 100% of staff using online platforms
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- All audit recommendations are implemented within required timeframes
- School communication and marketing plan updated and implemented

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

**Practices:**
- School leaders use and model the use of all online learning platforms to communicate with students, staff and parents
- Every student will be able to use a device anywhere in the school for learning
- Online student surveys used to harvest data used for continuous improvement
- Learning Support Team uses data to inform decision making
- Access for all students to online tutoring
- SASS staff upskilled for change