

School plan 2015 – 2017

Endeavour Sports High School



Raise intellectual and instructional intensity in the classroom.

Accomplish an outstanding school ethos through high expectations and high responsiveness of staff and students alike.

Develop streamlined systems and policies for whole school coherence.



School vision statement

At Endeavour Sports High School we value:

- Personal best, commitment and respect
- Students who demonstrate initiative in self-improvement and ownership of their learning.
- Positive, engaging and challenging learning experiences that add value to student growth.
- Quality learning environments
- Adding relevance to each lesson
- Inclusivity: Meeting the needs of all students and developing them in the classroom and on the sporting field.
- Excellent teaching, excellent learning, excellent outcomes
- Recognising academic, intellectual, social and sporting achievements
- School pride continuously striving to be 'Honour Bound' in all that we do and accomplish.

School context

Endeavour Sports High School's school community is multicultural, socially diverse and geographically dispersed. Endeavour Sports High School provides equal opportunity for talented and elite athletes to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours whilst developing their athletic skills in their chosen sport. Included within the school cohort is a dynamic and innovative Special Education unit comprised of two IM classes, an IO and a Multi-category class. Our student cohort consists of 734 students; 46% Torres Strait Islander and 71 Aboriginal students the majority from remote Australia and living at Kirinari Hostel.

Academic Excellence Program - The school is undertaking a comprehensive professional development program that is driven by evidenced based best practice.

The Targeted Sports Program (TSP) consists of nineteen different sports programs catering for the needs of talented young athletes. Participation in the program is based on merit and can be accessed by local and non-local students. Presently, 70 per cent of students participate in the TSP. The program is administered by a Director of Sport and each individual sport has a head coach and supporting staff. A mentor in each sport monitors sport participation, academic progress and welfare issues. The TSP is strongly supported by the community,

School Welfare Programs -The school makes good use of the Student Support Officer in the delivery of pastoral care for students.

The school is a White Ribbon School. The White Ribbon ethos is carried through in all practice and initiatives. There are a number of programs to support our indigenous students:

- Norta Norta program that supports students via one-on-one tutoring.
- Mentoring programs, especially for the students living away from home.
- Strong Brother and Strong Sister programs.
- An Aboriginal teacher who has a community liaison role.

The school has a number of programs to support the Maori and Pacific Nation Community students:

A homework centre and tutorial program supports students in achieving learning outcomes and reaching their individual potential.

The school's other programs include: Anti-bullying, Student Representative Council and Peer Reading. There is extensive community participation at ESHS:

- Use of school facilities by community groups.
- An active and supportive P&C with a major goal of fundraising for the betterment of all students.
- Sport programs, band and dance supported by parent groups.
- Parents and friends taking an active role in special literacy programs.

School planning process

The school has used a multifaceted approach to determine Endeavour Sports High Schools future directions. A Situational needs analysis has occurred in which School EMSAD and attendance data was reviewed. The 5 P Process was implemented within faculties to promote reflection and discourse at this level. This process was then replicated at a whole school level through a SWOT analysis

Student focus groups were held and student and parent surveys were carried out, the data being collated and considered in relation to the planning process.

Evidenced based current educational research, the viewing of multimedia clips, use of professional readings and data as sources of intense professional discourse and teacher reflection were also strategically drawn upon, in order to shape our collaboratively derived strategic directions and the specific processes we are implementing in the 2015-2017 school plan.



STRATEGIC DIRECTION 1

Raise intellectual and instructional intensity in the classroom.

Purpose:

- To ensure students reach their intellectual, academic and social potential through embedding high impact teaching and learning strategies. To develop in students critical thinking skills, and resilience to enable them to work independently and in teams to succeed as active citizens.

STRATEGIC DIRECTION 2

Accomplish an outstanding school ethos through high expectations and high responsiveness of staff and students alike.

Purpose:

To instil in our students high expectations of themselves and continued pride in each other and our school community.
To consolidate commitment to teaching reflecting on learning outcomes, evidenced based research and maintenance of high expectations of excellence in student learning.
To become the school of choice in the local area.

STRATEGIC DIRECTION 3

Develop streamlined systems and policies for whole school coherence.

Purpose:

To achieve organisational adaptation, renewal and improvement.
To develop frameworks for consistent practice and expectations within the school community at all levels.
To consolidate the collective responsibility of staff, students, parent and community members.

Strategic Direction 1: Raise intellectual and instructional intensity in the classroom.

Purpose

To ensure students reach their intellectual, academic and social potential through embedding high impact teaching and learning strategies. To develop in students critical thinking skills and resilience to enable them to work independently and in teams to succeed as active citizens.

Improvement Measures

Student surveys indicate student engagement of over 85%
Attendance is above 90%
Reduction in N-Determinations
Reduction in negative behaviour referrals
Assessment tasks display effective use of feedback
Increase the percentage of Year 9 students at Proficiency in NAPLAN.
HSC results – Increase in bands 5 and 6.
Growth in student enrolment numbers and stabilisation of student retention
Aboriginal students demonstrate:
Above average growth in NAPLAN and HSC results.
Exit surveys demonstrate clear pathways achieved for all Aboriginal students. as indicated in PLPs.
Attendance data of Aboriginal students is above 90%

People

Students will develop effective learning habits and skills that will ensure they reach their intellectual, academic and social potential. They will be explicitly taught *New Pedagogies: The 6 Cs* to build their capabilities in becoming thinking, engaged, productive, global citizens.
Teachers will become experts in delivering teaching and learning programs through the provision of professional learning demonstrating evidenced-based, high-impact instruction.
Parents /carers will be empowered through workshops and uploads of strategies on our Endeavour Sports High Schools websites and Facebook. These strategies will reinforce, effective learning, life preparation habits and skills at home.
Leaders and aspiring leaders will be given opportunities to share knowledge and expertise, take on additional responsibilities and be given guidance through shared practice and PL.

Processes

Provision of professional learning to support deep understanding and implementation of *Visible Learning* explicit feedback strategies:
Creation, display and usage of FEEDBACK visual cues in the classroom to prompt explicit feedback, student self-seeking clarification and student self-regulation.
Students are explicitly taught the 7 Habits of Positive Learning.
Staff are professionally developed in metacognitive teaching strategies encompassed in the *Program for Enhancing Effective Learning* (PEEL).
Resources and strategies are developed and referred to across KLAS in lesson design and programming. PEEL self-reflective checklists are implemented across all KLAS and stages:
Evaluation Plan
Cross Faculty evaluation of T & L
Lesson observations, scaffolds, program & assessment data.
Student Voice focus groups feedback
Work samples evaluated
Analysis of SENTRAL- data.
Analysis of LST data – eg PLPs
Stakeholders surveys

Products and Practices

Practice: Teachers provide feedback reflecting VL strategies.
Product: Students have clarity and work towards specific learning outcomes in all lessons. Direct instruction and feedback ensures continuous engagement.
Practice: Embedded multiple assessment methods to provide rapid formative interpretations of student learning.
Product: Differentiated curriculum and a range of formative assessments, within units of work, across all stages.
Practice: PEEL Metacognitive, Active Learning strategies and reflective scaffolds, are embedded in all programs and units of work.
Product: Shared practice, increased student engagement, improved self-efficacy and improved learning outcomes.
Practice: 21st century pedagogy is embedded and leadership opportunities are presented to all students across all aspects of ESHS including TSP.
Product: Students demonstrate emotional intelligence and leadership in all aspects of their lives.

Strategic Direction 2: Accomplish an outstanding school ethos through high expectations and high responsiveness of staff and students alike.

Purpose

To instil in our students high expectations of themselves and continued pride in each other and our school community.
 To consolidate commitment to teaching, reflecting on learning outcomes, evidenced based research and maintenance of high expectations of excellence in student learning.
 To become the school of choice in the local area.

Improvement Measures

Results from the Tell Them From Me survey demonstrate improvements in : Rigour, Relevance Positive Learning Climate PL & PDPs aligned –Australian Standards, School Excellence Framework.
 Increased number of teachers leading workshops.
 Observations of lessons indicate improved High Order T&L.
 Work samples evaluated indicate increase in outcomes and ‘effort’.
 School based assessment and qualitative data indicates student growth in the application of general capabilities to school based and real world learning.
 External assessment indicates value added growth.
 Growth in student TSP numbers

People

Students: Master core subjects and think deeply and critically. They will develop their skills in response to the pursuit of excellence by staff.
Staff: Teachers will raise expectations of students and colleagues in the pursuit of excellence by being provided with exemplars of excellence.
 Collegial observations of lessons and feedback will enhance teaching and learning. Professional learning opportunities will be aligned with staff’s PDPs, and mastery of their subject. The School Excellence Framework and in regards to building leadership capacities.
Coaches and Mentors: Will have regular meetings to share best practice across the TSP sports and reinforce common expectations.
Parents/Carers: Will be informed of teaching practices, assessment and programs that aim to support improved learning and performance in TSP sport.
Community Partners: Teachers will continue to participate in outside school programs that develop content knowledge and future skills for our students.
Leaders: In progressing teaching and learning ESHS school leaders will establish a professionally challenging and supportive learning culture and actively invest in building to create a collective knowledge bank within the school. An expectation of innovation and improvement in teaching practice will continue to be set by the executive.

Processes

- **Staff Expectations**
Lesson observations are common practice.
Develop Professional learning Policy - PL and PDPs aligned with National Australian Teaching Standards.
Develop an Executive and Aspiring Leaders program.
- **Student Expectations**
Goal setting/tutorials
Develop Stage 4 and 5 assessment booklets.
 Revise misadventure and absence of task procedures.
- **Targeted Sport Expectations**
Clear expectations and targets developed for Director of Sport
TSP coaches & mentors develop expectations.
School community made aware of expectations and school progress at meetings.
Staff trained in becoming mentors.
TFEM PLP for all TSP students
- **Public Image**
School successes are documented on social media.
Development of Girls Program
 Involvement of high profile personalities
Evaluation Plan
 School Evaluations aligned with School Excellence Framework
 Observations of lessons, RAP data - growth
 Ongoing PL Evaluation
 Ongoing analysis of TSP students and programs – High Performance expert.
 Social Media - data

Products and Practices

Practice: Lesson observations will be a professional development tool.
Product: Feedback used to enhance future lessons, programs and instruction.
Practice: Authentic collegial shared PL.
Product: PL is meaningful and aligned to National Teaching standards and is aligned with staff’s individual PDP.
Practice: Cross Curricula programming and shared procedures embedded.
Product: Students demonstrate organisational skills and the mindset to complete all tasks on time to the best of their ability.
Practice: School community adheres to TSP strategies and targets.
Product: Students and staff achieving personal best.
Practice: TSP Sports are supported by external ambassadors.
Product: TSP profile lifted and students motivated to perform PB
Practice: Continuous media coverage of all school successes including academic, social and sporting achievements.
Product: Improved community perception/Consolidated school pride amongst students.
Practice: Girls programs evaluated through a cyclical process.
Product: Increase in female numbers

Strategic Direction 3: Develop streamline systems and policies for whole school coherence.

Purpose

To achieve organisational adaptation, renewal and improvement.
 To develop frameworks for consistent practice and expectations within the school community at all levels.
 To consolidate the collective responsibility of staff students, parent and community members.

Improvement Measures

Student Voice focus groups feedback.
 Student classroom evaluation surveys indicate over 90% student engagement.
 Attendance is above 90%
 Reduction in N- Determinations
 Reduction in negative behaviour referrals
 Reduction in number of students on attendance improvement plans and HLSO referrals.
 Growth in student enrolment numbers
 Growth in student TSP numbers
 As indicated in growth of Targeted Sports programs
 Increase in TSP students being selected as representatives of regional, state and national levels.

People

Students: Will be made aware of the new Positive Behaviour Learning (PBL) expectations attendance and TSP expectations through year meetings and correspondence.
Staff: Staff will be involved in the development of the PBL, attendance and TSP whole school expectations. (Professional development will need to occur in each of these areas).
Parents/Carers: Parents and carers will be involved in the development of the PBL, attendance and TSP procedures through invitation and focus groups. The greater community will be made aware through parent meetings and correspondence.
Community Partners: Community partners will be involved in the creation of the TSP policy. All community partners will be made aware of our PBL and attendance policies through invitation to meetings and correspondence.
Leaders: Leaders and aspiring leaders will be given opportunities to take on responsibilities, be given guidance through shared practice and PL that is reinforced within our school community.

Processes

- **Student Welfare Policy – PBL**
Review student welfare policy and transform it into a PBL model. Attendance, Student Expectations and Student Leadership will be a key emphasis.
Development of: Functional school rules, behavioural expectations, monitoring system, merit system, active supervision matrix, common language and signage across the school that reflects new student welfare policy.
Staff will be trained in micro skills and ABC behaviour management. They will be supported with implementation of PBL at all levels.
- **TSP policy**
High Performance analysis of TSP program Coaches and mentors develop expectations and targets.
Develop elite athlete development plans for all TSP students
Regular written and verbal feedback to parents regarding progress of child/ren.
Evaluation Plan
 Staff meetings – Specific feedback
 Student Leadership, Staff welfare minutes, Analysis of SENTRAL welfare & attendance data.
 Ongoing analysis of TSP students and programs
 School community and student surveys.

Products and Practices

Practice: Staff work collegially to implement PBL framework with a common language and behaviour matrix.
Product: Student Welfare Policy that is accessible, coherent, consistently implemented and promotes proactivity and positiveness.
Practice: Staff, welfare team and exec analyse attendance data regularly and liaise and act according to new policy.
Product: Whole school attendance above 90%
Practice: Quality coaching, mentoring, feedback and elite athlete plans developed in TSP
Product: Students performing to their personal best.