

Strategic Improvement Plan 2021-2024

Endeavour Sports High School 8404



School vision and context

School vision statement

Endeavour Sports High School provides an inspiring teaching and learning environment that supports all to achieve their personal best and delivers excellence in academic, sporting and cultural pursuits.

School context

Endeavour Sports High School embraces academic excellence as its number one priority. Endeavour is a designated Sports High School situated in the south of Sydney that has a student population of over 1200. It is a comprehensive, co-educational high school which provides a caring, disciplined, well-resourced environment where all students can achieve their potential through quality teaching and learning. The school is dedicated to academic excellence, citizenship, elite sports and the arts. The core values of our school are: academic excellence, personal best, commitment and respect.

Our Extension Class and STEM programs are ensuring that we cater for our high potential and gifted students, and our High Expectations Policy guarantees that all our students put learning first. Endeavour provides a broad curriculum and we have successful programs in the creative and performing arts including dance, art, music and drama. We also have high achieving debating, public speaking and chess programs. We currently offer 16 Targeted Sports Programs and have partnerships with elite sporting organisations including Sydney FC, the Sydney Swans, Cricket NSW, Basketball NSW, Baseball NSW, Hockey NSW and the Cronulla Sharks National Rugby League club.

Through our situational analysis we consulted the entire school community including students, staff, parents and the local AECG, and we have identified a need to use formative data driven practices that ensure students are engaged in the educational and talent development programs we provide, and that teachers engage in professional learning to deliver quality differentiated instruction to cater for all students. The monitoring and tracking of student learning through formative and school based assessment is a major focus. The school analyses student progress and utilises achievement data to improve practice. Teachers respond to trends in student achievement at individual, group and whole school levels.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations of success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2023

Student expected growth in NAPLAN

Improvement in the percentage of Year 9 students achieving expected growth in numeracy of 4%.

Improvement in the percentage of Year 9 students achieving expected growth in reading of 4%.

Target year: 2022

Students in the Top 2 Bands in NAPLAN

Improvement in the percentage of Year 9 student in the top 2 bands in numeracy of 7%.

Improvement in the percentage of Year 9 students in the top 2 bands in reading of 8%.

Target year: 2022

Students in the Top Bands in the HSC

Improvement in the percentage of Year 12 students in the top 2 bands in the HSC of 9%.

Improvement in the percentage of Year 12 students in the top 3 bands in the HSC of 10%.

Target year: 2024

HPGE Initiative

An uplift of 70% of staff engaged in Quality Teaching Rounds

Initiatives

Literacy and Numeracy Initiative

A focus on teacher pedagogy, effective classroom practice through explicit teaching, regular formative assessment and providing constructive student feedback, so students know the next steps to take in their learning. Monitoring and tracking student learning progress in literacy and numeracy..

Writing, reading and numeracy for the middle years initiative:

- Professional learning to embed formative writing assessment strategies, explicitly teach writing strategies and provide detailed student feedback on writing drafts
- Use formative assessment data to inform practice and generate professional teacher discussions on student progress
- Explicitly teach numeracy skills, learning activities and strategies in stage 4
- Faculties to promote data discussions to inform numeracy and literacy practices and teacher responses to best support learning progress

High Potential & Gifted Education (HPGE) Initiative

To improve staff capacity to lead school improvement through evidence-based inquiry and action by:

- Implementing Quality Teaching Rounds (QTR) and creating a Professional Learning link with the University of Newcastle.
- Embedding differentiation in teaching and learning programs and assessment.
- Exemplar analysis of best practice teaching strategies to inform professional learning of staff.
- Implementation of effective feedback strategies in all classrooms.
- Embedding explicit teaching strategies into teaching and learning programs.

Success criteria for this strategic direction

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. To assist students to understand what they need to learn next to enable continuous improvement.

Reliable formative and summative assessment supports learning across the school to form an integral part of daily classroom instruction. Formative assessment is practised consistently by teachers and data is used to monitor learning progress, inform teaching practice and teacher responses.

Teaching and learning programs are showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement at individual, group and whole school levels.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Student Performance Measures show that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Evaluation plan for this strategic direction

Literacy and Numeracy Initiative

Question: What has been the impact of the explicit teaching of literacy and numeracy strategies? Do teachers collaborate, evaluate and reflect on practice?

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Proportionally contribute to the Sutherland Principal Network target uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.

Initiatives

- Collective teacher efficacy across KLAs through representation from each Key Learning Areas on the HPGE team.

HSC Academic Success Initiative

A focus on teacher pedagogy for HSC academic success, effective classroom practice through explicit teaching, regular formative assessment and provision of constructive student feedback. Students will be able to understand what they need to do in order to continuously improve.

This initiative includes:

- The use of formative assessment to provide students with effective feedback
- Lesson observations focused on explicit teaching and teaching for HSC success
- HSC mentoring focused on guiding and supporting students in Year 11 and 12 to maximise student organisation, time management and study time
- HSC data analysis by teachers focused on developing a deeper understanding of what works most effectively and then adopting these strategies.

Evaluation plan for this strategic direction

Data: Data showing student learning progress, formative assessment of literacy and numeracy, analysis of student writing samples and survey data.

Analysis: Analysis of formative data of student literacy and numeracy, tracking student learning progress and discussing student literacy and numeracy samples to identify further areas for improvement.

Impact: Where to next, planning our steps for continual improvement or revision for areas requiring further support.

HSC Academic Success Initiative

Question: What has been the impact of the HSC academic success program? Have we improved our HSC results?

Data: Formative and summative assessment data, HSC external data, student work samples.

Analysis: Faculty analysis of HSC data from formative and summative assessment data, using the data to inform teaching programs. Formative assessment practice by teachers, how much data was used to monitor learning progress and inform teaching practice.

Impact: Where to next after analysis of HSC data, planning our steps for continual improvement and identifying areas for further focus.

HPGE Initiative

Question: What has been the impact of the HPGE initiative? Have staff engaged with QTR? Is teaching and learning being differentiated? Have explicit teaching strategies been embedded across all KLAs?

Data: The HPGE team, teachers and the executive will analyse the following internal and external data:

- Pre and post teaching and learning surveys of staff and students
- External student performance measures (VALID,

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

HSC, NAPLAN - growth achievement)

- Internal student performance measures
- Teaching and Learning Programs
- QTR focus group feedback

Analysis: The evaluation plan will involve:

- HPGE evaluation and planning tool (student growth and achievement)
- Pre and post testing data of staff and students
- QTR reflections
- Faculty reviews of internal student performance data.

Reflection and review of the HPGE team

Impact: Deep analysis of the data will guide future planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Strong student wellbeing

Purpose

To continue to build upon a strong foundation of student wellbeing and community engagement through the implementation of supportive procedures and practices for each of our students, as well as ensuring strong communication and relationships with members of our community.

Improvement measures

Target year: 2022

Attendance

Improvement in the percentage of students attending school 90% of the time or more by 8.2%.

Target year: 2022

Wellbeing

Improvement in the percentage of students with a positive sense of wellbeing by 2.7%.

Initiatives

High Expectations Program

Implementation of the High Expectations Program, which relates to a student's attendance, application and attitude in the classroom and their behaviour throughout the school year.

- Professional development for all staff on the implementation of the High Expectations Policy (HEP).
- Wellbeing reviews conducted in weeks 5 and 10 of each term
- Regular communication and feedback to parents/carers about student progress.
- Support provided for students to improve attendance, engagement and application.
- Case management meetings and support for students not meeting High Expectations.
- Monitoring of attendance

Wellbeing Program

Our Wellbeing Program aims to support the entire school community to connect, succeed and thrive. The program includes:

- Mentoring for identified students for advice, support and assistance
- Surveying of staff, parents and students to monitor wellbeing across the school
- Regular communication with parents through High Expectation Reviews, reporting, parent and teacher interviews, social media, as well as through the P&C
- Case management of students with special needs, indigenous students and students with individualised learning programs
- Mentoring for elite athletes, including additional training sessions and homework support
- Professional development on wellbeing policies for

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation plan for this strategic direction

Question: What has been the impact of the High Expectations Program? Do teachers review student progress and provide feedback to students and parents on this progress?

Data: Data showing student attendance, academic and wellbeing progress from Sentral and surveys such as Tell Them From Me, HSC exit survey and parent survey.

Analysis: Analysis of Sentral data and surveys to identify areas for improvement.

Impact: Where to next, planning our steps for continual improvement or revision for areas requiring further support.

Strategic Direction 2: Strong student wellbeing

Initiatives

consistent implementation and monitoring of student wellbeing

- Delivery of student wellbeing programs focused on cyberbullying, positive relations, mental health and study/organisational skills.
-

Strategic Direction 3: An outstanding Targeted Sports Program

Purpose

We aim to have the best junior talent development program in Australia. As a designated sports high school, Endeavour Sports High School aims to be at the forefront of developing the sporting talent of young Australians. To achieve this we will further develop and refine coaching and mentoring practices, upgrade sporting facilities and resources, strengthen our sporting partnerships and provide best practice in sports science.

Improvement measures

Target year: 2024

Numbers of students in the Targeted Sports Program is maintained.

Target year: 2024

Percentage of students engaged in the testing by Sydney University increases by 4%

Target year: 2024

The proportion of of Targeted Sports Programs with MOUs with elite sporting organisations is maintained.

Initiatives

High Quality Coaching, Mentoring & Sports Partnerships

- Each of the Targeted Sports Programs are staffed with qualified coaches and committed mentors who deliver well resourced and supported individual talent development strategies.
- Maintenance of existing partnerships with elite sporting organisations that enhance the quality of the Targeted Sports Program to which they are linked.

Sport Science Program

- Twice yearly testing of student athletes by the University of Sydney. These biometric and anthropometric tests are part of a longitudinal study of our talented student athletes.
- Strength and conditioning opportunities for all student athletes to enhance physical characteristics, prevent injury and aid with recovery.
- Delivery of the High Performance Unit's sports science services such as physiotherapy, nutrition and sports psychology. These services enhance the quality of student sporting development by providing access to expertise not normally provided.

Success criteria for this strategic direction

- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are coached by high performing coaches, and the leadership team supports the importance of this.
- The leadership team establishes a professional learning community for coaches and mentors which is focused on continuous improvement of sporting talent development
- The school is recognised as a leader for its impact on sporting talent development, its effective practices and continuous improvement, and its active support of the NSW Sports High School Association.

Evaluation plan for this strategic direction

Question: What has been the impact of the Targeted Sports Program (TSP)? Have TSP staff maintained quality within their programs? Has there been a positive impact of the TSP program on student sporting performance?

Data: Sydney University testing data, representation at regional, state and national levels across sports. Number of students in the veracious TSPs.

Analysis: Analysis of pre and post testing of students; analysis of sporting performances of students in individual and team sports.

Impact: Where to next, planning our steps for continual improvement or revision for areas requiring further support.