

## ***HUNTER SPORTS HIGH SCHOOL***



## **CONTEXT OF OUR SCHOOL**

- 980 STUDENTS
- 74 STAFF
- 60% LOCAL INTAKE
- 40% SPORT INTAKE
- 20% ABORIGINAL / ISLANDER STUDENTS
- 35% STAFF APPOINTED THROUGH MERIT
- PSFP
- PAS

## **WHY CHANGE?**



## **WHAT WAS THE DATA SAYING???**

- HIGH SUSPENSION RATES
- HIGH CLASSROOM REFERRALS
- POOR ATTENDANCE
- POOR ELLA, SNAP, SC, AND HSC RESULTS



## **OUR JOURNEY**

### ■ Students



### ■ Staff



### ■ Community

**In 2002 the school undertook a major review of beliefs and directions.**

**Staff, students and the school community were surveyed to identify a set of CORE BELIEFS to drive strategic change.**

## CORE BELIEFS:

Upon exiting HSHS students would have:

- Positive Relationships
- Achievement of Personal Best through hard work
- Adopt and accept community values
- Higher order communication skills
- Higher order thinking/ problem solving skills
- Positive self image/ belief

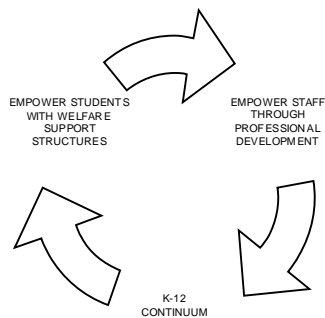


## THE STAGE IS SET

- How could we achieve our dream and provide a lasting legacy?



## MODEL FOR CHANGE



## K-12 CONTINUUM

- Primary Links through Pedagogy
- Stage 3/4 Meetings
- Critical Friend to aid analysis
- Reciprocal Visits
- Work Samples
- Student coaches in feeder schools.

## EMPOWERING STUDENTS AT RISK

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>■ Linkage to Community Agencies                             <ul style="list-style-type: none"> <li>■ Hunter Health</li> <li>■ Eastlakes Community</li> <li>■ Creative Times</li> <li>■ University – Boys Ed</li> </ul> </li> <li>■ Targeted Programs                             <ul style="list-style-type: none"> <li>■ Engaging Fathers</li> <li>■ Girls Resilience</li> <li>■ Better Futures</li> <li>■ Plan – It – Youth</li> <li>■ Six pack of strengths</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ ATSI PROGRAMS                             <ul style="list-style-type: none"> <li>■ MAL Program</li> <li>■ Black on Track</li> <li>■ Aboriginal Dance</li> </ul> </li> <li>■ Case Management System                             <ul style="list-style-type: none"> <li>■ LST structure</li> </ul> </li> </ul> |
|--|---|

## EMPOWERING STAFF Just Briefly

- School wide focus on learning
  - How
  - What works? Why?
  - Relationships
- Consistent use of Productive Pedagogy and the QT framework
- All faculties engaged at some level
- Improved professional dialogue about learning
- Teacher Development periods
- Leaders crucial role to rebuilding the learning culture
- Created a climate of understanding collegiality and collaboration and professional reflection

## EMPOWERING STAFF

- Face the challenges of how to do this at the classroom level
  - Boys Education
  - Learning styles
  - Assessment – Backward mapping
- Inquiry approach to learning
  - How often do we give students the chance to actually discover something?



## STAFF LEGACY

- Staff accept and understand the importance of data analysis as a starting point for a change process.
- Designed learning program and assessment tools which were based on learning needs and styles of students in the care of a group of teachers.
- Delivery at classroom level consistent, challenging and engaging.
- Used the information gained from students work to inform practice.
- Students encouraged to re submit all work and thus see their improvement and are motivated by that.

## A SNAPSHOT OF SOME OF THE PROGRAMS

- Improve by 2
- Boys Education
- T Dev
- Embedding of QT in classrooms



## WHAT DID WE DO ????? 'Improve by 2'

- Thorough analysis of ELLA and SNAP packages:
  - Age based
  - Sex Based
  - Cultural bases
  - Travelling students
- Staff agreement and implementation on areas to be improved using cross KLA model



## BOYS EDUCATION

- To reduce the number of violence incidents involving boys
- The create a culture of positive relationships at Hunter Sports High beginning in Year 7 and continuing in further years:
  - Between boys and other boys
  - Between boys and girls
  - Between boy and teachers
- To provide boy with models, support structures and tools within their male identities to:
  - Develop a positive self-concept
  - Decide on their own personal and academic goals
  - Develop perseverance strategies needed to reach goals
- To provide professional development for teachers to enhance their capacities for developing respectful relationships with boys:
  - Motivating and inspiring boys
  - Utilising boy's preferred learning styles in their teaching

## BOYS EDUCATION

- Learning Camp
- Preferred Learning Styles - Multiple Intelligences Survey
- Cross Faculty Units
- Engaging Fathers Project



## EVALUATING 2004-5

### WHAT THE BOYS SAID

What kinds of things have the school and teachers done this year to help you to achieve success?

- ▶ Taught me well
- ▶ Teachers helped us out heaps of different activities
- ▶ Commendation system
- ▶ Played footy
- ▶ Teachers gave lots
- ▶ Gave us a happy learning environment

## EVALUATING 2004-5

### WHAT THE TEACHERS SAID

"I've changed my whole teaching style, I have a lot more fun with the boys now." Kristin

"Well the hands on stuff will always work with the boys. It works with me too." Ross

"I've really enjoyed the project. It's great to have time to think about your teaching." Rosemary

"I'm disappointed not enough dads got involved. I should have waited and done it properly." Phil

## T DEV

■ Cross Faculty Groups- meeting weekly

■ Issues

- ▶ QT model
- ▶ Classroom commonality
- ▶ Assessment
- ▶ Welfare

■ Protocols Training

■ Common Language



## T DEV

### CONTEXT:

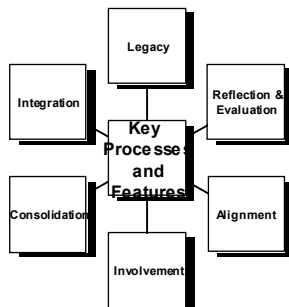
■ 11 staff leaders of varying degrees of experience

■ Some teachers with 20+ years of experience

■ Some early career teachers (including 3 in the first 5 years of their teaching careers)

■ Some casual/job sharing

## QT IMPLEMENTATION KEY FEATURES



## INTENDED OUTCOMES

- Increased quality LEARNING
- Increased student engagement
- Bridge achievement gaps between students
- Improved SC and HSC performance, ELLA & SNAP results, plus achievement of syllabus outcomes
- Increased teacher commitment to and ease of implementation of QT framework
- Alignment of teaching and learning strategies with QT framework
- Alignment of assessment tasks, programs and day-to-day teaching and learning processes

## WHAT WE HAVE DONE

- Printed and issued Glossary of Key Terms to all Stage 5 and 6 students
- Laminated sets for use in classes/with Stage 4 groups
- Laminated and adhered to desks in some rooms
- Used these terms to explicitly modify existing worksheets/teaching and learning activities and assessment practices

- Course outline issued for each course – inclusive of outcomes and assessment tasks
- Rubrics issued to Stage 5 and 6 students – to match those that appear in external exams – used as benchmark for in-class performance on all activities
- Rubric posters have been designed and displayed in classrooms, including a basic history and geography one to apply to all History/Geography students from Yr 7 +
- Rubric, either actual SC/HSC or similar, is being included as explicit quality criteria for in-class tasks e.g. visual literacy activities
- Gathered and used work samples for analysis & modeling

## ASSESSMENT TASKS

- Backward mapped in many cases – to more explicitly link to program and teaching and learning activities in the classroom
- Consistent format aligned with school exit and syllabus outcomes – format being extended from 7-12
- Collection of work samples being kept – e.g. by scanning work samples, and used for modeling purposes

## ROLE OF THE STUDENTS

- Increased student responsibility
- Increased student centered activities
- Teacher as more of a facilitator
- Guided, but ACTIVE learning
- Student involvement in evaluation processes

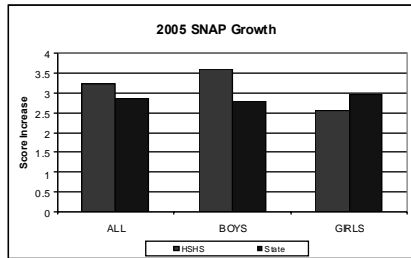
## WHAT HAVE WE LEARNED?

- DATA NEEDS TO DRIVE MINDSET CHANGE
- QT PRINCIPLES HOLD THE KEY
- CONSISTENCY IS ESSENTIAL
- REGULAR EVALUATION AND MODIFICATIONS ENSURE SUCCESS
- CELEBRATE THE SUCCESSES WITH ALL

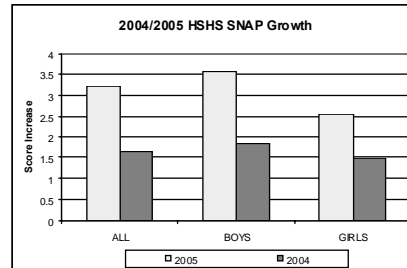
## WHAT THE DATA IS NOW TELLING US!!!



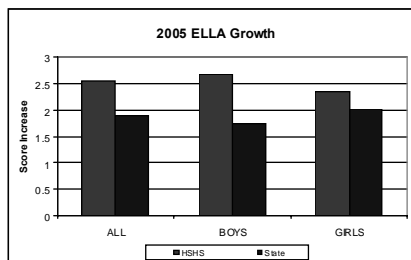
## SNAP GROWTH DATA



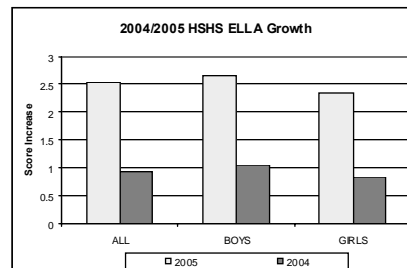
## COMPARISON 2004/2005



## ELLA GROWTH DATA



## COMPARISON 2004/2005



## SUSPENSION RATES

### GENERAL SUSPENSION DATA

■ Semester 1 – 2004	142
■ Semester 2 – 2004	115
■ Semester 1 – 2005	94
■ Term 3 – 2005	27



## BOYS SUSPENSIONS

■ Semester 1 2004	74.6%
■ Semester 2 2004	70.4%
■ Semester 1 2005	68.1%
■ Term 3 2005	46%



## GIRLS SUSPENSIONS

■ Semester 1 2004	25.4%
■ Semester 2 2004	29.6%
■ Semester 1 2005	31.9%



## ABORIGINAL SUSPENSIONS

■ 2003	84 students 52 suspensions
■ 2004	103 students 43 suspensions
■ 2005	135 students 23 suspensions

## SUSPENSIONS FOR DISOBEDIENCE

■ Semester 1 2004	60.6%
■ Semester 2 2004	58.3%
■ Semester 1 2005	45.7%
■ Term 3 2005	37%



## ABSENCE DATA

■ Semester 1 2004	17.6%
■ Semester 2 2004	16.1%
■ Semester 1 2005	14.5%
■ Term 3 2005	13.2%



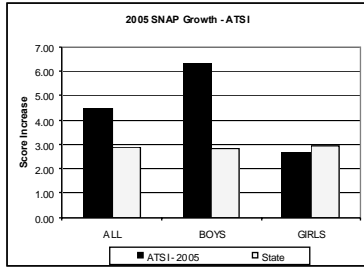
## WHERE TO FROM HERE?

- Continue to empower staff
- Continue to empower students
- Continue to empower the community
- Celebrate successes
- Face challenges

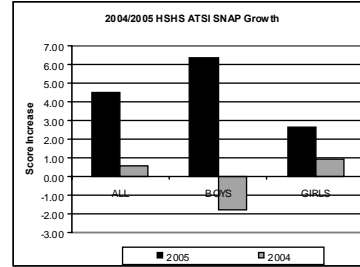
**'If we were successful ONCE  
we CAN do it again'**



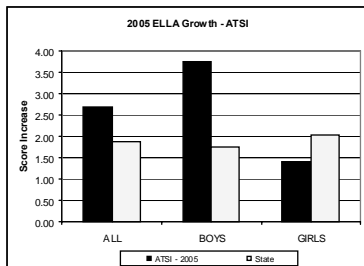
## SNAP YEAR 7 TO YEAR 8 GROWTH CHARTS ATSI



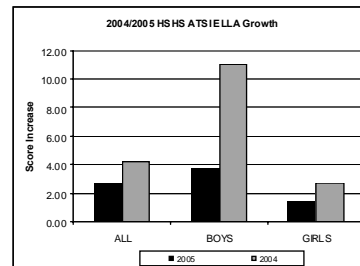
## ATSI COMPARISONS 2004/2005



## ELLA YEAR 7 TO YEAR 8 GROWTH CHARTS ATSI



## ATSI COMPARISONS 2004/2005



## SNAP & ELLA Year 7 to Year 8

- Growth Charts
- ATSI
- COMMENTS
- Small sample sizes have created significant variation
- ELLA 2005 (12 boys & 10 girls)
- ELLA 2004 (2 boys & 9 girls)
- SNAP 2005 (8 boys & 8 girls)
- SNAP 2004 ( )
- There were a number of outlier scores (mainly positive). Specifically, 26.2, 8.6, 8.3 (SNAP 2005); -11.0, 7.3 (SNAP 2004); 10.5, 8.1 (ELLA 2005); 14.6, 10.9, 7.5 (SNAP 2004)
- A significant number of ATSI students did not undertake SNAP and/or ELLA in both 2004 and 2005.