

Narara Valley High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Narara Valley High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of Learning, Teaching and Leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>.

Michael Smith

Principal

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Message from the Principal

Narara Valley High School continues to pride itself on its ability to cater for the needs of a diverse student population through excellent learning initiatives based on quality teaching and excellent welfare and support structures. The results in the HSC reflect the diverse student population with students electing academic and VET pathways and results as high as 96.9 in the ATAR calculation. Learning facilities continue to be expanded to offer the most innovative learning environments allowing the integration of the latest technology into lessons, which is supported by an increase in specialised technology staff.

The Career and Transition team assists students to select a diverse range of courses allowing them to select pathways most suited to their interests and career direction. The resources supporting courses include an agriculture plot, industrial kitchen for use in the teaching of Hospitality, a performance stage with industry standard sound and lighting, specialist Creative and Performing Arts, Sport and Accelerated programs which are supported by the necessary tuition and facilities to ensure successful and interesting course delivery.

Educational links with the University of Newcastle and the implementation of Quality Teaching Rounds have increased with staff participating in lesson observations, mentoring and reflective feedback of teaching to support their Professional Development. This approach to professional learning and collaborative practice continues to underpin staff professional learning whilst providing a source for meeting lesson observation expectations within the Professional Development Framework (PDF). Further strong alliances with the Valley Schools Learning Community ensure shared knowledge and expertise across the schools within our geographic area and have expanded to include collaborative professional learning activities and lesson observations in 2016 across schools.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Michael Smith

Principal

School background

School vision statement

An innovative learning environment that supports students and provides them with skills and opportunities for future success. The school's motto "For The Future" encapsulates the school's vision which is to prepare all students for their post school destinations while encouraging the goal of lifelong learning.

School context

Narara Valley High School is located in the hinterland of Narara and bordered by the Strickland State Forest and Narara Creek. It is a large comprehensive high school on the Central Coast of approximately 1000 students including 71 Aboriginal students and a Support Unit of 35 students.

Narara Valley High School caters for students of all ability levels and has developed a reputation for its strong focus on academic achievement, discipline and recognising student achievement. Learning facilities at the school are excellent, including an agriculture plot, an industrial kitchen for the teaching of hospitality, a performance stage, including industry standard sound and lighting, a dedicated dance studio and drama space all adding to the diverse curriculum and resources on offer.

Narara Valley High School has been nationally recognised for its approach to junior curriculum and student welfare, particularly in the area of mental health and wellbeing and its focus on Mind Matters.

Educational links with the University of Newcastle and the implementation of Quality Teaching Rounds, assisted by the latest technology and innovation in teaching, allow staff the resources and training to continue to lead in educational practice. Further strong alliances with The Valley Schools Learning Community and Coinda Local AECG, the school's P&C and Central Coast Area Health ensure shared knowledge and expertise across the school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations. Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. The self-assessment process included interviewing staff, students and parents. The executive team mapped the framework to the strategic plan and reviewed the evidence available to support achievement and progress in each of the three areas. Thorough engagement and research with our school community through focus groups, surveys, and other research methodologies provided us with a series of identified areas for school improvement. These guided the formation of our strategic directions– Learning and Innovation, Wellbeing and Community Engagement.

Narara Valley High School continues to address wellbeing as an integral part of student learning. The creation of the wellbeing hub and the centralisation of data has improved staff access to vital student information such as learning plans, behaviour support plans, health plans and Personalised Learning Plans. Attendance rates are regularly monitored and action is taken to promptly address any issues. . A parent portal was introduced, allowing parents to access reports and attendance data from home. Other areas of learning from the School Excellence Framework indicate that we are sustaining and growing although a school priority will remain improving literacy and numeracy outcomes for our students with continued professional learning and extra staff support being planned in 2017 to meet this goal.

The school places high value on reflective practice and it has been articulated through our commitment to Quality Teaching Rounds. This practice underscores the Teaching domain in the School Excellence Framework. With almost all staff participating and engaging in lesson observations and the collaborative practice essential to the coding and professional discussions inherent in QTR, we excelled in the Collaborative Practice element. Significant progress was

also made with a group of teachers undergoing training in Quality Teaching Rounds to work together to provide and receive constructive feedback from peers, school leaders and students about how to improve teaching practice. The Head Teacher Teaching and Learning continues to support accreditation, professional learning and the Professional Development Framework. More formalised faculty monitoring processes were introduced between Head Teachers and Deputy Principals. We anticipate that, through embedding this shared and positive reflective practice, improvement and consolidation of Effective Classroom Practice will result.

The introduction of the school DATA team has provided a formalised process for establishing processes to gather data, offer professional learning to staff on data analysis and improve teaching practice based on results and areas of need. The strength of this team has led to an increase in staff awareness and confidence in using data to guide and support teaching and learning across the school.

Providing innovation through improving technology in the school has meant that focusing on Leading through School Resources has been essential. Clear processes with accompanying timelines and milestones allowed direct school activity towards implementation of the school plan to be monitored. Staff, parents and students were involved in the development of the values and vision for the plan. Leading is embedded in our school's culture where a formalised and evolving model allows students to engage meaningfully with the school's Strategic Directions and contribute to the processes.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Learning and Innovation

Purpose

To improve student engagement and learning outcomes with explicit teaching practice focusing on literacy, problems solving and creativity.

This will be achieved through teacher professional learning that supports the implementation of innovative teaching practices with 21st century technology, STEM and middle school strategies.

Overall summary of progress

During 2016 the school implemented many new strategies to build the foundations for achieving the school plan targets. This included substantial resourcing of technology in terms of both infrastructure, hardware and professional learning. The Professional Development Framework was completed by staff who were able to use the Quality Teaching Program to meet teacher observation expectations and identifying professional learning and future goals.

The continual focus on literacy and numeracy was clarified with the NAPLAN results indicating writing remains an area for improvement. The focus for 2016 was on building staff knowledge and skills in the Literacy Continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased utilisation of technology resources across the school.	The school invested significant money into the support of staff professional learning in the use of technology and the STEM initiatives. To Facilitate this the technology team introduced a weekly professional learning activity for staff on the use of technology called brekkie Bytes (Google Apps for Education). ET4L was introduced and rolled out across the school. Increase ICT usage for Stage 6 courses promotes use of technology in lessons. Some of the various applications introduced across the school include Smart Notebook, interactive software, Kahoot, Youtube, Red dragonfly, TED, TaLe.	\$140,000.00
Improved student engagement as measured through TTFM surveys.	The school did not participate in the TTFM survey in 2016 as it was decided to do it again in 2017 to measure improvement.	
Increase the number of students achieving the top two bands in NAPLAN by 8%.	There has been an increase in the number of students achieving in the top two bands, however it was not an 8% increase as in the premier targets.	
Increased proportion of students achieving at or above NMS in reading, writing and numeracy measured by NAPLAN.	There has been a 17% increase in the number of students above the minimal standard in NAPLAN for writing which was identified as the target area in the school area for improvement.	The Literacy team continued to develop programs and policies supported by an additional .8 Learning and Support Teacher and two Student Learning Support Officers.
Ensure all Aboriginal students have Personalised Learning Plans to increase the number of Aboriginal students achieving proficient results in NAPLAN.	This goal has been achieved with all students interviewed by the Learning Support Team and Aboriginal Support Officer to develop personalised learning plans. This is available to all staff on Sentral to assist with programming and student support.	Additional funding has been provided to support the appointment of an Aboriginal Support Officer and Student Support Officer who can communicate with

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Ensure all Aboriginal students have Personalised Learning Plans to increase the number of Aboriginal students achieving proficient results in NAPLAN.	This goal has been achieved with all students interviewed by the Learning Support Team and Aboriginal Support Officer to develop personalised learning plans. This is available to all staff on Sentral to assist with programming and student support.	all staff and ensure the plans are expedited.
Increase the completion rate of school based assessment tasks in Years 7–10.	A new assessment policy has been developed to allow staff and students to have a clearer understanding of all process surrounding school based assessment and timing of assessment tasks.	
Increased the percentage of students achieving band 3 and above in Stage 6 HSC courses.	In 2016 the number of students achieving a band 3 in the HSC or higher increased from 81% to 88% of all students.	

Next Steps

Throughout 2017 we will continue our focus on Reflective Practice using Quality Teaching Rounds. This will continue to include all the partner primary schools with a literacy and technology focus. As a result of the School self assessment we identified that many areas of the school have improved since last years self-assessment. The data team have improved the area of assessment and learning and data skills and use. To continue to support wellbeing and school culture the PBL initiative has been launched which has seen a 700% increase in student positive behaviour referrals and reduced negative referrals by over 20%. Positive Behaviour for Learning has been identified as a suitable program to achieve improved student behaviour and engagement through identified values; Respect, Responsibility and Personal Best. Our commitment to Innovation will be further supported through the following processes: Parent Portal, BYOD Implementation, the creation of more STEM learning spaces and a focus on Quality Teaching Rounds using Technology and new interactive platforms.

Strategic Direction 2

Wellbeing

Purpose

To provide a learning environment that supports the development and wellbeing of all individuals in the school.

Overall summary of progress

The school self-evaluation process identifies this as an area of excellence within the school as it supports the wellbeing and learning of all. The formation of the Wellbeing Hub was central to assisting students seeking support. The physical move of Welfare away from the main office has made it easier for students to identify themselves when in need. The Hub also provides the contact point for external agencies who are integral to our wellbeing programs and processes.

Needs based funding has resulted in extra staffing in the learning support area. This combined with new timetable structures has ensured students with funding receive support in a significant number of areas.

Continual upgrades in technology are improving communication between the school and parents and the tracking of student progress including attendance.

Staff wellbeing is an area that we will continue to improve.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Adjustments accounted for on all teacher programs.	<p>All programs have student adjustments in accordance with ESES and NCCD compliance procedures.</p> <p>Through meetings with Partner Primary schools the HT Welfare and Year Advisers have built this process into transition for all year 7 students. Faculty Evaluations and registration processes include the monitoring of adjustments on all teaching programs. All information is located and recorded on the Sentral Data Base making it clear for documentation to be accessed by teaching staff. This information is used to support and inform special provisions, NCCD , Health care plans and Learning Support Plans.</p>	The Welfare Team and Learning Support Team work together on this project.
Improved staff mental health and wellbeing. Measured by TTFM teacher survey.	<p>The staff TTFM survey reflects that this remains an area for further attention. Staff have formed a number of activities to support staff wellbeing including recreational clubs for physical activity and health related goals.</p> <p>Faculties have all built strategies into their own management incorporating the PDP process to support staff. These include debrief processes after dealing with difficult situations.</p> <p>The professional learning team has incorporated a focus day on staff wellbeing in the staff professional learning calendar and useful resources to support staff wellbeing on the Professional learning site.</p>	The professional learning budget has increased to \$100,000 to support staff with professional learning opportunities.
Increased number of Aboriginal students completing the HSC and engaging in leadership activities.	The completion of all PLP with parent engagement and incorporating the LMG has ensured all Aboriginal students receive support and guidance at school. Identifying Aboriginal students from the	Aboriginal Programs are supported by \$73,000 equity funding that supports the employment of 1.2

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of Aboriginal students completing the HSC and engaging in leadership activities.	school to lead and participate with primary schools for NADOC week celebrations has provided leadership opportunities for students. The number of Aboriginal students participating in this exam is too small in both 2015 and 2016 to make an accurate statistic assessment of growth.	Aboriginal Student Learning Support Officers.
Increased student engagement measured by TTFM survey.	In 2016 the school did not participate in the TTFM survey due to a computer upgrade with ET4L at the time of the testing window.	Students, staff and community will participate in the 2017 TTFM surveys.
Reduced student referrals.	The gradual implementation of the PBL framework has resulted in a 9% decrease in the number of negative referrals from 2015 to 2016.	PBL Team has developed three core values for the school of Respect, Responsibility and Personal Best. The training of staff and resources comes out of the professional learning budget and school Administration budget.
Increase positive referrals for behaviour.	There was a 700% increase in the number of positive referrals given to students in 2016 from 2015 demonstrating positive teacher and student attitudes to the introduction of PBL.	PBL Team has developed three core values for the school of Respect, Responsibility and Personal Best. The training of staff and resources comes out of the professional learning budget and school Administration budget.

Next Steps

The school will continue to implement a strategic approach to whole school wellbeing encompassing the Department's Wellbeing Framework on the four dimensions: physical, social, spiritual and emotional; for both staff and students. Tell Them From Me and school data indicate a need to continually evolve our whole school approach to wellbeing. The school has always had a strong focus on mental health through the Mind Matters program and this can be further augmented through the adoption of Positive Behaviour for Learning (PBL). The forming of the PBL team and its initial introduction has already demonstrated a positive shift in student behaviour and recognising achievement.

The Yarning circle is nearly completed with the Aboriginal students painting and erecting the Totem poles at the front of the school. The Aboriginal projects continue to remain a large focus of the Aboriginal education team and wellbeing team..

Strategic Direction 3

Community Engagement

Purpose

To further develop the reciprocal partnership already built between the school and its community. This will guide teaching and learning programs and be achieved through a current and flexible response to the changing needs, expectations and demands of the community.

Overall summary of progress

The use of school facilities is optimised within the local community to best meet the needs of students and the local community.

The use of equity loadings to create a Transition Coordinator has facilitated the structures necessary to support strong community links and student opportunities. The school has a history of positive relationships with the local community. However, the focus of 2016 has been to utilise these links more effectively for work placements, work experience and post school transition.

The Valley Schools Learning Community has been a strong network for providing a united approach to supporting students in the local area with targeted Student Leadership, professional learning and collaborating with events such as the Leadership Forum.

An extensive review of communication methods has been used to plan for improvements in technology based communication and parent accessibility for feedback and involvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of community and business groups linked with the school in order to increase the number of pathways and courses available to students.	<p>The Career and Transition Team (CAT) have developed a number of activities to engage and facilitate community and business connections with the school.</p> <p>The Career and Transition evening known as CAT Chat was an opportunity for parents and students to meet with different business representatives and find out information that supports them with subject selection decisions and career pathways.</p> <p>As a result the school has developed a career and transition process for year 10 students that includes teacher interviews, employer visits and a variety of HSC pathways including School Based Apprenticeships, VET, TAFE, Work Studies, work placement and experience as well as a traditional HSC ATAR pathway.</p> <p>The Big Sisters Big Brothers program also supported students with a mentor who offered advice and assisted with work place arrangements whilst studying at school..</p>	The Career and Transition Team utilise funding provided to the school specifically for Transition and VET whilst being supported by professional learning and school operation costs.
Increased percentage of parents and community members who utilise online platforms to participate in student learning and provide feedback to teachers and the school.	During 2016 the new Narara Valley High School Website was launched. This has resulted in an easy to navigate site with links to the school Facebook page and a Sentral Parent Portal. This now allows parents to access student information on attendance, school calendars, teacher communication, positive referrals and student timetables.	The school technology team managed this project as part of their 2016 milestones. Currently the school is spending \$170,000.00 per annum on technology upgrades and maintenance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the leadership and post school opportunities of Aboriginal students.	The CAT team, Wellbeing Team, Leadership Team and Aboriginal Student Support Officers work together to increase the opportunities for Aboriginal students. The school based initiatives including the Aboriginal Yarning Circle, Public Performances and Primary School and LMG visits have provided opportunities for Aboriginal students to lead and represent the school. The number of Aboriginal students at Narara Valley High School has risen over the last three years.	Total funding to support Aboriginal students is \$73,390.00
Increase parent participation in school activities.	<p>The school is well supported by parents and the community. Parents are invited to attend the school for many events during the year. The school P&C association has supported the school with resources, consultation and fundraising.</p> <p>Parents attend the information nights and student performance evenings allowing students to demonstrate their work and raise community awareness of the talents and skills students develop at school.</p> <p>The focus for 2016 and into 2017 is increasing the number of parent opportunities to observe teaching and learning.</p> <p>A number of faculties invite parents to be part of the presentation of assessment tasks allowing parents to witness the quality of student classwork and gain insight to the nature of the course and student achievement.</p> <p>Parents remain actively involved in the support of sporting teams, Performance evenings, school band and student excursions.</p>	Each faculty and the professional Learning Team have developed milestone targets to identify ways parent can be more involved in the school and student learning.

Next Steps

The Career and Transition Team will remain focusing on a variety of student opportunities that allow for individual learning and career pathways. The number of students attending university after leaving school is pleasing, however many students need support with other career choices and opportunities. Through providing a variety of Stage 6 pathways students will remain supported with making informed choices and accessing support and guidance when completing their schooling.

There have been many new policies released that will impact on students at school. During 2017 parents will be offered many opportunities to gain information and understanding on the specifics of the changes and how they can work with the school to support their children. These will include:

1. Literacy and Numeracy Strategy 2017–2020.
2. Principals of Assessment for Stage 6.
3. Specific Syllabus directions and changes.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>All Aboriginal students have a Personalised Learning Plan which is a consultative process between student support officers, Learning and Support Team and parents.</p> <p>The school has continued to provide and support cultural activities at Narara Valley High School and within the Valley Schools Learning Community.</p> <p>This has provided leadership opportunities for Aboriginal students.</p> <p>The size of the Student Leader body was expanded and mentoring has led to greater involvement from Aboriginal students who have consequently taken on roles within the Student Leaders Team. This has resulted in an increase in the number of students identifying as Aboriginal and an increase in the number of students regularly participating in activities that promote cultural diversity. The increase in hours for the Aboriginal Student Learning Support Officer improved the access for Aboriginal students to access support and use the Aboriginal room as a timeout space. The school staff actively participate in the Kooinda AECG.</p>	<p>The school receives approximately \$70,000 for Aboriginal initiatives. This is used to support the employment of additional Student Support Learning Officers (SLSO's) support Aboriginal students.</p>
<p>English language proficiency</p>	<p>A small number of students receive individualised teacher support to assist with their English Language Proficiency.</p>	<p>The school received \$5386.00 which supported the employment of an extra Learning and Support Teacher and SLSOs.</p>
<p>Low level adjustment for disability</p>	<p>The Learning Support Team provided extensive guidance to individual KLA's in order to assist each faculty in their documentation and reporting of low level adjustments made for individual students. A proforma for NCCD documentation was developed and given to all CRTs to track adjustments.</p> <p>The Literacy Team developed a program to improve students writing based on NAPLAN results.. Specific writing skills were targeted where students had performed below expectation in the NAPLAN exams. All Stage 4 students were also placed on the Literacy Continuum to allow teachers to track students progression in literacy skills.</p>	<p>\$311, 520 was identified to support the integration of various learning support initiatives including the employment of Learning and Support Teachers and SLSOs. Additional funding was almost exclusively invested in providing teaching and support staff. In addition to this, IEPs (Individual Education Plans) were continually reviewed, recorded and updated. Furthermore, SLSOs were timetabled to support funded students and students in need.</p>
<p>Socio-economic background</p>	<p>Socio-economic funding supported the employment of an additional School Learning Support Officers to support students identified by the Learning Support Team as needing extra assistance with core learning skills. An analysis of school NAPLAN data for those students who have been targeted with literacy levels below National Minimum Standard shows that this area will need continuing support. Funds have also been used to support the employment of the new</p>	<p>\$92, 374.00.</p> <p>This money was predominantly spent on SLSOs and increasing the number of classes in Stage 4 to reduce class size.</p>

<p>Socio-economic background</p>	<p>Information Technology position who is supporting the implementation of the STEM project, BYOD and staff technology.</p>	<p>\$92, 374.00.</p> <p>This money was predominantly spent on SLSOs and increasing the number of classes in Stage 4 to reduce class size.</p>
<p>Support for beginning teachers</p>	<p>New Scheme Teachers are involved in an induction program that is over seen by the Head Teacher Teaching and Learning and the relevant KLA HeadTeacher. A mentoring program is used within each faculty that has a Beginning Teacher and they participate in identified professional learning activities from their PDP and Head Teacher. The Head Teacher Learning and Support ensures that each Beginning Teacher participates in structured observations, mentoring,frequent meetings with supervisors and the development of a professional portfolio.</p> <p>Beginning teachers participate in Quality Teaching Rounds to observe peers and develop a culture of reflective practice as well as targeted professional learning opportunities. When they observe lessons they filled out a peer lesson (coding sheet)observation sheet which forms the basis for professional dialogue. The lesson observations for beginning teachers tended to focus on: routines,teaching strategies, behaviour management (including non-verbals), lesson design, Time Management, explicit instruction, and transitioning between activities.</p>	<p>\$8161. 00</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>A number of students receive individualised support to assist with their transition as a new arrival and to support English Language Proficiency. The Learning Support Team identifies specific areas of need and develops Individualised Education Plans in consultation with the parents to support refugees and new arrivals.</p>	<p>\$860.00</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	590	574	553	508
Girls	585	588	569	531

The school population has declined in the last two years reflecting the decrease in out of zone enrolments and a decline in student numbers in the partner primary schools. It is expected that this decline will continue for two more years until building developments in the area starting impacting the demography of the local area.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.6	91.1	91.2	91.7
8	89	89.2	87.7	88.6
9	89.6	87.5	88.5	85.8
10	86.8	86.6	86.4	84.4
11	84.8	84.6	86.4	86.7
12	87.1	86.4	88	87.9
All Years	88.4	87.6	88	87.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The rate of student attendance at the school remained comparative with previous years. The attendance rate in Years 10, 11 and 12 continues to be impacted by the changes to the new school leaving age and the reluctance of some students, who have been seeking employment, to return to school in Year 11. A series of attendance initiatives have been put into place in 2016.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		5	6
Employment	0	2	9
TAFE entry	0	0	11
University Entry	0	0	43
Other	6	0	6
Unknown	0	2	7

The school tracks the post-school destinations of students in Year 12 each year and monitors the pattern of destinations over a period of time. In 2016 Narara Valley High School catered for 152 Year 12 students.

Year 12 students undertaking vocational or trade training

Fifty five percent of students in this cohort studied a Vocational Education course (VET) including trade traineeships, VET Framework courses and TAFE delivered courses. These students received an Australian Quality Framework Certificate II qualification or higher in the following:

Automotive

Business services

Construction

Hospitality (Food & Beverage / Commercial Cookery)

Human Services (Nursing and Allied Health Assistance)

Information Technology

Retail Operations

Primary Industries

Year 12 students attaining HSC or equivalent vocational education qualification

There were 152 students who attained the HSC or equivalent educational qualification in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	52.5
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	17.57
Other Positions	2.6

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Narara Valley High School has two Aboriginal teachers, two Aboriginal Student Support Officers and enjoys a close relationship with our local Aboriginal Educational Consultative Group

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	87
Postgraduate degree	13

Professional learning and teacher accreditation

In 2016 we had 12 beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient. This group of staff was made up of permanent, temporary and casual employees. Two will continue their accreditation in 2017.

36 staff members in 2016 were maintaining their accreditation at Proficient. In 2016 three were working towards accreditation at Highly Accomplished or Lead.

All Beginning Teachers have regular meetings with supervisors in KLA's. They also have scheduled meetings with the HT T&L for assistance with Professional Learning Goals and accreditation

evidence. They observe exemplar lessons through QTR rounds. They are always placed with another new and beginning teacher and two experienced mentors. School and faculty induction occurs at a faculty level for new to school teachers. New and Beginning Teacher meetings occurred last year and they followed the DoE induction program. Plotting occurred on the AITSL teaching continuum. Regular updates occurred at Executive Meetings on accreditation matters. All staff are informed by emails on Professional Learning opportunities

The Term 1 staff development day of 2015 involved a summary of staffing for 2016 and an update on the educational landscape for 2016. In addition mandatory training and updates occurred in the areas of the Code of Conduct, Workplace Health and Safety and Child Protection. An outline was provided of staff responsibility in implementing and reporting on Nationally Consistent Collection of Data. An analysis of smart data was presented to staff.

The second staff development day focused on School Excellence Framework and the mandatory First Aid training of all staff.

The activities that were included in all staff training during 2016 include:

- Implementing the NCCD
- Executive Conference
- 8 Ways Aboriginal Learning
- Gifted and Talented Conference
- Newcastle Maths Educators
- Boys and Literacy
- STEM training
- DATA training
- Technology for teaching
- Quality Teaching Rounds
- School Excellence Framework

The school places a high value on the Professional Learning of its staff and consequently spends a significant amount of money supporting this in the annual budget. In 2016 the total cost exceeded the RAM's allocation of \$53,000 by \$30,000 not including the New and Beginning Teacher funds allocated to the school.

The average cost of professional learning for teaching staff was \$1037.00

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	765 782.34
Revenue	11 133 731.07
(2a) Appropriation	10 596 376.68
(2b) Sale of Goods and Services	14 742.24
(2c) Grants and Contributions	510 202.01
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	12 410.14
Expenses	-11 301 956.84
Recurrent Expenses	-11 301 956.84
(3a) Employee Related	-10 230 720.55
(3b) Operating Expenses	-1 071 236.29
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-168 225.77
Balance Carried Forward	597 556.57

Narara Valley High School is operating on the LMBR management platform and utilises SAP Finance to manage school budgeting and financial reporting. The school prepares an annual budget based on a total resource allocation model that incorporates teacher staffing and all other HR and operating costs. HR makes up approximately 90% of the total running cost of the school.

- The school finance committee allocates funding to faculties and school projects based on the three strategic directions; Innovation and Learning, Wellbeing and Community Partnerships.
- At the conclusion of the school year the school completes and Annual Financial Statement which contains the final roll over figures for the calendar year and an annotation of the financial decisions, spending patterns and budget surpluses where they exist.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	8 711 525.24
Base Per Capita	77 201.07
Base Location	0.00
Other Base	8 634 324.17
Equity Total	482 670.05
Equity Aboriginal	73 389.85
Equity Socio economic	92 374.37
Equity Language	5 386.32
Equity Disability	311 519.51
Targeted Total	1 008 131.33
Other Total	252 493.39
Grand Total	10 454 820.01

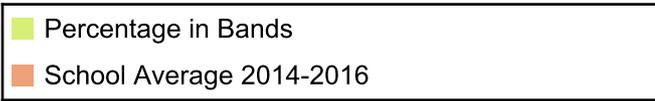
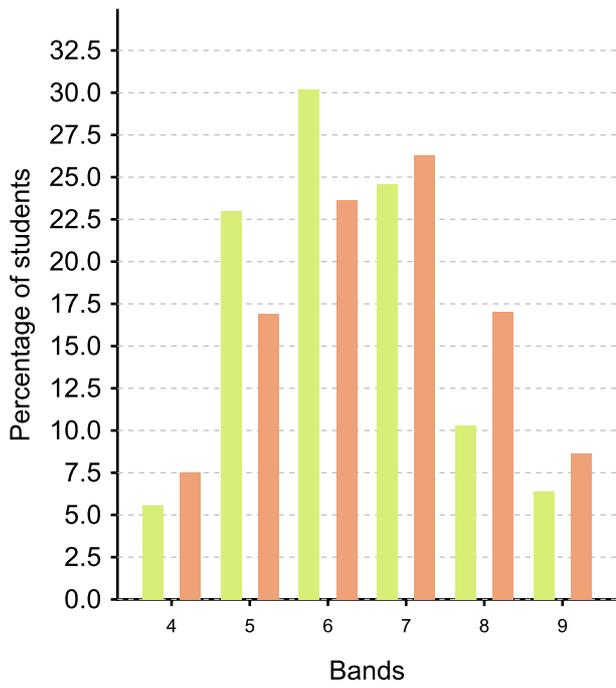
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

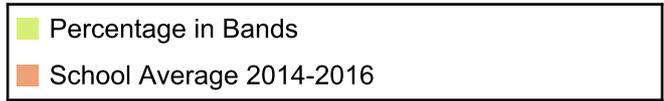
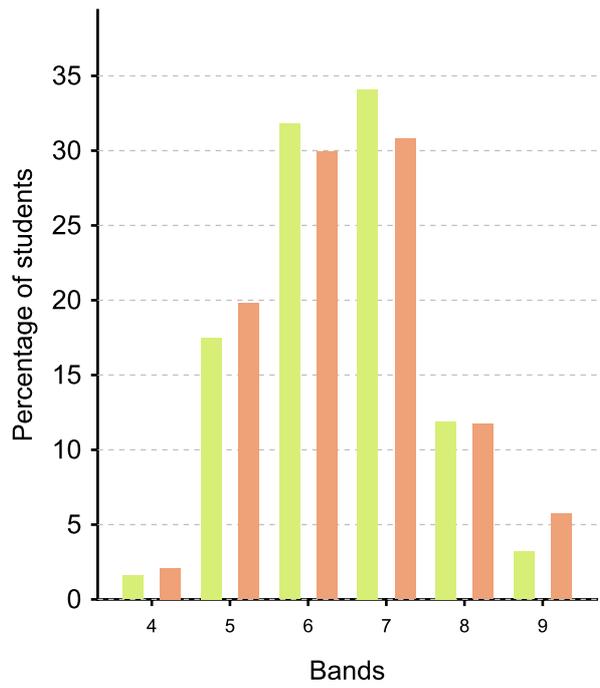
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

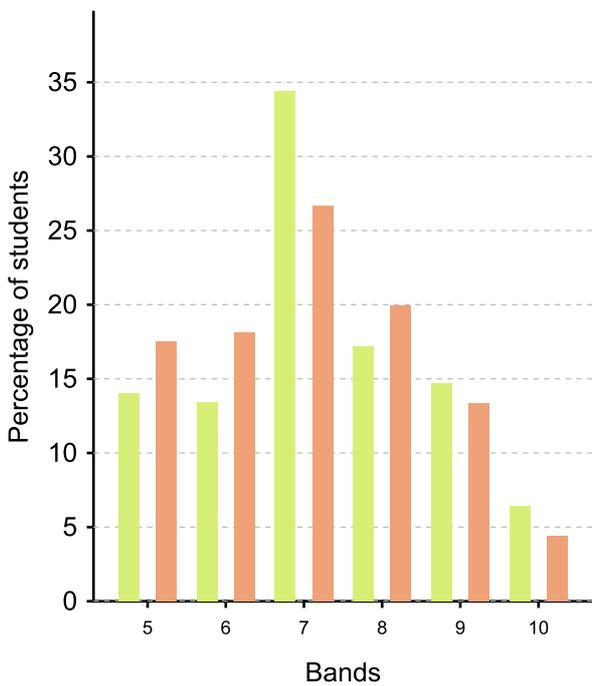
Percentage in bands:
Year 7 Grammar & Punctuation



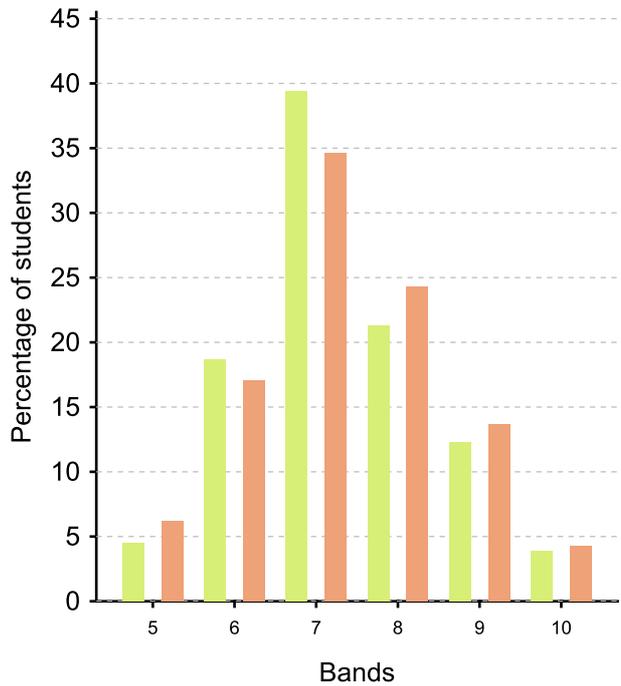
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

Premier's Priorities: Improving education results and State Priorities:

Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. The number of Aboriginal students achieving in the top two bands has not changed over the past three years, however we have seen an increase in the number of Aboriginal students achieving in the third highest band. The area of most growth has been in spelling whilst writing and numeracy remain areas that will continue to be targeted for improvement.

The number of Aboriginal students in both year 9 and year 7 is small (< 9) making accurate year to year comparisons compromised.

Higher School Certificate (HSC)

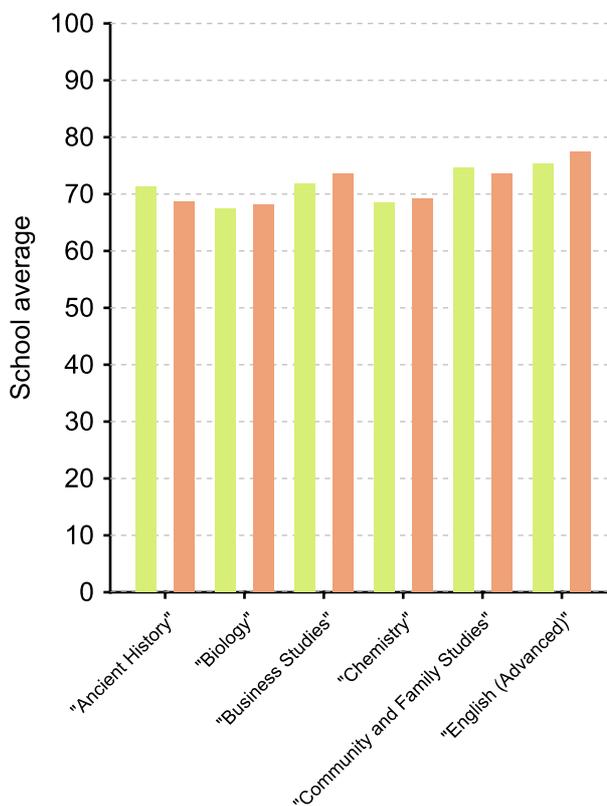
The school had a very successful year in the 2016 HSC with 151 students completing the HSC credential in 2016.

The HSC is graded using 6 Bands that encompass the level of knowledge, skills and understanding students demonstrate throughout the course with Band 6 being the highest award. This year the combined number of Band 6 and Band 5 results exceeded previous years with 21 Band 6 results and 117 Band 5 results. The overall school mean improved by 8 points on previous years using an overall Z Score analysis.

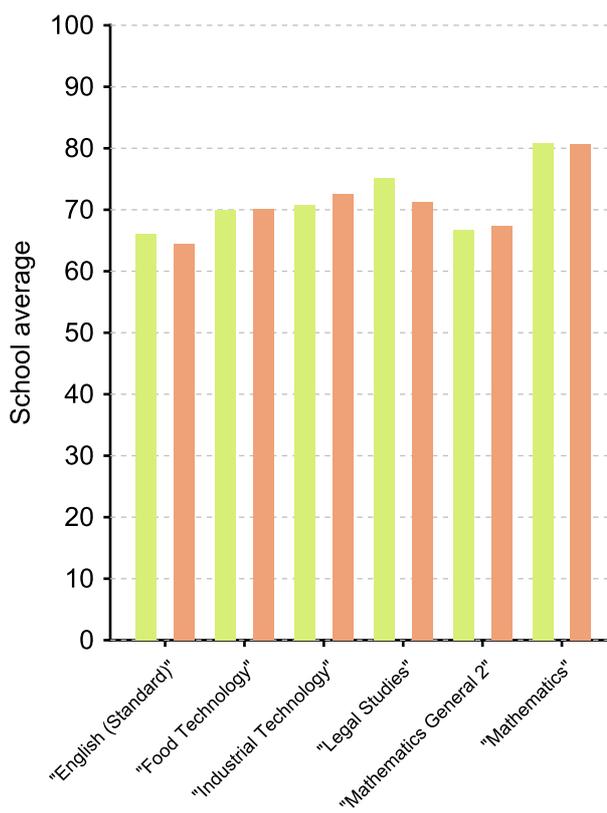
Another promising aspect of this year's results was the reduced number of Band 1 and Band 2 results as a percentage of overall results which reduced from 19% to 12%.

In individual subjects Legal Studies had 4 students achieve a Band 6 and Industrial Technology had 3 Band 6 results.

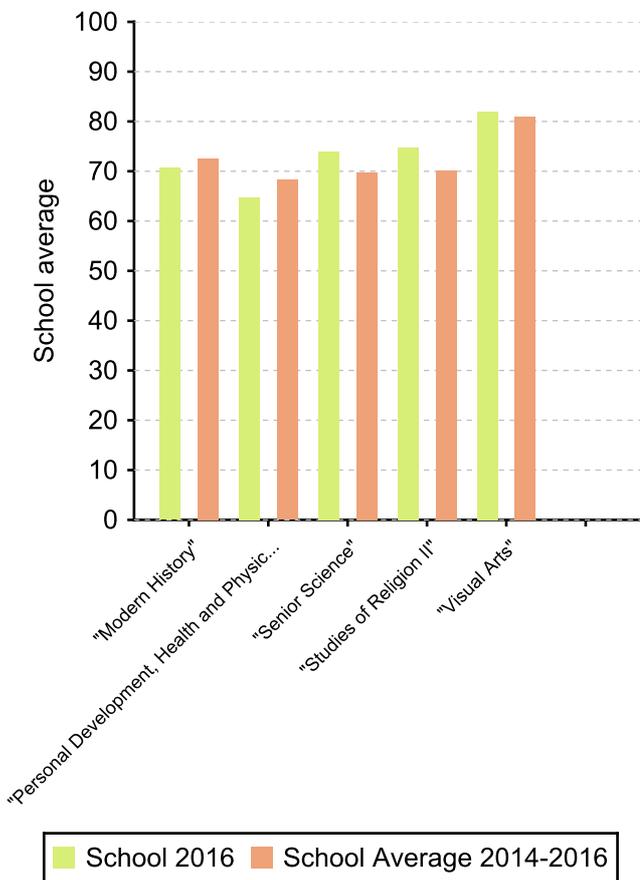
The school will continue to focus on literacy and supporting students with extended response writing as an analysis of overall results and student responses demonstrates that further improvement in students ability to construct extended responses will offer the most improvement in overall results.



Legend: School 2016 (Light Green), School Average 2014-2016 (Orange)



Legend: School 2016 (Light Green), School Average 2014-2016 (Orange)



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

The process used to identify the opinions of staff and students was via focus group questions with randomly selected individuals, as well as a structured conversation at a P&C meeting. Surveys were also used to glean responses from parents about a range of practices undertaken by the school. These included communication platforms, use of technology, school facilities, subjects offered and parent satisfaction.

Parents identified a need to improve home/school communication through upgrading platforms such as Facebook, school website and access to calendars and assessment information. They felt the school was very effective in communicating to parents at parent/teacher nights and through presentation ceremonies.

Past TTFM results indicate that students indicated that they felt positive about teacher/student relations, that there were advocates at the school who supported the students, there was a positive learning climate and that the school worked hard at informing and supporting students with post-school options.

An area for further development was that some Aboriginal students felt that their culture needed to be better understood by some of their teachers.

Teachers were provided with opportunities through

surveys, staff and faculty meetings, online platforms and professional discussions to provide feedback about satisfaction.

A number of areas were identified by teachers as being integral to effective teaching. These included upgrading technology in terms of infrastructure and hardware, providing professional learning to support staff in teaching students with learning difficulties and sharing best practice in pedagogy. They were proud of the school's support of post school options for students as well as the range of opportunities offered to students across the school.

Policy requirements

Aboriginal education

We are proud of our understanding of the place of Indigenous history in our environment and our Aboriginal students are well supported at both an individual and group level. Aboriginal students have undertaken many initiatives whilst attending Narara Valley High School. 5% of our students are Aboriginal.

The Norta Norta program has continued to maximise Aboriginal student achievement through the planning for individualised learning as both part of the NAPLAN and individual sponsorship components. Consultation with family and the student has ensured a commitment to the tutorial support. Narara Valley High School has employed a qualified tutor under the program to work with targeted Stage 6 students within integrated classroom contexts and to provide external support. Personalised Learning Pathways have been developed, implemented and monitored for students in collaboration with parents and caregivers to ensure that aspirations, wellbeing and engagement are met.

Aboriginal students have designed and painted Totem poles to be erected in a Yarning Circle that will be designated on the Narara Valley High School site. Gavi Duncan led traditional painting techniques and workshops. Students also participated in the Didge and Dance Group where they were learning how to play the didgeridoo and traditional dances.

Aboriginal students have access to a Reconciliation Room that allows access to support and cultural identification. Students are provided with academic and social support along with cultural activities in crafts like weaving and jewellery making from natural materials.

Narara Valley High School had staff complete the 8 Ways of Learning at a Staff Development Day.

Students attended the NAISDA Aboriginal Dance College and the Bangarra Dance Theatre's performances at the Sydney Opera House for cultural awareness.

During 2016 Narara Valley High School had 5 Aboriginal students securing Indigenous School Based Traineeships with ANZ Bank, The Central Coast Area Health and Westfield Shopping Centre.

Narara Valley High School has an integral role in the Valley Schools Aboriginal community's Yarn Up where Narara Valley High School presented dance, didge and craft items.

Multicultural and anti-racism education

Narara Valley High School continues to foster an understanding of multiculturalism in a range of specific programs and in the general delivery of the curriculum. Examples include:

- The school has actively engaged in the Gosford City Council sister city arrangements with Edogawa city.
- This includes cultural exchange visits with students from South Korea and Japan.
- The library has a selection of multicultural texts and resources for students covering a wide range of topics with English texts expanding its range of multicultural and indigenous texts.
- The active implementation of themes of understanding and multiculturalism in each KLA supporting the 8 Ways teaching protocols. Narara Valley HS has a trained ARCO (Anti –Racist Contact Officer) working to support the Wellbeing Team and maintain a positive and accepting learning community.

Other school programs

Creative and Performing Arts Class

The areas that are catered for in this class include dance,drama and music (vocal and instrumental). Students attend regular lessons with an emphasis on the Arts where appropriate, with timetabled tutorials in the areas of their choice/expertise.

Narara Valley High School has provided our students numerous opportunities to develop and showcase their talents both at school and the community. Some of these include:

Central Coast Schools Showcase (Music & Dance)

Youth In Performing Arts (Music & Dance)

Opera Australia Projects (Drama, Dance, Instrumental and Vocal)

Narara Valley High School Annual Drama production

Star Struck (Dance, Vocal, Instrumental)

School Spectacular (Dance, Vocal, Instrumental)

NSW Dance Festival (Dance)

State Dance Junior Company (Dance)

NVHS Concert Band (YIPA, local performances, and International tours)

Annual Music Faculty Concert

Annual CAPA class concert

Annual Music Tour

Targeted Sport Program

Our Targeted Sports Program is a facilitated program that aims enhance student's skills across four sports. We offer specialised coaching in:

Rugby League

Netball

Basketball; and

Football

Within this program students are given the opportunity to be coached by specialised coaches, attend fitness and team building training sessions and further develop their knowledge on sports specific nutrition. We are fortunate to have community links with the Central Coast Mariners,Gosford / Wyong Netball Associations, Central Coast Rugby League and Central Coast Waves Basketball, all who play an integral role in assisting us with the facilitation of our Targeted Sports Program.

Students participating in the Targeted Sports Program undertake specialised development programs in their chosen sport during school time as a reportable school subject. This is integrated with a full academic curriculum which caters for the special needs of the talented sports students.

Accelerated Program

This program is designed for academically advanced students who desire the challenge of working consistently at their ability level within the framework of a comprehensive high school. The class will be taught by specialist staff, and students are presented with opportunities to complete their secondary education in a unique and individualised way according to their strengths and abilities.

With the initial GATS and Accelerated classes having graduated with outstanding results, our experience is now building on the research undertaken when first introducing this program to Narara Valley High School. Our ongoing evaluation of the program and analysis of data collected,supports the research that states that engaging with an enriched curriculum has long-term beneficial effects on the students involved. We can proudly refer to successful alumni who are currently engaging in academic, international and highly respected professional arenas.