

# Narara Valley High School

## Annual Report



2017



8591

## Introduction

The Annual Report for 2017 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.

Michael Smith

Principal

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### Message from the Principal

Narara Valley High School has continued to deliver high quality education to students throughout 2017. The Wellbeing structures of the school have continued to support all student learning needs and supports the education that is delivered at Narara Valley High School. The continued implementation of the PBL system is further supporting student behaviour especially in the area of positive referrals.

Student achievements offered numerous opportunities to celebrate and recognise the diversity of our student population. Academically we have witnessed the school continue its upward trend in student growth scales for both the NAPLAN and HSC examinations. In the HSC students were recognised for high achievement in Visual Art, Music, Biology and Earth and Environmental Science. Madeleine Dow placed 2nd in the state in Earth and Environmental Science and Toby Wells was selected to perform in Encore at the Opera House for his musical ability. This year every student in the Year 12 Music class gained a Band 6 in the HSC which was a credit to the students and their teacher Mrs Sharnee Klempert.

In the sporting field we had students who performed exceptionally well in both individual and team sports. The Open Boys Touch Football team won the NSWCHS Championship defeating Hunter Sports High. This result was one of many successful Touch Football results throughout the year. Hannah Boulton maintained her high level of performance in the walking events at State and National level as did both Bree and Lily Akhurst in girls Water Polo.

The schools commitment to Aboriginal Education was evidenced by the growth for Aboriginal Students in the NAPLAN Writing results. Since 2015 the mean in writing for Aboriginal Students improved by over 250 points to be above the State Mean for Aboriginal Students.

The school continues its focus on STEM and Innovation with teachers being trained in the latest use of interactive technology and opportunities for students to implement it into the learning being increased in all learning areas. The sponsorship of Samsung through the Powerhouse Schools initiative has added an extra degree of professional support and resource to the school in meeting this Strategic Direction.

## Message from the school community

Narara Valley High School P&C has undergone significant change in 2017 with the decision to close the business associated with running the Uniform Shop and Canteen. Throughout the year we have enjoyed many presentations from faculties across the school that were very informative and gave us an insight into the work our children complete during the year. We liaised with the school on many matters and provided representation at interviews and many presentations. We look forward to continuing our relationships with the school in 2018 and the future.

## 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 925 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

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 School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The on balance judgement of the school is that it is sustaining and growing.

The school has identified Innovation and Learning as Strategic Direction One in the School Plan. Quality Teaching Rounds supports Quality Teaching and the schools professional learning culture. The introduction of Positive Behaviour for Learning and student ownership of learning through program design and participation in involvement in Quality Teaching Rounds will continue to support learning culture and assist the school to move towards excelling in **Learning Culture**. **Wellbeing** initiatives have been designed to support the cognitive, emotional, social, physical and spiritual wellbeing of students and has been assessed at excelling. **Wellbeing** is Strategic Direction Two and directs initiatives involving community agencies, targeted school programs and individual student support in the classroom.

The school's incorporation of STEM principles through an integrated curriculum are designed to develop lifelong learners. and support **Curriculum and Learning**. Business links established through the CAT team have added authenticity to both the transition and learning programs supporting the school's on balance judgement of excelling for this area. **Assessment and Reporting** needs to inform and respond to curriculum and learning. The school is adopting increased formative approaches to assessment. The new 2018 NESA requirements present an opportunity for a review of whole school assessment and teacher professional learning. The SCOUT, RAP and SMART data derived from external performance measures identify a need to increase the use of data and evidence to inform practice. The use of

internal data needs to be widely applied to teacher practice to support formative assessment and evidence based teaching strategies.

## Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The on balance judgement of the school is that it is sustaining and growing.

**Effective Classroom Practice** has been supported by the creation of the school's Data Team which has provided further evidence for strategies used in the classroom. The continued development of the Data Team and staff professional learning on the use of data evaluation systems will assist the school to move beyond delivering in the teaching domain of **Effective Classroom Practice** and beyond sustaining and growing in **Data skills and Use**.

The school's Quality Teaching Round program provides an explicit framework to collaborate and share teaching practice. All teaching staff now participate in this program and it has grown to include the LMG primary schools. The school's role in leading professional learning on the local and state level in **Collaborative practice** has supported the judgement of excelling in this element. The school plan informs the professional learning and provides targets for measuring its impact. The initiatives that are shared through the use of Quality Teaching Rounds are derived from the school plan and inform teacher professional learning. Further evaluation of professional learning and its impact in the classroom will support teachers to implement evidence based strategies and move from sustaining and growing to excelling in **Learning and Development**. The tracking of **Professional Standards** has been managed at a whole school level and is assessed as sustaining and growing. All teachers are encouraged to target specific professional standards when determining goals in their professional development plan. A focus of future professional learning is to assist all staff in their understanding and tracking of professional standards.

## Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The on balance judgement is that it is sustaining and growing.

The school **Leadership** supports a culture of high expectations whilst implementing the School Plan. Clear processes for the engagement of all stakeholders inform school decisions and retain community support for the school's directions. The result of this has been increased community support and engagement in the school and increased student opportunities.

Effective **School Planning, Implementation and Reporting** is managed through a variety of internal strategies that offer teaching staff continued visibility on the achievement of school directions and relevant evidence. Strategies that foster increased responsibility for the achievement of the School Plan across the school community will be needed before the school will move from sustaining and growing to excelling.

**School Resources** are allocated according to the School Plan and distributed through the Finance and Curriculum Committees. The management of both human resources and teaching and learning resources is integral to achieving student outcomes. To move to excelling from sustaining and growing the school needs to incorporate strategic succession planning in the use of human resources to ensure continued improvement and achievement of student outcomes. To ensure **Management Practices and Processes** are responding to the community a number of opportunities exist to offer feedback and engage with the school to contribute to overall school improvement. The participation by the community in this process is appreciated, however, it also presents an opportunity for greater involvement in school decisions making.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 2017 the school implemented many new strategies to build the foundations for achieving the school plan targets. Resourcing of technology in terms of both infrastructure, hardware and professional learning remains a school priority and included the added position of a Technology and STEM Professional Learning Coordinator. This was reflected in improved use of technology across all KLAs and technology being authentically integrated into teaching and learning. The Quality Teaching Round project remained a school priority supporting both PDP development and teachers individual professional learning.

The continual focus on literacy and numeracy was clarified with the NAPLAN results indicating overall value added improvement and significant improvements for Aboriginal students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased utilisation of technology resources across the school.	\$190,000.00	<p>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 continued 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.</p> <p>Increased 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.</p>
Improved student engagement as measured through TTFM surveys.		<p>The school participated in the TTFM survey to measure improvement. This year parents, teachers and students participated.</p> <p>Student engagement and acknowledgement of academic rigour were two of the areas that the school has shown considerable growth.</p>
Increase the number of students achieving the top two bands in NAPLAN by 8%.	\$260,000	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.	\$260,000	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 for improvement.
Ensure all Aboriginal students have Personalised Learning	\$150,000	This goal has been achieved with all students interviewed by the Learning Support Team and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Plans to increase the number of Aboriginal students achieving proficient results in NAPLAN.		Aboriginal Support Officer to develop personalised learning plans. This is available to all staff on Sentral to assist with programming and student support.
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 processes 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 2017 the number of students achieving a Band 3 in the HSC or higher increased from 81% to 88% of all students.

## Next Steps

Throughout 2018 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 process we identified that many areas of the school have improved when participating in the External Validation. The target area for Professional Development is the incorporation of teacher professional learning into teaching loads to ensure teachers meet NESA maintenance requirements through the completion of their PDP. To continue to support wellbeing and school culture the PBL initiative will continue to be a focus across the school with classroom management and behaviour targets being implemented. These targets will include teaching strategies designed to be consistently implemented across the school to meet and support all students' learning.

Our continued commitment to Innovation will be further supported through the following processes: Parent Portal, BYOD implementation in Year 7 and 11, 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)	Funds Expended (Resources)	Progress achieved this year
Adjustments accounted for on all teacher programs.	20,000	<p>All programs have student adjustments in accordance with ESES and NCCD compliance procedures.</p> <p>Through meetings with Partner Primary schools the Head Teacher Welfare and Year Advisers have built this process into transition for all Year 7 students.</p> <p>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>
Improved staff mental health and wellbeing. Measured by TTFM teacher survey.	100, 000	<p>The TTFM survey and Engaging School Community survey demonstrated that mental health is reflective of the school calendar and can change rapidly when tasks, events and deadlines are not well planned.</p>
Increased number of Aboriginal students completing the HSC and engaging in leadership activities.	\$110,000.	<p>The completion of all PLP with parents has improved support and planning for Aboriginal students. The number of Aboriginal students identifying with Aboriginal culture has grown from 4% in 2015 to 6.8% in 2017.</p> <p>Aboriginal students participated and led cultural activities in LMG celebrations as part of school leadership program.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of Aboriginal students completing the HSC and engaging in leadership activities.		Retention rates vary each year depending on the size of the cohort making quantifiable changes unreliable.
Increased student engagement measured by TTFM survey.		Students, staff and community have participated in the 2017 TTFM surveys.  The results show significant improvement in student engagement with Quality Instruction, Teacher Student relations, Learning Climate and Expectations for success all being reported above NSW Govt Norm means.
Reduced student referrals.	\$20,000	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.		A 700% increase in positive referrals has been reported since 2015 and implementing PBL.

## 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). PBL will move from the playground further into classroom pedagogy and will take on consistently applied teaching strategies that will be applied to meet IEP requirements and improve classroom management and educational delivery.

## 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 2017 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)	Funds Expended (Resources)	Progress achieved this year
Increased number of community and business groups linked with the school in order to increase the number of pathways and courses available to students.	\$40,000	<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 event 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>
Increased percentage of parents and community members who utilise online platforms to participate in student learning	\$200,000	<p>The school technology team managed this project as part of their 2016 –17 milestones. The portal, email and Facebook have become the main avenues for parental communication.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and provide feedback to teachers and the school.		The school technology team managed this project as part of their 2016 –17 milestones. The portal, email and Facebook have become the main avenues for parental communication.
Increase the leadership and post school opportunities of Aboriginal students.	\$59,040.00.	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.
Increase parent participation in school activities.	Each P&C meeting includes Head Teacher reports for parental feedback and to improve knowledge of school programs. Parent information nights occur regularly throughout the year to inform the community of school events.	<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 &amp; 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>A number of faculties invite parents to be part of the presentation of assessment tasks allowing parents to witness the quality of students' classwork and gaining 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>

## Next Steps

The Career and Transition Team will remain focused 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 2018 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. Principles of Assessment for Stage 6.
3. Specific Syllabus directions and changes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$59,000	<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 Coinda AECG.</p>
<b>English language proficiency</b>	\$1,260	<p>A small number of students receive individualised teacher support to assist with their English Language Proficiency.</p>
<b>Low level adjustment for disability</b>	\$298,518	<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>
<b>Socio-economic background</b>	\$273,152	<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 Information Technology position which is supporting the implementation of the STEM project, BYOD and staff technology.</p>

<p><b>Support for beginning teachers</b></p>	<p>\$20,175</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 Head Teacher. 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 Teaching and Learning 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 fill 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><b>Targeted student support for refugees and new arrivals</b></p>	<p>\$826</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>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	573	551	507	462
Girls	588	567	529	485

The school population has declined in the last three 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 longer based on latest demographic reports.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.1	91.2	91.7	91.6
8	89.2	87.7	88.6	88.2
9	87.5	88.5	85.8	85.8
10	86.6	86.4	84.4	85
11	84.6	86.4	86.7	84.8
12	86.4	88	87.9	85.7
All Years	87.6	88	87.2	86.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### 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 2017.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		0	2
Employment	2	8	8
TAFE entry	2	12	0
University Entry	0	0	25
Other	0	0	0
Unknown	0	4	65

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 2017 Narara Valley High School catered for 145 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 145 students who attained the HSC or equivalent educational qualification in 2017.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	49.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	16.77
Other Positions	1

\*Full Time Equivalent

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	85
Postgraduate degree	15

## Professional learning and teacher accreditation

In 2017 we had 4 beginning teachers working towards NSW Education Standards (NESA) accreditation at Proficient. This group of staff was made up of permanent, temporary and casual employees. Two will continue their accreditation in 2017.

There are 38 staff members in 2017 maintaining their accreditation at Proficient. In 2017 2 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 email on Professional Learning opportunities.

The Term 1 staff development day of 2017 involved a summary of staffing for 2017 and an update on the educational landscape for 2017. In addition mandatory training and updates occurred in the areas of the Code of Conduct, Workplace Health and Safety and Child Protection and an outline of Term 1 professional learning activities that link to mandatory training. 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 2017 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 2017 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 per 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 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	597,557
<b>Revenue</b>	10,867,651
Appropriation	10,360,330
Sale of Goods and Services	77,696
Grants and Contributions	417,859
Gain and Loss	0
Other Revenue	2,539
Investment Income	9,227
<b>Expenses</b>	-10,967,814
Recurrent Expenses	-10,967,814
Employee Related	-9,956,756
Operating Expenses	-1,011,058
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-100,164
<b>Balance Carried Forward</b>	497,393

Narara Valley High School follows the financial processes documented in the DoE Finance in Schools Handbook (FiSH). To ensure the school is adequately resourced and maintained the budget is developed by the Senior Executive, Business Manager, Senior Administrative Manager (SAM) and Head Teacher representatives in October of the previous year. Head Teachers submit budget requests following a bottom up budget process and are allocated funding according to curriculum requirements and school directions.

The Annual budget and AFS are presented at the P&C and presented to the community. To monitor and forecast spending during the year the Principal, Business Manager and SAM meet every month and analyse the Employee Level Cost Report, Annual Financial Statement and School Overview Report. Any unexpected patterns of spending are documented and reviewed with budget forecast adjustments.

During 2017 the school budget reduced due to declining enrolments. Technology, Professional Learning and HR are the school's largest expenses in the annual budget. Funds carried over each year have decreased significantly since 2014.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	8,290,787
Base Per Capita	163,090
Base Location	0
Other Base	8,127,697
<b>Equity Total</b>	632,347
Equity Aboriginal	59,418
Equity Socio economic	273,152
Equity Language	1,260
Equity Disability	298,518
<b>Targeted Total</b>	1,051,792
<b>Other Total</b>	300,040
<b>Grand Total</b>	10,274,966

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

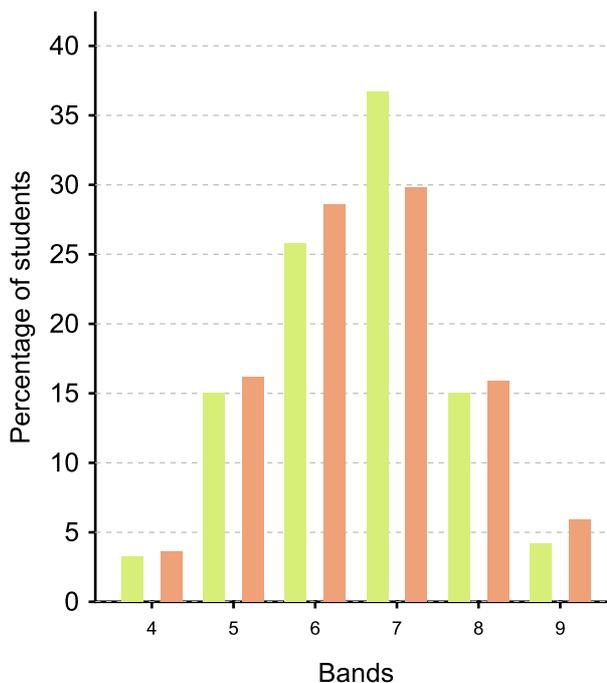
## School performance

## NAPLAN

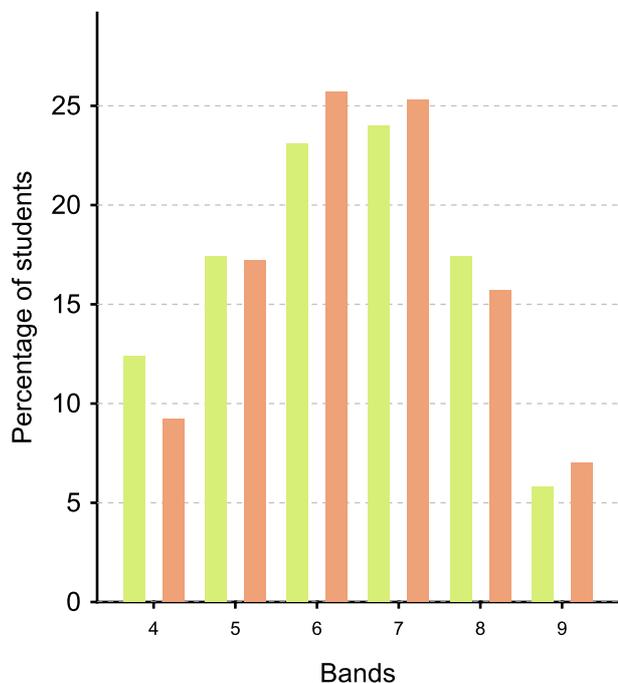
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Student mean results in reading have consistently been above the average for similar schools reported on the My School website. The focus of the school literacy plan has been to embed writing skills in all teaching programs. A common framework for instruction across all faculties has been introduced with targeted interventions for students not meeting the NAPLAN minimal standards. Writing in Year 9 has steadily improved since 2015, however remains a focus into the next planning cycle as we aim to move a greater percentage of students into Bands 8, 9 and 10.

**Percentage in bands:**  
Year 7 Reading



**Percentage in bands:**  
Year 7 Grammar & Punctuation



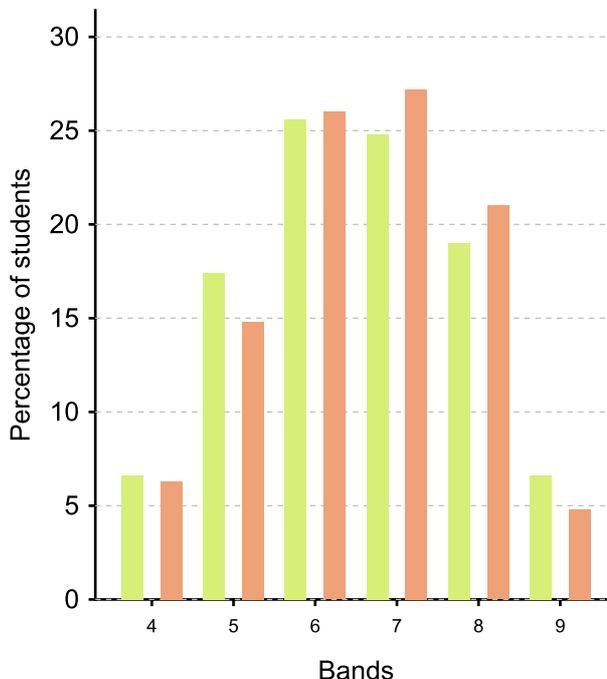
Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	3.3	15.0	25.8	36.7	15.0	4.2
School avg 2015-2017	3.6	16.2	28.6	29.8	15.9	5.9

Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	12.4	17.4	23.1	24.0	17.4	5.8
School avg 2015-2017	9.2	17.2	25.7	25.3	15.7	7.0

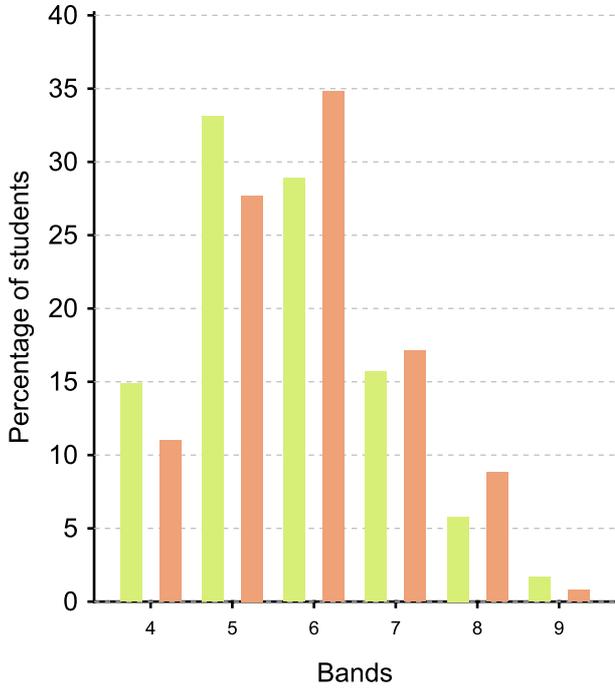
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2015-2017

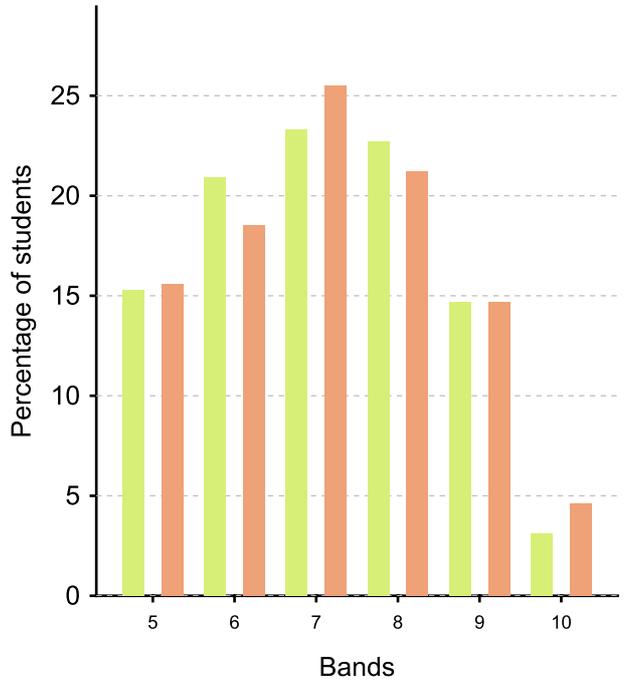
Band	4	5	6	7	8	9
Percentage of students	6.6	17.4	25.6	24.8	19.0	6.6
School avg 2015-2017	6.3	14.8	26.0	27.2	21.0	4.8

**Percentage in bands:**  
Year 7 Writing



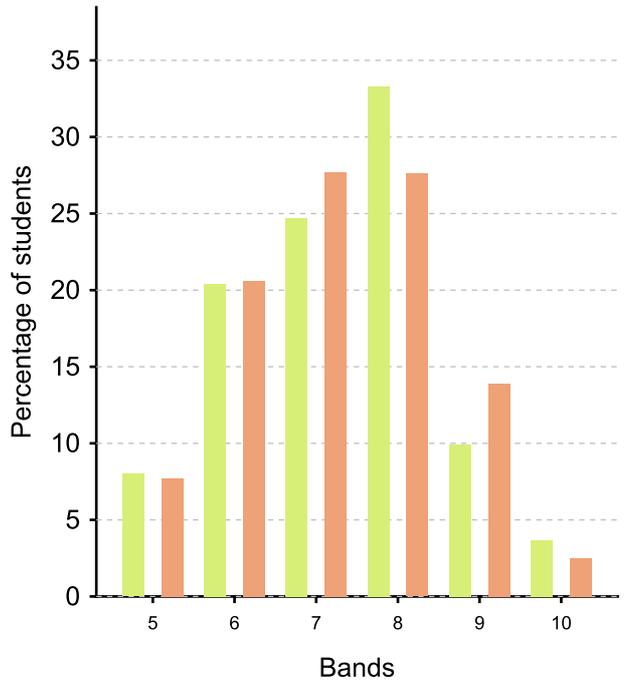
Band	4	5	6	7	8	9
Percentage of students	14.9	33.1	28.9	15.7	5.8	1.7
School avg 2015-2017	11.0	27.7	34.8	17.1	8.8	0.8

**Percentage in bands:**  
Year 9 Grammar & Punctuation



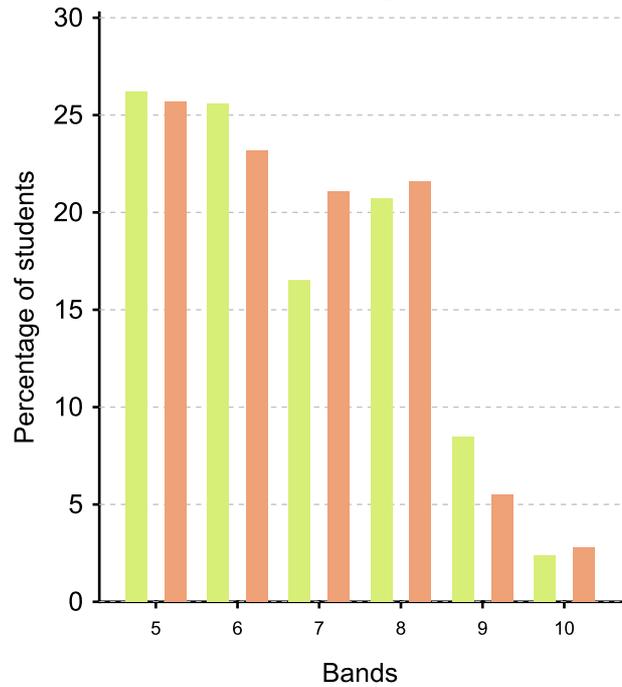
Band	5	6	7	8	9	10
Percentage of students	15.3	20.9	23.3	22.7	14.7	3.1
School avg 2015-2017	15.6	18.5	25.5	21.2	14.7	4.6

**Percentage in bands:**  
Year 9 Reading

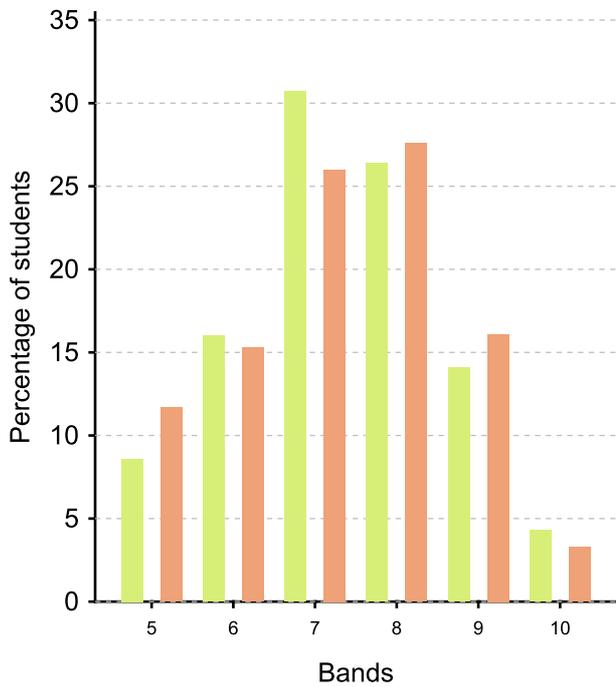


Band	5	6	7	8	9	10
Percentage of students	8.0	20.4	24.7	33.3	9.9	3.7
School avg 2015-2017	7.7	20.6	27.7	27.6	13.9	2.5

**Percentage in bands:  
Year 9 Writing**



**Percentage in bands:  
Year 9 Spelling**



■ Percentage in Bands  
■ School Average 2015-2017

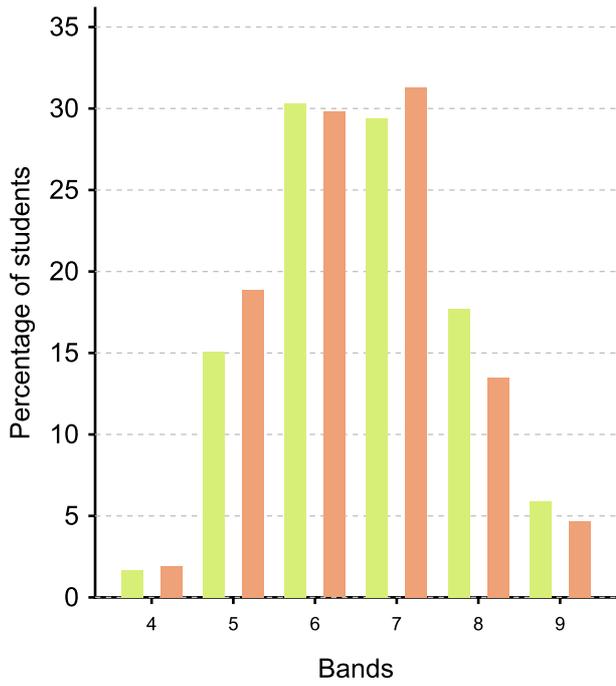
■ Percentage in Bands  
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	8.6	16.0	30.7	26.4	14.1	4.3
School avg 2015-2017	11.7	15.3	26.0	27.6	16.1	3.3

Band	5	6	7	8	9	10
Percentage of students	26.2	25.6	16.5	20.7	8.5	2.4
School avg 2015-2017	25.7	23.2	21.1	21.6	5.5	2.8

The mean numeracy results for the Year 7 and 9 NAPLAN examination demonstrate that students are performing at a level commensurate with similar schools reported on the My School website. The results for 2017 demonstrate why the school is targeting the achievement of students in Year 7 who achieved Band 6 and 7 as it was higher than in previous years.

**Percentage in bands:**  
Year 7 Numeracy

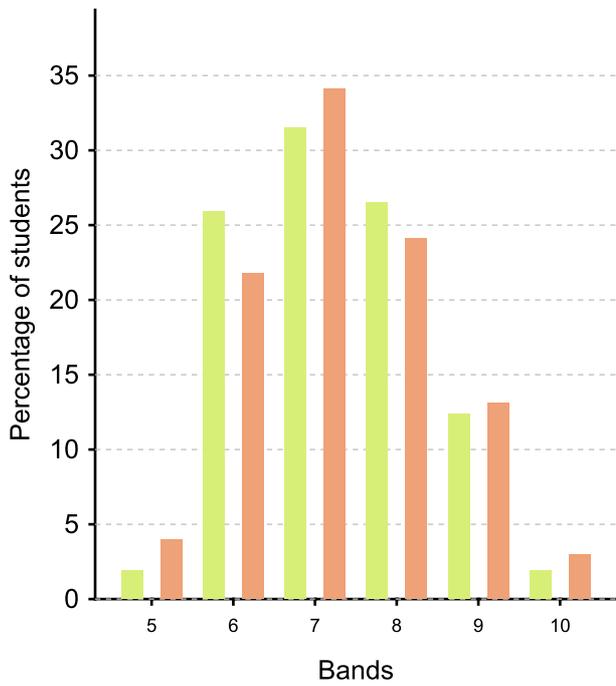


Band	5	6	7	8	9	10
Percentage of students	1.9	25.9	31.5	26.5	12.4	1.9
School avg 2015-2017	4.0	21.8	34.1	24.1	13.1	3.0



Band	4	5	6	7	8	9
Percentage of students	1.7	15.1	30.3	29.4	17.7	5.9
School avg 2015-2017	1.9	18.9	29.8	31.3	13.5	4.7

**Percentage in bands:**  
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

*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 performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

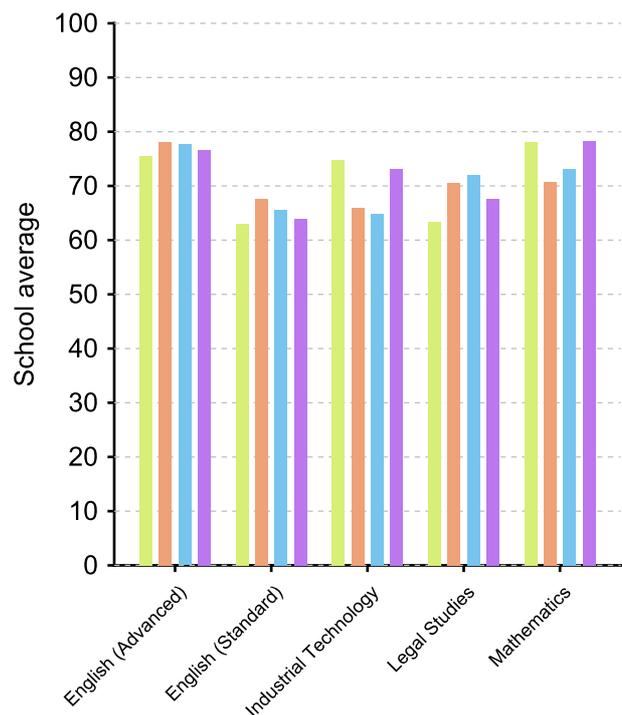
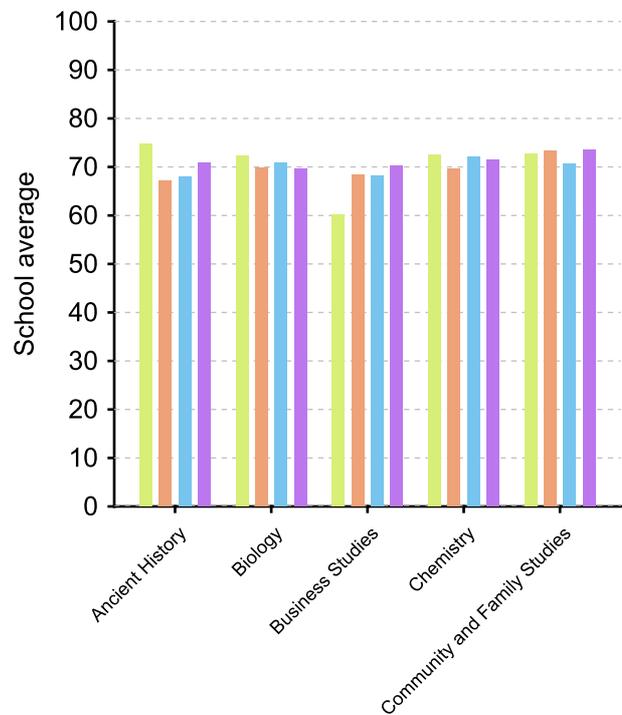
The school had a very successful year in the 2017 HSC with students completing the HSC credential in 2017.

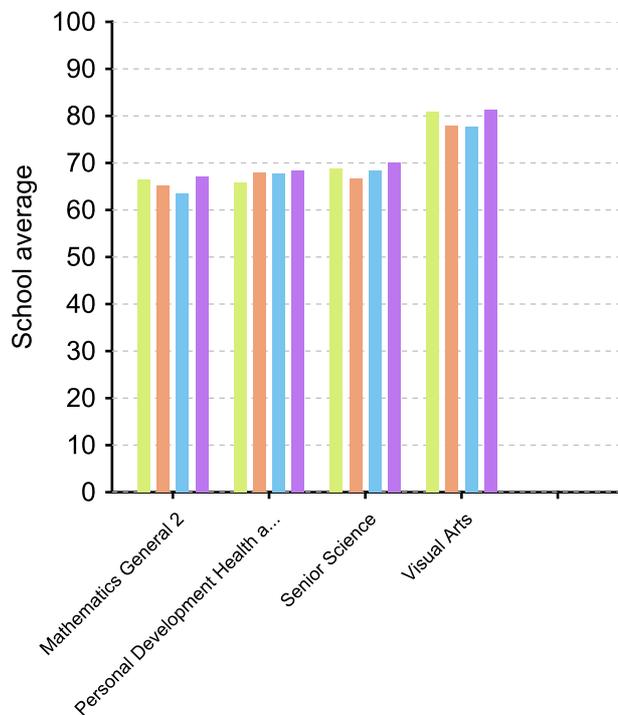
The HSC is graded using 6 Bands that encompass the level of knowledge, skills and understanding students demonstrate throughout the course with Band 6 being the highest award. This year the combined number of Band 6 and Band 5 results was 114. The overall school mean was slightly down on the previous year.

Another promising aspect of this year's results was the reduced percentage and number of students who achieved a Band 1 and Band 2 result in their subjects.

In individual subjects the entire 2017 HSC Music cohort attained a Band 6 with a selection for ENCORE and nomination for REPRISE. There was also one nomination for In Tech in Industrial Technology – Multi Media.

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.





Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	74.7	67.2	68.1	70.8
Biology	72.2	69.8	70.9	69.7
Business Studies	60.1	68.4	68.2	70.2
Chemistry	72.5	69.5	72.1	71.4
Community and Family Studies	72.6	73.2	70.7	73.6
English (Advanced)	75.6	78.2	77.6	76.6
English (Standard)	63.1	67.7	65.6	63.9
Industrial Technology	74.7	65.9	64.8	73.1
Legal Studies	63.3	70.6	72.1	67.6
Mathematics	78.1	70.7	73.2	78.2
Mathematics General 2	66.5	65.3	63.6	67.1
Personal Development Health and Physical Education	65.8	68.0	67.7	68.3
Senior Science	68.8	66.8	68.3	70.0
Visual Arts	80.8	77.9	77.7	81.3

Narara Valley High School students performance indicated by student growth (value added) and mean HSC scores are equal with that of the NSW HSC Similar School Group (SSG). This is evidenced by the School performance data provided by SMART (Department of Education and Communities, 2017) and Centre of Education Statistics and Evaluation (2017).

## 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.

The TTFM results indicate that students 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 are 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. 6.6% of our students are Aboriginal.

Aboriginal students have a strong identity at Narara Valley High School. There are many opportunities for students that are Aboriginal to participate in cultural activities, leadership initiatives and present a student voice. This is well demonstrated when the Valley Schools celebrate their annual Yarn Up. Students lead Aboriginal cultural activities for primary students. This is part of our commitment to build leadership potential amongst Aboriginal students.

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 and this is incorporated in our teaching and learning programs across the school.

### **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 High School 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, Visual Art and Music (vocal, sound production and instrumental). Students attend regular lessons with an emphasis on the Creative Arts where appropriate in core subjects, with two timetabled tutorials per week 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, Youth In Performing Arts, StarStruck, Narara Valley High School Annual productions, School Spectacular, Central Coast Dance Festival, NSW Dance Festival (Dance), NVHS Concert Band and Annual Music Tours.

One NVHS student graduated from the Talent Development Project (TDP) run by the Arts Unit. Our Music student was one of 16 students across NSW to graduate from the TDP in 2017.

This year the HSC Music class had an incredibly successful year with every student gaining a Band 6. Three of these students received an Encore nomination, with one student being selected to perform at the Encore concert at Sydney Opera House. Two of the Year 12 Music students were selected to perform one of their HSC pieces at Hunter/Central Coast Reprise at Newcastle Conservatorium.

#### **Targeted Sport Program**

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

Rugby League

Netball

Basketball

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 Gosford City Rebels (swish Techniques), 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.

Touch Football will also become part of the Targeted Sport Program with the school team finishing in the top three places in the National Championships two years in a row and winning the Open Boys CHS Touch Championship in 2017.

#### **Student Targeted Enrichment Program (STEP)**

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.