

School plan 2018-2020

Nowra High School 8201



School background 2018–2020

School vision statement

At Nowra High School we value partnerships that inspire learning, creativity, confidence and resilience by caring for ourselves, each other, our school and our community.

Our students are given the opportunity to achieve their personal best through inclusive and equitable education while meeting their diverse learning and wellbeing needs.

Students are supported by a cohesive team of caring professionals and quality leaders who develop and implement a differentiated curriculum, enriched by productive community partnerships and effective communication.

School context

Nowra High School is located on the South Coast in the Shoalhaven Region. We have 925 students supported by more than 90 teachers and support staff who work collaboratively to provide the best possible educational outcomes for all students.

Nowra High School is a highly successful, comprehensive school with a long history of academic achievement together with cultural and sporting excellence. Our school fosters a strong school spirit, within broad, creative and relevant programs that encourage students from Year 7 to 12 to reach their full potential.

Our school ensures students achieve individual academic success by recognising differences in ability and talent and encouraging all students to achieve their personal best. We are committed to preparing students to take their place as responsible and active community members within our democratic society.

The school ICSEA (Index of Community Socio–Educational Advantage) value is 973 (against a state mean of 1000). 10% of our students are Aboriginal or Torres Strait Islander, and 6% come from a language background other than English.

Nowra High School is home to a Metals and Engineering Trade Training Centre. We also host five regional support classes catering for the special education needs of students in the Shoalhaven.

The school is well supported by an active Parents and Citizens Association that play an important role in setting directions for the school.

School planning process

School planning has been based on a wide variety of sources, drawing on feedback from students, teachers and parents and data on student performance, attendance and behaviour.

Longitudinal data from the Tell Them From Me surveys has informed many aspects of this School Plan, and has been triangulated with data from NAPLAN and the Higher School Certificate.

The Nowra High School Executive developed the final version of this plan based on all of the information available from parents, staff and students. The Executive will have direct responsibility and accountability for the implementation of the 2018–2020 School Plan.

This collaboratively constructed School Plan is a working document that will drive continuous improvement at Nowra High School.

School strategic directions 2018–2020



Purpose:

To develop, engage and inspire a learning culture by differentiating the curriculum and setting high expectations, preparing students with the skills to be lifelong learners.

Purpose:

To enhance the professional culture that highly values innovative quality teaching and learning experiences.

Purpose:

To enhance current and forge new partnerships, which benefit the whole school community.

Strategic Direction 1: Engaged learners and active citizens

Purpose

To develop, engage and inspire a learning culture by differentiating the curriculum and setting high expectations, preparing students with the skills to be lifelong learners.

Improvement Measures

100% of students achieve positive growth in all aspects of NAPLAN.

All Higher School Certificate courses will show average scores above the state average for the year.

Growth of individual and collective student wellbeing as indicated by:

- school based behaviour incident data
- school based award/reward data
- wellbeing self-assessment tool
- attendance data
- pre and post program data.

People

Students

Students will learn in challenging environments that are supportive and safe, fostering motivated, resilient, valued and engaged students.

Staff

Staff will provide 21st century learning opportunities that are engaging, relevant and differentiated to student learning needs. Reflection on current practices, and planning for change is linked to available data and supported by current research.

Leaders

Leadership within the school promotes a culture of success and ensures a shared responsibility on meeting the needs of students.

Parents/Carers

Parents/carers, with support of the schools P & C, are engaged in planning, delivering and reflecting on student learning and achievement.

Community Partners

School community partnerships facilitate the delivery of engaging learning opportunities and ensure relevance to community and cultural needs.

Processes

Best Practice

Whole school structures will support a collaborative approach to the management of student behaviour and achievement. Systems are focused on engaging learners and promoting positive democratic behaviour.

Engaging every student

A focus on rich learning experiences through broad curriculum opportunities, including the creation of innovative learning spaces, a new Stage 5 curriculum structure and reinvigorated approach to academic extension.

Wellbeing for Learning

Targeted programs will support wellbeing and resilience. Students will lead and/or participate in projects to enhance their skills to make informed contributions as active citizens and leaders.

Improving Literacy and Numeracy

Literacy and Numeracy progressions will be used to map and monitor improvements in student learning. Students will receive quality feedback on how they can improve..

Evaluation Plan

Triangulating data from *Tell Them From Me* Surveys with school based and external data.

Evaluation of teaching and learning through cyclical reviews and student/staff focus groups.

Practices and Products

Practices

Periodic appraisal of student wellbeing, achievement and engagement to ensure learning expectations are met for all students.

Create and deliver innovative and inclusive learning environments incorporating 21st century learning practices.

Acknowledge and reward positive student engagement and achievement to publicly celebrate the school's positive learning culture.

Products

Whole school approach to support student wellbeing that allows them to connect, succeed and thrive so as to achieve their personal best.

Aspirational expectations of learning progress and achievement for all students which develops them as positive contributors to the wider community.

Strategic Direction 2: Innovative staff dedicated to excellence

Purpose
To enhance the professional culture that highly values innovative quality teaching and learning experiences.
Improvement Measures
Increase the number of teachers seeking accreditation at <i>Highly Accomplished</i> and <i>Lead</i> levels.
All students achieve at least minimum growth in NAPLAN.
Increase the number of staff participating in Quality Teaching Rounds during each year of this School Plan cycle.

People
Students
Students are inspired to actively participate in their learning, striving towards and achieving meaningful goals.
Staff
Staff continue to build a professional culture dedicated to providing teaching and learning which is innovative and high in quality using evidenced-based research.
Leaders
The leadership of the school demonstrate instructional leadership, having very high standards of sharing expertise, promoting and modelling effective evidenced based practice.
Parents/Carers
Whole school communications are embedded for parents/carers to engage and understand the learning progress of their children and how to effectively support their learning.
Community Partners
Parents/carers and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Processes
Quality Teaching Rounds
Instructional mentors lead a visible teaching culture that promotes and supports high quality professional practice, applying the Quality Teaching Framework.
Mentoring Early Career Teachers
Early career teachers are supported by a mentor, and engage in collaborative professional learning to become quality teachers dedicated to public education.
Improving Literacy and Numeracy
All lessons are systematically planned as a part of a coherent, collaboratively designed program, using data to monitor and assess student progress and improve teaching effectiveness.
Strategic professional learning
Whole school and individual professional learning is linked to the School Plan and PDP goals, and takes account of data analysis of learning and wellbeing measures.
HALT Initiative
Teachers seeking accreditation at <i>Highly Accomplished</i> and <i>Lead</i> levels will be actively supported.
Evaluation Plan
Evaluation of staff coding Quality Teaching Rounds
PDPs reflect professional standards for teacher accreditation

Practices and Products
Practices
The school embeds explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
All teachers use evidence based teaching methods to optimise learning progress for all students. Effective methods are identified, promoted and modelled and students learning is monitored for improvement.
Products
The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.
All teachers understand and explicitly teach literacy and numeracy to students in all subject areas. Success can be measured by improved student progress and achievement data.

Strategic Direction 3: Positive community partnerships

Purpose

To enhance current and forge new partnerships, which benefit the whole school community.

Improvement Measures

Continuous improvement in *Tell Them From Me* parent response data.

Increase the number of in-zone students enrolling in Year 7.

People

Students

Students are proactive in planning for their life beyond school. They know how to access support structures to assist them develop a clear pathway to further education, training or work.

Staff

Staff work with individual students to plan pathways to further education, training or work. They build partnerships with community organisations that support student and parent aspirations, and community needs.

Leaders

School leaders are responsive to school community feedback. There is a whole school approach to improving service delivery and customer experience.

Parents/Carers

Parents have high expectations of their children and support the school in meeting the learning and wellbeing needs of every student.

Community Partners

Businesses and community groups value mutually beneficial partnerships with the school.

Processes

Transition Coordinator

This new position will work with a school team to develop community partnerships that support student transition to the workplace.

School Promotion

We will actively and effectively promote the outstanding work of staff and significant achievements of students to improve our reputation in the local community.

Transition to High School

Develop strong collaborations partner primary schools, including a structured Stage 3 to 4 transition program.

Pre-apprenticeship Program

Targeting Year 9 and 10 students to ensure they are work-ready and are supported to access apprenticeships/traineeships prior to leaving school.

Evaluation Plan

- Data analysis following *Tell Them From Me* surveys twice each year.
- Monitoring and analysis of student exit data.
- Focus groups and event feedback.

Practices and Products

Practices

All information presented to parents and the community is professionally presented in a consistent format.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

New partnerships are actively created to benefit our students and improve the opportunities we can provide them within and beyond school.

The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community.

Products

100% of students transition to tertiary education, apprenticeships/traineeships or work.

An increased number of School-Based Apprenticeships and Traineeships.

We are the school of choice in the local community.

Improved level of satisfaction from the school community with all aspects of school operation.