

# School plan 2018-2020

Narooma High School 8536



# School background 2018–2020

## School vision statement

**Our Vision:** Narooma High School strives to achieve excellence by providing high quality educational experiences for all students.

**Our Purpose:** Narooma High School strives, in collaboration with our community, to achieve excellence through research based quality educational programs and opportunities. This is to enable students to become successful, confident, creative learners in a diverse and caring environment, maximising their potential.

## School context

Narooma High School provides a comprehensive secondary education for the students from Narooma and the surrounding areas of Bermagui, Bodalla, Cobargo, Tilba, Dalmeny and Kianga on the South Coast of NSW and surrounding districts.

The school promotes student leadership and has a strong and active Student Representative Council. The members of the SRC are responsible for many activities held at school, including school dances, fundraising, supporting students, lunchtime activities as well as contributing to many school decision making processes

We are very proud of our strong record of academic, performing arts and sporting achievements. Our outstanding achievements have been acknowledged with us being recognised as a “Centre for Excellence for Quality Teaching” in 2010.

Narooma High School values learning through

- Responsibility
- Respect
- Support

## School planning process

This plan has been developed in consultation, the staff students, and community groups.

The school has consulted with key stake holders and conducted focus group meetings, surveys of students, community, parents and staff.

The school has used the outcomes of the 2016 External Validation and the 2017 School Self Assessment process to inform planning directions.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Providing a safe and caring environment

### Purpose:

The staff, students and community of Narooma High School recognise the importance of providing a safe and caring environment as an essential component in ensuring student development through a consistent and positive atmosphere which promotes resilience, understanding of difference and acceptance of the world around them.

## STRATEGIC DIRECTION 2

High quality learning and teaching

### Purpose:

Students and staff at Narooma High School value high quality learning and teaching encouraging our students to be actively engaged in the learning process. Our students have every opportunity to reach their potential and develop the 21st Century skills to enable them achieve success and to become lifelong learners.

## STRATEGIC DIRECTION 3

Positively engaged school community

### Purpose:

Narooma High School aims to positively engage all school community members to work collaboratively, ensuring that our students are engaged in a broad range of learning and extra-curricula experiences that enhance their skills and knowledge to become resilient and successful contributors to the community.

# Strategic Direction 1: Providing a safe and caring environment

## Purpose

The staff, students and community of Narooma High School recognise the importance of providing a safe and caring environment as an essential component in ensuring student development through a consistent and positive atmosphere which promotes resilience, understanding of difference and acceptance of the world around them.

## Improvement Measures

TTFM surveys reflect an improvement in data relating to student-teacher relationships, student engagement and satisfaction.

Improvement in SEF and SET scores to reflect improved PBL implementation across the whole school

Sentral data will reflect an increase in the number of students receiving recognition for positive behaviour across the school.

## People

### Leaders

Ensure that there are professional learning activities to build staff confidence and ability to promote whole school focus on positive student and staff wellbeing.

Foster a whole school focus in relation to wellbeing, actively embracing and promoting initiatives

### Staff

Engage in a whole school focus in relation to wellbeing, actively embracing and promoting initiatives

Participate and embrace PL opportunities related to student and staff wellbeing

### Students

To be made aware of the wellbeing and support structures that they can access within the school

### Parents/Carers

To be aware of the wellbeing and support structures that are available to their child(ren) and themselves within the school environment

Foster a supportive and respectful attitude towards all members of the school community

### Community Partners

To be aware of the wellbeing and support structures that are available within the school environment

## Processes

### Staff Wellbeing

Strengthen and promote a whole school approach to staff wellbeing where staff feel valued, supported and are able to build positive, productive relationships with colleagues, students, parents and the wider school community.

### Student Wellbeing

Implement a whole school approach to student wellbeing providing for the emotional, cognitive, spiritual, social and physical development of all students, in line with the Department's 'Wellbeing Framework'.

## Evaluation Plan

- to participate in the TTFM surveys
- participation in Mind Matters surveys
- establish baseline data from survey analysis
- regular review of Sentral data in relation to recognitions and consequences
- participation in SEF and SET reflections
- increase in staff participation in PBL initiatives and presenting lessons

## Practices and Products

### Practices

Staff will regularly communicate with parents in relation to school expectations regarding appropriate behaviour and interactions with school and school staff

All staff will participate in positive, respectful, collaborative relationships which will support their wellbeing, professional development and improved classroom practices

Teachers demonstrate through their practice in the classroom a working understanding of the 'Wellbeing Framework' and use this knowledge to positively engage their students

Students will participate in lessons, underpinned by the Wellbeing Framework, related to identified areas of need from review of data to promote positive behaviour.

Parents will provide input and feedback, as well as participate in, identified wellbeing initiatives across the school

### Products

Respectful, productive, and supportive relationships between, staff, students, parents and community members are evident across the school environment, based on trusting and open lines of communication

Student wellbeing is supported and fostered and evidenced through participation in structured and engaging classroom activities

Data is regularly reviewed and evaluated in

# Strategic Direction 1: Providing a safe and caring environment

Practices and Products
relation to student wellbeing
Evidence of active participation in the range of wellbeing activities made available to them across the school year by all members of the school community.
Demonstrated that a supportive and respectful attitude exists and the modelling of the core values towards peers and staff across the school is evident.

# Strategic Direction 2: High quality learning and teaching

## Purpose

Students and staff at Narooma High School value high quality learning and teaching encouraging our students to be actively engaged in the learning process. Our students have every opportunity to reach their potential and develop the 21st Century skills to enable them achieve success and to become lifelong learners.

## Improvement Measures

100% of staff participate in review and analysis of relevant data to improve teaching and learning

Student outcomes reflect positive growth and value added scores across a range of assessments and external tests.

## People

### Leaders

- provide PL opportunities for staff to develop their skills in the effective analysis data and how it informs practice.
- support the mechanisms and strategies related to teaching practices.

### Staff

- promote a culture of high expectations of students.
- engage in evidence based PL in relation to the use of data to inform teaching and learning in the classroom
- review data on a regular basis (e.g SMART data, assessment data, HSC data, Sentral data, in class assessments)

### Students

- to understand and articulate effective feedback to peers and teachers
- to be aware of learning outcomes and success criteria
- students have high expectations of success

### Parents/Carers

- support a culture of high expectations and are fully aware of the school's assessment policy and procedures through school communications.

## Processes

### High Expectations

Demonstrated commitment of staff, students and parents in developing a culture of high expectations, supported by effective mechanisms and strategies, that cater for all student's learning needs

### Data Informed Practices

The effective analysis of student data, thus enabling staff to reflect on their teaching practice and identify student learning needs and areas for improvement

### Engaged Learners

Develop structures to enable teachers and students to give and receive timely feedback in relation to their learning goals, which informs future strategies that cater for and allow all students to positively engage in learning activities

## Evaluation Plan

SMART Data reflecting positive growth

TTFM survey data related to student engagement improve

Evidence of agreed visible learning strategies occurring across the school.

Survey in relation to the nature of and number of assessment tasks in Stages 4 & 5

## Practices and Products

### Practices

Staff are involved in the development and review of high quality teaching programs and assessment tasks that challenge students and align with NESA and Departmental guidelines..

Staff are involved in the ongoing, regular review of data to inform teaching and learning practices in their classrooms

Students set clear goals to achieve their learning outcomes and are able to provide feedback and reflect on their success.

Teachers provide timely, effective feedback to students about achievement of their learning goals.

### Products

All student, parents and staff are aware of the skills and attributes for students to achieve their best possible outcomes. (e.g Assessment booklets: Assessment calendars 7 – 10)

Evidence of teachers delivering engaging and challenging lessons and assessment tasks that cater for the needs of all students

Engaged and successful learners able to articulate their learning outcomes.

Staff visibly collaborate on constructive feedback in relation to assessment tasks and programs that promotes assessment for/of/as learning (eg RAP training, HSC Monitoring)

# Strategic Direction 3: Positively engaged school community

## Purpose

Narooma High School aims to positively engage all school community members to work collaboratively, ensuring that our students are engaged in a broad range of learning and extra-curricula experiences that enhance their skills and knowledge to become resilient and successful contributors to the community.

## Improvement Measures

Increase in the % of parent responses as part of the TTFM and similar surveys

Increase in the % of staff actively involved in research and evidence based collaborative practices and professional dialogue related to improving student outcomes

Increase in the number of students completing post school destination surveys.

## People

### Leaders

- build strong community partnerships, which support the learning of students
- review and provide detailed feedback for learning programs and school practices

### Staff

- engage in community programs to develop strong community partnerships
- review and reflect on student engagement within the classroom
- reflect on and analyse school learning practices to ensure student learning needs are met

### Students

- be involved in school and community programs, relevant to extending learning opportunities
- be actively involved and engaged in their own learning, providing relevant and appropriate feedback

### Parents/Carers

- participate in developing partnerships to support student learning needs
- provide relevant and appropriate feedback to develop school learning practices

## Processes

### Community Partnerships

Develop effective and dynamic partnerships with our school community to provide feedback which contributes to evidence based decisions that support student learning needs

### Student Engagement

Commitment to ensuring evidence based strategies and programs are monitored and reviewed to ensure student learning and success is evaluated to inform future directions

### Staff Engagement

Strengthen analytical skills and processes to actively engage in collaborative and innovative strategies which improve whole school learning practices

## Evaluation Plan

Review of relevant data (eg. SMART data, HSC, ESSA, Sentral)

Involvement in Tell Them From Me survey

Evidence of relevant and up to date programs

Consistent involvement with community programs

Evidence of established alternative curriculum pathways

Destination surveys used to track student

## Practices and Products

### Practices

Student learning is regularly reviewed by classroom teachers to ensure adjustments are made to cater for individual students and ensure learning progression

Staff develop and implement alternative curriculum structures that promote student engagement

Executive collaborate with staff, students, parents and community to ensure student engagement in learning is evident

Staff use various strategies to ensure that community feedback is gathered and analysed to inform planning

### Products

Consistently reviewed programs, demonstrating effective consideration of student learning is evident across the school

Completed student and community surveys are analysed, where feedback is reflected in updated learning programs and activities that demonstrate high engagement

Student accessing a range of alternative curriculum structures that cater for individual learning needs

# Strategic Direction 3: Positively engaged school community

Processes
post school achievement