

School plan 2018-2020

Narara Valley High School 8591



School background 2018–2020

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 a comprehensive high school on the Central Coast of approximately 1000 students including 71 Aboriginal students and a Support Unit of 35 students.

The School caters for students of all ability levels and has developed a reputation for its strong focus on academic achievement, wellbeing and supporting community needs.

Narara Valley High School is nationally recognised as a Power House School and a Science, Technology, Engineering and Mathematics (STEM) Action School for its successful approach to innovation and learning. As well as its strong focus on innovation the school runs specialist programs in:

- Creative and Performing Arts
- Targeted Sport
- Enrichment and Acceleration
- Supporting Young Mothers

Each of these classes are based on meeting the specific needs of our local community. The school has established strong links with local businesses, AECG and community organisations which further support the schools educational, wellbeing and transition programs.

School planning process

The planning process included all members of the Narara Valley High School Learning Community; students, staff, parents, P&C, Cooina Local AECG and the Valley Schools Learning Community.

Opportunities to participate in the planning process were available to all groups starting Term 4 of 2017 and will continue throughout the three year planning cycle. An executive conference shaped the school plan following the results of surveys, school forums, staff meetings and parental consultation. The student leaders provided valuable feedback through the Leadership Camp and student forums.

This collaboration provided focus areas which were compared with internal and external school data including, ESSA, NAPLAN and HSC.

The Senior Executive and Executive will be responsible for each Strategic Direction, tracking the achievement of each milestone and providing updates to the Narara Valley High School Learning Community.

School strategic directions 2018–2020



Purpose:

To ensure all students have a strong foundation in literacy and numeracy. This will allow students to apply the skills of analysis, evaluation and creativity to a complex and ever changing society.

Purpose:

To provide a learning environment which allows students to thrive by delivering high quality learning experiences in conjunction with the domains of wellbeing and other recognised influences. To this end the school supports the development and wellbeing of all individuals in the school.

Purpose:

To further develop the connection already built between the school and its community. This will inform teaching and learning programs, as well as relevant systems and practices, and be achieved through a current, informed and flexible response to the changing needs of the community.

Strategic Direction 1: LEARNING and INNOVATION

Purpose

To ensure all students have a strong foundation in literacy and numeracy. This will allow students to apply the skills of analysis, evaluation and creativity to a complex and ever changing society.

Improvement Measures

By 2020 the percentage in the top two bands for Reading and Numeracy in Year 9 will increase from to 21% (2017 baseline date of 13%).

By 2020 Aboriginal students Reading and Numeracy achievement will increase to contribute to the 35% state target of Aboriginal students in the top two bands using the current baseline average of 6% (Three year rolling average).

The school will maintain positive student growth in the HSC Value Added data and the school HSC Mean will increase to the state mean of 72 by 2020 (baseline School Mean 70).

People

Students

Build skills to self-assess and set goals to improve their own learning with the ability to provide effective feedback to teachers in order to drive future learning directions.

Staff

Understand evidenced based practice and how to implement the most effective research based teaching and learning strategies.

Appreciate and understand the importance of future-focused learning opportunities that engage and challenge, encouraging creative problem solving and embedding deep content knowledge.

Leaders

Understand the importance of distributed and instructional leadership, succession planning and building the capacity of staff.

Parents/Carers

Develop an understanding of effective literacy and numeracy practices to assist their child in learning.

Community Partners

Appreciate the importance of collaboration between students, parents / carers and schools to support the breadth of learning opportunities available to students.

Processes

Implement and embed high quality research based teaching practices through strategically planned professional development initiatives with a literacy and numeracy focus.

Implement and embed resources and contemporary content knowledge using innovative teaching practices.

Evaluation Plan

Analysis of NAPLAN and school based assessment data.

HSC RAP, Smart and SCOUT data.

Best Start and school based diagnostic test analysis.

Writing scaffolds.

Seven Steps to writing and literacy progressions embedded in teaching programs.

Literacy Team and Focus groups.

Numeracy Team and Focus groups.

PDPs and Observational rounds.

TTFM Parent and Student Survey results.

Meeting records / minutes.

Practices and Products

Practices

Consistent practices in data analysis and collaboration to track student learning and ensure effective teaching practice is embedded across the school.

Student learning and teaching courses are monitored longitudinally to ensure challenging and maximum learning.

Planned professional learning is used to build the capacity of every staff member to provide, or support those providing, high quality educational opportunities for each child.

Products

The curriculum is enhanced by learning partnerships with other schools, organisations and parents motivating students and allowing them to do their best and continually improve.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Teacher professional learning is linked to the Australian Teaching Standards with a focus on continual improvement in literacy, numeracy using differentiation.

Strategic Direction 2: WELLBEING

Purpose

To provide a learning environment which allows students to thrive by delivering high quality learning experiences in conjunction with the domains of wellbeing and other recognised influences. To this end the school supports the development and wellbeing of all individuals in the school.

Improvement Measures

Increase positive referrals by 7% each year to be above 50% of all referrals using 2017 29% as a baseline measure.

Increase the percentage of students who demonstrate above NSW Govt norms for Institutional Engagement using the 2017 TTFM baseline data (Baseline 71% school and 76% state).

People

Students

Understand the benefits of supporting wellbeing and PBL values to build school culture.

Staff

Have the skills to explicitly support and identify wellbeing needs of students and understand the need to communicate of expectations across the school.

Parents/Carers

Feel valued when working together to support consistent and systematic processes that ensure improved student engagement.

Leaders

Have the capacity to develop a wellbeing approach focused on creating an effective learning environment based on student and teacher feedback.

Community Partners

Feel valued as a partner with the school.

Processes

Review and strengthen wellbeing processes across the whole school.

Implement a whole school approach to building evidence based practices to maximise engagement.

Evaluation Plan

SENTRAL referrals

meeting minutes

attendance at school

attendance in classes

TTFM survey results

forums– staff/student/parent

feedback–staff/student/parent

PBL professional learning

Practices and Products

Practices

Students have regular opportunities to meet with an identified member of staff who can provide advice, support and assistance to help students fulfil their potential.

The school has consistently implemented evidence based practices resulting in measurable improvements in wellbeing and engagement to support learning.

The consistent application of student wellbeing practices that embed PBL for effective and positive classroom management and to ensure every student is known, cared for and valued.

Products

A school-wide, collective responsibility for student learning and success, which is shared by students and parents.

Positive respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Strategic Direction 3: LINKS and PARTNERSHIPS

Purpose

To further develop the connection already built between the school and its community. This will inform teaching and learning programs, as well as relevant systems and practices, and be achieved through a current, informed and flexible response to the changing needs of the community.

Improvement Measures

Increased proportion of students with an HSC, Yr 12 certificate or AQF Cert 2 to above 75% (baseline 70% based on Yr 10–12 completion rate, 2015–2017).

Increase the percentage of HSC Band 5 and 6 results using HSC RAP Band Table Analysis of the total completed HSC courses from 23.8%(2017) to above 30% (2020).

Increase parent involvement in student learning to the NSW Govt norms for parent involvement(Baseline school 6.9, NSW Govt norms 7.5).

People

Students

Students are supported to build skills to become increasingly self-motivated, creative and confident learners with the personal resources for future success.

Staff

have the capacity to demonstrate consistent practice in the creation of dynamic teaching and learning practices and monitoring and reporting of attendance for positive learning outcomes.

Leaders

have the skills to develop and sustain consistent processes to improve regular attendance rates for all students through data analysis and informed planning.

Parents/Carers

Feel valued as a respected partner in their child's learning and school life.

Community Partners

Recognise the value and positive impact they have on student success when they actively support and connect with the school.

Processes

Implement a whole school approach to build stronger links with schools, tertiary institutions, businesses and learning communities for student and overall school success.

To develop a strong connection between teachers, parents and the community that support consistent processes for ongoing improvement to student learning outcomes.

Evaluation Plan

CAT Team scope and sequence of activities

Subject selection process and data

Meeting minutes

Links through TVET, SBAT, traineeships etc

School attendance data – Sentral–including truancy and separate class attendance rates

SCOUT data

PBL data

Phone logs

Caseload documentation

Parent interviews

Student interviews

Practices and Products

Practices

Enhances the curriculum through sourcing and developing learning alliances with other schools, organisations and businesses for student learning.

Utilization of best practice to cater for the range of equity issues central to student learning in order to embed a culture of high expectations and opportunity for all students.

Continual evaluation of administrative systems and processes to ensure the delivery of benefits to the school community in terms of teaching and learning outcomes.

Products

Positive, productive and respectful relationships are evident across the whole school community resulting in a collective responsibility for student and school success.

The school and its community regularly engage in consultative decision making practices and come together to learn and celebrate.

Students are engaged and supported in school resulting in a stronger connection, higher attendance and increased achievement.