

Strategic Improvement Plan 2021-2025

Narrandera High School 8157



School vision and context

School vision statement

At Narrandera High School our vision is to develop strong learning partnerships where staff, students and families work together to empower each student to be the best they can be. All members of our school community will be challenged to continue to learn and improve every year in a respectful, inclusive and high expectation environment where every student is known, valued and cared for.

School context

Narrandera High School is a growing public comprehensive secondary school in the Riverina region of NSW, with a current enrolment of approximately 350 students, including 27% Aboriginal students. Student enrolments have increased by over 35% over the past 4 years as Narrandera High School has become the local school of choice. During this time of growth, the school has had a clear improvement agenda.

Teaching staff consist of a mixture between more experienced and beginning teachers. The school's staffing entitlement is currently 37 teaching staff. This includes allocation for one Deputy Principal and 5 Head Teachers. There are two additional Head Teachers currently employed (Administration and Learning and Intervention) and an additional Deputy Principal. The school also has additional funding for a Learning and Engagement Centre for Aboriginal students until the end of 2023, this includes funding for a full-time Head Teacher, part-time Teacher and full-time School Learning Support Officer (SLSO). The school's non-teaching staff entitlement is 10 staff. A number of additional support staff continue to be employed on temporary contracts using a combination of equity and operational funding.

The school has a Clontarf Academy and Aboriginal Learning and Engagement Centre on site as well as an Intervention Centre to support inclusive practice and personalised learning. There are also two multi-categorical classrooms in operation. The school is a successful Positive Behaviour for Learning (PBL) school with a focus on restorative practice and positive relationships between students and staff.

A situational analysis has been conducted which included consultation and analysis that involved staff, students and the community, including the P&C and the Narrandera Aboriginal Education Consultative Group (AECG). From this, the school is committed to improving effective classroom practice with staff professional learning and collaboration being instrumental in achieving this goal. This learning will prioritise improving student literacy and numeracy levels through explicit teaching and effective data collection, analysis and use. This underpins our belief that all students at Narrandera High School will make progress and achieve learning growth. Moving forward, the school's focus is building a school culture strongly focused on learning and ongoing performance improvement, with the highest priority given to evidence-based teaching strategies. There is an expectation that every student, every teacher and every leader will improve every year.

The school is also committed to developing a learning environment that is strongly centered on the building of educational aspiration and high expectations. There will be a focus on effective partnerships in learning with students and parents to ensure that students are motivated to deliver their best and continually improve.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve growth and attainment in the areas of reading, HSC performance and numeracy, we will embed data informed evidence-based teaching practice across the school.

Improvement measures

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.

HSC achievement - top 2 bands

Achieve by year: 2023

HSC Results in Top 2

The percentage of students achieving in the top 2 HSC bands to increase by 6% from 15%

HSC achievement - top 3 bands

Achieve by year: 2023

HSC Results in Top 3 Bands

The percentage of students achieving in the top 3 HSC bands to increase by 6% from 45%.

Initiatives

Effective Classroom Practice

Effective classroom instruction will be improved through a focus on explicit teaching and an enhancement of school wide assessment practices.

Support will be provided to all teachers to develop skills in the explicit teaching of reading and numeracy in a secondary context.

Data Skills and Use

Effective strategies and processes for data analysis will be in place and used to inform teaching and planning.

Teachers and leaders will collaborate using data to monitor and assess student progress and plan future learning on a whole school, class, group and individual level.

Success criteria for this strategic direction

All teachers explicitly teach literacy and numeracy to support all students at all levels of achievement, in all subject areas, using evidence based teaching strategies.

Internal and external assessment and achievement data will show improved student progress. Assessments are developed and used regularly across the whole school to help promote consistent and comparable judgement of student learning progress, and identify skill gaps for improvement and areas for extension.

All teachers will demonstrate a sound understanding of student assessment and data concepts. They will analyse and interpret data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

Student growth data, specifically related to equity groups within the school, indicates that their progress is equivalent to the progress of all students in the school.

Evaluation plan for this strategic direction

What has been the impact of the focus on explicit and evidence-based teaching practice in relation to reading and numeracy?

Is student assessment data being regularly used school-wide to identify student achievement and progress, to reflect on teaching effectiveness and inform future directions?

The following data sources will be used to regularly assess progress, make adjustments and determine next steps: external and internal student performance data, staff and student surveys, student work samples, teaching and learning program audits, pre and post coaching group data, assessment tools audit and Deputy Principal - Instructional Leader Log. Regular analysis and review of these data sources and teacher practices will take place to provide clarity around whether we are on track to achieve the intended improvement measures and to make adjustments as required.

Strategic Direction 2: Staff growth and collaboration

Purpose

In order to foster staff growth, formalised structures will be embedded to support quality teaching and collaboration across the school that drives ongoing school-wide improvement in student results.

Improvement measures

Achieve by year: 2025

The percentage of staff reporting a strong level of support as part of the Performance and Development Plan process in the annual reflection survey increases by 8% from 62% and the relevance of the Performance and Development Plan process to career development increases by 8% from 64%.

Achieve by year: 2025

The percentage of students reporting the use of explicit teaching practices and feedback in the 'Tell Them From Me' survey increases by 9% from 61%.

Achieve by year: 2025

The percentage of staff reporting strong staff collaboration in the 'Tell Them From Me' teacher survey increases by 7% from 68%.

Initiatives

Educational Leadership

The strengthening of the implementation of the Performance and Development Framework and Policy will ensure that the school will demonstrate a high performance culture.

There will be a clear focus on student progress and achievement as well as high quality service delivery.

Learning and Development

Staff will develop and achieve common goals through the sharing of evidence informed practices, knowledge and problem solving that will improve staff collaboration, confidence and student results.

Innovative practices will be trialled and clear processes will be in place to evaluate, refine and scale success.

Success criteria for this strategic direction

There is a high functioning professional learning community embedded at the school which is focused on continuous improvement in teaching and learning and the use of innovative teaching practices.

There is a high performing teaching staff as measured against the Australian Professional Standards for Teachers.

The application of the Performance and Development Framework ensures that teaching and non-teaching staff are proactively and independently seeking to improve their performance.

Mentoring and coaching support will be embedded at the school to ensure the ongoing development and improvement of all staff and to develop aspiring leaders.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation plan for this strategic direction

What has been the result of the consistent focus on collaboration and high impact teaching strategies?

Is a high expectations culture, with a priority on sustained and measureable school improvement, evident?

The following data sources will be used to regularly to assess progress, make adjustments and determine next steps: staff and student surveys, conversation records and PDP documentation, Teacher Learning Communities (TLC) peer lesson observation records and TLC agendas, beginning teacher coaching records and log and learning walk feedback sheets. Regular analysis and review of these data sources and teacher practices will take place to provide clarity around whether we are on track to achieve the intended improvement measures and to make adjustments as required.

Strategic Direction 3: Building student engagement and high expectations

Purpose

In order to build engagement and improve student outcomes, students will be supported in a student centered inclusive school environment that prioritises high expectations and educational aspiration.

Improvement measures

Aboriginal student HSC attainment

Achieve by year: 2023

The percentage of Aboriginal students attaining their HSC whilst maintaining their cultural identity in the Narrandera Network to increase by 22% from 33%.

Attendance (>90%)

Achieve by year: 2023

The percentage of students attending greater than 90% of the time to increase by 6% from 58%.

Wellbeing

Achieve by year: 2023

The percentage of students reporting expectations for success, advocacy and sense of belonging in the 'Tell Them From Me' survey to increase by 4% from 66%.

Initiatives

Engage and Partner with Parents and Carers

Evidence-based strategies will be used to improve and broaden community engagement and partnerships with parents and carers.

There will be a focus on enhanced communication and shared community aspirations for student learning.

Motivated and Self-Driven Learners

The school will enhance learner motivation and self-regulation through a focus on building positive, respectful relationships and increasing student self-awareness.

All students will take greater ownership of their learning through goal setting and monitoring and engaging in quality learning conversations.

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes to encourage student attendance.

Teachers directly and regularly engage with parents and carers to improve understanding of student learning and strengthen student outcomes.

All students set learning goals and can clearly articulate progress towards their goals.

All staff have completed Aboriginal cultural awareness training, which includes professional learning with a localised focus, to support the understanding of Aboriginal culture and identity.

The Aboriginal Learning and Engagement Centre will improve the educational outcomes and wellbeing of Aboriginal students so that they achieve in every aspect of their education.

Evaluation plan for this strategic direction

What has been the impact of the focus on engaging with parents and carers in enhancing educational aspiration?

Is there evidence that students are becoming more motivated and self-driven learners?

The following data sources will be used to regularly assess progress: Aboriginal HSC attainment, attendance - Scout and Sentral data, 'Tell Them From Me' student survey results, student learning conversations, student learning goals, Year Advisor planning and post school destinations data. Regular analysis and review of these data sources and teacher practices will take place to provide clarity around whether we are on track to achieve the intended improvement measures and to make adjustments as required.