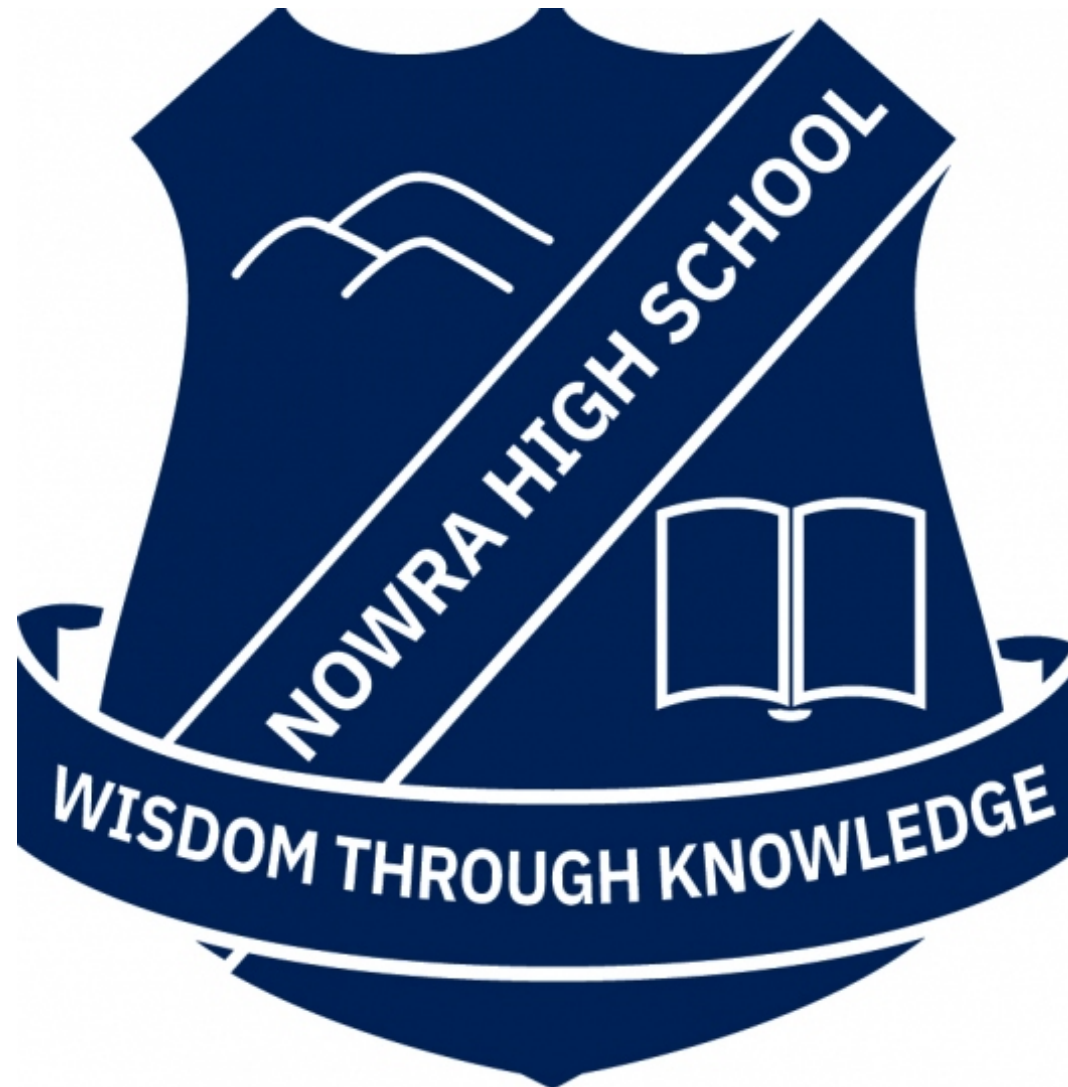# Strategic Improvement Plan 2021-2024

Nowra High School 8201

School vision and context

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 905 students supported by more than 100 teachers and support staff who work collaboratively with our Parent and Carers and the Nowra AECG, 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, and celebrating culture, the arts and sporting excellence. Student needs are further supported through 6 Special Education classes. Our school fosters a strong school spirit, within broad, creative and relevant programmes that encourage students from Year 7 to 12 to reach their full potential.

We ensure students achieve individual academic success by recognising differences in ability and talent, and encouraging all students to achieve their personal best, through our: Academically Gifted and Talented stream, Wellbeing and Transition programs, the Talented Athlete Program and our strong Creative and Performing Arts initiatives.

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 971 (against a state mean of 1000). 14% of our students are Aboriginal or Torres Strait Islander.

After a comprehensive Situational Analysis and informed by the External Validation process in 2019 the school will be focusing on three strategic directions with strong initiatives that will lead to school improvement.

1. Student Growth and Attainment

Focus initiatives include; Targeted Literacy, Numeracy and Higher Order Thinking Programs and Connect, Succeed and Thrive - Wellbeing Framework

2. Quality Teaching Practice

Focus initiatives include; Capacity to meet the Needs of Students and Collaboration and Relational Trust.

3. Leading the school Community

Focus initiatives include; Leading the educational dialogue of the school community and System Management and Administration of School Operations

Strategic Direction 1: Student growth and attainment

Purpose

To engage students in meaningful educational experiences that are contextually relevant and challenging in addressing Reading, Writing, Numeracy and Higher-order Thinking, and inspire our personal best in every endeavour.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands Reading

- Improvement in the number of students achieving top 2 bands in Reading to meet the lower bounds total of 22%.

Target year: 2022

NAPLAN Top 2 Bands Numeracy

- Improvement in the number of students achieving top 2 bands in Numeracy to meet the lower bounds total of 22%.

Target year: 2022

HSC Top 3 Bands

- Improvement in the number of students achieving top 3 bands in the HSC from a baseline of 51.9% to meet the lower bounds total of 57.3%.

Target year: 2022

Attendance >90% of the Time

- 5.5%. Improvement in the number of students attending greater than 90% of the time.

Initiatives

Targeted Literacy, Numeracy and Higher Order Thinking Programs

Improve effective classroom practice through the use of targeted explicit programs that focus on our students improving in Reading, Writing and Numeracy.

Detailed analysis of Naplan and internal data from PAT testing to determine identified need and develop targeted strategies that are regularly reviewed and evaluated. Student development will be guided by internal testing that monitors progress with the use of Literacy and Numeracy Progressions to support identified students.

Targeted Reading Program

- Embed an explicit reading program across each faculty that increases student exposure to reading and develops a life long love of reading.

Targeted Writing Program

- Develop an explicit writing program, differentiated across stages and abilities that meets the needs of students at a range of stages in their learning pathway. Focus on developing higher order thinking skills when working with targeted groups across the school.

Targeted Numeracy Program

- Numeracy is made a key component of everyday practice in all classrooms. Support is provided to all teachers in explicitly teaching numeracy in their KLA.

Connect, Succeed and Thrive - Wellbeing Framework

Wellbeing Framework: Cognitive, Emotional, Social, Physical, Spiritual

The wellbeing of students is dynamic and integral to learning and student success. Students that are able to connect, succeed and thrive within our school environment are most likely to achieve the outcomes that are available for them.

Success criteria for this strategic direction

Students better able to access learning opportunities due to growth in Literacy and Numeracy Skills and increased engagement in the teaching and learning cycle. Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. School data shows that our growth and achievement is above statistically similar school groups (SSSG) in all areas of literacy and numeracy.

Increase in student HSC attainment and post school pathways due to increased access to learning opportunities.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. All students are provided with the wellbeing support and structures to develop as resilient and responsible citizens.

Evaluation plan for this strategic direction

Question: What has been the impact of using targeted, explicit programs to teach skills in the area of Literacy and Numeracy?

Are students more engaged in learning due to targeted support and well developed Wellbeing structures within the school?

Data: External student performance (NAPLAN), internal student performance measures (PAT Testing, Literacy and Numeracy Progressions), Classroom observations, teaching programs and student work samples, external and internal wellbeing data (TTFM, Sentral Wellbeing data), Student Attendance.

Analysis: Pre and Post data analysed and reflected on to look for change and the extent to which the purpose has

Strategic Direction 1: Student growth and attainment

Initiatives

To ensure effective application of the wellbeing framework for schools we will review, analyse and modify the wellbeing structures within the school to ensure all students are provided with the appropriate environment and support to Connect, Succeed and Thrive.

- Underpinning our everyday processes with the School Wellbeing Framework.

- Consolidate multiple wellbeing structures within the school into a unified plan that reflects the Framework.

Mental Health First Aid - Teen

- Undertake whole school training (students and staff) in Mental Health First Aid and develop a 'Nowra High Way' for communication around mental health and wellbeing.

Attendance Program

- Developing an attendance program that serves to 'bump up' students that present with attendance rates between 70%- 90%.

- Support Aboriginal Students through community engagement in improving attendance and developing aspirational goals, ultimately improving attainment for Aboriginal students. Developing support strategies including Aboriginal Homework Centre.

Evaluation plan for this strategic direction

been achieved. Meta analysis involving multiple factors will assist in identifying the efficacy of initiatives and activities.

Implications: Where do we go from here in maintaining and improving upon successful activities that have led to positive change within the school?

Strategic Direction 2: Quality Teaching Practice

Purpose

To promote a culture of collaborative professionalism and relational trust, reflective upon innovative teaching practice and being a role model for wellbeing and life-long learning.

Improvement measures

Target year: 2023

NAPLAN Expected Growth - Reading

- Increase the number of students achieving at or above expected growth in Reading to meet the lower bounds total of 65.5%

Target year: 2024

People Matter Survey

Positive School results in the People Matter Survey in the areas of Collaboration, Continuous Improvement and Innovation are above the Organisational Group Average.

Collaboration: 65.95%

Continuous Improvement: 74.48%

Innovation: 65.04%

Target year: 2023

HSC ATSI Completion Rate

- Nowra High School will contribute towards the achievement of the South Coast Network target of a 18.2% uplift in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Target year: 2023

NAPLAN Expected Growth - Numeracy

- Increase the number of students achieving at or above expected growth in Numeracy to meet the lower bounds

Initiatives

Capacity to meet the Needs of Students

Professional Learning Framework

A whole school Professional Learning Framework that structures and supports the delivery of Professional Learning, that builds the skills and understanding that is expected of all staff at Nowra High School. Professional Learning Framework improves professional practice and develops improved understanding of the school and wider community.

- Professional Learning structured and formalised from Induction through to experienced long term staff.

Mental Health First Aid

Developing Mental Health First Aid trainers that are able to roll out and support the ongoing implementation and support of Mental Health First Aid for all staff and students. Deliver Mental Health First Aid training to Parents/Carers and members of the School Community.

Innovative, Data Informed Practice

Professional Practice is innovative, evidence based and data informed, to ensure that all students are provided with high level, future focused teaching and learning.

- Teacher professional practice is assessed using appropriate data and improvements made through implementation of evidenced based practice. Personalised Learning Pathway's and Learning Support Plans are detailed, relevant, well communicated and support the development and growth of the individual.

- Structured reflection and analysis of practice that promotes the high level use of technology in an innovative and evolving way.

- Maintain a high level of access to appropriate technology, that is equitable, well managed and supported.

Success criteria for this strategic direction

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. Staff develop a mindset of continuous improvement where professional practice is routinely evaluated and improved through evidenced based practices. Staff are supported at all levels to develop and improve their own, and their colleagues, professional practice.

All students are provided with well trained, professional staff that are able to effectively differentiate the curriculum and meet the needs of a diverse range of students. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

The school uses systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing improvement in teaching practice and student results. Staff are dynamic and celebrate change and diversity in professional practice, student needs and change within the wider community. Staff work together and support each other to achieve collective teacher efficacy.

School culture is positive, vibrant and focused on key priorities.

Evaluation plan for this strategic direction

Question: Has the implementation of a structured, consistent Professional Learning Framework improved the learning and wellbeing outcomes for students through contributing to a contextually relevant well trained staff?

Are staff able to consistently deliver highly engaging future focused pedagogy?

Do the professional relationships and collaborative

Strategic Direction 2: Quality Teaching Practice

Improvement measures

total of 71%

Target year: 2022

Tell Them From Me Survey

Improvement in positive wellbeing each year across the combined themes in the student Tell Them From Me to meet the lower bounds total of 63.6%

Initiatives

- Develop and support collaborative practice that fosters innovation and supports change and development.

Collaboration and Relational Trust

Collaboration

Building and developing positive and professional relationships that foster collaboration will allow us to best meet the needs of our students and community.

- Formalise the Professional Learning Communities and Teams within the school: *Wellbeing, Ab Ed, Technology, T&L, Wellbeing Data*

- Develop and support collaborative practice that relates to ongoing improvements in Performance and Development.

Building Positive Relationships

- Develop and support a workplace environment that values and supports the development of positive professional relationships.

Evaluation plan for this strategic direction

practices of staff within the school drive ongoing, school wide improvements in teaching practice and student results?

Data: Staff performance and development data, SCOUT data, classroom observations, People Matter Survey, Tell Them From Me survey, Attendance and Attainment data, Teacher survey

Analysis: Pre and Post data analysed and reflected on to look for change and the extent to which the purpose has been achieved. Meta analysis involving multiple factors will assist in identifying the efficacy of initiatives and activities.

Implications: Where do we go from here in maintaining and improving upon successful activities that have led to positive change within the school?

Strategic Direction 3: Leading the School Community

Purpose

To genuinely and deeply engage with all stakeholders of our educational community and successfully lead a systems approach to the administration, management and upgrade of the whole school.

Improvement measures

Target year: 2024

ATSI Attendance and Achievement

To close the gap between ATSI and non-ATSI student attendance (Attendance Rate and Students attending >90% time)

Attendance Rate : 82.6%

Students attending >90% time: 50.4%

Target year: 2024

Leadership Development

- 10% of teachers engaged in, or completed HALT

Target year: 2024

Tell Them From Me Parent Survey

Improve parent engagement in Tell Them From Me Survey. Survey completed by more than 25% of a Parent/Carer

Specific areas of improvement (minimum 10 %) in TTFM survey: Two Way Communication, Parents Participation at School, Parent Input

Target year: 2024

Improved community engagement

5% Increase Year on Year in the following

- Improved P&C attendance and engagement

Initiatives

Leading the educational dialogue of the school community

Connecting with Parents and Carers

Establish ongoing two way communication with parents and carers that supports educational delivery and engagement with the school.

- Establish ongoing Community Workshops that supports parents and carers and improves the connection of school with the community.

- Students and staff are provided with targeted support personnel (CLO, ATSI SLSO, SSO) to improve teaching, learning and student engagement.

- Technology is effectively used to improve communication between the school and the community. School Website, Facebook and Parent App.

Connecting with Community

Establish effective and supportive connections with all areas of the local community that increases opportunities and engagement of education for all stakeholders. Using targeted positions within the school in an effective manner to support, evaluate and improve these connections.

This will include: Business Partnerships, Alumni Connections, Aboriginal Community Connections, Cultural Hub, Primary School Connections

Connecting with Professional Community

Develop and maintain ongoing professional connections for staff with both the educational community and the community as a whole that improves practice and better allows us to support our students. This support will improve students transitions into and out of Nowra High School.

- CoS, CNS

Success criteria for this strategic direction

The school is recognised as excellent and responsive by its community. Two way communication between the school and parents and carers is effective and best supports student achievement and wellbeing. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

All stakeholders within the school community share a common vision, working together to achieve collaborative goals and support improvements within the community.

All students able to access and achieve learning opportunities to meet identified exit outcomes for students

Evaluation plan for this strategic direction

Question: Has the activities and programs implemented improved engagement of the school community in the teaching, learning and functioning of the school?

Does the school use community connections to improve the learning opportunities for students and enhance and increase the opportunities for post school pathways?

Is there effective leadership occurring across all levels of the school, including students, staff and members of the school community?

Are the systems, structures and process of the school best designed and utilised to maximise student learning and wellbeing?

Data: Tell Them From Me parent and student survey, P and C engagement and feedback, post school pathway data, leadership initiative engagement, People Matter Survey, Internal school wellbeing data.

Analysis: Pre and Post data analysed and reflected on to look for change and the extent to which the purpose has been achieved. Meta analysis involving multiple factors will assist in identifying the efficacy of initiatives and activities.

Strategic Direction 3: Leading the School Community

Improvement measures

- Improved parent/carer attendance at school events

- Improved connection with local Aboriginal community

Initiatives

- Professional Associations

Leading the School Community

Develop explicit leadership development across the school to better facilitate teaching and learning at Nowra High School. Collective leadership will improve teaching and learning and support a greater range of programs and initiatives that improve student outcomes and engagement.

- Coaching and Mentoring

- School Leadership Institute initiatives, HALT

- Staff Induction

- School Wellbeing Framework (Data Analysis)

- Student Leadership, Student/Junior AECG

System Management and Administration of School Operations

Detailed analysis of the organisation and running of the school to ensure facilities, resources and the systems and structures best supports the achievement of school vision and goals.

Underpinned by an understanding of creating enablers, providing supportive conditions and the evolving school architecture to meet the current and future needs of stakeholders, that could include:

- The School Day   - Classrooms   - Staffrooms   - Toilets   - Outdoor Learning Areas

- Playground   - Canteen   - Uniform   - Technology infrastructure

Evaluation plan for this strategic direction

Implications: Where do we go from here in maintaining and improving upon successful activities that have led to positive change within the school?

Nowra High School (8201) -2021-2024