

Strategic Improvement Plan 2021-2025

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 a 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 achievements, and celebrating culture, the arts and sporting excellence. Students 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 years 7-12 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 High Potential 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 places as responsible and active community members within our democratic society.

Strategic Direction 1: Student growth and attainment

Purpose

To engage students in meaningful educational experiences that are contextually relevant and challenging in addressing literacy and numeracy. Quality Teaching is underpinned by supportive systems which facilitate collaborative practice and use of data sources to support students in achieving their best.

Improvement measures

Reading growth

Achieve by year: 2023

Improvement in the % of students demonstrating expected growth in Reading by the lower bound target of 65.6%.

Numeracy growth

Achieve by year: 2023

Improvement in the % of students demonstrating expected growth in Numeracy by the lower bound target of 71%.

HSC achievement - top 3 bands

Achieve by year: 2023

HSC Top 3 Bands

Improvement in the number of students achieving top 3 bands in the HSC to move toward the lower bound target of 57.3%.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase in the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity to 9% of the total HSC cohort.

Initiatives

Quality Teaching Practice

Formative assessment and associated data practices will be identified across the whole school to ensure that quality teaching is occurring in all classrooms.

SSS Literacy Strategy

School wide initiative embedding explicit teaching of literacy skills. This program focuses on vocabulary and comprehension, utilising the Frayer model and word walls with targeted

Targeted Numeracy Program

Small groups have been developed from data informed practice and staff referrals, to target basic numeracy skills and numerical language involved in problem solving.

Collaborative Practice

Systems are to be implemented which allow for faculty collaboration to analyse data and plan for ongoing teaching and learning.

Collaborative Practice Framework

Whole school teams are embedded into the school calendar targeting strategic planning areas with representatives from faculties across the school. Data is utilised to inform planning and strategies are implemented to meet improvement measure targets.

Professional learning facilitates collaborative support for teacher development. Faculty and across-faculty collaborations to focus on implementation of data into teaching and learning programs and assessment practice.

Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary knowledge and deploy effective teaching strategies.

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? Do teachers collaborate, evaluate, reflect on and adapt practice for learning? How has the embedding of cross faculty collaboration opportunities improved teaching and learning across the school?

Data: External student performance (NAPLAN, HSC), internal student performance measures (PAT testing, Literacy and Numeracy Progressions), Classroom observations, teaching programs and student work samples.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to Improvement and Progress Measures. The school will review the extent to which explicit teaching maximises student learning outcomes.

Implications: Where do we go from here in maintaining and improving upon successful strategies that have led to improved student progress measures?

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To promote a culture of belonging and relational trust which supports students, staff and community in the pursuit of excellence as life long learners. Wellbeing strategies are pivotal in order to ensure the engagement of all members of our community, connecting positively as partners in learning.

Improvement measures

Attendance >90%

Achieve by year: 2023

Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 67.4%.

Wellbeing

Achieve by year: 2023

Tell Them From Me Survey

Improvement in positive wellbeing each year across the combined themes in the student Tell Them From Me survey to move beyond the lower bound target of 63.6%.

Student Wellbeing

Achieve by year: 2025

Increased % of students in years 7-12 actively engaged across the behavioural, cognitive and emotional domains of the Student Engagement Continuum.

Achieve by year: 2025

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%

Initiatives

Wellbeing

A school wide assessment of Wellbeing practices and behaviour management will result in improved practice across the school.

Whole School Wellbeing Plan

Implementation of whole-school wellbeing reform, informed by a review of whole-school wellbeing processes and practices. This will include the implementation of a step care model and the improvement of wellbeing and learning support practices. Reviewing strategies to address staff wellbeing needs and implementing strategies to support staff retention and job satisfaction.

The 'Nowra High Way' Behaviour Management Strategy

Review of behavior management support systems and an updating of process to ensure that student engagement remains at the forefront of operation. Improving strategies to monitor, analyse and evaluate student behaviour and attendance data to inform future directions.

Community Engagement

The school engages with the community through a number of opportunities to provide positive connections that enables the school to create meaningful partnerships in learning.

Parent Engagement Group

Development of a Parent Engagement Group which delivers educational presentations twice a term, the topics of which are decided in discussion with parents and the Executive team.

Community Engagement

Further develop relationships with DOE personnel and external agencies to provide opportunities for students to access targeted activities that support their learning at

Success criteria for this strategic direction

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

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Evaluation plan for this strategic direction

Question: Has the implementation of a structured and researched back wellbeing framework improved student engagement and behaviour outcomes? Has the Learning & Support systems and practices reflected the needs of the students? Has the community engagement improved as a result of targeted communications?

Data: Behaviour data, People Matter Survey, Tell Them From Me survey, Attendance data, Meeting agendas, Parent attendance at PEG, Student program enrollment 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.

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: Connect, Succeed and Thrive

Improvement measures

Innovation: 65.04%

Tell Them From Me

Achieve by year: 2025

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

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

Initiatives

school.

Strategic Direction 3: Educational Leadership

Purpose

To build and consolidate school wide systems that support the facilitation of educational leadership. These include high impact professional learning opportunities, distributed leadership and the embedding of key platforms through effective communication practices.

Improvement measures

Professional Learning Plan

Achieve by year: 2025

PDP goals of staff are mapped against Professional learning plan to ensure staff PDP goals are achieved within the framework of the schools action.

Accreditation

Achieve by year: 2025

All staff are given the opportunity to work towards or complete proficiency accreditation or HALT. At least 30% of beginning teachers achieve proficiency. At least 20% of identified staff members actively working towards HALT attainment.

Staff Induction

Achieve by year: 2025

All new staff are inducted into the school via structured meetings to ensure all they understand the school context and their role within the system. All staff are able to access the Staff Handbook for clarification.

CANVAS Implementation

Achieve by year: 2025

CANVAS utilised for Years 7 to 12 Teaching and Learning Programs Across the school.

Initiatives

High Impact Professional Learning

Create a culture and structures, that build a cycle of professional learning enabling the learning and growth in every teacher in which new learning is applied to teaching practice.

High Impact Professional Learning Program

Professional learning program that is based on student needs, which are identified through analysis of current system, school and classroom data about progress and achievement.

Whole School Strategic Professional Learning Plan

Implement a whole school professional learning plan annually which is aligned to system, school and individual performance and development goals.

Systems Management

Develop and improve current processes around the use and implementation of digital educational delivery tools and wellbeing management systems. Improve staff communication procedures to ensure the efficacy of a shared vision for the school.

Digital platforms update

Maximise current platforms of Sentral and implement Canvas to support teaching and learning programs, improve student access to learning and parent engagement.

Staff communication

Improve staff communication and delivery processes to ensure staff have an understanding of and a voice in organisational and strategic directions for the school via staff meetings, musters and digital communication tools. Develop and improve current staff induction procedures including the refinement of the staff induction program and handbook.

Success criteria for this strategic direction

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

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

The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

Evaluation plan for this strategic direction

Question: How Have the teacher induction processes been strengthened? Do we have the technology knowledge and capabilities to support teaching and learning?

Data: People Matter Survey results, TPL application and evaluation data, PDP data, Lesson Observations, Canvas access data, Teacher accreditation 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.

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