

Strategic Improvement Plan 2021-2024

Narooma High School 8536



School vision and context

School vision statement

Our Vision: At Narooma High School we are committed to a shared community inspired approach to excellence in education and opportunity for all.

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 Far South Coast of NSW and surrounding districts.

At the commencement of the planning period the student population is 530 with 14% of students identifying as Aboriginal or Torres Strait Islander. We have 61 permanent and temporary teaching staff and 26 permanent and temporary non-teaching staff. The school employs an additional Aboriginal mentor and 2 additional Student Learning Support Officers for academic support and mentoring of Aboriginal students.

The school promotes student leadership and has a strong and active Student Representative Council and a Junior Aboriginal Education Consultative Group. The members are responsible for contributing the student voice in the school decision making process.

We are very proud of our strong record of academic, performing arts, cultural and sporting achievements. Students represent the school across a wide range of activities at local, regional and state levels.

Narooma High School values learning through Responsibility, Respect and Support.

We have fostered strong partnerships with universities, cultural institutions, businesses and community groups. Parent support is strong and highly valued. The school works in partnership the Department of Education service delivery team and agencies and services to care for, value and support our students and their families.

The school will join the Connected Communities Strategy. This will see an improvement for all Aboriginal students and non-Aboriginal students in literacy and numeracy, attendance, post school options and community engagement. We welcome and look forward to working with the school's governance committee, the AECG and external providers and to continued collaboration with the P&C.

The Strategic School Improvement Plan 2021-2024 has been developed in consultation with students, staff, families and community. The strategic school improvement team engaged with Centre for Education Statistics and Evaluation's Leading Evaluation, Evidence and Data project to guide our situational analysis which has been essential to the development of this plan. As a result of the situational analysis Narooma High School has determined the following Strategic Directions: Student growth and attainment, Effective classroom practice, Instructional leadership.

The school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student engagement and achievement within an inclusive curriculum. Students will meet challenging, yet achievable goals based on individual needs. Students will reflect on and evaluate their own progress to become confident and successful learners in a diverse and caring environment.

Improvement measures

Target year: 2022

Increase in the percentage of students in Years 7 and 9 achieving in the top 2 bands in NAPLAN Numeracy with an uplift of 7.1%.

Target year: 2022

Increase in the percentage of students in Years 7 and 9 achieving in the top 2 bands in NAPLAN Reading with an uplift of 5.6%.

Target year: 2023

Increase in the percentage of students achieving expected growth in Year 7 and 9 in NAPLAN Numeracy with an uplift of 5.8%.

Target year: 2023

Increase in the percentage of students achieving expected growth in Year 7 and 9 in NAPLAN Reading with an uplift of 7.7%.

Target year: 2022

Increase the percentage of students achieving top 2 bands HSC with an uplift of 4.9%.

Target year: 2023

Increase the percentage of Aboriginal students attaining the HSC with an uplift of 13.0%.

Target year: 2024

Initiatives

Individualising the learning

A whole school approach to quality teaching, curriculum planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the needs of all students. Student assessment data is regularly used school-wide to identify student achievements and progress. Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

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. Teachers consistently utilise a variety of system, school and classroom data to inform their professional learning needs and planning including student work samples, formative assessment, student behaviour data and external assessments.

Attendance and wellbeing

A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing and attendance of all students so they can connect, succeed, thrive and learn. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Attendance data is regularly analysed and is used to inform school planning.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. All students will have regular opportunities to develop positive, respectful relationships which is widespread amongst students and staff ensuring optimum conditions for teaching and learning across the school.

Success criteria for this strategic direction

- Staff engage and collaborate in targeted professional learning in data use and analysis to inform teaching.
- Literacy and numeracy strategies are embedded in all teaching programs.
- Staff engaging in professional dialogue of consistent teacher judgement in viewing student work samples aligning with rubrics and marking criteria.
- Staff analyse of data to inform teaching (5 week intervals).
- Classroom observation feedback reports and reflection data.
- Staff engage in targeted professional learning in the use of effective feedback practices.
- All students receive check-in and support for learning and wellbeing.
- Improved student attendance.
- Achievement of improvement measures.
- Regular communication with parents and carers regarding concerns with student attendance patterns.
- Establishment of Wellbeing Hub.
- Increased positive responses to TTFM surveys.
- Expansion of external services engaging with students through the Wellbeing Hub.
- Evidence of authentic reflection and adjustment of individualised student learning plans for targeted students.
- Curriculum structures that are innovative and meet needs of all students.
- Successful engagement in Transition programs to post school destinations.

Evaluation plan for this strategic direction

Question: *In what ways has a strong focus on individualising learning, attendance and wellbeing supported student growth and attainment?*

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN Reading with an uplift of 40.0%.

Target year: 2024

Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN Numeracy with an uplift of 34.5%.

Target year: 2022

Increase in the percentage of students attending school 90% of the time or more with an uplift of 6.6%.

Target year: 2024

Increase in the percentage of students demonstrating positive wellbeing as measure through the 'Tell Them From Me' survey with an uplift of 5.4%.

Evaluation plan for this strategic direction

Data used:

- NAPLAN data
- Check in Assessment data
- HSC results
- Post school destinations
- TTFM surveys
- HSC minimum standards data
- Individualised Learning Plans
- Attendance data
- Sentral wellbeing data
- Nationally Consistent Collection of Data
- Teaching and Learning programs
- Assessment schedules
- Meeting minutes and agendas
- Student work samples
- Lesson observation feedback
- Meeting summaries - Parent/Teacher/Student meetings

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Regular reviews of data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes.
- Leadership team and whole staff reflective sessions twice a term.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Evaluations will be embedded into evaluation cycles and professional learning activities.

Implications:

Where to from here?

- Evidence and evaluations will inform future directions.

Strategic Direction 2: Effective classroom practice

Purpose

Teachers will improve their practice through collaboration, use of student data and undertaking targeted professional learning to inform teaching. Teachers will regularly evaluate their effectiveness to improve student growth and attainment. All students will improve every year through explicit, consistent and research-informed teaching.

Improvement measures

Target year: 2024

Improve the SEF-SaS in the element of Effective classroom practice from Delivering to Excelling.

Target year: 2024

Increase the percentage of staff responding positively in the People Matter Employee Survey in relation to Teamwork and Collaboration to be above 80%.

Target year: 2024

Increase the ratings in teacher surveys for the Explicit Teaching and High Expectations themes of What Works Best to over 4.0.

Initiatives

Explicit teaching

All teachers are committed to identify, understand and implement the most explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Staff embed collaboration as a means of achieving excellence in teaching practice and meeting students needs. All teachers have a clear 'line of sight' between their professional learning and student progress and achievement over time, using evidence from a range of evaluation measures.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. 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. This drives ongoing, school-wide improvement in teaching practice and student results.

High expectations

The school leadership team and staff work and learn collaboratively to focus on student growth, seek input from internal and external experts, share knowledge, observe each other in practice, ask probing questions, and actively challenge others' perspectives thereby strengthening our collective efficacy, knowledge and practice and enabling professional learning to have a greater influence on classroom practice.

Professional Standards are a reference point for whole school reflection and improvement. Staff demonstrate a personal responsibility for maintaining and developing their professional standards. Whole school relationships provide mentoring and coaching support to ensure and coaching support to ensure the ongoing development and improvement of all teachers.

Success criteria for this strategic direction

- Evidence of *3 Rivers 4 Learning* intentions meeting targets for improvement.
- Evidence of *Visible Learning* strategies embedded into practice (John Hattie).
- All staff share best practice through rich conversations in triads, observations discussions formally and informally and feedback.
- Targeted professional learning has increased staff knowledge for accreditation processes.
- Implemented Accreditation Team to support staff in the accreditation process.
- Development of Google Site for all storage of faculty documentation. Staff professional learning for introduction of *Google Site*.
- Targeted high impact professional learning to address data analysis.
- Positive staff evaluations of provided professional learning.
- Embedded explicit processes for collaboration and feedback amongst staff.
- High levels of trust, strong teams and more effective teaching practice.
- Evidence of staff evaluative and reflective practice.
- Improve value add data Yr 7-9 to improve from Working Towards Delivering to Sustaining and Growing..

Evaluation plan for this strategic direction

Question: What is the understanding of continuous improvement of practice in strengthening the collective efficacy of all staff?

Data:

- Classroom observations, reflections, feedback
- student performance data
- Engagement with professional associations

Strategic Direction 2: Effective classroom practice

Initiatives

Professional Learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation plan for this strategic direction

- Leadership opportunities/succession planning
- Induction programs and mentoring for beginning teachers
- minute meetings from staff meetings, mentor meetings, observations feedback meetings
- Staff Professional Development Plans, processes and evaluations
- Teacher accreditation data and processes
- Tell them from teacher survey results
- SEF-sas
- Whole school professional learning schedule, records and evaluations

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Regular reviews of data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes.
- Leadership team and whole staff reflective sessions twice a term.

Evaluations will be embedded into evaluation cycles and professional learning activities.

Implications:

- Evidence and evaluations will inform future directions.

Strategic Direction 3: Outward facing and accountable instructional leadership

Purpose

All leaders will promote the school vision by clearly communicating goals, inspiring confidence through high expectations in and among colleagues and strengthening community partnerships. A whole school approach to build a culture of ongoing improvement to meet the needs of every student and every staff member is evident.

Improvement measures

Target year: 2024

Increase in the percentage of staff reporting confidence in school leaders in the People Matter Employee Survey with an uplift of 15%.

Target year: 2024

Improved sustainable partnerships between the school and community organisations resulting in an increase in students accessing SBATs and local employment.

Target year: 2024

Improve the SEF-SaS in the element of Educational Leadership from Delivering to Excelling.

Target year: 2024

Improve the SEF-SaS in the element of Learning and Development from Delivering to Excelling.

Initiatives

High performing, collaborative teams

School leadership teams maintain a focus on distributed instructional leadership to support a culture of high expectations and community engagement so that all students, teachers and leaders make measurable progress towards whole school improvement.

School leaders deepen their practice by focusing on sustained learning and evidenced-informed approaches. Leaders create the culture and structures that build a cycle of professional learning and support staff to learn and grow through an inclusive environment and in which new learning is applied to teaching practice.

Leadership teams in the school inspire trust, clarify purpose, align systems and build capacity in staff, with a clear focus on student growth and attainment. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Connected community

The whole school community is strongly focused on learning, building educational aspiration and school improvement through an inclusive culture of high expectations. It is responsive to the needs of its students and works collaboratively to ensure equity issues are addressed.

Effective partnerships with all members of the school community are strengthened to pursue excellence. The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

There is a shared responsibility to provide a culturally inclusive curriculum and opportunities to engage every student. School leaders seek, and are responsive to, feedback from the community.

Success criteria for this strategic direction

- A culture of high expectations is evident with all staff using evidence based teaching, feedback, reflections and collaboration across the school.
- Executive staff complete professional learning '*Leading Teams*' and implementing aligned strategies.
- All executive staff complete the AITSL leadership 360 reflection tool and engage with leadership profiles.
- Senior management is setting a clear direction for the future from 27% to >50% as indicated in the *People Matter survey*.
- Increase in community voice and P&C input in driving targeted initiatives.
- Parents/carers are presented with clear and meaningful information through regular and supportive communication processes.
- Staff demonstrate high quality service delivery.
- Sustained, effective partnerships with Aboriginal Elders, students, parents, Aboriginal communities, AECG, DoE Aboriginal Education Team, Chamber of Commerce at Narooma, Bermagui, Tilba and Cobargo.
- Increase student voice through targeted opportunities
- All staff engage in professional learning to increase cultural knowledge (Connecting to Country, Cultural Inclusiveness, Cultural Competency).
- The school leadership team is highly visible, effective and driving continuous school improvement. All executive team members develop a unified purpose to model professionalism, cohesiveness and innovation. The leadership team reflects on their individual and the team's effectiveness in supporting staff and student growth.
- Leadership teams collaborate and use feedback to drive ongoing, school-wide improvement in teaching practice and students.

Strategic Direction 3: Outward facing and accountable instructional leadership

Evaluation plan for this strategic direction

Question: *How do school leadership teams use high expectations to effect change and connect community?*

Data used:

- SEF-SaS 2021-2024
- People Matter survey data
- Tell Them From Me survey data
- Performance Development Plans
- Individualised Support Plans
- Professional Learning evaluation slips
- Effective governance team through attendance of meetings and support implementing strategies
- MyPL professional learning data
- Recommendations from P4U implemented in each faculty
- 2IC actively involved in leadership roles across the school
- Clear and dynamic school plan
- Improved administrative systems and processes that are sustainable
- High Impact Professional Learning Plan
- SCOUT data - professional learning

Increased community engagement with school (attendance at school events, verbal and written communication, regular opportunities for feedback elicited)

Regular and documented leadership opportunities for students

- Student surveys
- Parent surveys
- Meeting minutes and agendas

Analysis:

- Regular review of initiative to measure improvements against baseline data will be used to monitor

Strategic Direction 3: Outward facing and accountable instructional leadership

Evaluation plan for this strategic direction

success of initiatives and analysis will allow for modifications to be included if needed. This will be achieved through:

- milestone review each term
- qualitative and quantitative data collection and analysis
- ongoing review of local, informal and formal data sources
- evidence of improved practice through collaboration
- resources utilised to ensure initiatives are sustainable and embedded

Implications:

- Improvements in teacher quality which will be transferred to improved student outcomes as measured by system-negotiated and school generated targets.
- Evaluations of initiatives will inform future directions.