

Strategic Improvement Plan 2022-2026

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.

The student population is 490 with 15% of students identifying as Aboriginal or Torres Strait Islander. We have 64 permanent and temporary teaching staff and 32 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 achievements across academic, performing arts, cultural and sport. 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 joined the Connected Communities Strategy in 2021. This has seen 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 Local Reference Group, the newly formed AECG, external providers and to continued collaboration with the P&C.

The Strategic School Improvement Plan 2022-2026 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 2022-2026 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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for reading in Years 7, 8 and 9 for 2024 compared with the same student groups in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check In assessment mean scaled score for Numeracy in Year 9 in 2024 compared to the same group in 2023.

Initiatives

Individualising the Learning

There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact.

Learning will be tailored to meet each student's strengths, skills, needs and interests, with teachers working in partnership with students and their parents/carers to raise expectations of progress and achievement/attainment.

Our work in this initiative will focus on meeting student needs by:

- Differentiation
- A focus on High Potential & Gifted Education
- Curriculum reform

Success criteria for this strategic direction

- Learning programs include explicit literacy and numeracy instruction, address individual student needs through appropriate adjustments, and challenge all students to enable them to excel.
- A strategic, planned approach to learning is informed by sound holistic information about each student's needs in consultation with parents/carers, so that all students can connect, succeed, thrive and learn.
- Continuity of learning for all students is informed and supported by positive and respectful relationships and strong collaborations between the school, parents, students and the wider community

Evaluation plan for this strategic direction

Question: In what ways has a strong focus on individualising learning, curriculum implementation and differentiation supported student growth and attainment?

Data which could be used:

- Check in Assessment data
- HSC results
- HSC minimum standards data
- Individualised Learning Plans
- Nationally Consistent Collection of Data
- Teaching and Learning programs
- Assessment schedules
- Student work samples
- Meeting summaries - Parent/Teacher/Student meetings

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The school will report on its progress each year through the Annual Report

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications:

The findings from the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to ensure continuous improvement.

Strategic Direction 2: Engagement

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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Whole school attendance processes result in a 0.325% uplift to an attendance rate of 78.70%

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Every student finishes school ready to succeed in their chosen pathway.

Learning, Growing and Belonging

Achieve by year: 2026

Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.

Initiatives

Attendance and Wellbeing

Evidence-based strategies will be established and sustained to foster a positive culture of attendance and wellbeing for all students so that they feel connected, respected and supported.

Our work in this initiative will focus on meeting student needs by:

- Developing initiatives that promote a growth mindset and a student's positive connection to school
- Strengthening student attendance practices and processes
- Collaboratively developing strategies with staff, the school community, and other agencies as required, to support the wellbeing of students
- Initiating strategies to build positive learning environments in the classroom, characterised by supportive relationships

Pathways

Multilayered supports ensure we are equipping and empowering students with skills as they consider pathways that align with their goals and aspirations.

- Strengthening subject selection processes to support students' aspiration
- Building and maintaining collaborative connections with service providers, TAFE and University.
- Strengthen links to local industry to increase student access to School Based Apprenticeships and Traineeships

Success criteria for this strategic direction

- A whole school approach ensures that all students are provided with the opportunity to learn, grow and belong.
- Positive, respectful relationships are evident and widespread amongst staff and students, with consistent school wide approaches to teaching and wellbeing enabling students to engage in productive learning.
- School processes ensure every student finishes school ready to succeed in their chosen pathway.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Evaluation plan for this strategic direction

Question: In what ways has a focus on engagement impacted student attendance and belonging?

Data:

- Classroom observations, reflections, feedback
- Student performance data
- Sentral data
- Observation feedback meetings
- Staff Professional Development Plans, processes and evaluations
- Tell Them from Me teacher survey results
- Student voice opportunities
- Assessment schedules

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The school will report on its progress each year through the Annual Report

Evaluation plan for this strategic direction

Implications:

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Strategic Direction 3: Collaboration

Purpose

All leaders will promote the school vision by clearly communicating goals, inspiring confidence through high expectations 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

Community Engagement

Achieve by year: 2026

School has strategically developed on-going relationships with government and non-government agencies, community groups, businesses and other educational providers which enhance learning opportunities and outcomes for students and families.

High expectations culture

Achieve by year: 2026

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Initiatives

Collaborative Teams

School collaboration and leadership structures will be further developed and strengthened to mobilise leadership expertise at all levels of the school in order to build the capacity for ongoing improvement of educational policies, processes and practices.

We will achieve this by:

- Supporting collaborative teams across faculties to plan, develop and refine teaching and learning programs
- Distributing leadership of improvement actions across the whole school
- Engaging with High Impact Professional Learning to share and gain expertise in evidence-based teaching practices

Community Collaboration

Continue to consolidate and strengthen the school as a hub that fosters genuine partnerships within and beyond the school to build a welcoming culture of inclusion and belonging that reflects and respects the diversity within the school community and enhances learning opportunities and outcomes for students and families.

We will achieve this by:

- Providing a wide range of opportunities to all school members
- Incorporating student voice at a classroom level and in school-wide practices
- Developing partnerships within and beyond the school for continuous improvement

Success criteria for this strategic direction

- School structures and systems facilitate collaborative practices that drive ongoing, school wide improvement in teaching practice and student results
- Management practices and processes support the regular measurement of school community satisfaction, with the analysis and response to that feedback being shared
- Students actively participate in decision-making at the classroom and school level on things which shape their learning
- Opportunities for leadership are distributed across the school to generate more opportunities for staff to create positive, school-wide change and to build their capacity for improvement
- Ongoing positive relationships with families, government and nongovernment agencies, community groups, businesses and other educational providers enhance learning opportunities and outcomes for students and families.

Evaluation plan for this strategic direction

Question: In what ways has a focus on collaboration and community engagement sustained a culture of effective, evidence-based teaching and ongoing improvement across the school ?

Data used:

- People Matter survey data
- Tell Them From Me survey data
- Professional Learning evaluation slips
- MyPL professional learning data
- Community Engagement activities (attendance at school events, verbal and written communication, regular opportunities for feedback elicited)
- Student surveys
- Parent surveys
- Meeting minutes and agendas

Evaluation plan for this strategic direction

Analysis:

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Implications:

The findings from the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to ensure continuous improvement.