

Strategic Improvement Plan 2023-2026

Narara Valley High School 8591



School vision and context

School vision statement

The Narara Valley High School motto is "For the Future". This statement underpins the philosophy of teaching and learning within our school and is demonstrated by the continued focus on innovative pedagogy through evidence-based practice. A positive learning culture fosters connections and partnerships that are evident throughout the school community. Students are supported in their learning and wellbeing to equip them with the necessary skills to adapt to the dynamic nature of the future workforce and our ever changing society.

School context

Narara Valley High School is a comprehensive high school situated on Darkinjung land on the Central Coast of NSW. The school has an enrolment of approximately 740 students including 89 Aboriginal students and a Support Unit of 51 students. The school caters for students of all ability levels and has developed a reputation for its strong focus on academic achievement, wellbeing and supporting community needs. Narara Valley High School has achieved national recognition as a Power House School and a Science, Technology, Engineering and Mathematics (STEM) Action School for its successful approach to innovation and learning.

The school runs specialist programs in Creative and Performing Arts, Targeted Sport, Enrichment and Acceleration. In addition to this, the school also has a Young Parents Program and a highly effective learning and support team. The school has established strong links with local businesses, the Cooinda AECG and community organisations which further support the school's educational, wellbeing and transition programs. Our PBL values of Respect, Responsibility and Personal Best are embedded in all aspects of school life.

The 2023 - 2026 Strategic Improvement Plan was formulated through extensive consultation with students, staff and community. Through the Situational Analysis process, evidence and data collated informed future directions.

Strategic Direction 1: Student Growth and Attainment

Strategic Direction 2: Engaged students who belong and succeed

Strategic Direction 3: Dynamic learning partnerships

Our school vision 'For the Future' has again guided the school planning cycle. We aim to develop students who are achieving their personal best academically, students who are known, valued and cared for and to enhance the capacity of teaching staff to deepen our learning culture.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maintain the positive learning culture, students will benefit from explicit teaching practices with a firm evidence base. Measurable growth in literacy, numeracy and the HSC will inform a continuum of improvement throughout the high school years.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

Students achieving in the top two bands or above in the HSC increases from 24.0% (baseline) to 29.0% .

HSC achievement - top 3 bands

Achieve by year: 2023

Students achieving in the top three bands or above in the HSC increases from 58.8% (baseline) to 63.3%.

Numeracy growth

Achieve by year: 2023

The proportion of students in Years 7 and 9 demonstrate growth in numeracy compared to 2022 as measured by the Check In assessment.

Reading growth

Achieve by year: 2023

The proportion of students in Years 7 and 9 demonstrate growth in reading compared to 2022 as measured by the Check In assessment.

Initiatives

Targeted literacy and numeracy instruction

Teachers engage in the planning and implementation of explicit teaching practices to achieve measurable growth for students in writing, vocabulary, number and algebra. We will:

- Set measurable goals for improvement in writing, vocabulary, number and algebra informed by internal and external performance measures.
- Planning will include the incorporation of explicit pedagogies in target areas to enhance performance for students at all levels of achievement.
- Teachers regularly analyse student performance data in target areas of literacy and numeracy to inform teaching and learning programs.
- Teaching practice in literacy and numeracy is underpinned by planned, high impact professional learning.

Stage 6 success

Students in Stage 6 will be supported individually to identify a pathway of success beyond school and achieve their personal best. We will:

- Engage in deep analysis and evaluation of student assessment data and evidence, both internal and external, to effectively identify the strengths and areas for improvement for individual students with a corresponding adjustment to teaching practice as necessary.
- Plan and implement a writing support program specifically targeted at success in senior courses.
- Implement a tailored program of support for senior students through effective mentoring, assessment data tracking, personalised plans and goal setting, including initial and ongoing assessment of course suitability where necessary.
- Teaching and learning programs in Stages 4 and 5 backward map key HSC skills. which are explicitly addressed and taught.

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Assessment data is collected on HSC progress on a planned basis and used responsively as an integral part of classroom instruction.

Consistent teacher judgment is evident across the school. Data and feedback inform teaching practice, and direct learners and learning.

All students can articulate their individual learning goals.

Evaluation plan for this strategic direction

Question:What has been the impact of improvements to literacy and numeracy instructional practice and programs and practices to support student success in Stage 6?

Data:

External performance measures such as HSC , NAPLAN and Check In data and Tell Them From Me parent and student data. Internal testing and diagnostic data is also included.

Analysis:

Evidence of impact to be analysed by school teams to ascertain successes and areas for further improvement.

Implications:

Have we been successful in these areas? Where do adjustments need to be made?

Evaluation Plan

The school will use the following data sources to regularly analyse the effective of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

direction:

HSC RAP data, Scout Reports, Student work samples
Literacy and Numeracy PLAN2 data, Sentral markbook
Student Voice

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Timely review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions. After analysing the data a determination will be made as to the future of the next four years and 'Where to Next?'

Regular professional discussion around the school excellence framework, elements and themes. Executive team and whole staff reflective sessions.

Strategic Direction 2: Engaged students who belong and succeed

Purpose

To provide a productive and success focused learning environment which is inclusive, supportive and provides connections to ensure that all students are known, valued and cared for.

Improvement measures

Attendance >90%

Achieve by year: 2023

Increase the number of students attending 90% of the time or more to 55.3%

Wellbeing

Achieve by year: 2023

Wellbeing: 62.3% (baseline) of students reporting TTFM Expectation for success, Advocacy and Sense of Belonging at school to increase to 66.8%.

Initiatives

Strategic actions to support increased student attendance

Embed a culture of excellence in attendance with clear recognition of how this links to enhanced academic and wellbeing outcomes. We will:

- Continue participation in the Attendance Matters initiative and effectively integrate updated evidence based attendance support processes into school operations.
- Embed systems for recognition and reward of students who have high or significantly increased patterns of attendance.
- Implement evidence informed, robust case management processes drawing on a multi disciplinary team of staff implemented for students experiencing difficulty maintaining acceptable levels of school and class attendance.
- Extensive ongoing, timely communication of attendance information with parents and caregivers, as well as external agencies

Engaged learners

Embed engaging, inclusive learning and wellbeing strategies which are evidence informed into school wide processes to ensure students are engaged in their learning and make positive contributions to school culture. We will:

- Ensure student recognition across the full range of school community activities will be strengthened through staff Positive Behaviour for Learning and Student Engagement strategic teams.
- Provide clear and consistent expectations for student behaviour are supported through robust student management processes, differentiated support interventions and ongoing high impact teacher professional learning.
- Undertake an evidence informed review of pro social behaviour systems and processes with emphasis on

Success criteria for this strategic direction

Whole school engagement and wellbeing programs deliver measurable improvements and have a clearly defined success criteria.

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

Established Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of the school's PBL values and expectations.

Planning and provision for learning is developed through consultation with families., students and staff.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.

Improved attendance at school and to lessons is demonstrated through whole school attendance data.

Evaluation plan for this strategic direction

Question:What has been the impact of improvements to student attendance and engagement?

Data:

External performance measures such as attendance data and Tell Them From Me parent and student data. Internal data sources include the full suite of Sentral engagement data.

Analysis:

Evidence of impact to be analysed by school teams to ascertain successes and areas for further improvement.

Strategic Direction 2: Engaged students who belong and succeed

Initiatives

- student agency and wellbeing.
 - Review of school wide learning and wellbeing resource provision to ensure that school resources are targetted specifically to enhance learning and wellbeing outcomes.
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Evaluation plan for this strategic direction

Implications:

Have we been successful in these areas? Where do adjustments need to be made?

Sentral reports (attendance, suspension)

Scout reports

Tell Them From Me (TTFM) reports

Year adviser attendance reports

Personal attendance plans

Alternate patterns of study and extracurricular program data

School-directed student wellbeing survey

Strategic Direction 3: Dynamic learning partnerships

Purpose

Learning and teaching initiatives are student centred, evidence based, enhanced through targeted professional development and demonstrate connections to community and culture.

Improvement measures

Parent and carer engagement

Achieve by year: 2026

Tell Them From Me parent survey indicates growth in the "parents are informed" scaled score to 0.4 above the NSW Government Norm.

Explicit teaching practice

Achieve by year: 2026

Tell Them From Me data indicates an increased scaled score in explicit teaching practices and feedback exceeding NSW Government norm by 1.0.

Initiatives

Highly effective teaching practice

Teachers plan, deliver and evaluate evidence informed teaching strategies that are informed by high impact professional learning and collaboration with colleagues. We will ensure:

- Teachers undertake rigorous analysis of internal and external student assessment data to inform lesson differentiation and program review.
- School leaders identify staff with specialised skills and expertise which can be utilised to enhance the instructional capacity of colleagues.
- Teachers and school leaders embed regular opportunities for students to elicit and implement feedback on their learning.
- Teaching practice is enhanced through high impact professional learning.
- School leaders continue to work with staff to ensure a high level of staff wellbeing is maintained.

Authentic learning partnerships and cultural connections

The school works in collaboration with all stakeholders to ensure that student learning and sense of belonging is continually supported and enhanced. We will ensure:

- Teachers and school leaders work with parents and carers to build their understanding of student learning programs and practices.
- Cultural connection for Aboriginal and Torres Strait Islander students and families is enhanced by close partnership between the school and Cooina AECG as well as relevant community organisations.
- School leaders build community confidence in school programs and practices through effective collaboration and promotion of achievements.
- School leaders deepen relationships with partner primary schools to ensure transitions remain smooth and a relevant continuum of learning is evident.

Success criteria for this strategic direction

Assessment data is collected on a regular basis to inform teaching practice.

Increased student engagement and motivation evident across the school. Innovative learning programs and evidence-based pedagogies are integrated in all KLAs leading to increased quality student work.

Professional Learning aligns with the SEF and is embedded across the school and fulfils individual, faculty and whole school needs.

Teachers are provided with professional learning to build capacity enabling career development and leadership aspirations.

Evidence based teaching practice is embedded across all aspects of learning, teaching and leading.

Parents and caregivers collaborate meaningfully through planned and systematic mechanisms to support sustained improvement in student learning.

Evaluation plan for this strategic direction

Question: What has been the impact of improvements to systems and initiatives supporting effective teaching practice, authentic learning partnerships and cultural connections?

Data:

External performance measures such as HSC data and Tell Them From Me parent and student data.

Analysis:

Evidence of impact to be analysed by school teams to ascertain successes and areas for further improvement.

Implications:

Have we been successful in these areas? Where do

Evaluation plan for this strategic direction

adjustments need to be made?

Evaluation Plan

The school will use data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future direction

HSC RAP data, Scout Reports, Learning Sprint data analysis, Student work samples, Literacy and Numeracy PLAN2 data

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

Professional discussion around the SEF. Executive team and whole staff reflective sessions. The leadership team monitors and supports staff PDP's on a cyclical basis.