

School plan 2018-2020

Nyngan High School 8353



School background 2018–2020

School vision statement

Nyngan High School fosters safe, respectful learners in a culture of integrity. The school provides a holistic education for all students, focusing on equity and the development of individuals whilst promoting wellbeing, inclusivity and excellence. Our students enjoy quality experiences and successes in academic, sporting and cultural endeavours.

School context

Nyngan High School (NHS) is a comprehensive high school in remote/ rural NSW. We respectfully acknowledge the traditional custodians of the land on which we provide education, the Wongaibon nation. The school has an enrolment of 170–180 students each year, approximately 37% of whom identify as Aboriginal or Torres Strait Islander.

The school receives equity funding to support the education and developmental opportunities for students from a variety of backgrounds and learning needs. Outstanding facilities are available to the school community in all learning spaces.

Positive partnerships exist between the school and its five partner schools – Nyngan, Hermidale, Girilambone and Marra Creek Public Schools and St Joseph's Primary School. A highly effective Transition Program assists Year 6 students in their progression to high school.

The school works in close partnership with its community and is actively supported by both the Nyngan High School Parents and Citizens Association and the Nyngan Local Aboriginal Education Consultative Group. Strong connections also exist with business and interagency partners of the school.

The school is committed to producing well-rounded students. Students are offered a broad curriculum choice in Stage 6 promoting academic, industry, creative, technological and interest based pathways. This includes: VET courses, TAFE, STEM, GATS and Aurora College. A Multicategorical Student Support Unit integrates students within a broad culture of learning across the school. LOTE classes deliver traditional Ngdiyampaa language to all Stage 4 students.

School planning process

A comprehensive consultative process has been undertaken in the development of this plan including the NHS Parents and Citizens Association, the Nyngan Local Aboriginal Education Consultative Group, staff and students.

The following questions were asked of all:

What sort of school do we want to be?

What do we want our teachers and students to experience?

What do we want parents and community to experience?

How will our teachers provide learning experiences that prepare our students adequately for life beyond school?

Who are students becoming at Nyngan High School?

Following evaluation of the 2015–17 School Plan, a revised plan has been collaboratively developed for 2018–2020.

The Executive staff have revised the strategic directions of the school, allowing staff teams to develop relevant milestones.

Milestones were developed during staff meetings, with representation from school teams guiding the leadership of each process.

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School vision statement

School context

A committed Learning Support and SLSO Team provides effective strategies and adjustments, integrated across the whole school learning environment.

The teaching staff have a range of experience, supported by a cohesive Executive staff and highly experienced Student Administrative Support team. Aboriginal Education is enhanced by specialist guidance from an Aboriginal Education Officer. Teacher and Leadership quality is a focus for the school, supported by identified professional learning and a school wide focus on evidence based classroom practices.

School planning process

Further consultation with the P&C, AECG, SRC and Junior AECG meetings ensured that perspectives from all stakeholders were included in the plan.

The leadership of plan implementation for each strategic direction is supervised by:

Excelling Teacher Practice – Head Teachers of Mathematics and English/ HSIE

Quality Learning Opportunities – Head Teachers of Science/ Support and TAS/ PDHPE

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excelling Teacher Practice

Purpose:

To develop teachers and school support staff who have a positive impact on student learning through: reflective and collaborative practices, evidence based learning and leadership development in a cohesive team environment.



**STRATEGIC
DIRECTION 2**
Quality Learning Opportunities

Purpose:

To provide effective and inclusive learning environments for students, with a holistic focus on: personalised learning, learning for life and understanding of culture and identity.

Strategic Direction 1: Excelling Teacher Practice

Purpose

To develop teachers and school support staff who have a positive impact on student learning through: reflective and collaborative practices, evidence based learning and leadership development in a cohesive team environment.

Improvement Measures

- % Increase the percentage of students demonstrating expected growth in literacy and numeracy.

% Increase in the proportion of staff engaged in professional learning activities within allocated PL time

People

Students

Develop an understanding of and commitment to, evidence based classroom practices that foster their learning for academic growth.

Leaders

School Executive effectively and efficiently plan for a shared vision on whole school improvement of leadership capacity of individuals and teams.

Staff

Teaching and support staff adopt a proactive approach to improve the culture of individualised and collaborative professional learning, which improves staff as leaders within their context.

Parents/Carers

Develop an understanding of and value the ongoing improvement of teaching practices, designed to improve student learning outcomes.

Community Partners

Develop an understanding of and value the ongoing improvement of teaching practices, designed to improve student learning outcomes.

Processes

Reflective and Collaborative practices

Evidence Based Learning

Leadership Development

Evaluation Plan

- Professional Learning funds expenditure– individualised internal and external courses
- Staff Professional Learning logs– show evidence of fortnightly practices
- CIN Project evaluations– student, staff and community data

Practices and Products

Practices

- Every staff member is actively engaged in fortnightly professional learning, within the school, which is collaborative and reflective.

Teachers are moving towards excelling practice through the collaborative development and implementation of explicit descriptors for evidence based classroom practices.

All staff members are provided with individualised opportunities for leadership, within their context, to foster a cohesive and supportive aspirational environment.

Products

Teachers and support staff are consistently engaged in learning from and with each other, to improve teacher quality and leadership, which improves student learning outcomes.

Strategic Direction 2: Quality Learning Opportunities

Purpose

To provide effective and inclusive learning environments for students, with a holistic focus on: personalised learning, learning for life and understanding of culture and identity.

Improvement Measures

- % Reduction in Millennium incidents of misconduct and suspension

% Increase overall engagement of students as evident in the 'Tell Them From Me' data

People

Students

Students adopt a proactive approach to valuable educational and extra-curricular experiences that are designed to improve themselves and an appreciation of diversity.

Leaders

School Executive collaboratively make decisions aligned with the school vision, ensuring all staff are providing opportunities to promote positive wellbeing and cultural pride.

Staff

Teaching and support staff facilitate educational and extra-curricular experiences for students, which create personalised learning, positive management of wellbeing and programs that enhance cultural identity.

Parents/Carers

Provide a close and supportive partnership, to assist students and staff in the development of their children.

Community Partners

Provide a close and supportive partnership, to assist students and staff in the development of their children.

Processes

Personalised Learning

Learning for Life

Understanding of Culture and Identity

Evaluation Plan

- Evidence of cultural programs embedded in whole school operations
- All students have a Personalised Learning Plan
- All students have participated in Year Advisor workshops and at least one extra-curricular activity.

Practices and Products

Practices

- Every student is supported to plan personalised learning, which is goal driven and future focused.
- Staff and students engage in regular wellbeing and extra-curricular activities to strengthen character and build life skills.
- The school provides an array of opportunities for students to develop an understanding of their own identity and an appreciation of all cultures.

Products

Students are equipped as lifelong learners through educational practices and opportunities that focus on the development of the whole child. Students utilise character traits, which reinforce the culture and identity of individuals.