

Strategic Improvement Plan 2021-2024

Nyngan High School 8353



School vision and context

School vision statement

Nyngan High School fosters a culture of continuous improvement for students, staff and the school community in all facets of life. Staff are committed to developing their knowledge, understanding and skills in best practice through professional learning in order to know every student individually, socially, academically, contextually, culturally and personally. Meaningful and productive community partnerships develop and support educational ownership, high expectations and student engagement in learning to become resilient, capable, independent and valued citizens.

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 50 of whom identify as Aboriginal or Torres Strait Islander. The school receives equity funding to support the educational and developmental opportunities for students from a diverse range of backgrounds and learning needs and provides outstanding facilities in all learning spaces. Language classes deliver the local Ngiyampaa language to all Stage 4 students. Aboriginal perspectives are known, valued and integrated into multiple facets of the school community, for example Acknowledgement of Country, NAIDOC activities and visibility of customs and practices across the school site.

Positive partnerships exist between the school and its four partner schools - Nyngan Public School, Hermidale Public School, Girilambone Public School 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 versatile and resilient students. Students are offered a broad curriculum choice in Stage 6 promoting academic, industry, creative, technological and interest based pathways. This includes: Vocational Education and Training (VET) courses, TAFE, Science, Technology, Engineering, and Mathematics (STEM) and Gifted and Talented Students (GATS). Two Multicategorical Student Support Units integrate students within a broad culture of learning across the school.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to differentiated learning. Professional Learning will be targeted at data analysis and how to utilise this data to inform teaching and learning. Through data analysis, the school has identified system-negotiated targets and a whole school literacy and numeracy strategy will target individual improvement for all students. Structures will be put in place to identify students who need intervention and continual monitoring of student performance data will determine areas of need and success at a class and school level.

Our situational analysis also indicated a need to embed a learning culture of high expectations across all facets of school life and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, performance, and growth in literacy and numeracy and the Higher School Certificate through a whole school approach to evidence based practice in the development, application and evaluation of teaching and learning that is driven by individual student and whole school data.

Improvement measures

Target year: 2022

NAPLAN Top 2 or 3 Bands

Improvement in the percentage of students achieving in the top 2 bands to be an uplift from the baseline for system negotiated targets in reading from 1.8% and numeracy from 15.2%.

Improvement in the percentage of students achieving expected growth to be an uplift from the baseline system negotiated target in reading from 57.7% and numeracy from 68.3%

An uplift from the baseline of 21.1% in Reading and 11.1% in Numeracy for Aboriginal students achieving in the top 3 bands in NAPLAN.

Target year: 2023

HSC Attainment

Improvement in the percentage of HSC course results in top three bands to be an uplift from the baseline for system negotiated targets 58.9%.

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to an uplift from the baseline to 27% of students.

Target year: 2024

School Excellence Framework

SEF element 'Data skills and use' - are validated at

Initiatives

Literacy and Numeracy

Implement whole school literacy and numeracy focus to regularly assess, collate and analyse student progress to inform next steps in teaching. The school identifies expected growth for each individual student and students are achieving higher than expected growth in internal and external progress and achievement data.

Data skills and use

Build teacher capabilities to gather, collate and analyse data to inform differentiated teaching practice which is focused on individual student goals.

Success criteria for this strategic direction

Literacy and Numeracy

Teaching programs and classroom practice across all KLAs 7-10 demonstrate whole school focus on improving literacy and numeracy.

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.

All students can articulate, understand and achieve their literacy and numeracy learning goals.

Data skills and use

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.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and demonstrate impact and improvement of student outcomes in literacy and numeracy through to the Higher School Certificate?

Data: Data sources will include:

- Professional Development Plans
- NAPLAN/HSC

Strategic Direction 1: Student growth and attainment

Improvement measures

sustaining and growing

SEF element 'Effective classroom practice' - are maintained at sustaining and growing but themes within are excelling

SEF element 'Student performance measures and assessment' - are validated at sustaining and growing

Evaluation plan for this strategic direction

- Internal assessment
- Student progress checked and monitored against progressions using Plan2
- Students learning goals are updated regularly
- Student voice
- SCOUT value added data
- PAT testing
- Student voice
- HSC minimum standards
- Staff surveys

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 2: A culture of continuous improvement

Purpose

To create a culture of continuous improvement and high expectations for staff, students and the school community where education is valued and nurtured.

Improvement measures

Target year: 2022

Increase the percentage of students attending more than 90% of the time to be at or above the upper bound system negotiated target of 64%.

TTFM Wellbeing data increases to be at or above the upper bound system negotiated target of 71.9%.

Staff TTFM data indicates improvement from baseline of 7.8 to 8.2.

Increase ratio of positive incidents vs. negative incidents recorded from baseline of 1.5 to 3.0.

Decrease time lost from suspensions from a two year baseline of an average 82.5 days per year by 10% a year.

Target year: 2022

School Excellence Framework

SEF element 'Wellbeing' are maintained at sustaining and growing but themes within are excelling.

SEF element 'Learning culture' are maintained at sustaining and growing but themes within are excelling.

SEF element 'Educational Leadership' are maintained at sustaining and growing but themes within are excelling.

Initiatives

High Expectations

Professional learning is designed to build a learning culture of high expectations for all staff to create a culture of high academic expectations and engagement.

Embed a whole school approach to increasing attendance.

Wellbeing

Implement a whole school wellbeing focus that includes professional learning for staff in trauma informed practice and improved positive education initiatives.

Success criteria for this strategic direction

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

High Functioning Wellbeing team that assists teachers and parents in actively supporting students and leads the Positive Education strategy that includes teaching students with complex trauma as a proactive wellbeing strategy. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact learning outcomes.

Evaluation plan for this strategic direction

Question: Has a culture of high expectations and continuous improvement been embedded across the whole school community successfully?

Data: Data sources will include:

- TTFM staff and students
- Attendance data
- Student feedback on academic extra-curricular activities
- Sentral entries
- Suspensions

Analysis: Ongoing analysis will measure the success of initiatives each year to guide improvement and

Strategic Direction 2: A culture of continuous improvement

Evaluation plan for this strategic direction

modification to initiatives where necessary and identify areas of success.

Implications: The findings of the analysis will measure the success of all initiatives informing future directions and budget allocation.

Strategic Direction 3: Quality school community partnerships

Purpose

To build and strengthen community partnerships that represent cultural and generational diversity in order to develop empathetic, life long learners.

Improvement measures

Target year: 2022

Increase percentage of parents engaging with the TTFM survey to 60%

Increase parent engaged as reported on staff TTFM survey from 6.4 to 7.0

Increase parent phone calls for curriculum, wellbeing and attendance as reported on Sentral from an average of 10 phone calls per teacher per year to a minimum of 100 phone calls per teacher per year.

Increase the proportion of students reporting expectations of success, advocacy and sense of belonging to above the baseline of 62.4%.

Target year: 2024

School Excellence Framework

SEF Element - 'Management practices and processes' are maintained at sustaining and growing but themes within are excelling

SEF Element - 'Reporting' are maintained at sustaining and growing but themes within are excelling

Initiatives

Community Partnerships

Coordinated and consistent approach to building the capacity of staff to embed a culture of regular and consistent parent contact to discuss learning, attendance and wellbeing goals to work together to improve student outcomes.

Measure school community (parent and student) satisfaction and share analysis and actions in response to the findings with our community to effectively plan for student opportunity and engagement.

Student voice

Implement a program to build the capacity for individuals and student voice groups to advocate for the peers in the school and wider community.

Success criteria for this strategic direction

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. 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.

Effective partnerships with students, parents, AECG, P&C, community business and organisations support the development of learning programs that are relevant, challenging and reflect high expectations. All learning and extra curricular programs are culturally rich and locally relevant that connect students to their local community and strengthens the partnerships.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence

Students are advocating for their peers in an authentic and valued way to inform decision making and planning at a whole school level leading to a culture of belonging and in the community.

Evaluation plan for this strategic direction

Question: Have community partnerships and student voice been strengthened and supported the delivery of culturally rich and diverse curriculum to all students?

Data: Data sources will include:

- family/community focus group feedback on the effectiveness of the partnerships in learning
- TTFM
- Student voice

Strategic Direction 3: Quality school community partnerships

Evaluation plan for this strategic direction

- Whether Extra curricular opportunities have increased
- Community focus groups
- Feedback from staff (surveys,etc)

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

Implications: The findings of the analysis will guide further strengthening of the whole school community partnerships.