School plan 2015 – 2017

Nowra High School (8201)

Engaged learners and active citizens

Innovative staff dedicated to excellence

Positive community partnerships
### School vision statement

Our students are given the opportunity to achieve their personal best through inclusive and equitable education while meeting their diverse learning and wellbeing needs.

Students are supported by a cohesive team of caring professionals and quality leaders who develop and implement a differentiated curriculum, enriched by productive community partnerships and effective communication.

Nowra High School promotes a safe and positive environment that encourages a sense of belonging for students, staff and community.

### School context

Nowra High School is located on the South Coast in the Shoalhaven Region. We have 1040 students supported by more than 100 teachers and support staff who work collaboratively to provide the best possible educational outcomes for all students.

Nowra High School is a highly successful, comprehensive school with a long history of academic achievement together with cultural and sporting excellence. Our school fosters a strong school spirit, within broad, creative and relevant programs that encourage students from Year 7 to 12 to reach their full potential.

Our school ensures students achieve individual academic success by recognising differences in ability and talent and encouraging all students to achieve their personal best. We are committed to preparing students to take their place as responsible and active community members within our democratic society.

The school ICSEA (Index of Community Socio-Educational Advantage) value is 971 (against a state mean of 1000). 9% of our students are Aboriginal or Torres Strait Islander.

Nowra High School is home to a Metals and Engineering Trade Training Centre. We also host six regional support classes catering for the special education needs of students in the Shoalhaven.

The school is well supported by an active Parents and Citizens Association that play an important role in setting directions for the school.

### School planning process

In 2014 the school conducted a significant review of Student Wellbeing which included all aspects of school life. This review, conducted with the support of external experts, provided clear directions for future development based on surveys and interviews with students, parents and staff.

A School Planning forum, open to parents, carers and the wider school community was held to gain input into the development of the school vision statement and strategic directions. The draft vision statement and strategic directions were provided to the P&C and to all school staff for feedback.

The Nowra High School Executive developed the final version of this plan based on all of the information available from parents, staff and students. The Executive will have direct responsibility and accountability for the implementation of the 2015-2017 School Plan.

This collaboratively constructed School Plan is a working document that will drive continuous improvement at Nowra High School.
Our students are given the opportunity to achieve their personal best through inclusive and equitable education while meeting their diverse learning and wellbeing needs. Students are supported by a cohesive team of caring professionals and quality leaders who develop and implement a differentiated curriculum, enriched by productive community partnerships and effective communication. Nowra High School promotes a safe and positive environment that encourages a sense of belonging for students, staff and community.

**Purpose:**
To develop, engage and inspire learning partnerships by differentiating the curriculum and setting high expectations through the delivery of quality teaching and learning programs that are relevant and meaningful. Students develop creativity, confidence and resilience to become productive citizens who value education for all.

**STRATEGIC DIRECTION 1**
Engaged learners and active citizens

**Purpose:**
To foster a culture of collegiality that highly values professional learning in order to deliver quality teaching and learning experiences for all. Staff contributions to leadership and whole school initiatives are encouraged. Staff are innovative, creative, feel valued and find their work rewarding.

**STRATEGIC DIRECTION 2**
Innovative staff dedicated to excellence

**Purpose:**
To enhance current and forge new partnerships, which benefit the whole school community. This collaboration enriches relationships between the school and wider community and will be underpinned by effective communication.

**STRATEGIC DIRECTION 3**
Positive community partnerships
## Strategic Direction 1: Engaged learners and active citizens

**Purpose**
To develop, engage and inspire learning partnerships by differentiating the curriculum and setting high expectations through the delivery of quality teaching and learning programs that are relevant and meaningful. Students develop creativity, confidence and resilience to become productive citizens who value education for all.

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<th>People</th>
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<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it, and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
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<td><strong>Students:</strong> Create a challenging learning environment that is supportive and safe, to foster motivated, resilient, valued and engaged students.</td>
<td>• Develop effective transition systems from Stage 3 to Stage 4 and from Stage 5 to Stage 6 that better support student learning and wellbeing.</td>
<td><strong>Product:</strong> Alternative and effective curriculum structure in Stage 4 that meets the needs of all learners.</td>
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<td><strong>Staff:</strong> Professional learning focused on differentiation of curriculum and assessment, including the explicit understanding of developing higher order thinking skills in students. All staff are trained in Mind Matters modules relevant to their particular role.</td>
<td>• Develop alternative curriculum structures in Stage 4 that better promote student engagement.</td>
<td><strong>Product:</strong> Innovative teaching and learning programs based on the Quality Teaching Framework that differentiates curriculum and assessment.</td>
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<td><strong>Parents/Carers:</strong> Engage P&amp;C members with school decision making structures, allowing parents to become more involved in the process of achieving quality outcomes based on high expectations for all learners.</td>
<td>• High expectations and explicit expectations of learning, engagement and behaviour for all students.</td>
<td><strong>Product:</strong> Personal Learning Plans for Aboriginal students that are meaningful, current and used by staff to build relationships with students, families and community.</td>
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<td><strong>Community Partners:</strong> School Community Partnership Officer connects with local business and community organisations to facilitate work experience placements, community service activities and links to Shoalhaven Student Support Services. Develop better links with Aboriginal families and community organisations.</td>
<td>• Refocus staff on key elements of the Quality Teaching Framework.</td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td><strong>Leaders:</strong> Executive lead regular professional learning sessions and promote a culture of currency and educational knowledge.</td>
<td>• Provide opportunities for students to lead citizenship projects as part of the curriculum.</td>
<td><strong>Practice:</strong> Cyclical review and evaluation of teaching and learning programs.</td>
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### Improvement Measures
- Improve attendance data to above state average.
- Reduction of behaviour incidents tracked in Sentral.
- Improved literacy and numeracy data in NAPLAN.
- 100% completion of Aboriginal Personal Learning Plans.
- 100% of staff trained in Mind Matters.

### Evaluation Plan
- **Tell them from Me** surveys.
- Cyclical review of teaching and learning programs in curriculum areas.
- Data analysis.
### Strategic Direction 2: Innovative staff dedicated to excellence

#### Purpose
To foster a culture of collegiality that highly values professional learning in order to deliver quality teaching and learning experiences for all. Staff contributions to leadership and whole school initiatives are encouraged. Staff are innovative, creative, feel valued and find their work rewarding.

#### People
**How do we develop the capabilities of our people to bring about transformation?**

**Staff:**
All staff will have access to high quality, differentiated and relevant professional learning which promotes innovative practice.

Regular opportunities will be created for staff to work collegially and to provide feedback on all school matters.

**Community Partners:**
Create opportunities to link with community initiatives and organisations in order to develop leadership skills and learn from external organisations.

**Leaders:**
All staff will have opportunities to be involved in teams which lead whole school initiatives.

#### Processes
**How do we do it, and how will we know?**

- Restructure school teams that will lead the implementation of the School Plan.
- Develop a whole school Professional Learning Plan and Individual Professional Learning Plans.
- Review the school merit and discipline system to ensure it is supportive of staff and motivating to students.
- Develop effective communication systems.
- Develop an Induction Program for new staff.
- Creating opportunities for staff to share their knowledge by leading professional learning for colleagues.
- Develop a Peer Coaching and Mentoring program.
- Supported through the accreditation and maintenance process.

#### Evaluation Plan
- Cyclical review of school systems and practices.
- Induction Program checklist.

#### Products and Practices
**What is achieved and how do we measure?**

**Product:**
A whole school Professional Learning Plan that is linked to the School Plan.

**Product:**
Effective Induction Program for new staff.

**Product:**
Effective communication systems.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
A merit and discipline system that is valued by the whole school community and implemented consistently by all staff.

**Practice:**
Innovative and informed teachers who work collegially.

**Practice:**
Quality induction and communication systems.

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**Improvement Measures**

- Whole School Professional Learning Plan
- 100% Professional Learning Plans for staff
- New staff to complete Induction Program
## Strategic Direction 3: Positive community partnerships

### Purpose
To enhance current and forge new partnerships, which benefit the whole school community. This collaboration enriches relationships between the school and wider community and will be underpinned by effective communication.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
Students are provided with opportunities to engage with groups outside the school in citizenship and work placement projects.

**Staff:**
Professional learning for staff in engaging with local Aboriginal community groups.

**Parents/Carers:**
Increase meaningful opportunities for parents/carers to interact with the school and have a voice in school direction.

**Community Partners:**
Increase opportunities and facilitate access to engage with students and the school.

**Leaders:**
Promote a positive image of the school. Increase interaction with the P&C, LAECG and other community groups to raise awareness of the role they can play in the school.

### Processes

**How do we do it, and how will we know?**

- Restructure the school website in consultation with parents, and train a team of staff to maintain and regularly update the site.
- Build new and enhance existing partnerships with external agencies that can support staff and student learning, including universities, industry, local business and community groups.
- Develop and implement better systems for communicating with parents/carers and the local community.
- Promote the school in the local community through celebration of achievements and active engagement of the local community.
- Ensure parents are represented on teams formed to implement the School Plan.
- Develop and implement strategies to actively engage with parents/carers of Aboriginal students with the school.

### Products and Practices

**What is achieved and how do we measure?**

**Product:**
A school website that is an effective communication tool with current and relevant information for parents/carers and the local community.

**Product:**
Student wellbeing and learning opportunities created through strong partnerships with community groups.

**Product:**
Stronger relationship with the local Aboriginal community that is mutually respectful and beneficial.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
Quality communication with parents/carers and the broader school community.

**Practice:**
Students have access to a broad range of people and organisations that support their learning, wellbeing and development as active citizens.

### Improvement Measures

- School website restructured and updated
- Enhanced opportunities for parents/carers, community and business organisations to engage and interact with the school