School plan 2015 – 2017

Nambucca Heads High School 8595

Student Success

Capacity Building

Community Engagement
## School vision statement

*Creating Tomorrow* is the school motto of Nambucca Heads High School. As a school community we endeavour to provide our students with the skills to be effective learners who are innovative, self-assured and informed thus enabling them the best possible post-school opportunities, in an ever changing, complex world.

## School context

Nambucca Heads High School on the Mid North Coast has provided quality education from Years 7 to 12 in a caring and professional environment since 1992.

The school’s NSW Family Occupation and Employment Index (FOEI) for 2014 is 133 and the Australian Index of Community Socio-Educational Advantage (ICSEA) is 911. Of the school population of 350, 25% of students identify as ATSI (Aboriginal or Torres Strait Islander).

The core values of the school centre on academic performance, social development and student welfare. Our welfare focus creates a supportive environment that offers a wide range of programs including accessing outside agencies that cater to the specific needs of our students.

The school has well-established and identifiable community networks which enhance our large range of vocational education programs. The addition of two Trade Centres has greatly increased the opportunities of all students to gain positive educational outcomes.

The school achieves its success by focussing on quality classroom practice delivered in a collaborative manner by a highly experienced staff. Students receive a holistic education as seen by our success in the HSC, performing and visual arts, in debating and public speaking as well as on the sporting field in both team and individual pursuits.

The school continues to introduce a variety of new technologies into the classroom as they become available. In the area of social development, the school provides opportunities to travel both within Australia and overseas and to participate in a wide variety of extra-curricular activities.

## School planning process

The school has utilised a varied range of tools and data to create the 2015-2017 school plan in order to determine NHHS’s future strategic directions.

These have included:

- On-line surveys of parents/community, students, non-teaching staff and teaching staff about the effectiveness of teaching and learning, communication processes, leadership and management and areas of school strength and improvement.

- School Development Day in Term 4, 2014 was focussed entirely on analysing the survey results.


The Aboriginal Education Consultative Group (AECG) and the P&C have been in regular contact with the Principal in regards to the creation of the plan.

The school’s executive will have direct responsibility and accountability for the application, monitoring and appraisal of the plan.
Positive learning, engagement and academic success for all. To provide an educational environment that provides all students with the literacy and numeracy skills that will enable them to achieve positive post-school opportunities. Our focus is on students.

Staff deliver curriculum that is flexible in order to meet the learning needs of all our students. NHHS teachers engage in TPL activities that enable them to cater to the 21st century learner utilising current methodologies. We strive for excellence in learning, teaching and leading.

To build stronger community connections that incorporate our shared vision of high expectations and commitment to effort, improvement and achievement in a supportive learning and working environment.
Strategic Direction 1: “Whatever It Takes” for student success.

**Purpose**

*Positive learning, engagement and academic success for all. To provide an educational environment that provides all students with the literacy and numeracy skills that will enable them to achieve positive post-school opportunities. Our focus is on students.*

**People**

**Students:** recognise that their supportive student-centred learning environment is underpinned by the school's high expectations for student behaviour and commitment to effort, improvement and achievement.

**Staff:** recognise the inherent value and potential of every student by delivering engaging teaching and learning programs that cater to individual student learning needs.

**Parents/Carers:** recognise that they work collaboratively as a team with staff and students to provide a supportive learning environment where students feel welcome, cared for and safe.

**Community Partners:** the local community & partner public schools and their parents see, experience and understand our *Whatever It Takes* ethos.

**Leaders:** recognise that they assume both the shared and individual responsibility for every student's learning and development where they work to instil in all stakeholders the belief that each child can, and will, succeed at school given sufficient time and support.

**Processes**

- Teaching and learning programs set high expectations and enable all students to learn within their *zone of proximal development* and provide support so all students can achieve success.
- Intensive learning support programs for targeted students led by the LaST.
- Student well-being and engagement programs including extra-curricular opportunities.
- Staff training in the use of the Literacy Continuum.
- Community partners work with the school to offer learning experiences to their students and parents.
- PLPs enable parents to have direct engagement with the school.
- Leaders create opportunities that focus on equity and excellence for each student to be given the best opportunity to reach their full potential.

**Evaluation Plan**

Whole staff understanding of Literacy Continuum.

PLP’s for every student from 2016 onwards.

**Products and Practices**

- Year 9 students achieving expected NAPLAN reading growth will increase from 44% to 55%.
- Staff have evidence to demonstrate their understanding and implementation of the Literacy Continuum.
- Each faculty sets and achieves HSC targets for all courses.

**Product:**

- All teaching and learning programs have embedded literacy and numeracy strategies that engage students within their zone of proximal development.
- PLPs for each student via Sentral by end of 2016.
- Increased parent interaction with the school.

**Practice:**

- Students display the qualities of high expectations for student behaviour and commitment to effort, improvement and achievement.
- Teachers deliver teaching and learning activities that enable each student to contribute positively in the learning process. This improves learning outcomes.
- Parents confidently access information from the school and take all opportunities to participate actively in their child's education.

**Improvement Measures**

- Year 9 students achieving expected NAPLAN reading growth will increase from 44% to 55%.
- Staff have evidence to demonstrate their understanding and implementation of the Literacy Continuum.
- Each faculty sets and achieves HSC targets for all courses.
Strategic Direction 2: **Capacity Building of whole school staff.**

### Purpose

*Staff deliver curriculum that is flexible in order to meet the learning needs of all our students.*

NHHS teachers engage in TPL activities that enable them to cater to the 21st century learner utilising current methodologies. We strive for excellence in learning, teaching and leading.

### People

**Students:** engage actively in their own learning with encouragement from all staff.

**Staff:** target professional learning opportunities, via their Individual Professional Learning Plan, that will allow them to build their capacity to deliver inventive, contemporary quality teaching and administrative processes.

**Parents/Carers:** are informed as to ways in which they have opportunities to partake in providing feedback on the teaching and learning in our classrooms.

**Community Partners:** are informed as to ways in which they have opportunities to partake in building the capacity of whole school staff.

**Leaders:** provide opportunities for all staff across the school to access TPL that will build the capacity of the school.

### Processes

- Quality Teaching is implemented throughout the school via the QT Rounds.
- Staff allocated to assist: early career teachers, teachers requiring accreditation, teachers aspiring to higher levels of accreditation and promotion.
- Individual teacher Performance and Development plans are developed in a supportive environment.
- All staff offered opportunities to attend CLN days.
- Formal and informal opportunities for parental support for student learning in and beyond the classroom.

### Products and Practices

- 25% increase of staff engaging in TPL activities as a result of their individual Performance and Development Plan (PDP).
- 100% school staff actively involved in CLN opportunities.

### Improvement Measures

- 25% increase of staff engaging in TPL activities as a result of their individual Performance and Development Plan (PDP).
- 100% school staff actively involved in CLN opportunities.

### Evaluation Plan

**Quality Teaching Framework** is embedded through all faculties.

Performance and Development Plans lead to building the capacity of all staff.

All teachers actively involved in CLN opportunities.

### Practice

- All TPL activities explicitly target developing teacher capacity to cater to individual learners.
- All staff are involved in systematic reflection and the use of formal and informal feedback to develop deeper understanding into the efficiency of their own teaching practice.
Strategic Direction 3: **School community engagement and participation.**

### Purpose

**To build stronger community connections that incorporate our shared vision of high expectations and commitment to effort, improvement and achievement in a supportive learning and working environment.**

### Improvement Measures

- 100% increase in Year 7 students from private primary schools.
- Parents and community members actively contribute to the school community.

### People

**Students:** comprehend that their school community and all of its stakeholders is there to support them and that they themselves are integral to the success of our school community.

**Staff:** initiate positive relationships with all stakeholders of the school community at all times in order to achieve school community engagement and participation.

**Parents/Carers:** understand that we as a school community need their support and assistance if we as a school community are to achieve positive post-school outcomes for all students.

**Community Partners:** engage with us in offering strategic partnerships that provide educational opportunities for all of our students.

**Leaders:** facilitate collaborative interactions between all school community stakeholders that leads to high expectations and positive post-school outcomes for all students.

### Processes

- Students participate in community events whenever possible.
- Increase the presence of our brand in the community.
- Community groups are encouraged to utilise our school.
- Creation of 10% on Top club and LORE program for our Aboriginal students.
- Continue to develop the links for Aboriginal and non-Aboriginal students between the NHHS Junior Land Council and the Nambucca Heads Land Council.
- Parent forums, school website, school Facebook page and fortnightly newsletter all utilised to assist parents in understanding that we are a school community where a positive culture of high expectations and meaningful relationships leads to positive post-school outcomes for all students.
- 6 to 7 transition program develops strong links with all partnership primary schools.

### Products and Practices

- 100% increase in Year 7 students from private primary schools.
- Parents and community members actively contribute to the school community.

**Product:**

- Students understand the role they play in the community’s perception of our school.
- Increased numbers from partnership primary schools and private primary schools into Year 7.
- Promotion of school and community use of school facilities.
- Parent involvement in the school increases.
- Annual Business dinner for community businesses.
- Implementation of the LORE program
- Creation of 10% on Top club.
- Relationship continues to grow between NHJLC and NHLALC.

**Practice:**

- Students understand that high expectations and meaningful relationships are paramount when they are in the school and the community.
- Staff consistently communicate high expectations regarding student work and behaviour.
- The community starts to see NHHS as their local high school and engage with it on a regular basis.
- Parents of private primary schools start to see NHHS as the high school for their child.
- Students from partnership primary schools access NHHS continuously through-out their primary school years so that the move from primary to NHHS is seamless.
- P&C membership rises.

**Evaluation Plan**

Increase of our brand in the community via promotion activities.
Creation of 10% on Top club & LORE program.
Transition to NHHS program runs from K to 6.