

Strategic Improvement Plan 2021-2024

Narrabeen Sports High School 8512



School vision and context

School vision statement

Narrabeen Sports High School is inclusive, innovative and comprehensive. Our skilled staff deliver outstanding specialised programs to foster student interest. Teachers provide opportunities, across all key learning areas, to develop students to be creative, adaptable and independent learners. Our core values of success, respect and responsibility encourage students to become empathetic, collaborative and self-motivated members of the community.

School context

Narrabeen Sports High School is a comprehensive, inclusive, co-educational high school, located 40 minutes from the Sydney CBD on the northern end of the Northern Beaches. There are currently 1088 students enrolled. The school has a well-known selective sports academy that draws talented sports students from areas outside of the community catchment. The school has had significant and rapid student and staff growth over several years. There are various cultural groups represented at Narrabeen Sports High School.

The team of teachers are passionate educators who strive for excellence within their faculties to support the visions of the school. The leadership and staff teams work harmoniously and continuously seek improvement in all procedures and programs to build collective efficacy and improve student learning outcomes. The school's staffing entitlement in 2021 was 70.4 teaching staff and 12.572 non-teaching staff. The school also employs several executive teachers from RAM and school funds including a Deputy Principal (shared with Narrabeen North Public School), a full time Deputy Principal, a Head Teacher of Teaching and Learning, a 0.5 Head Teacher Wellbeing, three additional classroom teachers, a full-time Social Worker, specialist sport coaches and a Learning and Support Teacher. Our executive staff is stable with the majority being here for more than five years. 11% of our staff are early career teachers. There has been an increase of approximately 20% staff each year since 2016.

The school is innovative in trialing new approaches to learning and has an explicit literacy and numeracy program implemented by all teachers to support students' reading, writing and numeracy skills. Narrabeen Sports High School has created and maintained significant alliances and partnerships with local businesses; and primary schools to strengthen transition and collaborate on middle schooling programs.

The school embeds strong sporting, arts and academic opportunities with a focus on individual student needs through strong wellbeing programs and a broad co-curricular program. Our strong focus on quality teaching and learning, positive education and future focused skills, aims to develop well informed, critical and creative thinkers with high resilience and self-reliance. Students with additional needs, First Nations Australia students and students learning English as an additional language (EAL/D students) are supported by focused and strategic teacher committees. The school community is committed to a strong learning culture with respect for others and aspiration to success in all endeavours.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands in Reading

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 21.7%.

Target year: 2022

NAPLAN Top 2 Bands in Numeracy

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 26.9%.

Target year: 2023

NAPLAN Expected Growth in Reading

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in reading of 65.3%.

Target year: 2023

NAPLAN Expected Growth in Numeracy

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system-negotiated target in numeracy of 69%.

Target year: 2022

HSC Attainment in Top 2 Bands

Initiatives

Efficacy and Engagement

Further develop a data-informed teaching culture which builds teachers' collective pedagogical practice and capabilities through the application of sustained systemic processes:

- Embed high impact professional learning structures to improve teacher efficacy.
- Teachers use explicit teaching practices including Learning Intentions, Success Criteria, specific feedback and differentiated teaching strategies to support all students.
- Feedback is provided about a student's process or effort, that encourages students' self-regulation. Systematic delivery of skills, concepts and content knowledge in the right sequence to provide the building blocks towards mastery.
- Opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills. Consistent use of explicit teaching strategies across the whole school. Use of a whole-school common language to support teacher collaboration and consistency.

Empowerment

Embed a learning culture where engaged students create, receive feedback and achieve their learning goals to empower them in becoming literate and numerate.

- High impact professional learning on the use of literacy and numeracy tools.
- Use of the High Potential and Gifted Education policy to ensure personalised learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness.
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.

Success criteria for this strategic direction

Efficacy and Engagement

- **Teaching and Learning Programs:** Dynamic teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- **Student Engagement:** Feedback on student learning derived from assessments informs further teaching.
- **Explicit Teaching:** Effective evidence-based teaching methods optimise learning progress for all students. Teachers employ evidence-based effective teaching strategies.

Empowerment

- **Literacy and Numeracy Focus:** All teachers understand and explicitly teach literacy and numeracy to all students, in all subject areas.
- **Student Growth:** Identified growth expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
- **NAPLAN:** Increased percentage of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Evaluation plan for this strategic direction

Efficacy and Engagement

Q: Do teachers use data to inform their practice and determine student growth and attainment?

Empowerment

Q: Are we empowering students to achieve their best?

D: The following data sources will be used to capture evidence: NAPLAN, SCOUT, Best Start Year 7, student work samples and internal assessment data, Literacy and

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement in the percentage of HSC course results in top 2 bands to reach the lower bound system-negotiated target of 24.1%.

Target year: 2022

HSC Attainment in Top 3 Bands

Improvement in the percentage of HSC course results in top 3 bands to reach the lower bound system-negotiated target of 59.1%.

Target year: 2024

Aboriginal Student Achievement

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Initiatives

This is linked to gap analysis data.

- Expected student growth is identified for each student and explicit teaching to support them achieving at least expected growth in line with their career pathway plan and aspirations.

Evaluation plan for this strategic direction

Numeracy PLAN2, SEF SaS, student PLPs and RAP data. Termly executive team and whole staff reflection sessions will ensure review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 2: High and Specific Expectations

Purpose

Our purpose is to ensure high and specific expectations underpin everything we do. High impact professional learning will actively encourage teacher efficacy to successfully support and improve student engagement and student empowerment.

Improvement measures

Target year: 2022

Attendance

Increase the proportion of students attending school 90% of the time. Improvement in the percentage of student attendance to be above the school's lower bound system-negotiated target of 71.1%.

Target year: 2024

SEF - High Expectations

Move from Sustaining and Growing to Excelling by creating a community demonstrating aspirational expectations of learning progress and achievement for all students, and committing to the pursuit of excellence.

Target year: 2024

SEF - Student Engagement

Move from Sustaining and Growing to Excelling by ensuring students and parents understand the assessment approaches used in the school and their benefits for learning.

Initiatives

Differentiation

Build a culture of high and specific expectations of staff and students to achieve excellence:

- Teachers hold high expectations of their students to impact student achievement and learning, student behaviour, motivation, self-esteem, attendance, and success in career and further education pathways.
- Ensure a culture of high expectations is maintained throughout schooling for all students including AITSL, high potential, learning support and students from disadvantaged backgrounds.
- Ensure students are challenged and engaged in school through appropriate differentiation of the curriculum including explicit teaching and learning, quality assessment and feedback.

Student Voice

Enhancing practices that foster students' sense of belonging, and which value student voice and promote engagement in learning:

- Students identify with and value schooling outcomes, and participate in academic and non-academic school activities. Formal and informal student leadership roles and opportunities are provided so students have clear responsibilities.
- Reflected in students' positive relationships with their teachers and peers, improved academic performance and school completion, and higher levels of attendance and participation in school activities.
- A culture of high expectations begins from Day 1 Year 7 and is maintained throughout schooling. Teachers recognise and communicate student potential.

Success criteria for this strategic direction

Differentiation

- **Differentiation:** Teaching and learning programs across the school show evidence of adjustments to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- **Attendance:** Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- **High Expectations Culture:** The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Student Voice

- **High Expectations:** Demonstrated aspirational expectations of learning progress and achievement for all students, and commitment to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- **Student Engagement:** Ensuring students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Evaluation plan for this strategic direction

Differentiation

Q: Do teachers use high and specific expectations to differentiate effectively to improve student outcomes?

Student Voice

Q: Are students being empowered to develop autonomy and self-motivation towards their learning?

D: The following data sources will be used to capture

Strategic Direction 2: High and Specific Expectations

Evaluation plan for this strategic direction

evidence: NAPLAN, SCOUT, SENTRAL attendance data, student work samples, student interviews, student feedback and self-evaluations, Literacy and Numeracy PLAN2, SEF SaS, student PLPs and RAP data. Termly executive team and whole staff reflection sessions will ensure review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 3: Relationships

Purpose

By building partnerships, our purpose is to leverage the internal and external expertise of the school to improve student engagement, empowerment and teacher efficacy.

Improvement measures

Target year: 2022

Wellbeing

Overall student wellbeing Tell Them From Me data improves to achieve the school's lower bound system-negotiated target of 71.1%.

Target year: 2024

SEF - Parent Engagement

Improving parent engagement from Sustaining and Growing to Excelling by teachers directly and regularly engaging with parents to improve understanding of student learning and strengthen student outcomes.

Target year: 2024

SEF - Continuous Improvement

All students, parents and teachers collaborate in high quality programs and innovative learning spaces.

Initiatives

Collaboration and Innovation

Embed learning opportunities for students into school programs with a focus on high potential and gifted education students, which are created through learning partnerships and alliances.

- Stage and faculty collaboration learning initiatives in key learning areas which focus on deepening syllabus knowledge and sharing teacher expertise across the school and partner primary schools.
- Collaboration with parents, students and the community to support all students at various transition points.
- Middle years learning platform investigated and research to guide planning in expanding opportunities.
- Routine and systematic collection of meaningful data from all stages of the learning process to target teaching and track student progress over time. Structures and processes are in place to record, analyse and engage in the data regularly and collaboratively with colleagues.

Culture and Engagement

Through high level academic and sporting partnerships, the school community demonstrates the importance and opportunity for students to develop their skills through:

- Aspirational expectations of learning progress and achievement for all students and commitment to the pursuit of excellence.
- Effective partnerships in learning with stakeholders encourage students to be motivated to deliver their best and continually improve.
- Strategies are in place to support and challenge student learning needs at all levels.

Success criteria for this strategic direction

Collaboration and Innovation

- **Transitions and Continuity of Learning:** Engaging in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.
- **Expertise and Innovation:** Teaching staff demonstrate and share their expertise within their school and with other schools. Teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Culture and Engagement

- **Parent Engagement:** Teachers engage with parents to improve understanding of student learning and strengthen student outcomes.
- **Planned Approach to Wellbeing:** Implementation of evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement.
- **Behaviour:** Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning.
- **Community Engagement:** 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.

Evaluation plan for this strategic direction

Collaboration and Innovation

Q: Are teachers build meaningful partnerships that improve student engagement, empowerment and teacher efficacy?

Culture and Engagement

Evaluation plan for this strategic direction

Q: Are partnerships effective in ensuring students engage in opportunities and pursue academic excellence?

D: The following data sources will be used to capture evidence: NAPLAN, Check In, SCOUT, Best Start Year 7, RAP, staff survey responses, Parent and Community survey responses, suspension and wellbeing SENTRAL data, Narrabeen Education Precinct planning, Tell Them From Me survey, SEF SaS and student PLPs. Termly executive team and whole staff reflection sessions will ensure review of PBEL and wellbeing programs. Triangulation of system data such as Best Start Year 7, NAPLAN and Check In data to collaborate with partner primary schools.