

# School plan 2018-2020

**Narrabeen Sports High School 8512**



# School background 2018–2020

## School vision statement

Inclusive, innovative and comprehensive. Skilled staff offer outstanding specialist programs to foster every student's interest. Teachers develop students' skills to be creative, adaptable and empathetic across all key learning areas.

## School context

Narrabeen Sports High School is a comprehensive, inclusive, co-educational school with a selective sports program located 40 minutes from the Sydney CBD on the northern beaches of Sydney. The school has a strong sporting, arts and academic tradition, with a focus on individual student needs through strong wellbeing programs and a broad co-curricular program. The school is focused on quality teaching and learning, positive education and future focused skills, aiming to develop well informed, critical and creative thinkers with high resilience. The school community is committed to a strong learning culture with respect for others and aspiration to success in all endeavours.

## School planning process

A wide range of tools and data has been used to develop the school's future strategic directions. These include staff, parent and student satisfaction surveys through EMSAD, student, parent and staff focus groups, a staff PMI, and staff consultation to develop strategic directions and evaluate current programs/ processes to determine future planning. Sentral records, PBEL data and a Electronic Data Summary Sheet were also considered. The senior executive will have direct responsibility and accountability for the implementation of the school plan and the executive team have an important role in ensuring the plans implementation at the grass roots level. The school community staff, students and parents will be invited through surveys and focus groups to provide feedback on our current school performance and contribute feedback through our evaluation cycle to inform planning for 2018–2020.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Relationships

### Purpose:

1. Develop skills to empathise, critically think and creatively problem solve.
2. To build a learning organisation characterised by trust, mutual respect, mindfulness, inclusiveness, transparent/open communication.
3. To improve the likelihood of engagement, opportunities and wellbeing in the future.



## STRATEGIC DIRECTION 2 Visible Learning

### Purpose:

1. To ensure students know what to do and how to do it.
2. To ensure students and teachers know to what extent learning is occurring.
3. To ensure teachers can measure the magnitude of their impact on student learning.



## STRATEGIC DIRECTION 3 Functional Literacies

### Purpose:

1. To learn basic reading and writing skills to acquire basic cognitive skills to think, learn, remember, calculate, reason and pay attention.
2. To learn ways to apply basic cognitive, writing and reading skills to contribute to socio-economic development, social awareness and critical reflection as a basis for personal and social change.

# Strategic Direction 1: Relationships

## Purpose

1. Develop skills to empathise, critically think and creatively problem solve.
2. To build a learning organisation characterised by trust, mutual respect, mindfulness, inclusiveness, transparent/open communication.
3. To improve the likelihood of engagement, opportunities and wellbeing in the future.

## Improvement Measures

- Students, staff and parents engage in whole school activities and communication structures.
- Students and staff participate in meetings, contribute and lead whole school activities and participate in co-curricular activities.
- Continued engagement in high level international, national, state and local partnerships.
- All learning and teaching programs address a number of targets connected to the strategic priorities in the School Plan including Aboriginal Education.
- Professional Learning Plans address School Plan priorities and targets by connecting and collaborating with internal and external experts and community members to improve practice.

## People

### People

Students will be able to:

- Identify others' viewpoints through listening and observation skills.
- Confidently collaborate to achieve goals.
- Participate in a variety of opportunities.

Staff will be able to:

- Embed strategies for teaching empathy, critical thinking and creative problem solving.
- Evaluate and explicitly model trust, mutual respect, mindfulness, inclusiveness, transparent/open communication.
- Provide opportunities for students to participate in a broad range of learning contexts.

Parents will be able to:

- Encourage their children to participate in learning programs and activities.
- Support the management of learning programs and activities.
- Contact the school for information and clarification where required.

Community Partners will be able to:

- Align their strategic directions to our learning intentions and goals to create synchronicity, partnerships and opportunities for students and staff.
- Communicate with the school through many platforms to provide feedback, monitor progress and share successes.

## Processes

Meetings, communication pathways/platforms, Executive managed shared responsibility of strategic priorities and targets across school community, empowerment of staff and student voice through communication structures including transparency of decision making processes through the use of Sentral and standardised processes. Professional learning on managing relationships including complaints handling procedures, customer service and emotional intelligence. The Welfare Team will implement a programmed strategy to deliver learning opportunities such as camps, special days and specific programs to meet identified exit outcomes for each year group.

## Evaluation Plan

Tell Them from Me surveys, Google Form surveys, exit outcome surveys, analysis of Sentral data. Analysis of Performance and Development Frameworks to identify and measure the implementation of planned strategies. Analysis and monitoring of milestones embedded in Executive Meeting schedules. Annual reporting via Annual School Report and Self-Assessment Analysis against the School Excellence Framework.

## Practices and Products

### Practices

Students, staff and parents engage in whole school activities and communication structures.

Teaching and learning programs address targets connected to the Strategic Priority.

Students and staff participate in meetings, contribute and lead whole school activities and participate in co-curricular activities.

### Products

Continued engagement in high level international, national, state and local partnerships including Peninsula Community of Schools, NorthGate, NBLA, NSW Sports Associations, Sports High School Association, Macquarie University, Japanese schools.

All learning programs address a number of targets in the School Plan including Aboriginal Education.

Professional Learning Plans address School Plan priorities and targets by connecting and collaborating with internal and external experts and community members to improve practice.

# Strategic Direction 2: Visible Learning

## Purpose

1. To ensure students know what to do and how to do it.
2. To ensure students and teachers know to what extent learning is occurring.
3. To ensure teachers can measure the magnitude of their impact on student learning.

## Improvement Measures

- Students demonstrate clear knowledge of what they are learning and why they are learning it.
- Student engagement and achievement is analysed through surveys, focus group interviews, observations and formative assessment.
- Assessment tasks are used for evaluation and data analysis to inform agile teaching strategies.
- Students and teachers set personal learning goals.
- Students and teachers receive effective feedback for improvement.

## People

### People

Students are able to:

- articulate what an effective learner is
- Measure their own learning achievement
- Articulate learning intentions and success criteria for their learning
- Explain what assessment tasks are for and what the results mean

Staff are able to:

- Use a common language around learning, learning intentions, success criteria and effective feedback.
- Measure the magnitude of the impact of their teaching strategies.
- Use data to adapt strategies

Community Partners are able to:

- Measure the magnitude of the impact of the school's strategies
- Support the learning and teaching strategies of the school based on the data provided

## Processes

Students will be explicitly taught to articulate their learning intentions and success criteria and how to measure their work against these criterion. Students will track their own progress against learning continuums. Professional learning will develop teachers' understanding of Visible Learning and how to measure the impact of their strategies to adapt to improve student outcomes.. A whole school plan for the systematic collection of a range of data using both standardised test data and quality classroom assessments will be used. Professional learning and embedded structures for the use of data by teachers will improve practises. The Learning and Support Team will have in–depth identification and monitoring processes to ensure students' individual needs are recognised and a clear communication structure for distributing strategies for teachers to support these students.

## Evaluation Plan

NAPLAN and HSC Data along with literacy and numeracy continuum data through Bump It Up will be analysed to track student achievement. Feedback from focus teams, analysis of student data, surveys and achievement will ensure agile delivery of programs.

## Practices and Products

### Practices

Students engage in measurement and analysis of their own learning. Staff establish classroom processes to measure and track student achievement. Community members monitor and celebrate successes.

### Products

Students are able to:

- demonstrate a deep understanding of their learning and engage with feedback processes to set their future learning intentions.
- Understand and track their learning along the literacy and numeracy continuums.

Staff are able to:

- Develop learning intentions/ success criteria for all learning activities ensuring curriculum access for all students.
- Model continuous learning and collaboration through professional learning.
- Provide agile instruction and feedback connected to learning intention/success criteria.
- Design and implement assessment tasks addressing agreed targets.

Community Partners will be able to:

- Provide shared learning opportunities through grant and community programs.
- Celebrate learning achievements understanding whole school and student growth.

# Strategic Direction 3: Functional Literacies

## Purpose

1. To learn basic reading and writing skills to acquire basic cognitive skills to think, learn, remember, calculate, reason and pay attention.
2. To learn ways to apply basic cognitive, writing and reading skills to contribute to socio-economic development, social awareness and critical reflection as a basis for personal and social change.

## Improvement Measures

- Students will be provided a wide range of quality learning experiences to develop their creative and critical thinking skills across various forms of communication and purposes.
- A set of guiding principles (strategy matrix) is used to support planning and provide effective feedback for improvement.
- Faculty curated online collections of rich assessment data including work samples, comprehensive grade and class assessment information are available for reference.
- Improved student performance in NAPLAN, HSC, ROSA and assessment tasks addressing and meeting the Premier's Priorities.
- Student learning progress monitored by all teachers in Bump It Up.

## People

### People

Students are able to:

- Access, comprehend, apply and manipulate information from a broad range of source types in a broad range of domains.
- Demonstrate their ability to synthesise information in various media forms.
- Persuasively present information in a variety of formats.
- Demonstrate a solutions focused mindset in a variety of communication mediums.

Teachers are able to:

- Work collaboratively to apply innovative solutions to develop whole school targets.
- Embed visible learning strategies in learning opportunities targeting whole school priorities..
- Develop skills to enhance and embed evidence based teaching strategies that develop functional literacies in students.

Community Partners are able to:

- Share community knowledge and expertise around identified literacies.
- Provide opportunities for teachers and students to practice, observe and develop skills in non-school/classroom environments.
- Reinforce values, practices and consequences for applying information.

## Processes

Students will collaborate, communicate, problem solve, think critically and creatively by engaging in curriculum that is inter-disciplinary, integrated and project based. They will develop knowledge of the learning process and purpose through the implementation of Visible Learning strategies applied across many domains. Teachers will create classroom environments that enable students to learn in significant, real world contexts. Community Partners will support the learning community by enabling skills to be practised in non-classroom settings.

## Evaluation Plan

Monitoring achievement of improvements by systematically collecting, discussing and analysing evidence of progress. Monitoring and assessing school progress against the School Excellence Framework. Survey students, staff and community to evaluate these processes across the school, including participation and improvement. Community and parent consultation forums to provide feedback on strategic directions, what we do well and areas to further develop.

## Practices and Products

### Practices

Teachers employ innovative, quality 21st century teaching strategies with a focus on student reflection. Students articulate their own learning goals in writing and having a clear vision of their learning journey. Professional development embeds functional literacy strategies and planning is informed by school data analysis.

### Products

Rich assessment data including:

- work samples
- comprehensive grade and class assessment information

Improved student performance on:

- NAPLAN reading
- NAPLAN writing
- HSC
- ROSA
- All assessment tasks

Student learning progress on:

- literacy and numeracy continuums

Data recorded in Sentral and monitored by the Learning and Support/Bump It Up Teams.