



Narrogin Senior High School

Strategic Plan 2020 - 2023





OUR VISION

Our vision is to inspire lifelong learning through high quality teaching practices that provide opportunities for students to strive for excellence and contribute positively to the community.

Our Motto

Advance with Integrity

Our Values

• Respect • Responsibility • Tolerance

Our Whole School Beliefs

The Narrogin Senior High School Whole School Beliefs were developed through a collaborative process undertaken by all staff. These beliefs underpin everything we do at Narrogin Senior High School;

- A culture of consistent, clear and high expectations that celebrate success and encourage growth.
- Student engagement and success is a result of high quality teaching.
- Building positive and effective relationships throughout the whole school community, by promoting a supportive and safe environment that embraces growth and wellbeing.
- A culture of leadership that is supportive and inclusive; ensuring equitable and accountable allocation of resources that facilitates optimal learning.





SCHOOL CONTEXT

I am proud to be the Principal of Narrogin Senior High School. Our school is an exceptional school, highly valued by its community and considered 'the regional school of choice'.

We pride ourselves on providing each student with a diverse program that recognises academic, sporting, social and cultural achievement. Our culture of high care is created through individualised wrap-around support. Our students are at the centre of our efforts as we build on and further progress the quality education we provide to ensure that our students achieve success so they can positively contribute to our community.

In 2019 we captured our collective culture through the development of the Narrogin Senior High School Integral Framework. The Framework succinctly outlines our school's ethos and purpose. We are committed to maintaining high expectations in the four domains of our Integral Framework:

• I-TEACH • I-LEARN • I-CARE • I-LEAD

The 2020-2023 School Plan clearly outlines the school's priorities and our intention to place all students on a pathway to success. Through providing quality teaching and learning in a high care and orderly environment that is well led, we will have a high performing school culture. To maximise the potential of our students we will strengthen and build on our mutually respectful relationships and partnerships. This will support the educational engagement and success of every student as we progress towards creating a culturally responsive school community.

The pursuit of excellence for all students at all levels is paramount at our school. Our commitment to this includes utilising evidenced-based strategies, maintaining a focus on improvement and creating innovative educational opportunities to ensure that all students are engaged in purposeful learning and achieve at the level of which they are capable.

I know that as we action our School Plan throughout 2020-2023 our school community will maintain a focus on continual improvement to ensure that we continue to Advance with Integrity.

Melissa Walker, Principal





INTEGRAL FRAMEWORK

I - TEACH

Innovative and engaging learning experiences - we consistently implement our Pedagogical Framework applying high impact teaching strategies to maximise learning time.

I am responsible for...

Teaching intentions
Explicit instruction
Acquiring knowledge and skills
Collaborative learning
Having hands on opportunities to consolidate learning

I - LEARN

Continually improving to achieve excellence - all members of our community have a growth mindset and identify learning and performance goals to achieve excellence.

I am responsible for...

Lifelong learning
Engaging
Actively participating
Reaching my learning goals
Not opting out

I - CARE

We care for our community - we value and nurture our whole school community including our environment. We are culturally responsive, value diversity and build mutually respectful relationships.

I am responsible for...

Creating a caring learning environment
Accepting and appreciating diversity
Respectfully responding to our community needs
Emotional intelligence

I - LEAD

Everyone is a leader - our distributed leadership model focuses on building the capacity of all members of our community as effective leaders.

I am responsible for...

Leading effectively
Engaging stakeholders
Accountable actions and behaviours
Decision making that is informed by evidence





SCHOOL IMPROVEMENT TARGETS

1. Academic Achievement

- 1.1 By 2023 increase the percentage of students above the 'National Minimum Standard' in all areas of NAPLAN.
- 1.2 In 2020-2023 60% of Year 7 students will make at least moderate progress from Year 5 to Year 7 NAPLAN.
- 1.3 In 2020-2023 65% of Year 9 students will make at least moderate progress from Year 7 to Year 9 NAPLAN.
- 1.4 By 2023 at least 50% of ATSI Year 9 students will make at least moderate progress or greater in NAPLAN testing for all areas from Year 7 to Year 9.
- 1.5 Grade point average in Year 7-10 of 3.5 each year from 2020-2023.

Aspirational targets:

- 1.6 Year 9 student progress and achievement will be equal to or better than WA Public Schools in all aspects of NAPLAN.
- 1.7 Grade point average in Year 7-10 of 3.75 each year from 2020-2023.

2. Senior School

- 2.1 At least 90% of Senior School students will achieve WACE in 2020-2023.
- 2.2 At least 90% of students will achieve Category 3 across OLN by the end of Year 12 in 2020-2023.
- 2.3 From 2020-2023 our VET completion rate will be above 95%, aspiring to 100%.
- 2.4 Throughout 2020-2023 the median ATAR will be at least 70.

3. Student Destination

- 3.1 Each year from 2020-2023 at least 90% of our Year 12 students will have gained employment, been accepted into tertiary education, or have an apprenticeship or traineeship.

4. Positive Behaviour Support

- 4.1 At least 85% of students will maintain their Good Standing each year from 2020-2023.
- 4.2 Maintain an annual suspension rate below like schools each year from 2020-2023.
- 4.3 By 2023, decrease the number of negative (N1-N4) behaviour incidents by 5%.

5. Attendance

- 5.1 Between 2020-2023 regular attendance (>90%) will be above like schools, striving to be above WA State Public Schools.

Aspirational target:

- 5.2 The percentage of students with regular attendance exceeds 65% by 2023.

6. Leadership

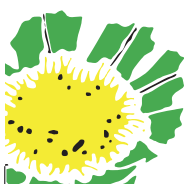
- 6.1 In each year of the School Plan, the Aboriginal Cultural Standards Framework will demonstrate a positive trend from developing to capable and proficient.
- 6.2 By 2023, an improvement in the student National Opinion Survey items:
 - My school takes students' opinions seriously {from 2.6 to 4.1}
 - This school is well led {from 3.5 to 4.5}
- 6.3 All staff will be actively involved in a Professional Learning Team throughout 2020-2023.
- 6.4 By 2023, the school will have supported at least three teachers in attaining Level 3 Classroom Teacher.

Aspirational target:

- 6.5 By 2023, an upward trend is indicated in the staff, student and parent responses on the National Opinion Survey with most responses rated above 4.

“Narrogin Senior High School, every day is a stepping stone to success.”

- K O'Neill and J Ugle, Students





OUR PRIORITIES

Priority: 1

Effective teaching, learning and leadership **I - TEACH, I - LEARN, I - LEAD**

Everybody on a pathway to success: Utilising whole school, evidence-based teaching practice and pedagogy to maximise student achievement of personal excellence. Teachers understand what we teach, and how and why we teach it. Staff review data and reflect on how they are impacting on student achievement and progress. Students understand what they are learning and how they will achieve success. Everyone is a leader – Distributed Leadership is embedded within our school community.

DESIRED OUTCOMES

- 1.1 Staff consistently implement the Pedagogical Framework incorporating the explicit instruction model**
- 1.2 Students are on a pathway to success with intervention requirements identified and addressed early**
- 1.3 All teachers and educational assistants ensure that evidence based teaching, learning and assessment strategies are known, understood and implemented**
- 1.4 Students value education, along with the whole school community**
- 1.5 All of our Aboriginal and Torres Strait Islander students set and achieve personal learning goals**
- 1.6 NSHS has a distributed leadership culture across the whole school community**

STRATEGIES

- ▶ 1.1.1 Pedagogical Framework developed and implemented throughout the school.
- 1.1.2 Peer observation to provide feedback on the Pedagogical Framework practice in class and focus on performance improvement.
- 1.1.3 Staff share effective teaching and learning strategies at all levels.
- 1.1.4 The community is provided with information about the rationale and benefits associated with the NSHS Pedagogical Framework.
- ▶ 1.2.1 Implement the School Self-Review processes to inform improvement areas and establish timely data monitoring.
- 1.2.2 Maintain MacqLit and investigate further intervention programs.
- 1.2.3 Career pathway plans developed for each student.
- 1.2.4 Provide time and space for mentoring, goal setting and pastoral care – Advocacy Program, 25th Period.
- 1.2.5 Implement an inquiry-based learning approach into our lower school.
- 1.2.6 NEEP classes to maintain engagement and build on our NAEP program to cater for all student needs.
- 1.2.7 Engage and build all students' interest, aspiration and capability in STEM.
- ▶ 1.3.1 Develop and embed student self-reflection and peer feedback processes into the assessment culture of the school.
- 1.3.2 Analyse data to better understand student performance and improve our practices.
- 1.3.3 Monitor academic intervention programs to ensure student improvement and equitable resource allocation.
- 1.3.4 An action plan is developed for the strategic implementation of Professional Learning that is focused on school priorities.
- 1.3.5 Investigate ICT integration options linked to innovative pedagogies.
- ▶ 1.4.1 Students set learning goals to support them to understand the learning process.
- 1.4.2 Communication with parents and the school community is improved through Connect, the local media and the implementation of Compass.
- ▶ 1.5.1 Utilise the strengths of our Aboriginal staff to build cultural understanding.
- 1.5.2 Utilise Follow the Dream, Shooting Stars, Clontarf and Aspiration programs to effectively support students in engaging in an academic pathway.
- ▶ 1.6.1 Within our performance improvement processes develop our leadership capacity at all levels through internal and external professional learning opportunities and feedback strategies, including 360-degree and student voice.
- 1.6.2 Further build on our self-reflective and performance improvement culture through coaching.
- 1.6.3 Further develop student and staff leadership opportunities.
- 1.6.4 Review and enhance student leadership structures by promoting student voice in school decision-making about their learning environment.
- 1.6.5 Embed our School Self-Review processes to link with the new Public School Review Model.
- 1.6.6 Continue to build the School Council to be an effective leadership group that supports and promotes the school vision.
- 1.6.7 Aboriginal Cultural Standards Framework implementation action plan developed and progress monitored.
- 1.6.8 PLTs are further developed with all staff participating in at least one that targets a whole school focus.

“Narrogin Senior High School exposes young people to a broader world, a world full of opportunity and hope.

- I Kilpatrick, Student





OUR PRIORITIES

Priority: 2 An orderly environment

I - CARE

Conditions for learning: Establish an orderly and positive learning environment through the consistent implementation of a Positive Behaviour Plan that encourages connection to our school.

DESIRED OUTCOMES

2.1 The Positive Behaviour Support Plan is applied across the school and consistently implemented

2.2 Students and staff feel safe, secure, valued and connected to our school

2.3 Students have the social and emotional skills to self-regulate

2.4 Students have at least one staff member who knows them well

2.5 Students attend school regularly

STRATEGIES

- ▶ 2.1.1 Identify and explicitly teach the behaviour expectations and standards across the school through the PBS Behaviour Matrix.
- 2.1.2 Progress the implementation of PBS, particularly Tier 2 and 3, and the Positive Behaviour Plan.
- 2.1.3 Review the current PBS positive acknowledgement systems and align to Good Standing.
- 2.1.4 Review the Positive Behaviour Plan yearly.
- ▶ 2.2.1 Provide professional learning to build staff capacity to manage student behaviour.
- 2.2.2 Develop and implement a Health and Wellbeing program for all staff and students.
- 2.2.3 Enrich our school culture by ensuring that successes are celebrated, effective working relationships are established and team skills and values promoted.
- 2.2.4 Utilise Shooting Stars and Clontarf to support in promoting a culturally rich learning environment that is inclusive and respectful.
- 2.2.5 Celebrate cultural, gender and social diversity through events and activities.
- ▶ 2.3.1 Implement a Student Services model that focuses on pastoral care and mental health intervention.
- 2.3.2 Implement a Social and Emotional Learning program to improve student self-regulation skills and embed across all Learning Areas.
- ▶ 2.4.1 Improve first contact time (Advocacy Group) to provide a pastoral care opportunity and ensure that all students are well known by at least one adult.
- 2.4.2 Support Shooting Stars and Clontarf in their strategies to provide wrap-around support and pastoral care.
- ▶ 2.5.1 Student attendance is monitored, and processes are implemented and aligned to Good Standing.





OUR PRIORITIES

Priority: 3 Positive relationships and partnerships

Authentic Community Engagement: Effective networks within our whole school community that enhance our teaching and learning programs to ensure that everybody is on a pathway to success.

DESIRED OUTCOMES

- 3.1 Students, staff and the wider community developing positive relationships and collaborative practices to support effective teaching and learning
- 3.2 Students and staff are active participants within the school and wider community
- 3.3 Staff collective efficacy is increased
- 3.4 Members of the Aboriginal community are engaged in the learning process of our Aboriginal youth to ensure learning success
- 3.5 Timely, precise and open channels of communication are used throughout the school community
- 3.6 Students and staff understand the benefits of a healthy and balanced life style and the community is well informed and engaged in the school's health and wellbeing initiatives

STRATEGIES

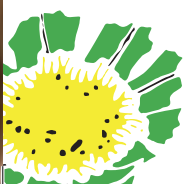
- ▶ 3.1.1 Continue to develop and enhance current community partnerships (Local Industry, Community Groups and Networks).
- 3.1.2 Continue to strengthen our partnerships with our local primary schools.
- 3.1.3 Broaden the opportunities for students to access work placement and workplace readiness through connections with local enterprise.
- 3.1.4 Utilise the community expertise to contribute to the school community (eg work placement, event coordination, interagency support, activity implementation, etc).
- ▶ 3.2.1 Continue and further develop opportunities for students and staff to contribute to community events (eg ANZAC service, Narrogin Show, P&C initiatives, work placement, sporting events).
- 3.2.2 Continue the P&C School Open Day every two years.
- ▶ 3.3.1 Enrich our staff culture by ensuring successes are celebrated, staff relationships are supportive, transparent and honest conversations are embedded, and feedback opportunities for all staff are a regular practice.
- ▶ 3.4.1 Further build opportunities for Aboriginal families to contribute to school planning, events, meetings and activities.
- 3.4.2 Continue to value and celebrate cultural diversity through NAIDOC, Harmony Day and other significant events.
- 3.4.3 Investigate ways to implement local Noongar language learning opportunities.
- ▶ 3.5.1 Review current internal communication structures to develop an innovative system that will support and empower all staff.
- 3.5.2 Concentrate on utilising Connect and Compass more effectively to inform parents/carers of student academic progress and other information.
- ▶ 3.6.1 Develop and implement school-wide health and wellbeing initiatives that support self-care.





GLOSSARY

ICT	Information and Communications Technology
MacqLit	Macquarie Literacy Program
NAEP	Narrogin Academic Extension Program
NAPLAN	National Assessment Program – Literacy and Numeracy
NEEP	Narrogin Education Enrichment Program
OLNA	Online Literacy and Numeracy Assessment
PBS	Positive Behaviour Support
PLT	Professional Learning Team
STEM	Science, Technology, Engineering and Mathematics
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education





OVERVIEW OF SELF ASSESSMENT

Empowering students to achieve excellence is central to everything we do at Narrogin Senior High School.

Our school's planning and self-review cycle is rigorous and responsive to the needs of our students. To support our self-review process, we have established a School Self-Review Schedule which outlines the data collected and how this data is utilised.

We gather and analyse data from a wide range of data sets including academic and non-academic. As a school we utilise data to inform whole-school plans, staff performance improvement, professional learning, resource allocation, as well as classroom teaching and learning practices.

The School Plan outlines our direction and how we are responding to what the data is telling us. Our priorities are determined by all staff in collaboration with the School Council, who also approve the School Plan. For each priority, we set a number of whole school strategies for implementation over the three-year cycle of the School Plan. We set targets that align with the priorities and set our strategic intent. The School Plan is the driver behind the Operational Plans.

These set the action plan for each year of the School Plan and provide the annual short term goals set to achieve the three year targets as outlined in the School Plan. Each year the whole school, led by the leadership team, reflects on how well we have progressed in achieving the targets. In addition to our internal self-review processes, the Public School Review process is undertaken every three years. The process involves school self-assessment and school-based validation by a review team. The review team provides a report which informs key directions for school improvement planning. Narrogin SHS will undertake its first Public School Review process in Term 3, 2021.

Narrogin SHS values the opinions of our parents, students and staff. Every year we administer the National Schools Opinion Survey which we modify in collaboration with the School Council to gain feedback on specific areas of interest to our school. We utilise the data obtained through this survey to identify our strengths and areas for improvement and develop strategies to address these.

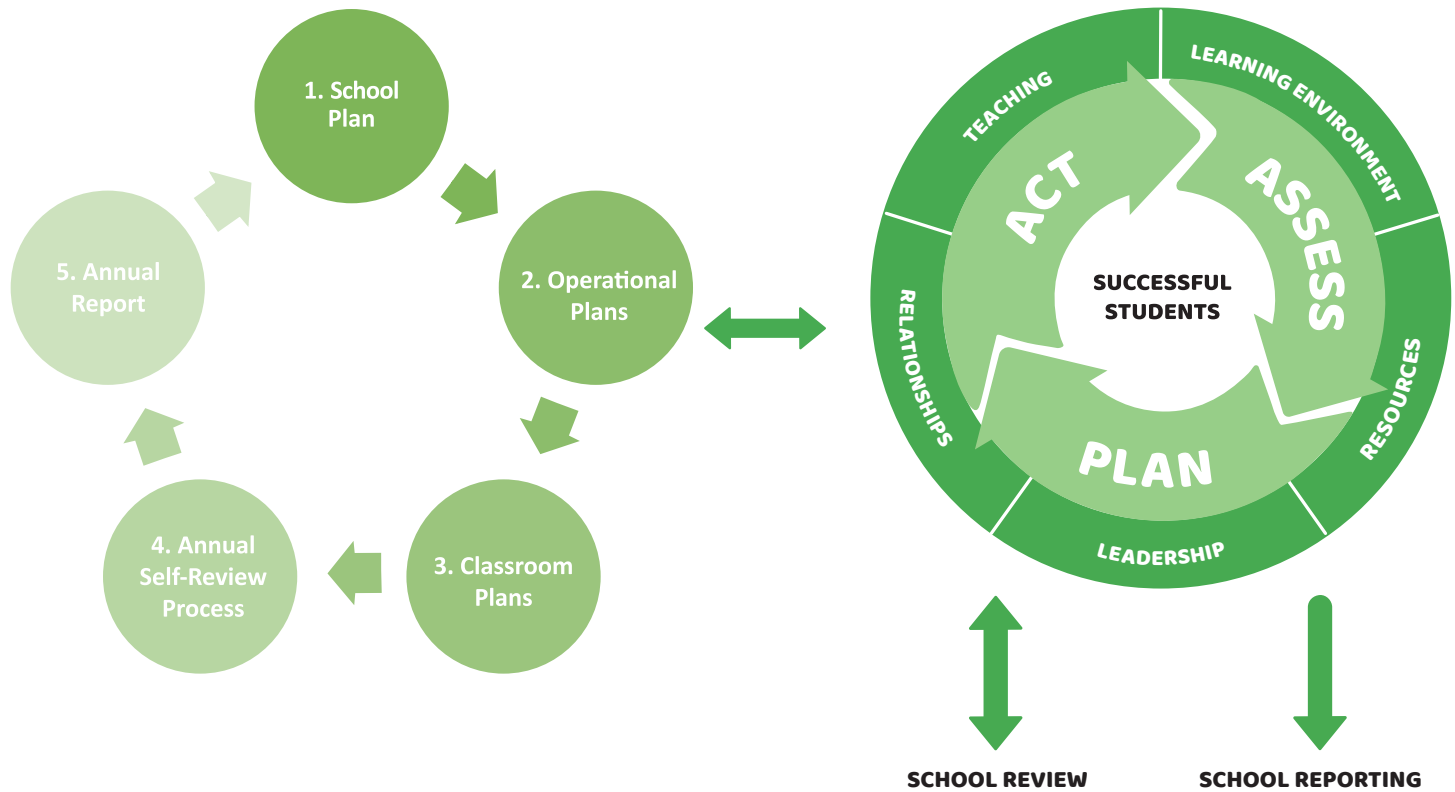
“ **NSHS offers a wide range of educational pathways for a diverse range of students.** ”

- O McClure, Student





OVERVIEW OF SELF ASSESSMENT





Narrogin

SENIOR HIGH SCHOOL

The regional school of choice

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