

Narara Valley High School Annual Report



2018



8591

Introduction

The Annual Report for **2018** is provided to the community of Narara Valley High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high-quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Michael Smith

Principal

Narara Valley High School

School contact details

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Message from the Principal

Narara Valley High School has continued to deliver high quality education to students throughout 2018. The Wellbeing structures of the school have continued to support all student learning needs and supports the education that is delivered at Narara Valley High School. The continued implementation of the PBL system is further supporting student behaviour especially in the area of positive referrals and reduced suspensions.

Student achievements offered numerous opportunities to celebrate and recognise the diversity of our student population. Academically we have witnessed the school continue its upward trend in student growth scales for both the NAPLAN and HSC examinations. In the HSC students were recognised for high achievement in Maths, English, Science, HSIE, Creative and Performing Arts and TAS.

This year the school had a number of students and school teams make the CHS Final in Touch Football, Athletics, Basketball and Waterpolo with the School Touch Football Team winning the Final. Five of the team members were then selected to represent the State in the National Championship. The school TSP program has developed a strong culture of sports participation in the school.

The school's commitment to Aboriginal Education was evidenced by the growth for Aboriginal Students in the NAPLAN Writing results. Since 2015 the mean in writing for Aboriginal Students improved by over 250 points to be above the State Mean for Aboriginal Students.

The school continues its focus on STEM and Innovation with teachers being trained in the latest use of interactive technology and opportunities for students to implement it into the learning being increased in all learning areas. The sponsorship of Samsung through the Powerhouse Schools initiative has added an extra degree of professional support and resource to the school in meeting this Strategic Direction.

Michael Smith

Principal

Narara Valley High School

School background

School vision statement

An innovative learning environment that supports students and provides them with skills and opportunities for future success. The school's motto "For The Future" encapsulates the school's vision which is to prepare all students for their post school destinations while encouraging the goal of lifelong learning.

School context

Narara Valley High School is a comprehensive high school on the Central Coast of approximately 900 students including 71 Aboriginal students and a Support Unit of 35 students.

The School caters for students of all ability levels and has developed a reputation for its strong focus on academic achievement, wellbeing and supporting community needs.

Narara Valley High School is nationally recognised as a Power House School and a Science, Technology, Engineering and Mathematics (STEM) Action School for its successful approach to innovation and learning. As well as its strong focus on innovation the school runs specialist programs in:

- Creative and Performing Arts
- Targeted Sport
- Enrichment and Acceleration
- Supporting Young Mothers

Each of these classes are based on meeting the specific needs of our local community. The school has established strong links with local businesses, AECG and community organisations which further support the schools educational, wellbeing and transition programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the revised School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During assessment the executive interrogated each of the domains, elements and themes to achieve consensus and complete the self assessment survey. This was based upon the evidence of impact on student learning sourced from each faculty and curriculum team.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The on balance judgement of the school is still sustaining and growing.

The school has identified Innovation and Learning as Strategic Direction One in the School Plan. Quality Teaching Rounds supports Quality Teaching and the schools professional learning culture. The introduction of the writing initiative and professional learning for all teachers has rolled into the stage 6 resulting excellent HSC results in 2018. The school has progressed in student performance measures. Through the use of the Data Team professional learning on using data has improved teaching, learning and feedback improving teachers ability to raise educational standards. The school is now assessed as **Sustaining and Growing** in this element. Positive Behaviour for Learning and student ownership of learning through program design and participation in involvement in Quality Teaching Rounds will continue to support learning culture and assist the school to move towards excelling in **Learning Culture**. **Wellbeing** initiatives have been designed to support the cognitive, emotional, social, physical and spiritual wellbeing of students and has been assessed at excelling. **Wellbeing** is Strategic Direction Two and directs initiatives involving community agencies, targeted school programs and individual student support in the classroom.

The school's incorporation of STEM principles and project – Based Learning through an integrated curriculum are designed to develop lifelong learners. Teachers are differentiating the curriculum to meet the needs of students at different levels of achievement including adjustments to support learning or increase challenge in **Curriculum**. The

school has excellent processes surrounding the use of **summative Assessment** with teachers responding to trends to teacher achievement at individual group and whole school levels. Continued focus and expansion of **formative assessment** is planned with the need for more professional learning for teachers in this element. **Reporting** has responded to staff, student and community feedback to improve the quality and analysis of school performance including academic growth, non academic and cross curricula data.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The on balance judgement of the school is that it is sustaining and growing.

Effective Classroom Practice has been supported by the collaboration across faculties, stages and teams by teachers sharing curriculum knowledge data feedback and other information about student progress. to develop evidence based programs and lessons. The continued professional learning by the Data Team promotes consistent and comparable judgement of student learning to monitor their progress and identify skill gaps for improvement and extension. The tracking of **Professional Standards** has been managed at a whole school level and is assessed as sustaining and growing. All teachers are encouraged to target specific professional standards when determining goals in their Performance and Development Plans. The school has increased resources allocated to teacher professional learning and maintenance of teaching standards supporting the new NESA requirements for all teachers. This builds capabilities and expertise to improve student learning outcomes.

In the element of **Learning and Development** the schools on balance judgement is that it is excelling. The schools professional learning focus is underscored by Quality Teaching Rounds which facilitated the collaborative practice and feedback, coaching and mentoring and expertise in innovation reflected in current curriculum and whole school programs for future focussed learning. This drive ongoing school wide improvement in teaching practice and student results.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The on balance judgement is that it is Excelling.

The schools **Educational Leadership** supports a culture of high expectations whilst implementing the School Plan. Instructional leadership and professional learning emphasises effective management skills and leadership attributes to facilitate whole school improvement and build capacity of leaders. Further work in the area of engaging all the community will assist in embedding a culture of high expectations and consistently catering for the range of equity issues in the school. Effective **School Planning, Implementation and Reporting** is achieved through continuous improvement as the school is recognised as a leader for its impact on a learning progress, effective practices and active support in its education community.

School Resources are allocated according to the School Plan and distributed through the Finance and Curriculum Committees. The management of both human resources and teaching and learning resources is integral to achieving student outcomes. The schools on balance judgement in this area is that the school has been maintained at excelling. Through visionary long term financial planning integrated with school planning and strategic priorities the school is able to meet long term improvement measures. To support **Management Practices and Processes** the school has introduced an Efficiency Team based on Lean Management Principles to assess and improve administrative systems and processes ensuring delivery of anticipated benefits to the school community. The school leadership team measures community satisfaction and shares its analysis and actions in response to the findings to the local community. The schools on balance judgement in this element is excelling.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

LEARNING and INNOVATION

Purpose

To ensure all students have a strong foundation in literacy and numeracy. This will allow students to apply the skills of analysis, evaluation and creativity to a complex and ever changing society.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020 the percentage in the top two bands for Reading and Numeracy in Year 9 will increase to 21% (2017 baseline date of 15%).	\$300,000	20% of Year 7 students achieved the top two bands for Numeracy and Reading in NAPLAN. 13% of Year 9 achieved the top two bands for Numeracy and Reading in NAPLAN. This remains a priority area for the school.
By 2020 Aboriginal students Reading and Numeracy achievement will increase to contribute to the 35% state target of Aboriginal students in the top two bands using the current baseline average of 6% (Three year rolling average).	\$300,000	7% of Aboriginal students achieved in the top two bands for Numeracy and Reading in NAPLAN improving on the schools baseline measure.
The school will maintain positive student growth in the HSC Value Added data and the school HSC Mean will increase to the state mean of 72 by 2020 (baseline School Mean 70).	300,000	The school achieved a high number of Band 6 results in the HSC and moved up 142 points in the Sydney Morning Herald's HSC School rank. The value added continues to remain in line with state average and within the confidence interval of previous years. Many students and subjects achieved above the HSC average with the school average being 71.57 moving very close to the 2020 target.

Strategic Direction 2

WELLBEING

Purpose

To provide a learning environment which allows students to thrive by delivering high quality learning experiences in conjunction with the domains of wellbeing and other recognised influences. To this end the school supports the development and wellbeing of all individuals in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase positive referrals by 7% each year to be above 50% of all referrals using 2017 29% as a baseline measure.	\$30,000	During 2018 positive referrals continued on the upward trend established in 2017 rising from 29% to 42% of all referrals.
Increase the percentage of students who demonstrate above NSW Government norms for Institutional Engagement using the 2017 TTFM baseline data (Baseline 71% school and 76% state).	\$120,000	The school did not participate in the TTFM student survey due to student feedback on survey "fatigue". The survey will continue in 2019

Strategic Direction 3

LINKS and PARTNERSHIPS

Purpose

To further develop the connection already built between the school and its community. This will inform teaching and learning programs, as well as relevant systems and practices, and be achieved through a current, informed and flexible response to the changing needs of the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students with an HSC, Yr 12 certificate or AQF Cert 2 to above 75% (baseline 70% based on Yr 10–12 completion rate,	\$60,000	70% of Year 10 in 2016 completed the HSC in 2018. This remains an improvement measure target. The data does not reflect students that successfully transitioned to work or other registered training providers for apprenticeships.
Increase the percentage of HSC Band 5 and 6 results using HSC RAP Band Table Analysis of the total completed HSC courses from 23.8%(2017) to above 30% (2020).	\$140,000	There was a total of 26 combined Band 6 and extension E3 and E4 results in the HSC. Students who completed the HSC in 2018 achieved a total of 114 Band 5 and Ban6 results making up 29% of HSC results.
Increase parent involvement in student learning to the NSW Govt norms for parent involvement(Baseline school 6.9, NSW Govt norms 7.5).	\$10,000	There was no Tell Them from Me (TTFM) survey completed in 2018. The school used to 2018 to review administrative processes and feedback from the 2017 results. The TTFM Staff, Parent and student surveys will resume in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$175,000	The Literacy and Numeracy strategy has continued at the school focussing on specific students reading and writing skills. The year 7 cohort all demonstrated growth in the NAPLAN tests for all areas whilst in year 9 50% of students achieved growth. The school has increased the number of SLSOs to work with Aboriginal students to support wellbeing, leadership and individualised learning.
English language proficiency	\$48,000	Students needing support with English Language proficiency are supported through the schools focus on Reading and Writing and the Learning and Support Teacher (LaST) and Student Learning Support Officers
Low level adjustment for disability	\$293,000	This has funding has continued to support an additional Learning and Support Teacher and two part time student support officers. They are specifically working with the NVHS Literacy Team to support the writing and reading strategy across the school.
Socio-economic background	\$275,000	The equity funds for socio-economic loading support the majority of the additional staffing initiatives that have been introduced to support student learning at Narara Valley High School. This includes the Literacy Team, The Third Deputy, Reduced teaching allocations for teacher professional learning and improved resources for students in technology.
Support for beginning teachers	\$50,000	This is above the amount allocated to Beginning Teachers at Narara Valley High School. All teachers including Beginning Teachers are on a reduced load and collaborative practice is inbuilt into the timetable to support and mentor all new teachers with their accreditation, teaching and learning.
Targeted student support for refugees and new arrivals	Nil	The school received no funds for this specific program due to the current enrolment intake. Students needing language and learning support were identified and supported by the school wellbeing team and IEPs were developed.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	551	507	462	432
Girls	567	529	485	468

The school population has declined in the last three years reflecting the decrease in the acceptance of out of zone enrolments and a decline in student numbers in the partner primary schools. It is expected that this decline will continue for longer based on the latest demographic reports in 2018. It should be noted that the current enrolment patterns still include a high application rate from out of zone enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.2	91.7	91.6	91.1
8	87.7	88.6	88.2	86.4
9	88.5	85.8	85.8	87.4
10	86.4	84.4	85	86.1
11	86.4	86.7	84.8	83.9
12	88	87.9	85.7	84.2
All Years	88	87.2	86.6	86.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The rate of student attendance at the school remained comparative with previous years. The attendance rate in Years 10, 11 and 12 continues to be impacted by the reluctance of some students, who have been seeking employment, to return to school in Year 11. A series of attendance initiatives have been put into place in 2018. The school continued to engage in strong collaboration between parents, students and the community to inform

and support the continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. The school will continue to invest further funds into the Career and Transition Team to increase opportunities for students post school and to help mentor students through the 10/11 transition point process.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	9	9
Employment	1	5	20
TAFE entry	0	6	9
University Entry	0	0	40
Other	0	7	1
Unknown	0	0	21

Year 10 and Year 11 students have a high rate of continuing schooling. The majority of alternate pathways for these two years are related to studying some subjects at TAFE, School based apprenticeships and early commencement of Stage 6. The Year percentage of Year 12 students gaining early entry is increasing and is a factor that will need to be considered in school analysis of data and HSC results.

The successful transition to work program is evident with 20% of students gaining permanent employment within 3 months of finishing school.

Year 12 students undertaking vocational or trade training

There were a total of 7 students who undertook vocational training external to the school making up 14 units of the units studies for the HSC in 2018. There was 68 who completed school based VET courses.

Year 12 students attaining HSC or equivalent vocational education qualification

At the conclusion 2018 123 Year 12 students attained the HSC or equivalent qualification. This has remained consistent with the percentage of students moving from Year 10, to the completion of Year 12 in previous years. Teachers, parents and the community will continue to work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	47.2
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.37
Other Positions	1

*Full Time Equivalent

Narara Valley High School has three Aboriginal teachers, two Aboriginal Student Support Officers and enjoys a close relationship with our local Aboriginal Educational Consultative Group.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

In 2018 we had 3 beginning teachers working towards NSW Education Standards (NESA) accreditation at Proficient. This group of staff was made up of permanent, temporary and casual employees.

There are 65 permanent staff members in 2018 maintaining their accreditation at Proficient. In 2018 two teachers continue to work towards accreditation at Highly Accomplished or Lead.

All Beginning Teachers have regular meetings with supervisors in KLA's. They also have scheduled meetings with the HT T&L for assistance with Professional Learning Goals and accreditation evidence. They observe lessons through QTR rounds. They are always placed with another new and beginning teacher and two experienced mentors.

School and faculty induction occurs at a faculty level for new to school teachers. New and Beginning Teacher meetings occurred last year and they followed the DoE induction program. Plotting occurred on the AITSL teaching continuum. Regular updates occurred at Executive Meetings on accreditation matters. All staff are informed by email on Professional Learning opportunities.

All teachers including beginning teachers had a reduced teacher load to support professional learning through collaboration with peers, observations which was all registered as a 16-hour course to assist with maintenance. This program was very successful with positive staff feedback leading to it being implemented again in 2019 with more teacher-directed learning.

The staff development days focused on updating the staff on the School Excellence Framework and the school's external validation process. The SDD meetings allow for the update of the annual mandatory training and policies.

The activities that were included in all staff training during 2018 include:

- Implementing the NCCD
- Executive Conference
- STEM conferences
- Gifted and Talented Conference
- Newcastle Maths Educators
- Boys and Literacy
- STEM training
- DATA training
- Technology for teaching
- Quality Teaching Rounds
- CESE and evidence-based research reports
- CESE and SCOUT training.
- School Excellence Framework.

The school places a high value on the Professional Learning of its staff and consequently spends a significant amount of money supporting this in the annual budget. In 2018 the total cost exceeded the RAM's allocation of \$75,000 by \$120,000 not including the New and Beginning Teacher funds allocated to the school.

The average cost of professional learning per teaching staff was \$2914.00.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	497,393
Revenue	11,242,557
Appropriation	10,600,226
Sale of Goods and Services	128,134
Grants and Contributions	502,005
Gain and Loss	0
Other Revenue	0
Investment Income	12,192
Expenses	-10,910,869
Recurrent Expenses	-10,910,869
Employee Related	-9,760,297
Operating Expenses	-1,150,572
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	331,688
Balance Carried Forward	829,081

Narara Valley High School follows the financial processes documented in the DoE Finance in Schools Handbook (FiSH) and procurement manual. To ensure the school is adequately resourced and maintained the budget is developed by the Senior Executive, Business Manager and Senior Administrative Manager (SAM) in October of the previous year. Head Teachers submit grants for specific programs based on school directions and faculty priority areas each term which are assessed and funded accordingly. Faculty base loadings are allocated using a formula based on curriculum hours and nature of subject (practical, plant and equipment).

The Annual budget and AFS are presented at the P&C and presented to the community. To monitor and forecast spending during the year the Principal, Business Manager and SAM meet every month and analyse the Employee Level Cost Report, Annual Financial Statement and School Overview Report. Any unexpected patterns of spending are documented and reviewed with budget forecast adjustments.

During 2018 the school budget reduced due to declining enrolments. Technology, Professional Learning and HR are the school's largest expenses in the annual budget. Funds carried over each year have decreased significantly since 2014.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Approved SBA (\$)
Base Total	8,177,523
Base Per Capita	188,825
Base Location	0
Other Base	7,988,698
Equity Total	628,372
Equity Aboriginal	59,040
Equity Socio economic	275,024
Equity Language	964
Equity Disability	293,344
Targeted Total	1,002,833
Other Total	309,514
Grand Total	10,118,243

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

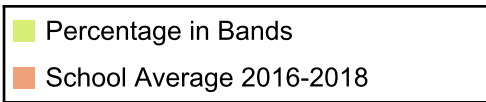
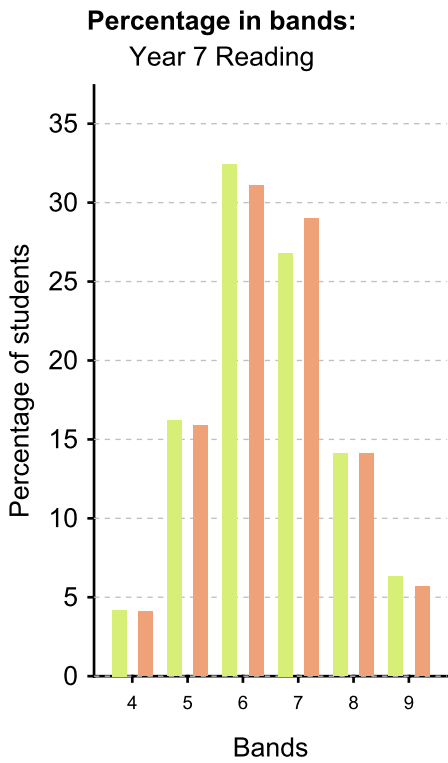
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

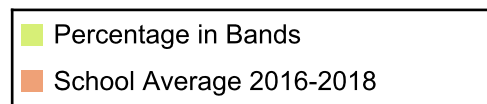
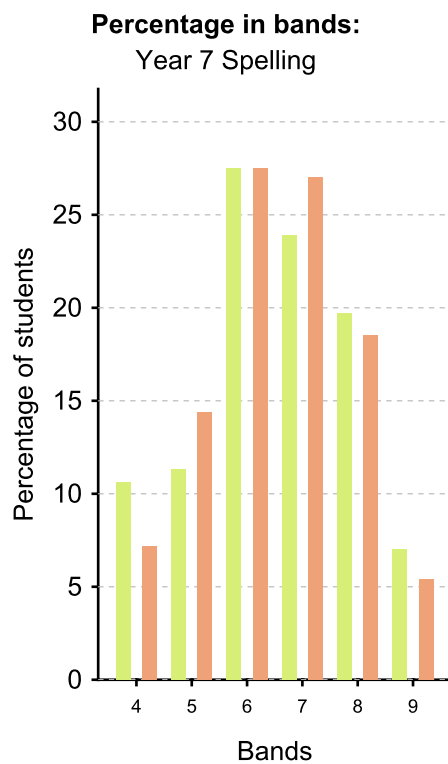
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Student mean results in reading have consistently been above the average for similar schools reported on the My School website. The focus of the school literacy plan has been to embed writing skills in all teaching programs. A common framework for instruction across

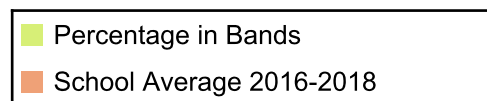
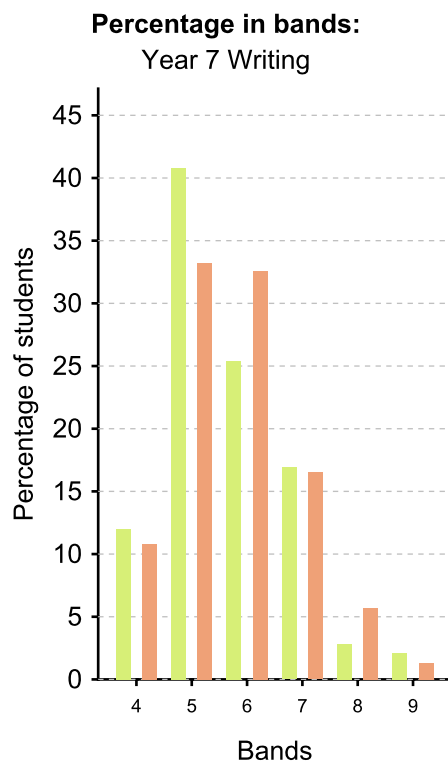
all faculties has been introduced with targeted interventions for students not meeting the NAPLAN minimal standards. Writing in Year 9 has continued to improve since 2015, however remains a focus into the next planning cycle as we aim to move a greater percentage of students into Bands 8, 9 and 10. Withdrawal of targeted students will be a strategy to explicitly teach literacy skills to identified students.



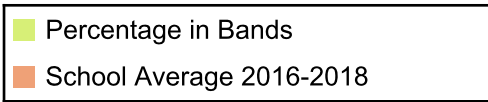
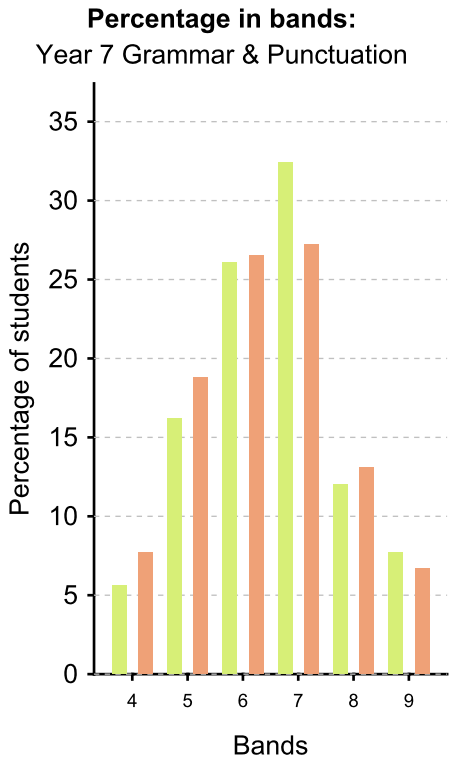
Band	4	5	6	7	8	9
Percentage of students	4.2	16.2	32.4	26.8	14.1	6.3
School avg -2018	4.1	15.9	31.1	29	14.1	5.7



Band	4	5	6	7	8	9
Percentage of students	10.6	11.3	27.5	23.9	19.7	7.0
School avg -2018	7.2	14.4	27.5	27	18.5	5.4

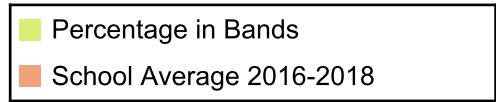
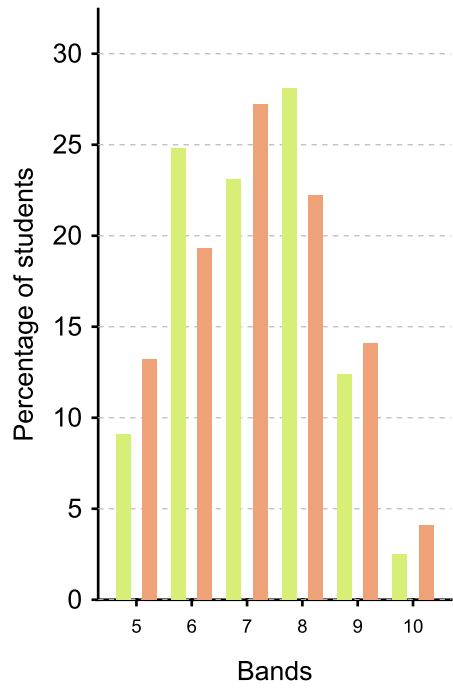


Band	4	5	6	7	8	9
Percentage of students	12.0	40.8	25.4	16.9	2.8	2.1
School avg -2018	10.8	33.2	32.6	16.5	5.7	1.3



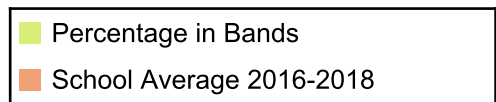
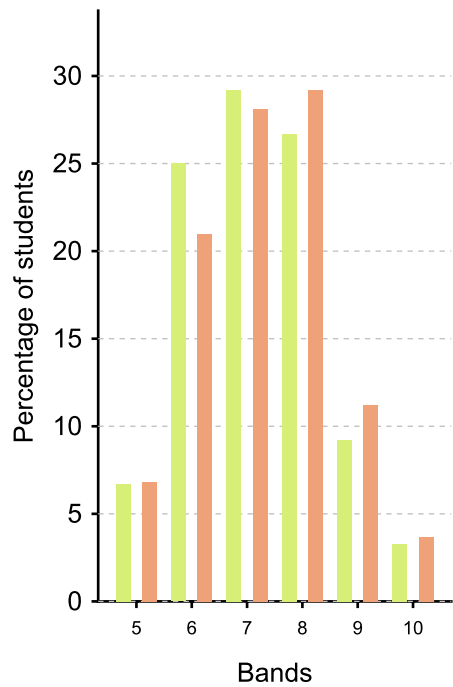
Band	4	5	6	7	8	9
Percentage of students	5.6	16.2	26.1	32.4	12.0	7.7
School avg -2018	7.7	18.8	26.5	27.2	13.1	6.7

Percentage in bands:
Year 9 Grammar & Punctuation

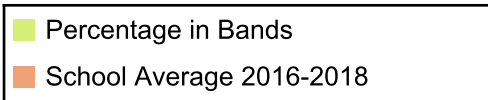
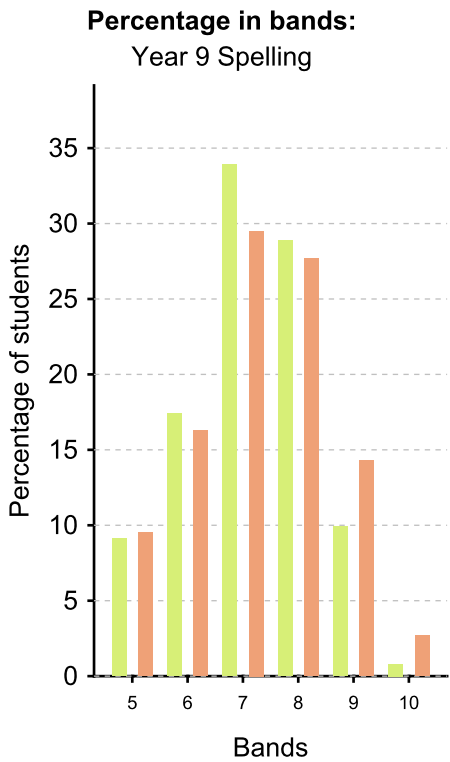


Band	5	6	7	8	9	10
Percentage of students	9.1	24.8	23.1	28.1	12.4	2.5
School avg -2018	13.2	19.3	27.2	22.2	14.1	4.1

Percentage in bands:
Year 9 Reading



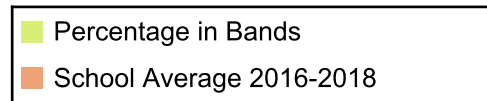
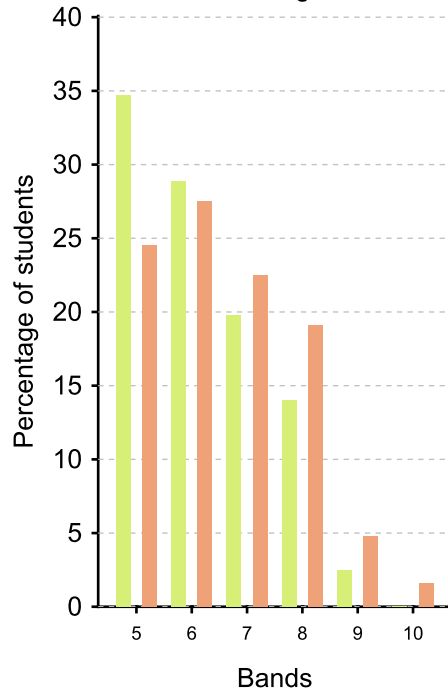
Band	5	6	7	8	9	10
Percentage of students	6.7	25.0	29.2	26.7	9.2	3.3
School avg -2018	6.8	21	28.1	29.2	11.2	3.7



Band	5	6	7	8	9	10
Percentage of students	9.1	17.4	33.9	28.9	9.9	0.8
School avg -2018	9.5	16.3	29.5	27.7	14.3	2.7

Percentage in bands:

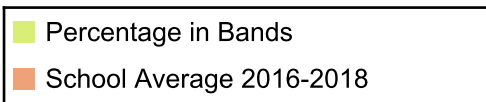
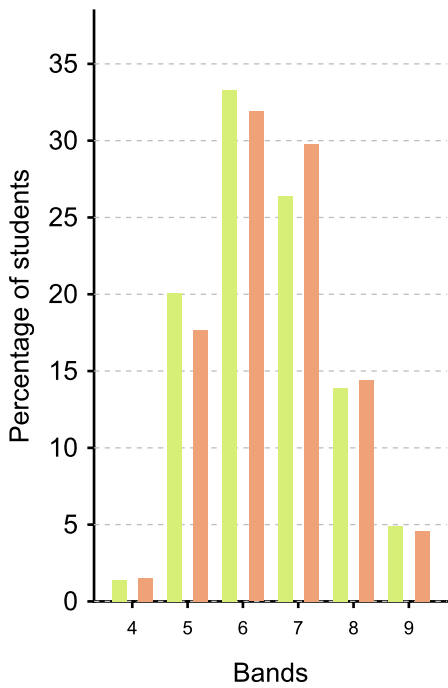
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	34.7	28.9	19.8	14.0	2.5	0.0
School avg -2018	24.5	27.5	22.5	19.1	4.8	1.6

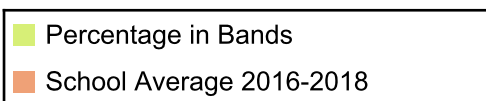
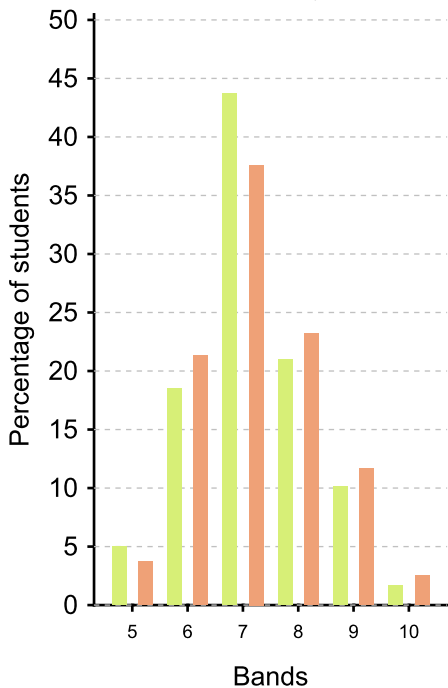
Numeracy skills are identified through baseline testing early in Year 7 and this provides teachers with individual student information that informs IEPs and programming in the integrated curriculum in Year 7. Students in Year 8 have been identified through Year 7 NAPLAN data and withdrawn for explicit instruction and support on numeracy skills. Year 9 students are assessed and streamed into the appropriate course commensurate with their skills assessed in Year 8. Year 9 results reflect support of students moving from lower bands to band 7 but indicate a need to build skills of students into the higher bands.

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.4	20.1	33.3	26.4	13.9	4.9
School avg -2018	1.5	17.7	31.9	29.8	14.4	4.6

Percentage in bands:
Year 9 Numeracy



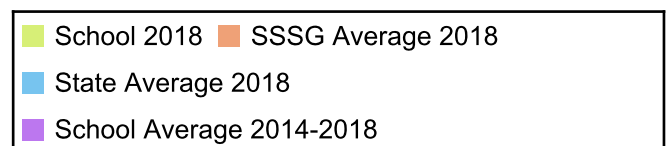
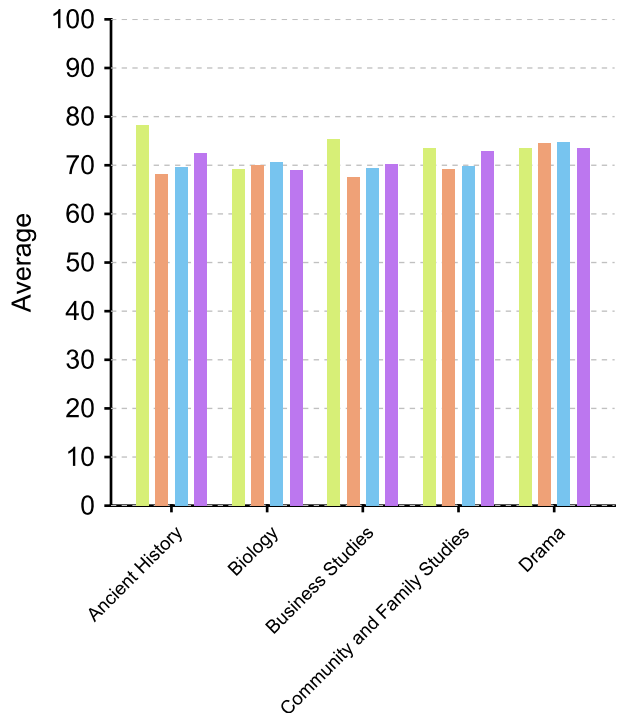
Band	5	6	7	8	9	10
Percentage of students	5.0	18.5	43.7	21.0	10.1	1.7
School avg -2018	3.7	21.3	37.6	23.2	11.7	2.5

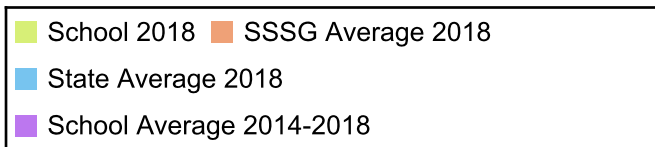
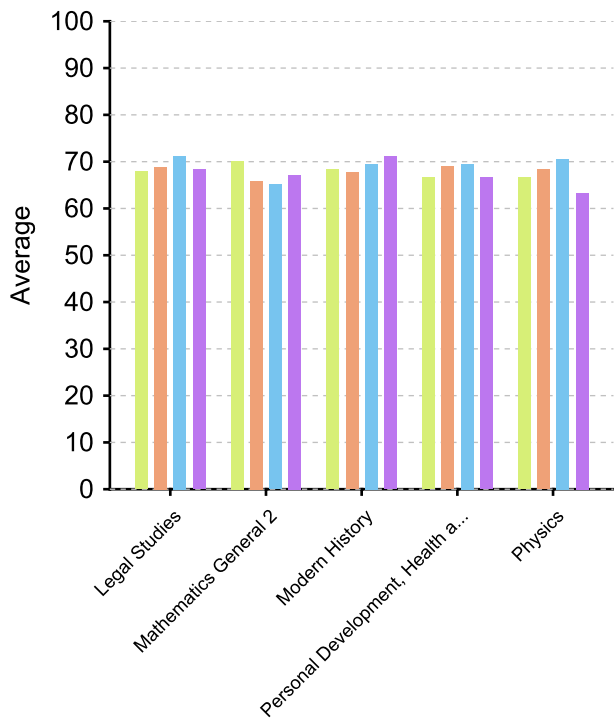
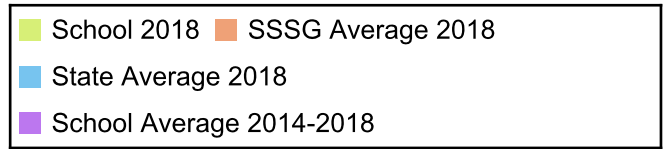
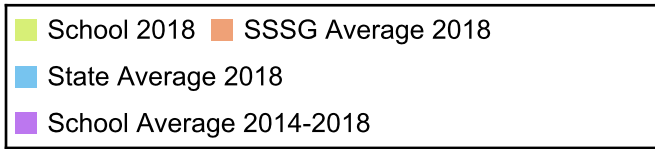
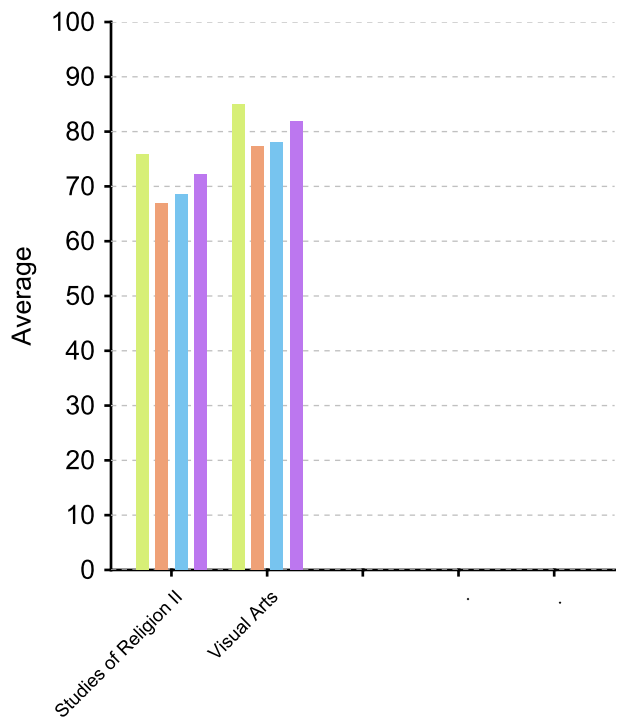
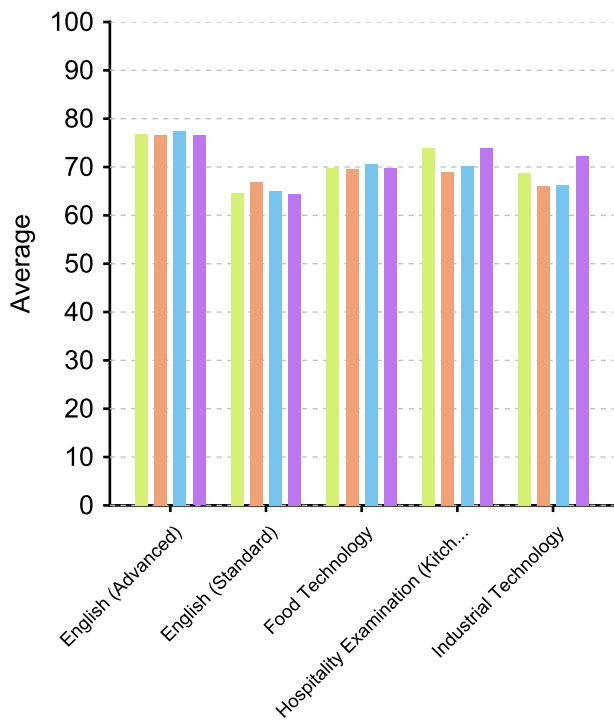
The focus of the school in NAPLAN remains aligned to the premier targets of raising the achievement of Aboriginal students and increasing the percentage of students achieving in the top two bands for reading and numeracy. The school continues to identify students who are on the cusp of achievement at a higher band and working with individuals based on the detailed item analysis in NAPLAN.

The school has reduced the number of students not meeting minimal standards through the literacy and numeracy program. Currently 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy whilst value-added trend for NAPLAN remains positive.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The school had a successful year in the HSC with 114 students achieving a Band 5 or higher. 5 Students achieved ATARs over 90 with 99.1 being the highest achieved at the school. A combination of a diverse curriculum, dedicated teachers and supported curriculum program have allowed for students to be successful in their final year of school.





Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	78.3	68.1	69.5	72.4
Biology	69.1	70.1	70.7	68.9
Business Studies	75.3	67.5	69.3	70.3
Community and Family Studies	73.6	69.3	69.9	73.0
Drama	73.6	74.6	74.8	73.6
English (Advanced)	76.8	76.7	77.5	76.5
English (Standard)	64.6	66.9	65.0	64.3
Food Technology	69.8	69.5	70.7	69.9
Hospitality Examination (Kitchen Operations and Cookery)	73.9	69.0	70.3	73.9
Industrial Technology	68.8	66.1	66.2	72.2
Legal Studies	67.9	68.8	71.2	68.4
Mathematics General 2	70.1	65.9	65.1	67.1
Modern History	68.3	67.7	69.5	71.1

Personal Development, Health and Physical Education	66.6	68.9	69.5	66.6
Physics	66.6	68.3	70.6	63.3
Studies of Religion II	75.8	66.9	68.5	72.2
Visual Arts	84.9	77.3	78.0	81.9

The table illustrates the number of courses that have demonstrate continued improvement in their average results and how many courses at Narara Valley High School have achieved above the SSG average and State average in 2018.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

During 2018 the school had the support of an external group who ran student and staff forums to collect feedback of school processes, student wellbeing and teaching and learning expectations. The process involved individual and group feedback sessions where all comments were documented and collated by the facilitator. This was presented back to the executive and reviewed at the executive conference allowing for the implementation of necessary changes to school processes.

This led to the further implementation of the PBL framework at the classroom teacher level and a focus on consistent practice across all classes. To aid in these clear lessons structures have been presented to staff to plan lessons and provide all students with clear lesson outcomes and expectations.

The staff are regularly surveyed to inform practice and identify improvement targets. Topics have included:

1. Professional Learning
2. Technology
3. Student Wellbeing
4. Quality Teaching Rounds

A number of areas were identified by teachers as being integral to effective teaching. These included upgrading technology in terms of infrastructure and hardware, providing professional learning to support staff in teaching students with learning difficulties and sharing best practice in pedagogy. They are proud of the school's support of post-school options for students as well as the range of opportunities offered to students across the school.

Parents continue to work with the executive at the P&C meetings and the school has responded by improving home/school communication through upgrading platforms such as Facebook, school website and access to calendars and assessment information. An increase in the number of teachers using email to communicate regularly with parents increased in 2018.

The TTFM survey will resume in 2019. however, feedback was sourced from all stakeholders results indicate that students felt positive about teacher/student relations, that there were advocates at the school who supported the students, there was a positive learning climate and that the school worked hard at informing and supporting students with post-school options.

In 2017 Aboriginal students felt that their culture needed to be better understood by some of their teachers. This continues to be addressed in 2018 through improved opportunities for Aboriginal culture to be celebrated and an emphasis on Aboriginal leadership. All the school's management practices and processes aim to be responsive to school community feedback.

Policy requirements

Aboriginal education

We are proud of our understanding of the place of Indigenous history in our environment and our Aboriginal students are well supported at both an individual and group level. Aboriginal students have undertaken many initiatives whilst attending Narara Valley High School. 7.2% of our students are Aboriginal.

Aboriginal students have a strong identity at Narara Valley High School. There are many opportunities for students that are Aboriginal to participate in cultural activities, leadership initiatives and present a student's voice. This is well demonstrated when the Valley Schools celebrate their annual Yarn Up. Students lead Aboriginal cultural activities for primary students. This is part of our commitment to building leadership potential amongst Aboriginal students.

Academically Aboriginal students have improved from the baseline set in 2015 in NAPLAN and remain above the SSG in both reading and numeracy in the year 7 and year 9 NAPLAN exams.

Aboriginal students have access to a Reconciliation Room which is supported by an Aboriginal Education Worker 4 days a week allowing allows access to support and cultural identification. Students are provided with academic and social support along with cultural activities such as dance, wood carving and weaving and jewellery making from natural materials.

Narara Valley High School have been trained in the 8 Ways of Learning and this is incorporated in teaching and learning programs across the school.

Multicultural and anti-racism education

Narara Valley High School continues to foster an understanding of multiculturalism in a range of specific programs and in the general delivery of the curriculum. Examples include

- The school has actively engaged in the Gosford City Council sister city arrangements with Edogawa city.
- This includes cultural exchange visits with Japan which aim to be reciprocated in 2019.
- The library has a selection of multicultural texts and resources for students covering a wide range of topics with English texts expanding its range of multicultural and indigenous texts.
- The active implementation of themes of understanding and multiculturalism in each KLA supporting the 8 ways teaching protocols. Narara Valley High School has a trained ARCO (Anti-Racist Contact Officer) working to support the Wellbeing Team and maintain a positive and accepting learning community.