

School plan 2015 – 2017

Newtown High School of the Performing Arts - 8530



School background 2015 - 2017



School vision statement

We will empower and inspire our community to passionately explore its creativity and imagination; to strive for educational excellence and celebrate its diversity.

School context

NHSPA is one of the leading specialist performing arts high schools in Australia enjoying a national and international reputation for excellence in the creative and performing arts. Each year the school auditions students from all over NSW in dance, music and drama for intakes in Year 7 and 11 as well as enrolling in-area students. All members of the school community are committed to the core values of the school which are creativity, excellence and equity. The school is committed to excellence in student education by providing a challenging curriculum and a range of co-curricular and extra-curricular activities that enhance the talent of its students. Co-curricular programs are an extension of the curriculum in the performing arts. The school runs approximately 50 co-curricular activities with companies or ensembles in dance, music, drama and visual arts. Students are also offered a range of opportunities to participate in extra-curricular activities such as debating, mock trial and a range of sporting events. The school aims to develop skilled, creative and self-motivated students who thrive in a tolerant, supportive and creative school environment.

School planning process

The school planning process involved extensive consultations with all stakeholders in the community. A school forum was held where parents, students and staff were invited to brainstorm ideas to improve and develop the school. Groups were created from a cross-section of the school community. Each group presented its priority areas to the forum. A variety of strategies were put forward by each group and individuals then prioritised 4 main areas of importance. The data was collated by the school executive and the collective priorities of the school community were identified. These priorities have formed the basis of the school plan. A draft school plan was developed at the executive conference. The draft school plan was then put forward for further consultation at a P&C meeting. The school vision statement and the three strategic directions were collaboratively developed. The executive continued to refine the processes, products and practices. Through an ongoing process of consultation with all stakeholders in the school community, the plan was completed.



STRATEGIC DIRECTION 1 CREATIVITY

Creativity is the ability to use the imagination to develop new and original ideas through a process of moving from an initial concept to a final creation

Purpose:

To foster, refine and develop the innate and learned creativity of all students to allow them to become successful students, performers and members of the wider community.

To nurture and develop the creativity of our gifted and talented students within the artistic context of our school.

STRATEGIC DIRECTION 2 EXCELLENCE

Excellence is attaining success through high expectations and standards.

Purpose:

To enhance the quality of teaching and learning to support all our community in achieving success

STRATEGIC DIRECTION 3 EQUITY

Equity is the provision of an inclusive environment for all.

Purpose:

To further develop and sustain an inclusive, engaging teaching and learning environment offering support, challenges and opportunities for all our community to be empowered citizens

Strategic Direction 1: CREATIVITY

Purpose

To foster, refine and develop the innate and learned creativity of all students to allow them to become successful students, performers and members of the wider community

To nurture and develop the creativity of our gifted and talented students within the artistic context of our school.

Improvement Measures

- ❖ 100% increase in the number of students involved in extra-curricular activities from 106 to 212.
- ❖ All students involved in the co-curricular program participate in at least one professional workshop per year as measured by a co-curricular calendar of events and student survey (baseline to be established in 2015)
- ❖ Classroom activities that promote creative and original thinking are designed and embedded across all Key Learning Areas.

People

Staff:

Develop knowledge about creativity; develop skills for and commitment to its ongoing success through curriculum delivery, assessment, and co-curricular and extra-curricular programs

Leaders:

Value and support the arts, and creativity programs through advocacy and the ongoing allocation of resources

Community:

Parents and community to develop their skills and understanding of ways to support creativity within our school context

Students:

Through classroom practice and participation in co-curricular and extra-curricular programs students develop a knowledge and appreciation of creativity.

Processes

Process 1

The school to support all faculties to develop programs and assessment tasks that promote creativity. This will include the provision and funding of Teacher Creative Learning (TCL) opportunities

Process 2

The school provides additional targeted extra-curricular opportunities to enhance creativity in all students

Process 3

Create professional experiences and industry links for co-curricular students both locally and internationally

Evaluation Plan:

Student survey, Teacher Creative Learning (TCL) monitoring, and co-curricular and extra-curricular program audit. Ongoing milestone evaluation by Executive and team leaders

Products and Practices

Product:

100% increase in the number of students involved in extra-curricular activities from 106 to 212.

All students involved in the co-curricular program participate in at least one professional workshop per year as measured by a co-curricular calendar of events and student survey

50% of staff participate in Teacher Creative Learning (TCL) funded activities from 0%

Practice:

Students are engaged in tasks that explicitly assess creativity

Classroom activities that promote creative and original thinking are designed and embedded across all Key Learning Areas.

Students feel connected to the school by participating in a broad range of differentiated co-curricular and extra-curricular activities.

Strategic Direction 2: EXCELLENCE

Purpose

To enhance the quality of teaching and learning to support all our community in achieving success

Improvement Measures

- ❖ To increase by 5% the number of HSC results in the top 2 bands from 472 to 496.
- ❖ To increase by 5% the number of students in Years 7-10 achieving grade A or B in school based final assessment from 4628 to 4860.
- ❖ The school has embedded explicit systems for collaboration and the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes

People

Students:

Students to develop their knowledge, skills and capacity to set goals, interpret feedback and implement strategies for improvement

Staff:

Staff to develop their knowledge, skills and appreciation of the elements and value of teacher feedback

Community:

Parents and community to develop their skills and understanding of ways to support goal driven success and excellence in students

Leaders:

School leaders to develop knowledge of, and collaborative practice in, coaching, mentoring and providing feedback to support excellence in teaching and learning.

Processes

Process 1

Negotiated, collaborative and targeted professional learning programs/ opportunities for all staff to improve teaching and learning.

Process 2

Applying best practice in student assessment and feedback where students take responsibility for their learning and actively seek and implement ways to improve

Process 3

Improved models, structures and infrastructure for the effective delivery of curricular, co-curricular, and extra-curricular programs

Evaluation Plan:

Smart data, NAPLAN and HSC analysis; executive team to ensure milestones achieved.

Products and Practices

Products:

To increase by 5% the number of HSC results in the top 2 bands from 472 to 496.

To increase by 5% the number of grades A and B achieved by students in Years 7-10 in school based final assessment from 4628 to 4860.

Practice:

The school has embedded explicit systems for collaboration and the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes

Students hold high expectations, and use feedback and self-evaluation to identify areas for improvement and implement strategies for academic success.

School systems and physical learning spaces are used flexibly, and information is accessible to staff, students and the community

Strategic Direction 3: EQUITY

Purpose

To further develop and sustain an inclusive, engaging teaching and learning environment offering support, challenges and opportunities for all our community to be empowered citizens

Improvement Measures

- ❖ To develop a wellbeing program that creates a more positive school culture through improved student engagement as measured by Tell Them From Me survey (baseline data to be established in 2015)
- ❖ To increase the percentage of students in Year 9 who achieve or exceed expected growth in writing results in NAPLAN from 58.5% to 63.5%
- ❖ Performance in literacy and numeracy for equity groups is comparable to the performance of all students

People

Community:

Educate staff, students and parents about positive psychology; develop skills for and commitment to its ongoing success.

Students:

Through classroom practice and differentiated support students develop literacy and ICT skills to empower them as learners

Staff:

Through targeted support and mentoring, staff develop skills and knowledge to implement curriculum programs and embed practices with a focus on literacy and ICT

Parents:

Through ongoing communication, parents develop their understanding of 21st century learning.

Leaders:

Through coaching and mentoring training, school leaders acquire the skills to support staff and students in the implementation of positive psychology and the effective integration of literacy and ICT into classroom practice

Processes

Process 1

The school community to focus on developing and implementing positive psychology practices.

Process 2

All faculties to develop programs that integrate literacy skills with a focus on sentence structure, spelling and grammar.

Process 3

The school invests in ICT infrastructure, provides training and support and embeds consistent and quality teaching and learning experiences for all students

Evaluation Plan:

Smart data, NAPLAN and HSC analysis; Tell Them From Me survey, Information Communication Technology (ICT) audit. Ongoing milestone evaluation by Executive and team leaders

Products and Practices

Product:

To develop a wellbeing program that creates a more positive school culture through improved student engagement as measured by Tell Them From Me survey (baseline data to be established in 2015)

To increase the percentage of students in Year 9 who achieve or exceed expected growth in writing results in NAPLAN from 58.5% to 63.5%

All students have access to appropriate technology infrastructure and support across all teaching and learning spaces as measured by ICT audit and student survey.

Practice:

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Performance in literacy and numeracy for equity groups is comparable to the performance of all students

Students and teachers across the school are actively utilising technology in teaching and learning practices.