

School plan 2018-2020

Newtown High School of Performing Arts 8530



School background 2018–2020

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 focussed on two elements of the School Excellence Framework and 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.

School strategic directions 2018–2020



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.



STRATEGIC DIRECTION 2 Excellence

Purpose:

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



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.

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

Creativity is taught, assessed and reported on in all courses across all years.

A new flexible timetable structure supports the unique needs of our students

Students recognise and appreciate the co-curricula program as a valuable extension of their creativity and professional practice as measured by student surveys and focus groups

People

Students

Through embracing opportunities students celebrate their creative talents across all aspects of school life

Staff

Strengthen knowledge, skills and commitment for the ongoing success of creativity through curriculum delivery assessment, reporting, co-curricula and extra curricula programs

Leaders

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

Community Partners

Parents and community to develop knowledge and understanding of creativity within our school context and support its ongoing implementation

Processes

Creative teaching & learning practice through:

- Explicit embedding of creativity in teaching & learning programs
- Innovative pedagogy
- The possible expansion of curriculum to include creativity elective line –stage 5

Physical resources, structures and systems to support creativity through:

- Innovative learning spaces
- Professional development, collaboration & observation in innovative learning spaces
- Improved built and natural environment
- Flexible timetable

Extending gifted and talented students through:

- Creative partnerships with external institutions and organisations
- Refined, supported and funded extra-curricula opportunities
- Inter- school, international and national opportunities for students

Evaluation Plan

Student survey, focus groups. Ongoing milestone evaluation by Executive and team leaders

Practices and Products

Practices

Innovative and visually engaging spaces exist and are utilised to enhance creativity and improved pedagogy

A new flexible timetable structure supports the unique needs of our students

Products

Creativity is taught, assessed and reported on in all courses across all years.

Inter-school, national and international learning alliances exist to open creative pathways for students beyond school

Students recognise and appreciate the co-curricula program as a valuable extension of their creativity and professional practice as measured by student surveys and focus groups

Students recognise and appreciate the extra-curricula activities which support their needs and extend their talents as measured by student surveys and focus groups

Strategic Direction 2: Excellence

Purpose

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

Improvement Measures

All students who complete Year 12 qualify for the award of a HSC

To increase by 5% the number of HSC results in the top 2 bands from 556 to 594.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practise and the provision of specific and timely feedback between teachers.

People

Students

Through targeted support, explicit feedback, and consistent processes students gain the skills to qualify for the award of a HSC and succeed in future endeavours.

Staff

Staff to develop knowledge of and collaborative practice in innovative and creative teaching methods to support excellence in teaching and learning.

Community Partners

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

Leaders

School leaders consult with community stakeholders and act on their recommendations for a review of the curriculum.

Processes

School systems, structures and processes to support student and parental engagement through:

- Consistent Year 7 – 10 assessment notification across all faculties
- Individualised student reports that incorporates student's strengths, areas for their development and growth focus
- Review and revise school website

A culture that all students are challenged and all adjustments lead to improved learning through:

- Review of stage 4, 5 and 6 curriculum
- Continuation of BUMP it up program to specifically target students. Review cohort data and update BUMP IT up lessons that incorporate 'plus two strategy' annually.

Provide ongoing support and improvement in teaching practices by:

- Negotiated teacher collaborative programs/opportunities
- Explicit systems for research of innovative and creative teaching methods that include team teaching, classroom observations and feedback
- Use of professional standards and PDP's to identify and monitor specific areas for development or continual improvement

Practices and Products

Practices

The school monitors and reviews its curriculum provision to meet changing requirements of its students.

The school has a visible culture that promotes and supports the attainment of higher levels of accreditation.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practise and the provision of specific and timely feedback between teachers.

Products

The school has embedded explicit student reporting systems that are personalised and comprehensive, provides detailed clear and specific information about student learning, growth, next steps and improvement measures.

All students who complete Year 12 qualify for the award of a HSC

To increase by 5% the number of HSC results in the top 2 bands from 556 to 594.

Evaluation Plan

Strategic Direction 2: Excellence

Processes

Smartdata, NAPLAN and HSC analysis;
executive team to monitor milestones .

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

A culture of respect and empowerment for staff and students has been built by practising positive psychology strategies and establishing a student-led team. This is measured by survey data and focus groups.

All teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

A 10% increase in student engagement and 10% reduction in student behaviour management issues as measured through Sentral data and TTFM.

People

Community Partners

Continue to educate staff, students and parents in the use of positive psychology strategies to embed these in and out of the classroom setting.

Students

Through opportunities and support, students will develop leadership skills to develop a culture of respect and empowerment within our school community.

Staff

Through targeted support and training staff develop skills and knowledge to effectively access and utilise student data eg: Sentral. Staff are provided with opportunities to collaborate and develop strategies for differentiation.

Targeted staff are trained in developing PBL models specific to the needs of our students.

Staff are trained in the use of a common platform to provide consistency in curriculum delivery.

Parents/Carers

Parents to further develop their capabilities in utilising Sentral and develop their understanding of 21st century learning.

Leaders

School leaders further acquire the skills to support staff and students in the continued implementation of positive psychology and

Processes

A culture of respect and empowerment by:

- The establishment of a student led team to be responsible for areas such as wellbeing, the environment and leadership. The team to determine the terms of reference to guide its practice.
- Developing a Stage 6 transition program to incorporate the two phases of transition, Year 10 into 11 and Year 11 into 12.
- Staff training in the language and practice of positive psychology in a classroom.

Further explore differentiation strategies through:

- A review of all current KLA programs to ensure that they include activities suited for students of all abilities. Followed by staff collaboration of successful differentiation strategies.
- Increased usage of student data eg: Sentral in order to obtain a holistic view of individual students' learning and welfare needs
- Using a common platform (eg: Google Suite) across all KLAs to deliver consistency and to cater for the dynamic nature of the school.

Improving student learning outcomes by enhancing student engagement through:

- Establishing a team to investigate the various models and suitability of Project Based Learning for implementation at NHSPA.
- A consistent approach to the implementation of the Behaviour

Practices and Products

Practices

Positive, respectful relationships evident and widespread among students and staff, promoting student wellbeing to ensure optimum conditions for student learning across the whole school.

Planning for learning is informed by holistic information about each student's wellbeing and learning needs, in consultation with members of the community.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Products

A culture of respect and empowerment for staff and students has been built by practising positive psychology strategies and establishing a student-led team. This is measured by survey data and focus groups.

All teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

A 10% increase in student engagement and 10% reduction in student behaviour management issues as measured through Sentral data and TTFM.

Strategic Direction 3: Equity

People
differentiated learning.

Processes
Management Plan by developing a more explicit set of guidelines for students and teachers.

Evaluation Plan
Smartdata, NAPLAN and HSC analysis; Tell Them From Me survey. Ongoing milestone evaluation by Executive and team leaders