

School plan 2018-2020

Conservatorium High School 8147



School background 2018–2020

School vision statement

The Conservatorium High School was established in 1918 at the behest of the inaugural director of the NSW State Conservatorium of Music, Henri Verbrugghen. He firmly believed that *a good general education is as much a necessity to a musician as to a lawyer or a medical practitioner*. One hundred years later, the school remains faithful to this credo.

Through its school-based programs and its collaboration with the tertiary arm of the Conservatorium of Music, Sydney University's School of Music, the Conservatorium High affords intellectually and musically gifted students extensive experience and training in all aspects of music while providing them with a top-notch, broad secondary education.

The Conservatorium High is dedicated to the pursuit of academic and artistic excellence. It esteems the ideals of honesty, integrity and equity, and is committed to providing a supportive and stimulating environment in which students can strive to realise to the full their academic, social and creative musical potential.

School context

The Conservatorium High School is part of the NSW public school network with a net enrolment of 160 students. They are drawn from the greater Sydney region and from around the State. The composition of the student body reflects the cultural and ethnic diversity of our region.

Staffed and administered by the NSW Department of Education, the school also avails itself of the pedagogical expertise of top professional musicians and teachers, resident and visiting, many of whom are employed by the Conservatorium's tertiary arm, the Faculty of Music of the University of Sydney. In addition to its special relationship with the University, the Conservatorium High also has strategic partnerships with such music & educational institutions as *Gondwana* / Sydney Children's Choir, the Penrith Symphony Orchestra, the Australian National Choral Association and the Kodály Music Education Institute of Australia.

School planning process

The chosen strategic directions are the result of extensive consultation with the school community and interested external parties.

Students, parents and staff were surveyed using the *"Tell Them From Me"* surveys. Responses were collated, analysed and the results considered in light of the present document.

Staff contributions have been solicited at general staff meetings, during school development days and through specific staff meetings to develop the plan.

Data informing significant pedagogical changes have also been drawn on. Schools against which the Con High are properly benchmarked are outside Australia. Contacts have been established with Chetham's school of Music, UK and the Sächsisches Landesgymnasium für Musik, Dresden

The school has established links with the School of Music, Australian National University to inform planning of future directions for the school

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Cross Curricular Teaching and Learning

Purpose:

To educate our students holistically, the school will promote cross-curricular collaboration amongst staff and students. The school will develop cross-curricular tasks [C-CT] to assist students to identify connections between disciplines, contextualise their learning and extend them creatively and intellectually. By connecting discipline areas, the tasks will also reduce the assessment load, allowing students the time to explore and develop their potential as musicians and scholars.

STRATEGIC DIRECTION 2

Peak Performance and Wellbeing

Purpose:

Good physical and mental health enables better teaching and learning. By developing and maintaining better health, we enable students and staff to work towards Peak Personal Performance in all areas of endeavour at Conservatorium High School. Developing a Growth Mindset helps develop resilience and is fundamental to meeting the ongoing challenges that face twenty-first-century students who strive to work at their peak in a rapidly changing world.

STRATEGIC DIRECTION 3

Policies, Procedures and Communication

Purpose:

To embed the DoE and CHS Policies and Procedures into the workplace, effectively communicating with all stakeholders, students, staff, parents, carers, tutors and community groups. To enhance the professional learning of our teaching staff, in particular, with respect to the teaching of Gifted and Talented students.

Strategic Direction 1: Cross Curricular Teaching and Learning

Purpose

To educate our students holistically, the school will promote cross-curricular collaboration amongst staff and students. The school will develop cross-curricular tasks [C-CT] to assist students to identify connections between disciplines, contextualise their learning and extend them creatively and intellectually. By connecting discipline areas, the tasks will also reduce the assessment load, allowing students the time to explore and develop their potential as musicians and scholars.

Improvement Measures

Staff from different faculties will work together to explore areas of commonality

Assessment tasks designed to satisfy requirements of more than one subject

People

Staff

Through a whole-school focus on C-CTs in the PDPs, all staff are to engage in the collaborative thinking and planning required to achieve the outcomes.

Students

The cross-curricular strategy will be piloted with Yr 7 in 2018 exploiting fact that several subjects are being taught by same teacher

Parents/Carers

Draw parents and carers into discussion with their child of the potential synergies between subjects areas

Processes

Every staff member to have as PDP goal their contribution to a cross-curricular initiative

Teachers in different faculties highlight for colleagues what facets of their subject most readily lend themselves to linkage with other discipline areas

Re-imagining the teaching and learning strategies for subject/discipline areas

Evaluation Plan

In T4 2018 students will present cross-curricular assessment task: One Hundred Years of Class

During the mid-year PDP re-evaluation process, a progress report / evaluation will be given on the Cross-Curricular initiative

Practices and Products

Practices

Weekly staff meeting, three times a term, devoted to Yr 7 teachers fleshing out agreed cross-curricular project

Teachers in different faculties highlight for colleagues what facets of their subject most readily lend themselves to linkage with other discipline areas

Products

A Year 7 Cross-Curricular Assessment Task on Centenary of the school "One Hundred Years of Class".

A reduction in the net number of assessment tasks.

Greater appreciation by staff and students of the commonalities between subject areas and disciplines

Strategic Direction 2: Peak Performance and Wellbeing

Purpose

Good physical and mental health enables better teaching and learning. By developing and maintaining better health, we enable students and staff to work towards Peak Personal Performance in all areas of endeavour at Conservatorium High School. Developing a Growth Mindset helps develop resilience and is fundamental to meeting the ongoing challenges that face twenty-first-century students who strive to work at their peak in a rapidly changing world.

Improvement Measures

Improvement in the school mean measurement on a DASS (Depression Anxiety Stress Scale) conducted with all students in the school.

Improvement in student results.

People

Students

Attend and engage in psycho-education workshops, seminars and focus groups

Staff

Attend and engage in psycho-education workshops, seminars and focus groups

Leaders

Attend and engage in psycho-education workshops, seminars and focus groups

Parents/Carers

Attend and engage in psycho-education workshops, seminars and focus groups

Community Partners

Attend and engage in psycho-education workshops, seminars and focus groups

Processes

Engage a consultant to assess the current situation at the school and propose a plan of action.

Whole-school, stage level and year group psycho-education seminars and focus groups

Engage a School Psychologist as a Peak Performance Coach to work with staff and students (groups and singularly) in an ongoing capacity (currently 2018)

Change junior school reporting system from Marks and Ranks (which can be conducive of competition against one another) to Grades and Feedback (which can be more conducive of competition against the standards and collaborative thinking)

Re-deploy 3 out of every 4 Assembly times to be Year-Group meetings that address resilience, concentration, peak performance and wellbeing.

Evaluation Plan

School executive and Evaluation Team will compare relative levels of Depression Anxiety and Stress from 2017 to 2020. We will also compare relative academic achievement across the same period.

Practices and Products

Practices

Change School reports to reflect Grades and Feedback and add a Reflection section.

Alter School Parent/Teacher nights to become Teacher/Student/Parent Conferences where Reflection is used as a tool for student improvement.

Individual Learning Pathways system to track student progress and where required suggest, help, remediation, improvement, acceleration, compaction and direction through the school into other educational or employment opportunities.

Products

New School reports

Individual Learning Pathways document

Assessment Task Feedback forms that include Reflection Statements.

Strategic Direction 3: Policies, Procedures and Communication

Purpose

To embed the DoE and CHS Policies and Procedures into the workplace, effectively communicating with all stakeholders, students, staff, parents, carers, tutors and community groups. To enhance the professional learning of our teaching staff, in particular, with respect to the teaching of Gifted and Talented students.

Improvement Measures

Ensure ease of accessibility to staff of day-to-day procedural policies

Ensure uniformity of format and version control of all documents

People

Staff

Establish a policy-scenario spot in lieu of technology spot at weekly staff meetings to ensure all staff are conversant with policies

As part of SAS staff induction, alert them to where policies can be accessed

Students

Introduce policy scenario spots at Assembly &/or Year meetings, co-ordinated by SRC members

ensure all policies are reproduced in Student Handbook and School Diaries

Parents/Carers

Ensure version-controlled policies available on school website and through parent portal

School policies to be distributed through the 'entry pack' given to new students

Processes

Develop staff-meeting scenarios

Update Staff Handbook with latest version of all relevant policies

Develop a Casual Staff Handbook which highlights those policies most relevant to short-term and relieving members of staff

Evaluation Plan

Establish a cycle for revisiting and refreshing familiarity with key policies

Practices and Products

Practices

Develop staff-meeting scenarios

Set deadlines for online publication of Staff and Student Handbooks

Products

Casual and Student Handbooks

Updated school diaries

Website with readily identified location for version-controlled policies