School plan 2018-2020

Northmead Creative and Performing Arts High School 8229

School background 2018–2020

School vision statement

Northmead Creative and Performing Arts High School develops outstanding 21st century learners who excel not only in literacy and numeracy but in creativity, critical thinking, innovation and collaboration. All of the school's programs and practices are underpinned by its values – respect, responsibility, commitment, community and tolerance. The school provides for its students an education which will equip them for their role as successful citizens of the future.

School context

Northmead Creative and Performing Arts High School focuses on and has a proven record of success not only in the creative and performing arts but also in academic, vocational and sporting endeavours. Our school students are drawn from both our local community and much broader. Many of our students come from non–English speaking background, some are refugees. The school prides itself as a place where all students are welcomed, where strengths are recognised and nurtured and where differences are celebrated.

The school has a committed, dynamic teaching, administrative and executive staff with a range of experiences. The school has developed its Principles of Effective Teaching which underpins all teaching practices. Teachers are passionate about their work and embody the school's values. Our teachers strive to improve both their professional knowledge and their practice through their personal attributes, skills and knowledge, to advance a sense of community and tolerance in all members of the school community to achieve excellence in learning.

The needs of our learners are met through a broad academic curriculum, strong vocational programs and high quality creative and performing arts programs in Visual Arts, Dance, Drama and Music .

School programs are complemented by a wide range of extra–curricular programs. There is a strong focus on collaboration, critical thinking, creativity and innovation, both in teaching and learning. Leadership is actively developed for the students, teaching staff and the community through targeted training and professional learning and specific pathways. Student leadership is developed in sport, creative and performing arts, multiculturalism, school service and the community.

Support for the school is strong in the local community. Many students undertake authentic learning in the community through vocational and education programs (VET) or through access to specific careers education opportunities.

School planning process

This plan was developed by staff under the leadership of the executive team and is endorsed by students through its Students' Representative Council and parents through its Parents and Citizens body.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
STUDENTS THRIVE IN A CULTURE OF LEARNING SUCCESS

STRATEGIC DIRECTION 2
TEACHERS GROW AS EDUCATORS

STRATEGIC DIRECTION 3
EFFECTIVE LEADERSHIP IS MODELED, PRACTISED AND SHARED

Purpose:

The future requires citizens who are equipped to envisage and create their reality. To succeed in their future world students need to develop skills in creativity, collaboration, critical thinking and innovation. These future–focused skills are taught alongside literacy and numeracy skills in an environment that nurtures academic success, develops application capabilities, grows resilience and a well–developed sense of wellbeing. Our goals under this strategic direction are:

1. All students are engaged, challenged and show growth in learning.
2. Student learning is supported by community partnerships
3. Student wellbeing is proactive, preventative and individualised.

Purpose:

For students to achieve this vision teachers need to be experts in their field, know, reflect on and share best practice in order to maximize the learning opportunities for their students. The creation of educational opportunities is a deliberate design, driven by research, best practice and evidence. Our goals under this strategic direction are:

1. Teachers are accomplished users of assessment and effective feedback strategies
2. NCAPAHS teachers excel in evidence–based teaching practices
3. Classrooms are welcoming, user–friendly, resource rich centers of contemporary learning

Purpose:

The development of leadership is equally important for staff and students. Students need to be able to lead themselves and others in an emerging complex technological age. Staff need to be able to model the necessary leadership skills and continue to develop the educational environment which will enhance the lives of current and future students. Parents too, play a role, leading and guiding their child through adolescence and into the transition of post–school life.

1. Student leadership is developed and shared throughout all years and aspects of school life
2. Staff leadership capacity and aspiration is developed
3. Parents/ carers and families are leaders in learning

Strategic Direction 1: STUDENTS THRIVE IN A CULTURE OF LEARNING SUCCESS

Purpose

The future requires citizens who are equipped to envisage and create their reality. To succeed in their future world students need to develop skills in creativity, collaboration, critical thinking and innovation. These future–focused skills are taught alongside literacy and numeracy skills in an environment that nurtures academic success, develops application capabilities, grows resilience and a well–developed sense of wellbeing. Our goals under this strategic direction are:

1. All students are engaged, challenged and show growth in learning.
2. Student learning is supported by community partnerships
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Improvement Measures

50% of students achieve higher than expected growth in reading, writing and numeracy on both internal and external data

50% of students report that they are engaged in their learning

90% of students continue their education post Year 12

People

Students

- Work with staff mentors to develop PLP goals and an action–plan for achievement
- Given explicit feedback on their learning processes as well as their learning journey
- Learn authentically from community experts in the field of vocational education
- Goal–setting is an integral part of student wellbeing

Staff

- Teachers continue to build capacity in higher order teaching strategies around differentiation and in their integration of ICT into student learning.
- Teachers undertake research and professional learning to gain an understanding of growth mindset and further their application of Choice Theory in their teaching practices
- mentor students to achieve individual learning goals

Leaders

- Model the underlying premises of the growth mindset in their work as colleagues and leaders and provide ongoing collaborative feedback
- Work with current and new SLSO staff enhance their skills in building a growth mindset in students
- Design, implement and evaluate a

Processes

Design high quality professional learning opportunities addressing Higher order thinking and differentiation

Design high level learning with community partners for Parent–centered projects which address supporting student learning and wellbeing.

Further develop a comprehensive school approach to student wellbeing and success

Evaluation Plan

1. NAPLAN data analysis and action records
2. HSC analysis records
3. Student PLP and ILP (and evaluations)
4. Lesson plans and teaching programs
5. Teacher records of communications
6. Assessment tasks (differentiated)
7. Tell Them From Me surveys
8. VET work placement records
9. Suspension records
10. Internal student surveys and focus groups
11. Evaluation of student wellbeing activities.
12. Student wellbeing records (including minutes of meetings and action records)

Practices and Products

Practices

Practice 1 – Teachers use data to support student goal setting and achievement of goals

Practice 2 – Teachers understand and use the learning progressions to inform lesson design

Practice 3 – Teachers understand that high expectations can only be achieved by embedding them into their practices.

Practice 4 –Teachers understand and implement the shared school–wide responsibility for the engagement of ATSI and EAL/D students in deliberate individualized learning in reading and writing

Practice 5 – Teachers employ multiple communication channels to build and maintain connection with the school community

Practice 6 – The principles of growth mindset and Choice Theory are used by teachers to promote student responsibility and positive behaviour

Products

All courses are supported by engaging teaching programs and assessment tasks that embed differentiation and higher order thinking activities and meet all NESA requirements

There is an annual decrease in the number of students achieving HSC results in the 2 lowest bands and 75% of HSC students gain results in the top 2 Bands in at least 2courses

People

framework for proactive, preventative wellbeing systems and structures

Parents/Carers

- Learn from experts how best to support adolescent wellbeing and resilience.
- Learn from experts how best to support academic growth

Community Partners

- Are exposed to the work of the school through VET partnerships with the community which fosters skills to further extend workplace opportunities for VET students

Practices and Products

50% of students in Years 10, 11 and 12 are successful in reaching 2 out of 3 of their individual negotiated goals

50% increase in community participation in surveys and school events

Increase in the breadth of VET, other community partnerships and the number of students involved in community based activities

Student notifications reflect 50% decrease in negative behaviours and 90% increase in positive behaviours.

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There is a decrease in the number of suspensions annually

Tell Them From Me survey data indicates 10% increase in the value that students place on their schooling and their sense of belonging from 2017 baseline

Strategic Direction 2: TEACHERS GROW AS EDUCATORS

Purpose

For students to achieve this vision teachers need to be experts in their field, know, reflect on and share best practice in order to maximize the learning opportunities for their students. The creation of educational opportunities is a deliberate design, driven by research, best practice and evidence. Our goals under this strategic direction are:

1. Teachers are accomplished users of assessment and effective feedback strategies
2. NCAPAHS teachers excel in evidence–based teaching practices
3. Classrooms are welcoming, user–friendly, resource rich centers of contemporary learning

Improvement Measures

All programs reflect teacher analysis, interpretation and extrapolation of data which is used collaboratively to inform planning, identify interventions and modify teaching practice.

HSC results indicate 90% of courses are above or equal to the State average

Teachers model evidence–based teaching strategies as noted in collegial practice observations.

People

Staff

- Teachers work collegially and collaboratively to examine, analyse and develop effective assessment and rich feedback for students
- Teachers work collaboratively to analyse and evaluate teaching processes and practices to raise expectations, create an environment to encourage risk taking in learning while extending the level of challenge and support for students
- Teachers work collaboratively to analyse and evaluate data and its uses to inform their teaching practice and enhance learning outcomes for students
- Teachers engage in collaborative collegial contemporary learning
- Teachers participate in action research to develop future effective teaching strategies which raise expectations
- Teachers create an environment to encourage and value risk taking in learning while extending the level of challenge and support for students

Students

- Use self and peer–assessment to reflect on their learning

Processes

Design of high quality professional learning opportunities around assessment and feedback based on research

High quality professional learning skills teachers in: analysis, interpretation and extrapolation of data to inform planning, identify interventions and scaffold teaching practice

A values platform underpins the development of expert contemporary current knowledge and practices

Evaluation Plan

1. School professional learning plan
2. Evaluations of professional learning
3. Teaching programs and lesson plans
4. Photographs and videos of learning environments in action
5. Student performance data
6. Classroom observation feedback
7. Staff meeting minutes
8. Executive meeting minutes
9. Student notification data
10. Teacher mark books
11. Assessment task evaluations
12. Student work samples
13. HSC data
14. Tell Them From Me surveys

Practices and Products

Practices

Practice 7 – Teachers use assessment for the purposes of building learning

Practice 8 – Teachers use effective feedback to improve student growth in learning

Practice 9 – Teachers have a deep understanding of evidence informed practice as reflected in each individual's PDP

Practice 10 – Teachers understand and model the school wide approach to values, learning, behaviour and wellbeing.

Practice 11 –In their teaching practices teachers employ authentic learning experiences that integrate the skills of problem solving, critical thinking, collaboration and communication and creativity.

Products

- 75% reduction in 'n' award warning notification
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- 90% increase in the submission rate of assessment tasks
- Student work samples benchmark quality work and teacher feedback
- Assessment task evaluations lead to ongoing refinement of tasks
- Increase in the number of students achieving a higher HSC band by improving course result by 2 marks

Strategic Direction 2: TEACHERS GROW AS EDUCATORS

Processes

15. Class teacher student engagement surveys

16. Library booking records

17. Library resource usage records

18. Transition information on students

19. Teacher action research records

Practices and Products

- Data indicates increased level of student engagement with high challenging work

- Decrease in fractional truancy

- Increase in student access to future focus learning resources and environments

Strategic Direction 3: EFFECTIVE LEADERSHIP IS MODELED, PRACTISED AND SHARED

Purpose

The development of leadership is equally important for staff and students. Students need to be able to lead themselves and others in an emerging complex technological age. Staff need to be able to model the necessary leadership skills and continue to develop the educational environment which will enhance the lives of current and future students. Parents too, play a role, leading and guiding their child through adolescence and into the transition of post–school life.

1. Student leadership is developed and shared throughout all years and aspects of school life
2. Staff leadership capacity and aspiration is developed
3. Parents/ carers and families are leaders in learning

Improvement Measures

The leadership team establishes a professional learning community encompassing teachers, non–teaching staff, students and parents focused on 10% annual improvement in teaching, learning and service delivery as measured in the Tell Them From Me survey data and other internal data gathering instruments

A 10% annual increase in the positive perception of the school by the community through Tell Them From Me survey data and other internal data gathering instruments.

The school is rated as 'excelling' in more than 50% of the School Excellence Framework domains.

People

Students

- *Engage in collaborative leadership programs to develop student voice and deepen the knowledge of leadership, its application and impact*

Staff

- *Teachers work collaboratively in a creative and supportive environment which supports risk–taking to develop leadership capacity and aspiration through diverse opportunities*
- *Teacher PDPs are clearly aligned with strategic directions and career aspirations*
- *Educational leadership mentoring opportunities established and nurtured*

Parents/Carers

- *Work together with experts to deepen their knowledge of learning, growth mindset and Choice Theory to support their child's learning.*
- *Are offered opportunities to develop skills for involvement in diverse school communication networks*

Processes

In conjunction with teachers, the community, and students create Student leadership programs which facilitate student voice in school administration, confidence and student leadership skills

Develop high quality collaborative processes which foster and enhance Teacher leadership skills and aspirations.

Develop and create collaborative processes with the Parents / carers to develop leadership understanding and skills which in turn strengthen commitment and involvement in school life.

Evaluation Plan

1. Tell Them From Me Survey surveys
2. Internal school developed surveys and focus groups
3. School Excellence Framework assessments by faculties and school
4. Student participation data and evaluations of programs
5. Teacher professional learning data and evaluations
6. Non–teaching staff professional learning
7. Teacher PDP
8. School newsletters
9. Formal student reports
10. Passport to Success
11. School plan
12. Annual School Report
13. Social media usage

Practices and Products

Practices

Practice 12 – Student leadership is visible and formally acknowledged at school events, on school reports and in students' Passport to Success

Practice 13 – There is a culture of sustainable leadership practices throughout the school

Practice 14 – There is a culture of shared vision and positive communication throughout the school

Practice 15 – All channels of parent / carer communication work towards improving involvement in their child's education

Products

- Increase in the percentage of students involved in any school run leadership activity from 2017 baseline
1. Expansion of the leadership opportunities available to Stage 4 students
- Increase in the number of teachers undertaking leadership roles within the school
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- Increase in the number of teachers undertaking professional learning in specific aspects of leadership
- Increase in number of teachers seeking accreditation at Highly Accomplished or Lead level
- Staff surveys indicate an improvement in sense of wellbeing

Strategic Direction 3: EFFECTIVE LEADERSHIP IS MODELED, PRACTISED AND SHARED

Processes	Practices and Products
3. 1 Parent / carer participation in and 4. evaluation of learning forums	• Increase in the number of parents / carers attending learning and wellbeing forums to assist their facilitation of student learning away from the school
	• Increased involvement of parents / carers in the annual Tell Them From Me survey