

School plan 2018-2020

Nepean Creative and Performing Arts High School 8383



School background 2018–2020

School vision statement

Aspiring the Heights through Care, Opportunity and Success.

School context

Nepean Creative and Performing Arts High School is a 7–12 coeducational high school with an enrolment of 1140 in 2018. This includes a selective stream for the Creative and Performing Arts across years 7–12, local area enrolments, 60 aboriginal students and a support unit of 64 students. The school provides students with a caring and supportive learning environment with a broad curriculum and a range of opportunities to enable learners to develop and succeed. The school enjoys strong parental and community support and has positive links with primary schools.

School planning process

The school has engaged in an extensive consultative process to identify the three key strategic directions and key improvement measures. Staff, students and parents were widely consulted over a period of time, commencing in Term 2, 2017. The process included disseminating information in the school's newsletter, consultation with parents at P&C meetings with input from the local Member of Parliament, staff, parent and student surveys, and ongoing consultation with staff and students through questionnaires and written and verbal feedback. Once the school's vision statement and key strategic directions were finalised, clear guidance from the Schools Excellence Framework has resulted in a focus being on Teaching, Learning and Leading. Within these dimensions, identified focus areas will be addressed. Teams, comprising of staff members from all learning areas in the school, and parent and student representatives, will work collaborative to achieve identified improvement measures and thus see the school progress towards achieving its strategic vision. All recommendations by the school's reflection teams were considered by all staff in executive, faculty and staff meetings, and by the P&C. Students contributed to the final recommendations through the SRC, student surveys and sharing of information at school assemblies and year meetings.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Teaching

Purpose:

Teaching and learning is explicit, relevant, meaningful and founded on best practice that is consistently and collectively applied across the whole school.

The school will ensure lesson and learning opportunities are engaging and teaching strategies are evidenced based. Individually and collaboratively teachers will evaluate the effectiveness of their teaching practice, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers will take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

STRATEGIC DIRECTION 2 Learning

Purpose:

Students, staff and parents working together towards a collective goal of engaging students in rich learning experiences, developing the vital skills for flourishing now and in future years.

Staff will appreciate that every child brings their own set of experiences, knowledge and skills to school with them. These will be considered when planning individual learning pathway. Staff will plan learning to ensure students are engaged in rich learning experiences to develop the vital skills, now and into their future. Teachers will also support students to make successful transitions into future learning or employment, developing the skills to make informed contributions as citizens and leaders.

STRATEGIC DIRECTION 3 Leading

Purpose:

Creating a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

It is essential to have a school-wide culture of high expectations and a shared responsibility for student's engagement, learning, development and success. Students will benefit from the school's planned and proactive engagement with parents and the broader community. They will also benefit when the school ensures resource allocation, operational requirements and accountability serve the overarching strategic vision of the school community. It is essential that our school and staff develop a self-sustaining and self-improving focus that will continue to support the highest levels of learning as a legacy of their contributions.

Strategic Direction 1: Teaching

Purpose

Teaching and learning is explicit, relevant, meaningful and founded on best practice that is consistently and collectively applied across the whole school.

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Improvement Measures

All teaching and learning programs will be constructed using a consistent program template that embeds three tiers of differentiated instruction aligned to whole school initiatives.

Measured growth in all students' literacy and numeracy skills developed as evident in SMART, SCOUT, RAP data.

All staff demonstrate their ability to utilise data literacy analysis through T&L program registration and PDP processes, including an evaluation of their value added effect size.

Increased number of teachers completing accreditation at Highly Accomplished and Lead Levels.

People

Students

Students will be supported to set clear and achievable goals and they will be recognised for a range of achievements. Students will be supported by clear expectations and processes that are consistently applied by all staff across the school.

Staff

Staff will develop their knowledge of current pedagogy and resources that improve the literacy, numeracy, higher order thinking skills of students. Teachers will embrace teaching experiences to develop the future focussed skills of problem solving, collaboration and communication and creativity in students. They will develop an understanding of different achievement standards and apply that knowledge and understanding to reporting, assessment, feedback and the evaluation of teaching and learning programs.

Parents/Carers

Parents will be provided opportunities to develop a deep understanding of different achievement standards through communication channels like the school website, the LINK and by participating in parent workshops. Clear and focussed report comments and by assessing and commenting on annotated samples of their student's work through e-portfolios, parents will develop a better understanding of what their children need to do improve and achieve their learning goals.

Community Partners

Processes

Students

Students will receive formative feedback whilst learning after all assessment tasks that will enable them to identify how they compare to others, and what they need to do to improve. Using an e-portfolio contained in One Note, students will track and monitor their learning journey, set clear and explicit learning goals, and develop achievable and sustainable strategies that will enable them to achieve those goals.

Staff

Staff will undertake professional learning in data literacy and data analysis skills and assessment for, as and of learning practices aligned to the literacy and numeracy continuums, ALARM, Bump It Up to inform collaborative interactions with colleagues and coaching conversations with students and parents when delivering feedback and setting future learning goals.

Leaders

School leaders will scope and resource learning opportunities related to ALARM, OneNote and Bump it Up. Leaders will ensure programming and assessment facilitate the implementation of whole school initiatives.

Evaluation Plan

Evaluation plan

The implementation and evaluation of explicit improvement measures will be achieved through data collection and continuation of teaching and learning teams comprised of staff, students and parents. There will be a clear link between

Practices and Products

Practices

Practices

The school will develop processes and practices that create a whole school narrative focused on best practice in teaching and learning, supported by a culture of reflection and self-evaluation and consistent and continued professional development and learning.

The staff will work collaboratively to evaluate and refine T&L programs, internal and external assessment data to ensure consistent best teaching, learning and assessment practices are implemented. Track and monitor student progress along the literacy and numeracy continuums.

The staff will also participate in showcasing their implementation of school wide initiatives and innovative teaching practices during staff meetings and professional learning sessions.

Products

Product

The school will:

- develop DoE, NESA, and NCCD compliant teaching and learning programs using a consistent programming template that utilises evidence based, differentiated and explicit instruction aligned to a standards referenced framework that delivers a progression of literacy, numeracy and KLA based skills backwards mapped from Stage 6 and include school wide initiatives: ALARM, One Note, Bump It, PBL and NESA

Strategic Direction 1: Teaching

Improvement Measures

School wide use of e-portfolios to provide student feedback and set learning goals.

Increased parent participation in workshops on current teaching and learning methodologies and whole school priorities.

Increased engagement in school community networks like the Penrith Education Alliance.

Increased number of students participating in the BYOD program as a result of increased staff leadership in implementing the use of technology.

People

Community partners will be informed and invited to participate in school based initiatives that support achievement of student learning goals.

Leaders

School leaders will work collaboratively to develop staff and student knowledge of best practice in developing teaching programs, assessment for, as and of learning practices, explicit literacy and numeracy instruction and formative student assessment feedback processes..

Processes

expenditure on school initiatives, including the purchase of resources, additional support staff, additional teaching staff and professional learning aligned to the school plan.

Practices and Products

requirements.

- Deliver more teaching experiences utilising technology.
- develop e-Portfolios through One Note to record teacher, student and parent collaboration to form learning goals and to provide feedback on assessments.
- develop a series of parent workshops to build their understanding of current teaching and learning practices.

Progress will be reviewed and evaluated through formal and informal data collection and consultation.

Progress will be reviewed and evaluated through data collection and consultation – both formal and informal – by the Teaching and Learning Team comprising of members from all faculties and teaching areas.

Strategic Direction 2: Learning

Purpose

Students, staff and parents working together towards a collective goal of engaging students in rich learning experiences, developing the vital skills for flourishing now and in future years.

Staff will appreciate that every child brings their own set of experiences, knowledge and skills to school with them. These will be considered when planning individual learning pathway. Staff will plan learning to ensure students are engaged in rich learning experiences to develop the vital skills, now and into their future. Teachers will also support students to make successful transitions into future learning or employment, developing the skills to make informed contributions as citizens and leaders.

Improvement Measures

1. Increased positive learning culture through the consistent application of whole school administrative, wellbeing systems and teaching and learning processes.
2. Develop and implement Growth Mindset Model with an emphasis on student self-reflection tools.
3. School wide Implementation of PBL evidenced through increased assessment submission rates, increased attendance rates and decreased rates of incidents requiring disciplinary action.
4. Extended engagement with regional Learning Alliances and organisations to enhance teacher engagement in professional learning, professional discourse and collaboration.
5. Increase engagement in coaching

People

Students

Students will use explicit, direct and formative feedback to set clear and achievable learning goals and form a deep understanding of different achievement standards to develop knowledge of what they need to do to improve and achieve their learning goals.

Staff

Staff will develop their capacity to develop and deliver dynamic, differentiated teaching and learning programs and assessment through an increased focus on collaborative creation and sharing of teaching and learning programs, resources and assessments to increase student engagement by catering to individual needs in a more planned manner. Staff will refine their understanding of standards based referenced assessment tools and performance bands to enhance feedback to improve student performance.

Parents/Carers

Parents will develop their understanding of whole school assessment and reporting requirements and the impact the Stronger HSC reforms will have on their students through increased consultation and workshops. Parents will work closely with the school to ensure that their students are supported well to achieve their academic, career and personal aspirations.

Community Partners

Community partners will be engaged to support students to achieve their academic, career and personal aspirations. They will

Processes

Students

Students will engage in a range of relevant and appropriate learning activities explicitly linked to their learning goals and needs. Students will develop knowledge and understanding of how to manage their own learning and take responsibility to achieve their goals. Increased engagement in learning will be evident through: maintaining a complete record of learning in all KLA's, either in physical or digital form; increased attendance and decreased truancy rates; increased assessment submission rates; increased performance in external measures like NAPLAN and HSC and; increased celebration of student success and achievement in school recognition assemblies.

Staff

Staff will engage in professional learning to develop their consistency of teacher judgement and delivery of mapped teaching and learning activities to ensure appropriate skill development in students moving towards the HSC. Staff engagement will be evident in the: creation of dynamic, differentiated teaching and learning programs; the provision of assessment for, as and of learning experiences of students; enhanced feedback through refined standards references comment banks for reporting student performance and success and; consistent formalised and documented data analysis practices to inform planning

Leaders

School leaders will work collaboratively with staff, students and parents to develop

Practices and Products

Practices

The staff will share a collective responsibility for student learning and success by developing a learning culture of high expectations and founded one evidence-based best practice. A culture where all learning experiences, including assessment for, as and of learning, are explicit, relevant and meaningful with a clear integration of LST student learning data, whole school initiatives, professional learning, and school procedures.

All learning experiences supported by informal and formal data collection processes, whilst complying with NESA and NCCD monitoring processes into their practices.

Products

The school will:

- evaluate, refine/develop and implement high quality differentiated teaching and learning programs and assessment for, as and of learning tasks aligned to NESA requirements and school priorities, and effectively evaluate a range of data sources to promote growth in student outcomes;
- refine feedback and extend self-reflection processes to inform student learning;
- consistently promote Positive Behaviour for Learning (PBL) by reinforcing NCAPA School Values through: the creation of signage and dissemination of information through school communication channels; creating and delivering a PBL education program embedding principles of Growth Mindset to students; the evaluation of and alignment of all programs and whole school

Strategic Direction 2: Learning

Improvement Measures

conversations with KLA and Team leaders, student and parents to drive positive change in learning and assessment.

6. Reinvigorate the school's BYOD policy to engage students as learners and improve communication between students, teachers and parents.
7. Increased percentage of Year 7 students performing at Band 7 or above and Year 9 students performing at Band 8 in NAPLAN.
8. Increased percentage of students achieving Band 5 and Band 6 in HSC examinations in all courses.

People

be informed of school based initiatives that support achievement of student learning goals.

Leaders

School leaders will work collaboratively with staff, students, parents and community partners to facilitate the implementation of consistent processes and structures across the school.

Processes

and evaluate current practices at the school to identify improvement measures to reflect the changing nature of the school. This will be evident in: refined school wide procedures and practices to encourage consistency across all KLAs; planned coaching conversations with Head Teachers to promote and drive change aligned to School Plan initiatives in Learning

Evaluation Plan

The implementation and evaluation of explicit improvement measures will be achieved through data collection and the continued work of the Engagement, Enrichment and Recognition Team. There will be a clear alignment of school expenditure to initiatives, purchase of additional resources, and the provision of additional support and teaching staff and through professional learning aligned to School Plan focus areas.

Practices and Products

procedures to the School Values; the new Merit System and Recognition Assemblies and through the consistent use of school developed tools like Discipline and Truancy Flow Charts.

- develop a series of workshops to explain whole school priorities and various reforms in DoE policy for parents
- develop a series of workshops to explain HSC moderation and scaling practices to Stage 6 staff, students and parents to inform future decision-making processes.
- improve reporting processes by: evaluating and refining faculty report comment banks to increase the complexity and depth of comments available to personalise student feedback more effectively for each performance descriptor; creating a Reporting Calendar and; overhauling processes to ensure the accurate and efficient processing of reporting data.

Strategic Direction 3: Leading

Purpose

Creating a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

It is essential to have a school-wide culture of high expectations and a shared responsibility for student's engagement, learning, development and success. Students will benefit from the school's planned and proactive engagement with parents and the broader community. They will also benefit when the school ensures resource allocation, operational requirements and accountability serve the overarching strategic vision of the school community. It is essential that our school and staff develop a self-sustaining and self-improving focus that will continue to support the highest levels of learning as a legacy of their contributions.

Improvement Measures

1. Increased consistency of whole school monitoring and compliance with NESA, NCCD and WHS monitoring processes.
2. Increased staff leadership of school based initiatives and programs
3. Increased number of staff completing APSTs at Highly Accomplished and Lead levels
4. Professional learning opportunities on classroom management and the effect of the physical environment on learning will be provided to 100% of teaching staff.
5. Improved use of the physical learning environment of the school, including open

People

Students

Students will participate in workshops to develop skills to enable them to manage and take responsibility for their own learning and behaviour through PBL, Elevate and other Welfare based initiatives.

Students will contribute to a safe, engaging and respectful learning environment where striving to achieve their personal best is valued and encouraged. Students will be encouraged to utilise technology more effectively by extending the BYOD program.

Staff

Staff will engage in professional learning experiences aligned to school priorities and personal development needs by actively participating in professional learning action teams and action learning projects based on whole school initiatives including ALARM, Bump It UP, One Note and PBL and the successful integration of technology to create an engaging culture of high expectations, high performance and continuous improvement.

Parents/Carers

Parents will be provided opportunities to demonstrate leadership by participating in whole school evaluation processes through the completion of surveys including TTFM and by participating in school developed workshops to develop their awareness and understanding and participating in the schools strategic directions.

Community Partners

Processes

Students

Students will participate in learning experiences to develop their skills in managing their own learning, including their organisational, time management and study skills. Students will also develop their understanding of their responsibilities in managing a safe and respectful environment that is focussed on learning through the principles of PBL, and deepen their understanding of safe and ethical use of ICT.

Staff

Staff will evaluate and revise existing programs and processes to consistently manage and support whole school initiatives and embed NESA requirements to ensure continuous improvement in evidence based instruction.

Staff will engage in professional learning by modelling and sharing and investigating a range of focussed strategies through their leadership in school teams and evidence based learning projects aligned to the school initiatives.

Leaders

School leaders will provide instructional leadership, promote evidence-based best practice, review strategies that engage and support all students, lead the implementation of effective classroom management, promote student responsibility for learning and assist staff to broaden a range of strategies to support and manage students.

Evaluation Plan

Practices and Products

Practices

Staff will work collaboratively in shared spaces to implement a culture of consistent practices that create safe, inclusive, and engaging learning environments which add value to the school community. This will be supported by collegial dialogue within and across networks ongoing professional observation and reflection with a focus on high expectations, personal responsibility and achieving one's best

Products

The school will:

- develop a Roles and Responsibilities Manual for Executive and 2iC
- develop a centralised system for HSC Monitoring checklists for all Stage 6 courses.
- Develop staff leadership capacity in the areas of curriculum and assessment design, consistency of teacher judgement in standards referenced marking practices, higher levels of accreditation, PDP review processes, and use of data through professional learning and the completion of action learning projects.
- develop and deliver a series of Parent Workshops on whole school initiatives and per parent request.
- develop data sets to inform and drive strategic directions and to track and monitor HSC / NAPLAN success.

investigate the feasibility of a Community Space to strengthen relationships with parents and community partners

Strategic Direction 3: Leading

Improvement Measures

and closed learning spaces.

6. Increase in positive Sentral entries for all students and a decrease in negative entries regarding behaviour, ICT issues, uniform compliance and attendance

.7. Increased staff, student and parent participation in Tell Them from ME Survey and other data collection processes.8. Increased parent participation in parent friendly workshops.

People

Existing and new community partnerships will be enhanced and focussed by forging new networks and alliances to drive improvement in whole school strategic directions.

Leaders

School leaders will initiate and build on opportunities that engage parents and the community and facilitate the implementation of procedures to address department policies that support the promotion of engaging and supportive learning environments.

Processes

The implementation and evaluation of explicit improvement measures will be achieved through data collection and the formation of the Learning Environments Team comprised of staff, students and parents. There will be a clear link between expenditure on school initiatives, including the purchase of resources, additional support staff, additional teaching staff or professional learning, aligned to the school plan.

Practices and Products