

Strategic Improvement Plan 2021-2025

Wollongong High School of the Performing Arts 8143



School vision and context

School vision statement

Wollongong High School of the Performing Arts aims to provide quality learning and teaching opportunities that are personalised, differentiated, evidenced based and promote ongoing and rigorous improvement. The school offers a fully integrated academic and arts curriculum that focuses on excellence, providing quality teaching and learning. The school aims to develop confident, empowered life-long learners who have a passion for, and value learning. The school also aims to develop students who value their community and believe in their ability to positively influence their world. The school cultivates holistic wellbeing through the core values of safety, tolerance, achievement and respect which provide the basis for a dynamic and caring school. The school continually strives for high level aspirations and for ongoing and continuous improvement. Wollongong High School of the Performing Arts strives to foster educational partnerships that support student growth and attainment and cultivates holistic wellbeing through the core values of safety, tolerance, achievement and respect which provide the basis for a dynamic and caring school.

School context

Wollongong High School of the Performing Arts is a culturally diverse, co-educational high school that focuses on the arts in a specialised environment. The twin goals 'academic excellence' and 'excellence in the performing arts' have succinctly summed up the school's purpose and focus for a number of years. The school, however, provides much more than our highly regarded academic and performing arts programs. All students are encouraged to pursue their goals and are given every opportunity to achieve their full potential through a broad and flexible curriculum with an emphasis on quality teaching. Wollongong High School of the Performing Arts has an enrolment of 1240 students, including 60 Aboriginal students, with 65% of students enrolled at the school by auditioning in Dance, Drama, Music and Visual Arts. The school enjoys strong support in the local community and there are effective partnerships with the local university and TAFE campuses, local and regional performing Arts companies and has established connections with local community and business groups. Students represent the school at Creative and Performing arts events both locally and regionally, sporting events at local, regional and state level. The majority of the school's equity funding will be used to support initiatives outlined in the 2021-2024 school plan. These initiatives aim to improve literacy and numeracy results at the school and have a strong focus on the continual improvement of HSC results. The focus on HSC improvement involves all staff being involved in a deep analysis of HSC data to develop both individual and group learning programs. Each faculty will develop a strategic approach of continual HSC improvement. Wollongong High School of the Performing Arts is committed to refining effective classroom practice with ongoing staff professional development underpinning this belief. Staff professional learning will ensure that levels of literacy and numeracy continue to improve through the rigorous evaluation of data to promote enhanced learning outcomes for students. Wollongong High School of the Performing Arts operates an on-site hearing unit as well as an off-site ED Unit known as the Smith Street Unit.

Strategic Direction 1: Student growth and attainment

Purpose

At Wollongong High School of the Performing Arts, we have twin goals - Academic Excellence - Excellence in the Performing Arts. We strive to ensure that all students fulfil their potential and that growth in student learning is based on explicit teaching and grounded in relevant and informed research. Teachers at Wollongong High School of the Performing Arts will evaluate teaching programs and reflect on their practice to ensure that all students are provided with high quality learning programs. Teachers will be provided with high quality professional learning and use students assessment data to inform effective teaching practice.

Improvement measures

Aboriginal student HSC attainment

Achieve by year: 2023

5% increase in the number of Aboriginal students attaining the HSC credential whilst still maintaining their cultural identity. Aboriginal students are also on track to achieve the system-negotiated lower bound targets.

HSC achievement - top 3 bands

Achieve by year: 2023

Uplift of 4.22% of students achieving in the top 3 bands of the HSC.

HSC achievement - top 2 bands

Achieve by year: 2023

Data indicates that there has been an ongoing uplift in the percentage of students achieving in the top 2 bands of the HSC.

Reading growth

Achieve by year: 2023

An increased proportion of 2023 Year 10 students attaining a 'C' or above in English, compared with Year 9 in 2022.

Numeracy growth

Initiatives

Explicit Teaching Practice - Excellence in Teaching and Learning

Focus on improved explicit teaching practice, formative assessment and targeted support for Aboriginal and EAL/D students.

School wide Literacy for Learning focus based on research - regular feedback from Executive to ensure this is embedded across the school.

Establish collaborative learning environment which focuses on cross faculty collaboration, mapping common teaching areas and evidence-based programs and lessons.

Ongoing and deep NAPLAN and HSC analysis to inform targeted support.

Review and improve formative assessment practices which in turn monitors a deep and reflective focus on effective teaching practice.

Success criteria for this strategic direction

The EAL/D and Learning Support teams develop the capabilities of all staff to expertly incorporate strategies that focus on targeted approach to language conventions, literacy and numeracy. There is a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

School data shows that students progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

Evaluation plan for this strategic direction

Reflective Question: In what ways has embedding faculty wide literacy strategies improved student learning outcomes? Are teachers reflecting on effective classroom practice?

Data: Analysis includes student attendance, NAPLAN, lesson observations, student work samples and reflection on student personal learning programs.

Implications: Once analysis has been completed, examine the future directions that should be taken to focus on a consistent improvement of student learning outcomes.

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2023

An increased proportion of 2023 Year 10 students attaining a 'C' or above in Mathematics, compared with Year 9 in 2022

Achieve by year: 2025

All faculties have embedded school wide Literacy for Learning program across Years 7-12 with an increase in the number of students achieving the top 2 bands.

5% uptake in the percentage of Aboriginal students achieving the top bands of NAPLAN and there is a marked increase in HSC results in the top bands.

Strategic Direction 2: Authentic Community Connections

Purpose

Authentic Connections with our community underpin a range of programs that we offer. Our Community of Schools is a vital part of ensuring continuity of learning opportunities as we focus on student growth and attainment. This range of programs supports high levels of student engagement and is directly related to the Performing Arts, Leadership, Sport and Cultural initiatives on offer at the school.

Improvement measures

Achieve by year: 2025

Community of Schools initiatives in Art, Drama and Maths have been established in our Partner Primary schools. Evaluation conducted at the end of the previous year has been tabled to Executive.

Achieve by year: 2025

That the Elite Performance Pathway program has been evaluated and any necessary changes have been implemented and communicated with all stakeholders.

That Performing Arts programs including the Lighthouse Project, the Pre-Professional Program (Music, Dance and Drama), APIA have been evaluated and any future directions have been ratified by the school and appropriate support measures put in places to ensure the future success of these programs.

Initiatives

Community of Schools

Community of Schools initiatives in Numeracy and CAPA subjects established that promote collaboration between WHSPA and all partner primary schools. These include:

CoS Art Program to build increased level of art skill in students arriving at WHSPA from partner Primary schools.

Establish Drama days at Partner Primary Schools - to be held once a term.

To establish program writing initiatives between Stage 3 and Stage 4 teachers at WHSPA and Partner Primary Schools that support targeted Numeracy support.

To evaluate and refine the Elite Performance Pathway program to ensure that it is accessible to students who fit the criteria for this program and that the necessary staffing is provided.

To continue to support Performing Arts initiatives to ensure high level achievement and viability across the school.

Success criteria for this strategic direction

All partner primary schools are participating in the WHSPA art program and all stakeholders have been consulted in regards to the outcomes of the program.

The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.

Programs of learning have been developed collaboratively by Stage 3 and Stage 4 teachers. Partnerships with parents and students support clear improvement aims and planning for learning.

Evaluation plan for this strategic direction

Reflective Question: How has the analysis of data informed the achievement of success criteria? How has consulting all community stakeholders in regards to levels of satisfaction improved student learning outcomes?

Data: Community surveys, surveys of parents with students in the Elite Performing Arts Program. Exit surveys of student completing the EPPP. Evaluation of Elite Performing Arts Program has been conducted and consultation with all stakeholders including teachers, students and parents has been conducted

Implications: What future directions are taken to ensure that all Performing Arts programs are made sustainable?

Strategic Direction 3: Inclusive School Culture

Purpose

At Wollongong High School of the Performing Arts we strive to create and promote an inclusive and supportive school culture. We recognise the importance of maintaining a community that celebrates diversity and is rich in the many cultural traditions of our staff, students and parents.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

7.23% increase in the number of students attending school more than 90% of the time. School wide recognition of the importance of attendance at WHSPA.

Wellbeing

Achieve by year: 2023

A 2.7% increase in the number of students reporting increased levels of sense of belonging, expectations of success and advocacy at the school as measured by TTFM.

Internal WHSPA data analysed in regards to number of students accessing Wellbeing Hub.

Achieve by year: 2025

Increase in the number of local area students selecting WHSPA as their school of choice. Transition activities are publicised in the local area.

The WHSPA brand has been standardised and is now apparent on all documents and communication materials.

Initiatives

Wellbeing/Transition

Reviewing current wellbeing and transition processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.

Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced.

Embed a whole-school approach to student wellbeing and attendance where there is a collective responsibility for student learning and success.

Success criteria for this strategic direction

Students can identify which staff member to access in regards to Wellbeing at the school. Students are involved in the development of WHSPA Wellbeing programs.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole-school approach to Wellbeing and engagement to improve learning.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Evaluation plan for this strategic direction

Reflective Question: How has the WHSPA Hub added to a positive sense of community Wellbeing at the school? How does the SSO compliment the programs offered by the WHSPA Wellbeing Hub? Do we need to refine this role in the school? Do all student stakeholders, including local area students, Performing Arts students, Refugee students, International students, have access to the SSO?

Data: Internal data from Millennium - student access to the Wellbeing Hub - student access to Wellbeing programs at the school. Internal surveys of student and parents in regards to the variety and effectiveness of student Wellbeing programs.

TTFM surveys - student and parent satisfaction.

Implications: How can WHSPA continue to develop effective Wellbeing programs to support improved student learning outcomes?