

# Strategic Improvement Plan 2021-2024

## Campbelltown Performing Arts High School 8180



# School vision and context

## School vision statement

At CPAHS we strongly believe in ensuring that students are known, valued and cared for as young people and as learners. We recognise that all students are individuals and that student voice, choice and agency are integral to enhanced student learning and engagement.

Students at CPAHS are supported to develop future-focused skills that prepare them for the world beyond school. We seek authentic opportunities so that students understand the purpose of learning and are inspired to be active, contributing citizens. We empower students as reflective, responsive learners who are equipped and inspired to pursue the careers of their passion and choice.

In our community we value collaboration and communication shaped by the school's core values of Respect, Integrity, Safety and Engagement. We seek, create and foster learning ecosystems to develop strong, mutually-beneficial community partnerships and to enhance and support student learning and achievement.

We believe in supporting all teachers to be highly effective, passionate, innovative educational leaders who are responsive to the changing needs of learners and the future of work. We seek to continually improve and innovate to meet the needs of all learners, whilst evaluating and measuring the impact of teaching on student learning outcomes.

## School context

Campbelltown Performing Arts High School is a specialist performing arts high school with an enrolment of approximately 1100 students serving a diverse area of South West Sydney. 35% of our student population come from a non-English speaking background and 112 students identify as Aboriginal or Torres Strait Islander. Our school draws 60% of its enrolments from local schools and 40% through open audition in the areas of dance, drama, music and circus. Our main focus is to improve student learning outcomes through the consistent application of quality teaching practices underpinned by whole-school, and targeted, teacher professional learning. The school has a strong reputation for future-focused learning informed by sustained national and global partnerships and comprehensive evaluation and processes. The school is committed to continually improving effective classroom practices with high impact professional learning supporting a culture of continuous improvement.

The school's staffing entitlement in 2020 was 73.7 teaching staff and 12.972 non-teaching staff. The school also employs an additional ACIP DP plus 4 HT positions - Technology, Teaching and Learning (Integrated), Teaching and Learning (Literacy and Numeracy), Learning Support, as well as a Business Manager, Technology Support Officer and 5 School Learning Support Officers from school funds. Our executive staff is stable with the majority being here for more than five years. 21% of our staff are in their early career as teachers.

The school enjoys the rich diversity created through the performing arts community with students performing at local, regional and state levels in the areas of dance, music, drama and circus. . We have fostered strong partnerships with universities, cultural institutions, businesses and community groups to support students through our STEM and Humanities programs in addition to supporting student transitions to post school pathways and School based apprenticeships and traineeships.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan.

The school will be working to improve literacy and numeracy levels and HSC attainment through personalised learning approaches and data-informed practices across the school. The school will also be focusing on developing our students as lifelong learners through high quality teaching practices in Strategic Directions 2 and 3. Students will develop their understanding of themselves as young people and as learners through a wellbeing curriculum, partnerships with parents and community and the development of teacher capacity at all levels.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to improve student literacy, numeracy and achievement across all subjects and stages through personalised learning and data informed teaching practices so that students achieve their full potential. Our teachers will regularly evaluate their effectiveness and respond to improve student learning outcomes through collaborative professional learning and a range of summative and formative assessment practices.

## Improvement measures

### Target year: 2022

#### NAPLAN Top 2 Bands - Reading

Increase the proportion of students achieving in the top two NAPLAN reading bands by 5.4% or above by 2022

### Target year: 2022

#### NAPLAN Top 2 Bands - Numeracy

Increase the proportion of students achieving in the top two NAPLAN numeracy bands by 6.8% or above by 2022

### Target year: 2023

#### NAPLAN Growth - Numeracy

Increase the proportion of students achieving expected growth in NAPLAN numeracy by 5.2% by 2023

### Target year: 2023

#### NAPLAN Growth - Reading

Increase the proportion of students achieving expected growth in NAPLAN reading by 3.9% by 2023

### Target year: 2022

#### HSC attainment

Increase the proportion of students achieving in the top 3

## Initiatives

### Personalised learning

Deliver personalised learning approaches to support individual student development:

- Development of personalised PLaSPs for LS and EAL/D students
- PLPs for Aboriginal students
- Assessment against the Literacy and Numeracy Progressions
- Differentiation
- Personalised support for HSC students
- Explicit teaching of writing

### Data informed teaching practices.

Improve classroom practice through a focus on explicit teaching practice and the use of responsive formative assessment:

- Whole school use of Literacy and Numeracy Learning Progressions
- Equity Consortium partnership
- Summative and formative assessment practices (7-12)
- Analysis and use NAPLAN, HSC and minimum standard data
- PL in HSC standards
- High Impact Professional Learning (HIPL) approaches

## Success criteria for this strategic direction

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

IEPs and PLPs are used to inform teaching practice and improve student learning outcomes.

All students are assessed and tracked against identified elements of the literacy and numeracy progressions

All summative assessment tasks include explicit literacy and numeracy skills and assessment against the progressions

Valid teacher judgment using the HSC standards is evident across the school

Tracking of student achievement across Years 11-12 is used to guide teaching and learning programs

Assessment data is collected in reading and numeracy and HSC courses on a regular and planned basis and used responsively as an integral part of classroom instruction.

Student feedback is explicitly linked to HSC standards and Literacy/Numeracy progressions

## Evaluation plan for this strategic direction

### Question:

How well have we supported student growth and attainment?

### Sub-questions:

- What has been the impact of using consistent, explicit teaching of literacy and numeracy, on student performance?
- What has been the impact of explicit teaching and the use of PLPs to support Aboriginal student

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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bands of the HSC by 5.5% by 2022

**Target year: 2022**

### Aboriginal student achievement - NAPLAN Numeracy

Increase the percentage of Aboriginal students achieving in the top three NAPLAN bands in numeracy by 3.7% by 2022

**Target year: 2022**

### Aboriginal student achievement - NAPLAN Reading

Increase the proportion of Aboriginal students achieving in the top three NAPLAN bands in reading by 2% by 2022

**Target year: 2023**

### Aboriginal student achievement - HSC attainment

Increase the proportion of ATSI students achieving in the top 3 bands of the HSC by 2% by 2023

## Evaluation plan for this strategic direction

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achievement?

- What has been the impact of explicit teaching in Stage 6 courses on student HSC performance?

**Data:** External student performance measures (NAPLAN and HSC), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, Scout, Check in assessments, SEF SaS, student work samples records, PLPs

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

# Strategic Direction 2: Lifelong Learning

## Purpose

Our purpose is to ensure that students develop a commitment to lifelong learning through the development of future focused skills and a deeper metacognitive knowledge and understanding of themselves as young people and as learners. Our teachers will support the development of these skills through a range of collaborative, personalised and authentic learning experiences and partnerships enabling them to pursue careers and pathways of their passion and choice.

## Improvement measures

**Target year: 2024**

### Student Engagement and Wellbeing

Increase SeF SaS in Learning Culture (Transitions and continuity of learning) from Sustaining and Growing to Excelling by 2024.

**Target year: 2024**

### Student Engagement and Wellbeing

Increase the percentage of students reporting positive wellbeing measures by 7.9% or above by 2022.

**Target year: 2024**

### Future focused learning

Students demonstrate improvement in achievement as measured against the skills progressions across 7-10 by 2024.

**Target year: 2024**

### Attendance

Increase the proportion of students attending school more than 90% of the time by 7.9% or above by 2022.

**Target year: 2024**

## Initiatives

### Student Engagement and Wellbeing

- Career and transition planning and support
- Scaling of Learning Advisory
- Wellbeing initiatives
- Student led conferences and reporting
- Parent and community participation in Exhibitions

### Future focused learning

- Skills assessment against the progressions across year groups
- Workplace learning partnerships to support student transition

### Attendance Partnerships, Systems and Processes

A whole school approach to improving student attendance, consistent with the Campbelltown Attendance Strategy, to embed a collective responsibility and accountability for student success.

## Success criteria for this strategic direction

All students in Years 11 and 12 are supported with career and transition planning through the LTP process, personalised support and effective partnerships.

Learning Advisory is embedded so that students articulate, understand and achieve their learning goals through SLCs.

Wellbeing programs are used to support student engagement and wellbeing

Parent and community feedback demonstrates increased understanding of student learning and engagement with school

Self, peer and teacher assessment of skills progressions demonstrates increased student metacognition and understanding of themselves.

Attendance data is regularly analysed and is used to inform planning.

Whole of school and personalised attendance approaches are embedded school systems.

Teachers, parents and the community work together to ensure student absences do not impact on learning outcomes.

## Evaluation plan for this strategic direction

### Question:

How well have we developed lifelong learning skills in our students?

### Sub-questions:

- How well have we developed student engagement through LA?
- How well have we supported students into the career pathways of their passion and choice?
- How well have we developed partnerships with

# Strategic Direction 2: Lifelong Learning

## Improvement measures

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### Attendance

Increase the proportion of ATSI students attending school more than 85% of the time or more by 2% or above by 2024.

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## Evaluation plan for this strategic direction

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parents and community to support student learning?

- How well have we developed students' ability to use and assess future focused skills?
- To what extent have we achieved our purpose and associated Improvement Measures in student attendance?

**Data:** Internal student performance measures (Skills progressions) TTFM data, teaching programs, classroom observations, student work samples, LTPs, parent and community feedback/exit slips, SLC observations and feedback (Teacher, student, parent) student focus groups, post school destination surveys, daily attendance rates, personal attendance plans, HSLO/ASLO and SCOUT data, 5 weekly attendance data letters, data re students attending 80-89%. student feedback

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

# Strategic Direction 3: High Quality Teaching

## Purpose

Our purpose is to improve student learning outcomes and engagement in learning through the delivery and evaluation of a range of pedagogies. Through the use of evidence-informed practices supported by a culture of continuous improvement, teachers will lead, collaborate, co-create and deliver high quality learning experiences for students for improved learning outcomes.

## Improvement measures

### Target year: 2024

Increase SeF SaS in all themes of Learning and Development from Sustaining and Growing to Excelling by 2024.

### Target year: 2024

Increase SeF SaS in Effective Classroom Practice (Lesson planning) from Sustaining and Growing to Excelling by 2024.

### Target year: 2024

Increase SeF SaS in Effective Classroom Practice (Explicit teaching) from Sustaining and Growing to Excelling by 2024.

## Initiatives

### Collaborative teaching practices

Implement high quality teaching practices through teacher collaboration for improved student learning outcomes.

- HIPL structures to build teacher capacity
- Collaborative PL and teaching teams
- Beginning teachers induction, PACED professional learning and mentoring
- Review and evaluation of Integrated Stage 4 and 5 programs
- Teaching triads and observations
- Future-focused learning practices across subject areas
- Use of technology for authentic purposes through PL and support
- Personalised professional learning for teachers at all levels
- Action learning teams co-create and evaluate new approaches to learning

## Success criteria for this strategic direction

Collaborative teaching teams are established focusing on continuous improvement and improved student learning outcomes.

Elements of the integrated model are deeply embedded across all teaching teams in Stages 4 and 5 through professional dialogue, classroom observation, modelling of effective practice and provision of timely feedback between teachers.

Teachers use technology to enhance student learning outcomes and engagement

Students produce high quality work samples through PBL/integrated model.

Action learning reports demonstrate improvement in student engagement and learning and success is scaled

Lesson observations demonstrate that staff teaching in the integrated model improve their teaching practice through collaborative practices

Teachers deliver PBL effectively through Stage 4 and 5 integrated programs

## Evaluation plan for this strategic direction

### Question:

How well have we delivered high quality teaching practices for improved student learning outcomes?

### Sub-questions:

- How well have we supported beginning teachers?
- How well have we built teacher capacity at all levels?
- How well have we delivered future focused pedagogies for improved student learning outcomes?
- How well have we used technology authentically for improved student learning outcomes?

### Evaluation plan for this strategic direction

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**Data:** Internal student performance measures, PL evaluations, lesson observations and feedback, analysis of staff PDPs, student work samples, teacher feedback and reflections, parent surveys and focus groups, student focus groups, action learning reports

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.