

# Strategic Improvement Plan 2021-2025

## Northmead Creative and Performing Arts High School 8229



# School vision and context

## School vision statement

At Northmead Creative and Performing Arts High School, we aim to provide an educational experience that promotes excellence in academic achievement and in the creative and performing arts and is tailored to the interests and needs of our diverse community. Our vision is to build the capacity of our student body and broader community by promoting citizenship, through research-based practice, to become lifelong learners through developing skills in collaboration, critical and creative thinking, and communication.

## School context

Northmead Creative and Performing Arts High School is located in the Girraween Network of Metro South. The student population of 1114 has been slowly increasing over the last four years. Our school community is culturally and linguistically diverse. While 51.02% of students have a non-English speaking background, 9.3% require some level of EAL/D (English an additional language or dialect) support. 2.12% of all students identify as having an Aboriginal background. Students participate in a wide range of learning experiences including a focus on project-based learning targeting collaboration, communication critical thinking, and creativity in the pursuit of academic improvement and excellence and improving student engagement in Stages 4 and 5. The program further develops the effective classroom practices that research shows will lead to enhanced learning outcomes for students

The school's staffing entitlement in 2022 was 76 teaching staff and 22 non-teaching staff. The school also employs a Finance Manager and Deputy Principal from school funds to maximise student learning outcomes. 10% of our staff are in their early career as teachers. At the conclusion of the school year 11.8% staff had gone to appointments elsewhere as a result of the teacher shortage across the state. The school embraces its culturally and linguistically diverse community. We have also fostered partnerships with universities, cultural institutions, businesses, and community groups. Students represent the school across the metropolitan area in music, drama, circus, dance, visual arts, and through a range of sporting activities, with both state and regional representation.

The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds are used to support other activities appropriate to support well being and academic success. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning ensures that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

There is a focus on Higher School Certificate performance including staff professional learning around deeper analysis and the use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students through Visible Learning, including Learning Intentions, Success Criteria, and Formative Assessment forming the basis of Highly Effective Classroom Practice.

The School has completed a situational analysis, a process of self-evaluation, community consultation, and research, which has led to the development of the three strategic directions of:

- Student Attainment and Growth - this strategic direction focuses on using evidence-based teaching and learning strategies to improve the educational growth and attainment of our students.
- Collective Teacher Efficacy - the purpose of this strategic direction is to foster a belief in our staff that they hold the biggest impact on our students' educational attainment

# School vision and context

## School vision statement

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## School context

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- Inclusive culture - this strategic direction focuses on cultivating learning environments where students, teachers, and the wider community are included and valued in the educational process.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that all students show better than expected growth in their learning. Through targeted evidence-based professional learning, our teachers will use a variety of assessment strategies to evaluate student learning, evaluate their own teaching practices, and adjust teaching programs accordingly.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in year 8.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in year 8.

### HSC achievement - top 3 bands

Achieve by year: 2023

### HSC Targets

Improvement in the percentage of students achieving the top 3 bands in the HSC by 5% to achieve the school's lower bound system-negotiated target.

## Initiatives

### Explicit Teaching of Literacy Skills

Improve the explicit teaching of literacy skills through evidence-based practices and a focus on formative assessment, progressions and EAL/D strategies.

- Whole school adoption of Literacy Learning Progressions to inform teaching and learning programs and the use of PLAN2 to track targeted students.
- Embed the use of formative assessment and Progressions for goal setting of targeted students, which leads to changes to explicit teaching practice. This practice is informed by research.
- Literacy professional learning and teaching practice is informed by research such as 'What works best' and High Impact Professional Learning.
- Whole school use of formative data collection, feedback and reflection on teaching effectiveness of subject-specific literacy.
- Embed the use of data into the teaching and learning cycle of all staff by developing a comprehensive and ongoing staff professional learning program to build capacity of staff to use data to inform teaching and learning practices and improve student achievement.

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- Numeracy professional learning and teaching practice is informed by research such as 'What works best' and High Impact Professional Learning.

## Success criteria for this strategic direction

All teaching staff are experts in the teaching of subject specific literacy and numeracy and use this expertise to differentiate their programs to meet the needs of all students in their classrooms (SEF - Literacy and numeracy focus).

Through targeted professional learning in the use of formative and summative assessment, teachers expertly use assessment flexibly and as an integral part of daily classroom instruction. Through the use of systematic and reliable assessment, the school monitors student learning progress and teachers make meaningful adjustments to teaching and learning activities to support student attainment. Through these practices, students demonstrate above expected growth in both internal and external assessment data (SEF - Formative assessment, summative assessment, data use in teaching).

Through targeted programs and support of expert staff, the progress and achievement of all of our equity groups within the school will be equivalent to the progress and achievement of all students.

## Evaluation plan for this strategic direction

### Question:

What has been the impact of using explicit evidence based teaching strategies on student growth and attainment?

### Data:

- External student performance measures (NAPLAN, Check In, HSC)
- Internal student performance measures (Literacy and Numeracy Progressions, assessment data)
- Teaching programs
- Classroom observations
- Student work samples
- Supervisor observations

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Embed the use of data into the teaching and learning cycle of all staff by developing a comprehensive and ongoing staff professional learning program to build capacity of staff to use data to inform teaching and learning practices and improve student achievement.

## HSC Writing

Improve effective classroom practice through a focus on the explicit teaching of academic writing, use of success criteria, and clear progressions of academic writing in each faculty area.

- Develop deep staff understanding of the subject-specific writing requirements and effective evidence-based approaches to teaching academic writing across the school.
- Whole school adoption of success criteria for responding to written questions. All teachers become experts in the metalanguage of academic writing within their faculty area.
- Clear progression of academic writing skills in each faculty from 7 - 12.
- Enhance pedagogical and assessment practices in Stages 4 and 5 in Science, PDHPE, HSIE and Visual Arts.

## Evaluation plan for this strategic direction

- Student Feedback
- School Excellence Framework Assessments

### Analysis:

Regular analyse of data is used to determine the extent to which the purpose has been achieved.

### Implications

Through the regular rigorous analysis of the data, a culture of evidence based decision making will be incorporated into the implementation of school practices and guide future planning for continuous improvement in supporting student growth and attainment.

# Strategic Direction 2: Collective Teacher Efficacy

## Purpose

Our purpose is to increase our teachers' belief that they hold the biggest impact on our students' educational achievement. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. Through rigorous and informed professional learning, collegial practice and evidence-based pedagogy, we aim to increase the efficacy of our staff, increasing our students' educational attainment.

## Improvement measures

Achieve by year: 2025

### Collective Teacher Efficacy

Uplift in baseline survey data of collective teacher efficacy by 20%.

Achieve by year: 2025

### TTFM High Expectations

Increase the school staff emphasis on explicit teacher practice and feedback from TTFM data by 10%.

## Initiatives

### Highly Effective Classroom Practice

Improve effective classroom pedagogy through a focus on explicit teaching practices, high quality assessment and engagement strategies for all students.

- Foster a culture of high expectations to facilitate student achievement.
- Strengthen all teachers knowledge and understanding of research based teaching strategies to motivate and engage students in their classroom.
- Embed Collaborative Teaching Rounds to bring teachers together to engage in purposeful and powerful collaborative practice building the self and collective efficacy of teachers
- Teacher Mentoring is used to meet the needs of the teacher level : New and Beginning Teachers, HT Mentor and KLA colleagues in local schools.
- Cultivate deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education Policy.

### Building Educational Leadership

The school establishes a Professional Learning Community which is focused on continuous improvement through data informed teaching and learning, reflecting exceeding student expected growth. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of explicit teaching practices to enhance teacher capacity.

- All staff participate in Professional Learning Teams that develop leadership capacity, programs and practices that create a learning environment that cultivates continuous improvement, both in student growth, engagement and staff performance.
- Through engaging in professional learning on the *What Works Best Framework* the Executive team will lead changes to Assessment, Explicit Teaching and Classroom Management in their faculties so that these are embed in all classrooms and teachers

## Success criteria for this strategic direction

All staff hold high expectations of students and cultivate environments which foster high expectations of learning progress and achievement. Through demonstrating high levels of collective teacher efficacy and use of evidenced based teaching practices, teachers enhance students' growth and attainment in all areas of their school lives (SEF - Learning Culture).

All teaching staff use evidenced based explicit teaching practices to create differentiated learning environments and use assessment flexibly and responsively as an integral part of daily classroom instruction, which is reflected in teaching and learning programs across the school (SEF - Effective classroom practice, Assessment).

The leadership team demonstrates a commitment to distributed instructional leadership and sustains a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease (SEF - Educational Leadership).

Through high levels of effective collaboration, a culture of high performance is evident within the staff. The entire faculty is focused on student progress and achievement. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process and Teaching in Excellence awards.(SEF - Educational Leadership).

## Evaluation plan for this strategic direction

**Question:** How can we increase the collective teacher efficacy of our staff to improve student growth and attainment?

**Data** used to evaluate could include

- Classroom observations
- Attendance data
- Faculty assessment submission rates
- N Award data

## Strategic Direction 2: Collective Teacher Efficacy

### Initiatives

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- reflect on their effectiveness.
  - Through conducting evidenced based action research, Professional Learning Teams drive the development of targeted evidence based teaching practices identified through the *What Works Best Framework*.
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### Evaluation plan for this strategic direction

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- PBL reports.
- Student and staff surveys
- Staff professional learning presentations
- PLT Action Research Project Evaluation
- Project Based Learning

**Analysis:** Systematic evaluation of the data to determine the extent to which the purpose has been achieved

### Implications

Through the systematic analysis of the data, we will continuously evaluate how we are progressing towards our goals and use this to develop next steps and future directions.

## Strategic Direction 3: Inclusive Culture

### Purpose

Our purpose is to create a learning environment where students, teachers, and the wider community are included and valued in the educational process. Through evidence based wellbeing practices, consultation and collaboration with all stakeholders, we aim to increase the sense of belonging and satisfaction within our community in the educational process.

### Improvement measures

Achieve by year: 2025

#### Belonging and Advocacy

Increase in the percentage of students that feel valued and cared for by 10% in the TTFM Survey.

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

Improvement in the percentage of students attending above 90% of the time or more by 3.77% to meet the school's lower bound system-negotiated target.

Achieve by year: 2025

An increase in the percentage of students who feel they have someone at school who consistently provides encouragement and can be turned to for advice by 10% in the TTFM Survey.

### Initiatives

#### Building Student Autonomy

Improve student autonomy through utilising evidence based teaching and learning practices that cultivate student agency in their learning:

- Embed the use of Project Based Learning as a targeted pedagogical approach to develop student skills in collaboration, creativity, critical thinking and communication.
- Cultivate working relationships with external community groups to enhance student engagement.
- Build student capacity to collaborate, communicate, think critically and creatively.

#### Wellbeing and Student Voice

All students have the opportunity to engage in a range of school activities that help build the school as a cohesive center of learning and a place where wellbeing and a sense of belonging are integral to student achievement. Students demonstrate and share their expertise and leadership within and outside our school community.

- Establish individual and collective wellbeing through a climate of care and positivity through establishing a homeroom pastoral care approach for all students.
- Embed extensive consultation with Aboriginal students to foster a culture where they feel able to speak, to be heard, valued, and respected.
- Embed collaboration of student leadership teams through Northmead United Leadership Program to increase consultation and student voice.
- Promote student lead activities to provide opportunities for students to be heard, student voice, and promote inclusivity and a sense of belonging.
- Embed evidence-based change to whole wellbeing school practices.

### Success criteria for this strategic direction

Students are engaged in strong collaborations to inform leadership practices. All students develop a positive growth mindset and can set and reflect on their own goals independently. Evidence informed teaching methods include EAL/D to optimise learning progress for all students and are embedded across the school. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence (SEF - Learning culture).

There is a school-wide evidence-based approach and collective responsibility for student learning and wellbeing, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers (SEF - A planned approach to wellbeing).

Positive, respectful relationships are evident among students and staff which promotes student wellbeing to ensure optimum conditions for student learning across the whole school. Student Voice is respected and shared across the school community and embedded in whole school practices (SEF - Wellbeing).

### Evaluation plan for this strategic direction

#### Questions

What has been the impact of developing a growth mindset, providing student voice and supporting wellbeing on increasing students feeling valued and cared for at Northmead CAPA High School?

How effective are Student Voice activities within the school?

What is the impact of the Refugee Support, New Horizons program on EAL/D students' growth and improvement?

Do wellbeing and student voice lead to an enhanced sense of student belonging and engagement?



## Strategic Direction 3: Inclusive Culture

### Evaluation plan for this strategic direction

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#### Data

- External Data TTFM
- Internal Data Sentral Notifications, Attendance Data
- Counselor referral data
- Student Feedback
- Awarded Scholarships
- Teacher feedback
- Student Surveys

#### Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Through the analysis of the data we will ensure evidence-based decision making will be embedded in next steps and future directions.