

Strategic Improvement Plan 2021-2024

Newtown High School of Performing Arts 8530



School vision and context

School vision statement

At Newtown High School of the Performing Arts we empower and inspire our community to explore its creativity and imagination; to strive for educational excellence and celebrate diversity.

Our aim is to develop independent, lifelong learners, critical thinkers and problem solvers through the provision of dynamic, authentic learning experiences in an inclusive school community where the arts are fostered in a climate of collaboration and mutual respect.

We seek to continually innovate to meet the needs of all learners whilst evaluating and measuring the impact of initiatives to drive continual improvement.

School context

Newtown High School of the Performing Arts is one of the leading specialist Performing Arts high schools in Australia enjoying a national and international reputation for excellence in the creative and performing arts. The school is located in the inner west suburb of Newtown and has a student enrolment of 1124. The school enrolls students from both the local area and auditions students from all over NSW in dance, drama and music for intakes in Years 7 and 11.

All members of the school community are invested in the core values of the school which are creativity, excellence and equity. The school is committed to excellence in student education by providing a challenging curriculum and a range of co-curricular and extra-curricular activities that enhance the talent of its students.

Through our Situational Analysis, we have identified a need to use evidence-based practice to ensure all students are challenged and motivated learners with a greater focus on literacy and numeracy.

The ongoing implementation of innovative teaching and learning practices will enable us to consistently improve academic and performing arts outcomes whilst developing student agency and engagement. This will result in skilled, creative and self-motivated students ready to meet the challenges of an increasingly complex society.

Self-reflection and data analysis inform the school's ongoing pursuit of excellence.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that all students demonstrate expected academic growth and achievement through the provision of rich learning experiences, quality assessment and feedback as well as evidence based practice to promote creative, independent learners capable of critical reflection.

Improvement measures

Target year: 2024

SEF assessment in the theme of "Formative Assessment" in the element "Assessment" is assessed as "Excelling" from baseline data of "Sustaining and Growing".

Target year: 2024

SEF assessment in the theme of "Data Use in Teaching" in the element "Data Skills and Use" is assessed as "Excelling" from baseline data of "Sustaining and Growing".

Target year: 2023

Increase the percentage of students achieving expected growth in Year 9 NAPLAN to be at or above the school's system-negotiated target in reading of 67.6% and numeracy of 70.9%.

Target year: 2022

Increase in the percentage of students achieving in the top 2 NAPLAN bands to be at or above the school's system-negotiated target in reading of 48.1% and numeracy of 53.9%.

Target year: 2022

Increase in the percentage of HSC course results in the top 2 bands to be at or above the system-negotiated target of 68%.

Target year: 2024

Initiatives

Formative Assessment

Classroom practice incorporates consistent formative assessment and student critical reflection to inform practice and meet student learning needs.

- Establish staff professional learning and collaboration opportunities to facilitate the school wide delivery of quality formative assessment.
- Construct consistent school-wide practices for assessment and feedback to plan, monitor and report on student learning with accuracy and consistency.
- Develop assessment policies reflecting a balance of formative and summative assessment.

Collaborative Evidence Based Practice

Whole school use of communication, collaboration, creativity, and critical reflection processes.

- Analyse external data sources, including SCOUT and RAP, to consistently enhance reading, numeracy and HSC achievement across all key learning areas.
- Expand available external data sources through the implementation of Best Start, Check In and other assessment opportunities to track student progress.
- Collaboratively plan cross-curricular learning experiences for enhanced learning in response to data.
- Implement individualised student reports incorporating student strengths, areas for development and growth.
- Integrate explicit learning intentions, success criteria and activities into daily teacher practice
- Implement the concept of data walls (Lyn Sharrett's research) to identify students for academic growth and set individual targets.

Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Students and parents understand the assessment approaches used in the school and their benefits for learning.
- The school identifies expected growth for each student. Students are achieving at or above the expected growth on external progress and achievement data
- Staff use systematic and reliable formative assessment data to monitor and analyse student achievement and differentiate learning, resulting in continuous academic improvement.
- Assessment data is collected in reading and numeracy to inform teaching and learning.
- Explicit teaching of literacy and numeracy is delivered to students across all subjects at all levels of achievement with success that can be measured by improved student progress and achievement data.
- Student achievement in the HSC is improved through explicit teaching and learning experiences.
- Teaching and learning programs are dynamic/responsive to the needs of students based on feedback, assessment and continuous tracking of student progress.
- Evidence of case management of identified students.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in numeracy and reading?

Data: A combination of data sources will be used:

- NAPLAN data
- Internal assessment. Pre and Post testing of students
- Check-in data

Strategic Direction 1: Student growth and attainment

Improvement measures

SEF school determined target of the element "Student Performance Measures" is validated as "Excelling" from the current baseline of "Sustaining and Growing". Student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

- Best Start data
- SCOUT HSC Data

Analysis: Will be within the initiatives and monitored continually through progress and implementation. Data will be triangulated and analysed to evaluate the effectiveness of programs and practices.

Implications: The regular review of data will provide clarity as to whether the school is on track for achieving the intended improvement measures.

Strategic Direction 2: Innovative Practice

Purpose

Our purpose is to imagine learning differently and transform our practices through innovative and responsive approaches. The school community is confident to engage in its own creative, reflective and collaborative practice and is committed to creating dynamic and challenging learning environments.

Improvement measures

Target year: 2024

SEF assessment in the theme of "Expertise and Innovation" in the element "Learning and Development" is "Excelling" from baseline data of "Sustaining and Growing". The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Target year: 2024

SEF assessment is "Excelling" in the element "Professional Standards" with more than 5% of teaching staff achieving accreditation at Highly Accomplished or Lead.

Initiatives

Highly effective and innovative practice

- Embed the use of 4C Transformative Learning to facilitate new connections between faculties and further development of cross-faculty collaborations, programs, and lessons.
- Implement collaborative support for teachers to develop their teaching practice through collaboration hubs, individual mentoring, collaborative classroom visits and ongoing professional learning.
- Foster student agency, self-directed learning and critical reflection through the provision of reflective processes such as e-learning portfolios, student led learning conferences and student reflective feedback.
- Transform existing classrooms and designated spaces to create dynamic learning environments to facilitate innovative teaching and independent learning.
- Provide teaching staff with a support structure to achieve higher levels of accreditation.
- Provide additional opportunities for parents/community members to be engaged as reflective and collaborative partners.

Innovation in Performing Arts Education

Provide additional opportunities for all students to enhance creativity through cross-curricular links and engagement with the PA curriculum.

Success criteria for this strategic direction

Highly effective and innovative practice

- A whole school and integrated approach to 4C pedagogy that reflects innovative and responsive teaching and learning practices.
- All faculty plans and programs reflect opportunities for meaningful, collaborative cross-faculty practice.
- Cross-faculty collaboration hubs engage in projects that reflect authentic collaborative practice.
- The school is recognised as a leader in innovative practice, and continuous improvement in the creative and performing arts.
- Student voice is a key component in the reflection and assessment of successful teaching and learning practice.

Innovation in Performing Arts Education

- All areas of the school value the contribution of the Performing Arts in shaping the deep learning and engagement of students.
- There is a collective school-wide responsibility for further strengthening Newtown High School of the Performing Arts as a lighthouse school for excellence in the Arts.
- PA and Non-PA faculties collaborate regularly with a focus on creativity and PA practices to enhance all learning across the school.

Evaluation plan for this strategic direction

Question: To what extent have we transformed our practices? What has been the impact of implementing 4C Transformative Learning protocols on student performance? How well do teachers collaborate to evaluate, reflect on, and adapt practice?

Data: The following data sources will be collected and analysed by relevant teachers, leaders, and teams:

- Teaching and Learning programs to reflect

Evaluation plan for this strategic direction

innovative and responsive approaches.

- Student work samples including digital portfolios and passion projects.
- Classroom observation records and reflection
- Student feedback and reflection
- NAPLAN data
- SCOUT value added data.
- Tell Them From Me survey data
- Focus groups

Analysis: The evaluation plan will involve:

- Regular review of data sources to provide clarity as to whether the school is on track for achieving the intended improvement measures.
- Regular professional discussion and evaluation of practice in collaborative hubs.

Implications:

After analysing the data, the school will evaluate the effectiveness and impact of the innovative, collaborative approaches adopted. This will inform the school's future directions and next steps.

Strategic Direction 3: Learning Culture

Purpose

To sustain and nurture an inclusive and connected teaching and learning environment that challenges students to become creative, engaged, thriving citizens.

Improvement measures

Target year: 2024

SEF assessment of the element "Learning Culture" is "Excelling" in the themes of *High Expectations*, *Transitions and Continuity of Learning* and *Attendance* from a baseline of "Sustaining and Growing".

Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 75.3%.

Target year: 2022

Student attendance rates of >90% are at or above the system-negotiated lower bound target of 87.4%.

Initiatives

Creative and Performing Arts

The school will nurture and develop the innate creativity of all students, allowing them to become successful, creative performers within the artistic context of our school and in the wider community.

- Develop creative and performing arts electives that challenge and extend students in the performing arts to increase engagement and creative thinking.
- Embed a personalised learning approach that enables students to create, receive feedback, and reflect on their identified learning goals.
- Extend inter-school, national and international learning alliances to ensure students are engaged and challenged.
- Forge creative partnerships with the Local Aboriginal Education Community Group and other cultural institutions to ensure Indigenous perspectives are reflected in all programs.

High Potential & Differentiation

The school will implement the DoE High Potential and Gifted Education Policy and the building of high expectations and continual improvement.

- The school uses high impact professional learning (HIPL) to develop effective and targeted professional learning.
- Develop teacher agency to effectively use data to differentiate curriculum, inform teaching practices and provide feedback to students so that learning is maximised.

Success criteria for this strategic direction

Creative and Performing Arts

- The school demonstrates high expectations within the Creative and Performing Arts and is committed to the pursuit of excellence.
- Effective partnerships and programs ensure students are motivated to deliver their best and continually improve.
- Partnerships with community, parents and external professional practitioners are supported, and motivate students and teachers to achieve their best.
- A school community that has a deeper understanding and appreciation of Aboriginal and Torres Strait Islander history and culture.

High Potential & Differentiation

A whole school system and integrated approach that facilitates measurable improvement in engagement and supports student learning.

- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- Teaching programs and classroom practice across all KLAs 7-12 demonstrate a whole school focus on High Potential and Differentiation.
- Learning intentions, success criteria and feedback are an embedded practice in all KLAs.
- Teachers use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

Evaluation plan for this strategic direction

Question: To what extent have we achieved an inclusive and connected teaching and learning environment?

Evaluation plan for this strategic direction

Data: The school will use the following data:

- Number of students involved in the school's showcase seasons/events
- Teaching and learning programs
- Student work samples
- SCOUT, RAP and NAPLAN data
- Sentral wellbeing reports
- Qualitative data as measured by student surveys and focus groups'
- Tell Them From Me survey data

Analysis: Analysis will be ongoing and embedded within the programs through progress and implementation monitoring.

Implications: The findings of the analysis will lead to future planning and will be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.