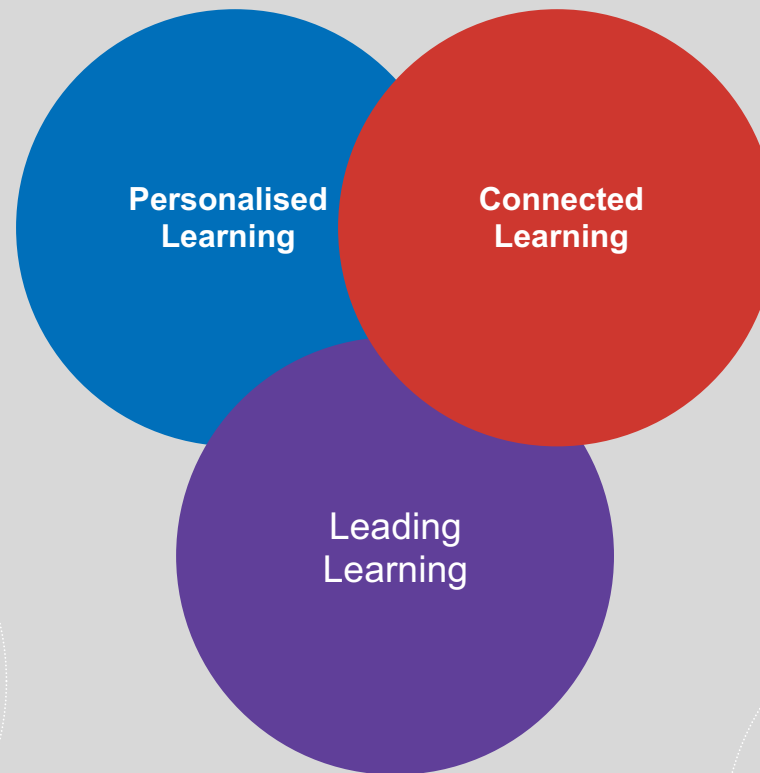


School plan 2015 – 2017

Campbelltown Performing Arts High School - 8180





School vision statement

At CPAHS we believe strongly in ensuring students are supported to be empowered individuals who contribute authentically to their learning. We recognise that all students are individuals and that student voice and choice are integral to enhanced student learning.

Students at CPAHS are supported to become critical and creative thinkers and to understand the purpose of learning. We aim to develop all students to recognise their potential impact and inspire them to be active and contributing citizens.

In our community we value collaboration and communication shaped by mutual respect. Through strong community partnerships, students are provided with opportunities for authentic, co-created learning experiences.

We believe in supporting all teachers to be highly effective, passionate, innovative educational leaders. We seek to continually innovate to meet the needs of C21st learners whilst evaluating and measuring the impact of teaching to drive continual improvement.

School context

Campbelltown Performing Arts High School is a specialist performing arts high school serving a diverse area of South West Sydney. With an enrolment of approximately 1135 students the school draws 60% of students from the local area and 40% through open audition in the areas of dance, drama, music and circus arts.

78 students identify as Aboriginal and approximately 30% of students speak more than one language at home, with a total of 55 different languages being spoken overall. Samoan, Arabic, Spanish and Tagalog represent the top four languages with the number of students speaking these languages increasing every year.

The school has its main focus on improving student learning outcomes through the consistent application of quality teaching practices underpinned by whole-school, and targeted, teacher professional learning. Action learning is used extensively, and very successfully, throughout the school to improve teacher practice and to trial innovative pedagogical approaches. Strong welfare and leadership programs and well-resourced technology facilities complement curricular programs.

The school has received international, national and state recognition in a range of areas including the use of technology, leadership, curriculum and assessment, professional learning and Aboriginal education. CPAHS is widely recognised as an innovative school focusing on C21st learning, as indicated through selection as a Microsoft Global Showcase School and an AITSL Learning Frontiers Lab Site.

School planning process

This school plan was developed after extensive consultation with representatives from all key stakeholder groups. This included:

Students – The Tell Them from Me survey captured the opinion of all students. This was followed by a number of student focus groups which allowed for more detailed and focused discussion of key areas. This included specific feedback on each strategic direction as well as strategies for implementation.

Parents and community – A number of discussions were held with parents using identified protocols, such as the World Café and Kitchen Table discussion protocols, led by both an external facilitator and school personnel. These discussions sought specific feedback on the strategic directions as well as input on specific strategies for implementation. Sessions were held both in the evening and during the day to maximise participation. Sessions were also held for specific cultural groups such as our Aboriginal Parent and Community Group and Arabic Parent Group. Community representatives were also invited and attended these consultations including representatives from Campbelltown City Council, Campbelltown Arts Centre and local Aboriginal elders. Feedback was also sought from the AECG.

Staff – The planning process was led by the executive team, with regular and specific input from teaching staff using consultation protocols. This ensured specific feedback, at intervals, on both the strategic directions as a whole as well as the 5 Ps (purpose, people, processes, practices and products).



Purpose:

To ensure that all students are provided with learning opportunities that are individualised, differentiated, build on their passions and capabilities and develop student ownership and understanding of themselves as learners.

Purpose:

To develop and implement programs that connect students' learning with issues and environments beyond school, foster co-creation with the community, and allow for integration of learning across subjects and contexts.

Purpose:

To build the leadership capacity of all members of the school community to ensure innovative and highly effective practices through tailored professional learning, rigorous processes and systems, and clear evaluation methodologies.

Strategic Direction 1: Personalised learning

Purpose

To ensure that all students are provided with learning opportunities that are individualised, differentiated, build on their passions and capabilities and develop student ownership and understanding of themselves as learners.

Improvement Measures

- ❖ Reduction in Year 9 students below NMS for writing to be comparable with state data.
- ❖ Increase in the number of Year 9 students achieving expected growth in NAPLAN numeracy against 2014 data.
- ❖ Increased growth for HSC students in the higher bands against 2014 data.
- ❖ Percentage of ATSI students achieving expected growth is comparable to that of the whole school population.

People

Students: Students develop their metacognitive skills through strategies that make learning visible, including through self- and peer-assessment, e-portfolios and student-led learning conferences.

Staff: Teachers develop a deep understanding of the key features of personalised learning and a broad range of strategies to personalise learning for all students. Strategies to achieve this include action learning projects, a Learning Hub to foster team-teaching and personalised professional learning plans.

Parents/Carers: Parents/carers are provided with opportunities to identify how their child learns best and what their future directions are through a range of strategies including individual learning plans, e-portfolios and student-led conferences.

Community Partners: Community partners, including partner schools within and beyond NSW, are harnessed to support models of personalised learning including through internships, simulations and community-based projects.

Leaders: Leaders are developed to support the implementation of personalised approaches to learning through leadership of action learning, school visits, targeted professional learning and immersion in design thinking processes.

Processes

Personalisation - Professional learning opportunities support the adoption of personalised learning, including through the use of portfolios, peer and self-assessment, metacognitive processes, and personalised learning plans.

Literacy and numeracy - All teachers are supported through professional learning, including the use of mentors, to enhance their literacy and numeracy teaching practices. Students' literacy and numeracy skill development is benchmarked to measure growth.

Innovation - Ongoing involvement in professional learning on highly effective, research-based and emerging practices, including design thinking and prototyping, deepens teachers' understanding of C21st pedagogy. Survey data on student engagement measures incremental improvement in overall student engagement.

Differentiation - Establishment of a Learning Hub to cater more effectively to the needs of individual and small groups of students, as well as to provide a professional learning space and model of differentiated learning for teachers. Professional learning delivered for all teachers on models of differentiation, from learning difficulties to GAT.

Evaluation Plan

NAPLAN
HSC SMART and RAP data
Literacy and numeracy continuums

Products and Practices

Products:

Reduction in Year 9 students below NMS for writing to be comparable with state data.

Increase in the number of Year 9 students achieving expected growth in NAPLAN numeracy against 2014 data.

Increased growth for HSC students in the higher bands against 2014 data.

Percentage of ATSI students achieving expected growth is comparable to that of the whole school population.

Practices:

Students are supported to identify and articulate their learning goals through e-portfolios and student-led conferences.

Students in Years 7 – 9 are mapped and benchmarked against literacy and numeracy continuums and provided individualised instruction to support their literacy and numeracy development.

All students are immersed in learning that is relevant, innovative and engaging. This includes access to a broad repertoire of strategies, relevant to C21st learners, which effectively support the achievement of learning outcomes.

Learning opportunities are differentiated to meet the needs of all students, including students with specific identified learning and behavioural needs and gifted and talented students.

Strategic Direction 2: Connected Learning

Purpose

To develop and implement programs that connect students' learning with issues and environments beyond school, foster co-creation with the community, and allow for integration of learning across subjects and contexts.

Improvement Measures

- ❖ 85% Year 12 students achieve the transition goal outlined in their Individual Transition Plan.
- ❖ Tell Them From Me surveys indicate increased engagement and satisfaction with learning.
- ❖ BYOD policy results in 50% students bringing their own device in Years 7 – 9.

People

Students: Students develop the capacity to use technology more effectively through explicit technology-based learning, and co-create connected learning experiences through student- and teacher-identified learning partnerships.

Staff: Teachers utilise more effective ways to connect learning to authentic experiences including through involvement in action learning projects and professional learning on project-based, integrated and co-created learning.

Parents/Carers: Parents/carers are provided with opportunities to work in partnership with teachers and students including as community representatives, industry experts and through setting transition goals with their children.

Community Partners: Community partners, including council, universities, businesses, non-government organisations and other schools, are identified and partnerships with them strengthened for enhanced authenticity in learning.

Leaders: Leaders are developed to support the implementation of co-created and connected learning through leadership of action learning projects, school visits, targeted professional learning, and learning experiences co-created with other schools.

Processes

Technology - Implementation of BYOD policy to increase technology access for all students. Extensive learning for teachers on how to use technology to personalise and enhance learning outcomes for all students.

Integrated learning - Development of an online mapping tool to strategically plan for integrated content/ skills 7 – 10. Implementation of a range of models that support integrated learning including timetabled cross-curriculum classes and project-based learning.

Partnerships - Identification and establishment of partnership opportunities with a broad cross-section of expertise in the community. Ongoing consultation with key stakeholders for authentic collaborative planning of learning. Professional learning on how to engage more deeply with community for meaningful learning, including on project-based learning.

Transition - Increased exposure for access to a range of pathways for students including university, TAFE and TVET, Trade Skills Centre, SBATS. Establishment of a process for the effective development and monitoring of Individual Transition Plans.

Evaluation Plan

Transition plans
Tell Them From Me survey
Community surveys and consultations
Post-destination and curriculum data
BYOD surveys

Products and Practices

Products:

85% Year 12 students achieve the transition goal outlined in their Individual Transition Plan.

Tell Them From Me surveys indicate increased engagement and satisfaction with learning.

BYOD policy results in 50% students bringing their own device in Years 7 – 9.

Processes:

Students use technology in relevant and authentic ways to enhance learning and deepen engagement.

Students access integrated learning opportunities through curriculum mapping, and project-based learning and integrated units.

Increased flexible timetabling and curriculum structure accommodates a more integrated curriculum.

Strong partnerships support the co-creation of learning with students and teachers including with AECG, universities, Campbelltown City Council, business, NFPs and community organisations.

Individualised Transition Plans are developed and monitored for each senior student, with contribution from parents/carers, students and teachers.

Strategic Direction 3: Leading Learning

Purpose

To build the leadership capacity of all members of the school community to ensure innovative and highly effective practices through tailored professional learning, rigorous processes and systems, and clear evaluation methodologies.

Improvement Measures

- ❖ Over 75% teachers are involved in action learning projects as practitioner-researchers, with the findings of each iteration shared and scaled with all staff.
- ❖ 10 teachers gain accreditation at Accomplishment or Lead by 2017.

People

Students: Students develop leadership capacity at all levels through current leadership programs, as well as through the implementation of new approaches that harness student voice for learning, and support leadership for specific, community-based projects.

Staff: All teaching and support staff develop and implement an individualised professional learning plan that meets their identified learning needs and ensures growth and development.

Leaders: Mentoring and design programs are tailored to support the professional growth of leaders and aspiring leaders.

Processes

Teacher Research - Teachers investigate new pedagogies through practitioner-research, supported by an academic partner. This research feeds into, and is informed by, participation in national and global projects.

Personalised Professional Learning - Individual professional learning plans support staff growth through jointly constructed professional goals, detailed analysis of data and clear feedback on professional practices.

Teacher Leadership - Teachers are supported to develop their leadership skills through design thinking programs, accreditation workshops and feedback and opportunities to lead, co-lead and evaluate action learning projects and inter-school working parties.

Student Leadership - Student leadership programs are expanded to include design teams, student voice projects to drive learning and curriculum, and community project teams.

Evaluation Plan

Action learning project reports
Accreditation data
Professional Learning Plan evaluations
Student leadership data

Products and Practices

Products:

Over 75% teachers are involved in action learning projects as practitioner-researchers, with the findings of each iteration shared and scaled with all staff.

10 teachers gain accreditation at Accomplishment or Lead by end 2017.

Practices:

All teachers and support staff develop and implement personalised Professional Learning Plans that are iterative, aligned to school priorities and ensure ongoing improvement in practice.

Personalised professional learning workshops support the identified learning needs of all teachers.

Leadership capacity is developed in teachers through targeted mentor programs, opportunities to present at twilight sessions and the leadership of action learning projects.

Students enjoy increased leadership opportunities through SRC, Leadership Team, T&L Action Teams increased community projects and a range of whole school and external programs.