

School plan 2018-2020

Hunter School of Performing Arts 8819



School background 2018–2020

School vision statement

Hunter School of the Performing Arts provides a creative learning environment where excellence is nurtured to enable all students to perform at their best.

School context

Hunter School of the Performing Arts is a community school (Years 3–12) which offers a comprehensive curriculum with a performing arts specialty.

The school has an enrolment of 1150 students across Years 3–12 including 43 Aboriginal or Torres Strait Islander students. Students are enrolled from the Hunter Region, Central Coast, Port Stephens and beyond. The school caters for a wide range of student abilities with a strong emphasis of students' interests and skills in dance, music and drama. The school is unique being the only public school in NSW where entry is gained through an audition process.

The key initiatives and programs in the school focus on student well-being and values education, quality teaching and learning and teacher accountability through structured professional development.

Hunter School of the Performing Arts works closely with Merewether High as a local management group and has links with The Newcastle University Conservatorium of Music, the National Institute of Dramatic Art and Civic Theatre Newcastle.

Students at the school are supported by a staff of 80 teachers and 20 support and administrative officers.

The school community believes that the school should provide freedom and support for individuals to make responsible choices and that the school will provide a quality learning environment that promotes and develops future-focused learning.

School planning process

The school evaluation process reviewed the strengths, opportunities and areas for development across the school at a time of Australian curriculum implementation and an unprecedented range of program reforms within the NSW Department of Education.

The development of the plan was informed by consultation with various groups such as HSPA staff, the Muloobinbah Aboriginal Education Consultation Group, the HSPA Parents and Citizens Association, HSPA student leaders and survey tools including Tell Them From Me, People Matter, and Partners in Learning.

School teams analysed a range student performance data including SCOUT (the DE's business intelligence tool), HSC results, Sentral reports, the National Assessment Program for Literacy and Numeracy (NAPLAN), and the Validation of Assessment for Learning and Individual Development (VALID) to review strengths, opportunities and areas for further development. Other sources, including student exit surveys, retention and attendance data, also assisted in providing measures of student engagement.

Key reforms and research considered in the shaping of this plan included the NSW DE's Strategic Plan 2018–2022, Australian Professional Standards for Teachers (NESA), the Quality Teaching Framework (DE) and various CESE publications including What Works Best; Improving High School Engagement; Classroom Practice and Achievement; Six Effective Practices in High Growth Schools; and How Schools Can Improve Literacy and Numeracy Performance and Why It (Still) Matters.

School strategic directions 2018–2020



Purpose:

To strengthen the school's dynamic and creative learning environment across the school through outstanding pedagogy, resulting in high levels of student engagement and achievement.

Purpose:

To strengthen school systems and methods of communication to ensure quality of teaching and learning leads to improved outcomes for all students.

Purpose:

To create a learning environment supported by positive, respectful relationships are evident and where student and staff wellbeing is promoted to ensure optimum teaching and learning conditions.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To strengthen the school's dynamic and creative learning environment across the school through outstanding pedagogy, resulting in high levels of student engagement and achievement.

Improvement Measures

High Expectations

All teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Explicit Teaching

All teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.

People

Students

Develop their knowledge and skills regarding independent learning, self-efficacy, the General Capabilities and task comprehension.

Staff

Engage with targeted professional learning around explicit teaching strategies, curriculum differentiation and future-focused pedagogy to improve outcomes for all students.

Leaders

Oversee and resource the development and delivery of targeted staff professional learning and accountability measures around explicit teaching strategies, curriculum differentiation and future-focused skills.

Parents/Carers

Deepen their understanding around quality teaching strategies and partner with the school to build and reinforce skills that help their children become successful learners.

Community Partners

Support teachers through specific expertise to meet the teaching and learning goals (eg. UoN, AECG, professional networks, consultants).

Processes

High Expectations – Differentiation team.

All teachers demonstrate best practice in designing and implementing high quality differentiated teaching programs and assessment tasks.

Explicit Teaching – Explicit Teaching team.

All teachers draw on current research and best practice to embed future-focused learning in all teaching programs and adopt a school-wide approach explicit teaching techniques that improve outcomes for students (focus: learning intentions and rubrics).

Evaluation Plan

High Expectations:

- lesson observations
- audits of teaching programs
- assessments and rubric
- School Excellence Framework

Explicit Teaching:

- Tell Them, From Me survey
- internal surveys, audits and observations
- School Excellence Framework

Practices and Products

Practices

High Expectations: Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students set personal realistic, aspirational learning goals.

Explicit Teaching: Teachers use explicit, effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities.

Products

High Expectations: All teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Explicit Teaching: All teachers use a common format for programs, tasks, scope and sequences, CANVAS homepage.

Strategic Direction 2: Quality Systems

Purpose

To strengthen school systems and methods of communication to ensure quality of teaching and learning leads to improved outcomes for all students.

Improvement Measures

Effective Feedback

Student feedback is personalised and comprehensive, providing detailed and clear information about next steps for improvement.

Use of Data To Inform Practice

- Students' academic growth from Year 9 NAPLAN scores to HSC results exceeds state growth in each subject (upper two bands focus).
- The percentage of students in the top two NAPLAN bands in reading, writing and numeracy exceeds the percentage for statistically similar schools.
- Value-added growth is assessed as Sustaining and Growing across Years 3–5, 5–7, 7–9 and 9–12.

People

Students

Develop skills in self-regulation utilising teacher and peer feedback to improve learning outcomes

Staff

Use quality assessment and feedback processes and a range of data to inform the development and delivery of high quality teaching and learning programs.

Leaders

Oversee and resource the development and delivery of a whole school approach to a) assessment and feedback for students on their learning b) improving student literacy and numeracy levels in identified areas and c) consistent use of ICT systems.

Parents/Carers

Actively partner with the school in their child's learning through existing communication avenues and increase engagement with teaching and learning programs through an enhanced learning management system (Canvas).

Community Partners

Support staff with targeted professional learning and help provide students with expert feedback on their learning eg. external HSC markers, competitions, awards, work readiness interviews, consultants, industry experts, DE personnel and community groups (eg. AECG).

Processes

Effective Feedback – *Feedback team*

All teachers draw on research to design and implement consistent school-wide quality feedback strategies.

Use Of Data To Inform Practice – *Literacy and Numeracy teams*

All teachers implement quality understandings and use of data leading to range of targeted literacy (writing focus) and numeracy strategies that inform quality teaching and learning practices to drive improvement in student outcomes.

Evaluation Plan

Effective Feedback:

- focus groups
- student reports
- marking rubrics for all tasks
- documentation audit

Use Of Data To Inform Practice:

- SCOUT, SMART reports
- NAPLAN, HSC and VALID results
- literacy and numeracy progressions
- ongoing formal and informal assessment

Practices and Products

Practices

Effective Feedback: All teachers provide explicit, specific and timely formative and summative feedback related to defined success criteria.

Use of Data: The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with relevant staff.

Products

Effective Feedback: Student feedback is personalised and comprehensive, providing detailed and clear information about next steps for improvement.

Use of Data: Learning goals are informed by analysis of internal and external student progress and achievement data.

Strategic Direction 3: Quality Relationships

Purpose

To create a learning environment supported by positive, respectful relationships are evident and where student and staff wellbeing is promoted to ensure optimum teaching and learning conditions.

Improvement Measures

Classroom Management: All learning environments are well managed within a consistent, school-wide approach.

Wellbeing: The school has implemented evidence-based whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

Collaboration: All staff develop new knowledge and skills through meaningful engagement in the school's coordinated and targeted professional learning program.

People

Students

Actively promote and uphold the school's vision and values; follow all school expectations in order to maximise effective learning time and build positive relationships with teachers and peers; engage with co-curricular and leadership opportunities across the school.

Staff

Support and implement the school's school-wide classroom management procedures; actively support and engage with the staff professional learning program.

Leaders

Oversee the effective implementation of a whole-school approach to classroom management and provide support to staff as required; resource and coordinate an effective staff professional learning program .

Parents/Carers

Engage positively with the school regarding student behaviour and welfare matters, and partner with staff to maximise their child's learning outcomes.

Community Partners

Partner with leading community agencies, industries and organisations to enhance the wellbeing and learning for students and staff ie. AECG, welfare agencies, educational institutions, emergency services.

Processes

Classroom Management – CM team. The school adopts a consistent approach to classroom management, promotion of student engagement and responsibility for learning.

Wellbeing – Wellbeing team. The school adopts a consistent approach to collecting, analysing and using a range of data to design and implement strategies to improve student wellbeing and engagement.

Collaboration – Collaboration team. The school adopts a coordinated professional learning program characterised by high levels of discussion, collaboration and professional sharing.

Evaluation Plan

Classroom Management:

- Sentral reports; Faculty Review data
- Tell Them From Me survey

Wellbeing:

- attendance rates
- Kids Matter survey
- Sentral incident reports
- Tell Them From Me Survey

Collaboration:

- Minutes from staff meetings
- Quality Teaching rounds
- professional learning plans and evaluations
- internal/external surveys/ focus gps

Practices and Products

Practices

Classroom Management: A school-wide approach to effective and positive classroom management is evident in every classroom. Teachers model and share a flexible repertoire of strategies for classroom management, promotion of student engagement and responsibility for learning.

Wellbeing: Teachers collect, analyse and use a range of data to implement a whole school approach to improving student wellbeing and engagement.

Collaboration: Students, teachers and faculties regularly and meaningfully engage in professional discussions and collaborate to improve teaching and learning outcomes.

Products

Classroom Management: Well managed learning environments within a consistent, school-wide approach. All students engaged in productive learning with minimal disruptions.

Wellbeing: Evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

Collaboration: Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and provision of specific and timely feedback between students, teachers and faculties.