

School plan 2018-2020

Campbelltown Performing Arts High School 8180



School background 2018–2020

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 all 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 1100 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.

109 students identify as Aboriginal and approximately 41% of students speak more than one language at home, with a total of 56 different languages being spoken overall.

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 wellbeing 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, future-focused school, as indicated through our selection in global and national programs including Social Ventures Australia's STEM program, Schools Plus' National Fellowship program and NSW DoE's School of the Future.

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 strategic directions as well as strategies for implementation.

Parents and community – A number of discussions were held with parents using identified protocols over three sessions, capturing feedback from over 250 community members. These discussions sought specific feedback on the school vision and 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.

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 well as the 5 Ps (purpose, people, processes, practices and products).

School strategic directions 2018–2020



Purpose:

To provide high quality learning experiences that foster the development and individual learning needs of the whole student. Students will develop future-focused skills and knowledge through personalised, engaging learning aimed at creating active and informed citizens.



Purpose:

To ensure that teaching practice is high quality, innovative, collaborative and evidence-informed. All staff contribute to a learning culture that promotes shared responsibility for student engagement and achievement.



Purpose:

To build leadership capacity across the learning community to achieve the shared strategic vision of the school. All school community members are committed to student learning through high expectations and continuous improvement.

Strategic Direction 1: Thriving future–focused learners

Purpose

To provide high quality learning experiences that foster the development and individual learning needs of the whole student. Students will develop future–focused skills and knowledge through personalised, engaging learning aimed at creating active and informed

Improvement Measures

Stage 4 students are tracked against skills progressions and show growth from Year 7 to 8.

All Year 7 – 9 students demonstrate ownership of learning through e–portfolios and student–led conferences.

Students meet personalised goals in Stage 6 Learning and Transition Plans.

People

Students

Students deepen their understanding about their strengths and areas for development and set goals to ensure ongoing improvement for success at and beyond school.

Staff

Staff adopt a whole school approach to setting and assessing personalised goals and learning experiences for all students.

Parents/Carers

Parents increase capacity to contribute to development and monitoring of learning goals for their children.

Processes

Refine and implement skills progressions for use by teachers and students, linking achievement to work samples and engaging teachers in professional learning to support consistency of judgment.

Scale Learning Advisory through Years 7–9 so that students drive their own learning through personalised learning goals, learning portfolios and student–led conferences.

Provide personalised support for transition at key points across all stages including Stage 3 into 4 transition processes, personalised support for students in Stages 4 and 5, and individual Learning and Transition Plans for all Stage 6 students.

Evaluation Plan

Progress towards improvement measures will be evaluated through: tracking student achievement against skills progressions; analysis of e–portfolios; parent, teacher and student surveys; analysis of Learning and Transition Plans; post–school destination data.

Practices and Products

Practices

Skills progressions are used by teachers and students to assess and track the achievement of identified future–focused skills across years.

Shared, school–wide responsibility is evident in a consistent approach to student wellbeing and behaviour management.

Learning Advisory supports every student in Years 7–9 to drive their own learning.

Products

Literacy and numeracy strategies are strategically mapped and embedded across all subjects and stages.

Personalised transition plans are evident for all students at key entry and exit points.

Strategic Direction 2: High quality, collaborative teaching practice

Purpose

To ensure that teaching practice is high quality, innovative, collaborative and evidence-informed. All staff contribute to a learning culture that promotes shared responsibility for student engagement and achievement.

Improvement Measures

Evaluation by Western Sydney University shows that the integrated curriculum is engaging and supports increased achievement of learning outcomes.

Every staff teacher has a high quality professional development plan, underpinned by effective use of data, that evidences the impact of professional learning.

People

Students

Students are consistently supported by high quality teachers to develop the skills and knowledge required for success at school and in the future.

Staff

Teachers work collaboratively to develop a deep understanding of the learning experiences that engage, challenge and support students to succeed at school and in the future.

Leaders

Leaders build the capacity of all teachers to implement highly effective and innovative approaches to learning.

Community Partners

Community are supported to understand the purpose of schooling and the school vision for future-focused learning as well as engage in opportunities for sharing and consultation.

Processes

Develop, refine and implement a highly effective approach to integrated learning in Stage 4.

Support all teachers to continually improve their practice through personalised, embedded, research-informed and contextually-relevant professional learning.

Evaluation Plan

Progress towards improvement measures will be evaluated through: student, teacher, parent and community surveys; recommendations from community consultation; analysis of work samples; analysis of teaching and learning programs; lesson observations and feedback; external evaluation by WSU; analysis of professional development plans; professional learning survey data.

Practices and Products

Practices

STEM is implemented across stages 4 and 5 through a range of models and underpinned by high quality professional learning.

Future-focused learning practices and pedagogies are refined and consistently scaled by teachers across the school.

Technology is leveraged as a pedagogical tool to maximise student engagement and achievement, including the use of new and emerging technologies.

All staff are engaged in personalised professional learning that is high quality, innovative, collaborative and evidence-informed.

Products

Stage 4 curriculum is integrated, rigorous and underpinned by the school's design principles.

Strategic Direction 3: Distributed leadership and continuous improvement

Purpose

To build leadership capacity across the learning community to achieve the shared strategic vision of the school. All school community members are committed to student learning through high expectations and continuous improvement.

Improvement Measures

Survey data demonstrates increased authentic opportunities for parents and community members to contribute to, and provide feedback on, learning programs.

Action learning evaluation reports indicate enhanced teacher learning and improved implementation of effective practices.

Increased numbers of teachers accredited at Highly Accomplished or Lead levels.

People

Students

Students are supported to develop agency and leadership through class-based and whole school programs.

Staff

All staff focus on continuous improvement and growth through high quality PDPs.

Parents/Carers

Parents and community partners are provided with ongoing opportunities to engage in and provide feedback on key directions and practices.

Leaders

Leaders are engaged in targeted professional learning to drive whole school transformation and improvement.

Processes

Support parent and community members to engage with student learning in sustained and authentic ways, including through community consultation, student-led conferences, exhibitions and co-created learning experiences.

Build the capacity of teachers to engage in collaborative research, underpinned by rigorous evaluation, through a codified approach to action learning.

Improve teacher practice and increase leadership capacity through a high quality Performance and Development Plan process, and support teachers seeking accreditation at the higher levels through strategic programs.

Evaluation Plan

Progress toward improvement measures will be evaluated through: data on community participation in events; survey from parents and community; student focus groups; analysis of teacher reflection; synthesis of action learning report findings; analysis of work samples; data on teacher accreditation.

Practices and Products

Practices

Parents and community members are contributing partners in student learning experiences through new approaches to consultation, co-creation and exhibition and feedback.

Leadership capacity of teachers is built as research-practitioners through action learning.

Student agency and leadership capacity is developed through whole school and personalised programs.

Products

Future-focused, purpose-built spaces, designed by key stakeholders, are leveraged to enhance learning experiences.

Ongoing improvement of professional practice by all staff is evidenced through high quality, Performance and Development Plans and accreditation processes, including at the higher levels for accomplished and lead teachers.