School plan 2015 – 2017

Wollongong High School of the Performing Arts (8143)
<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Wollongong High School of the Performing Arts offers a fully integrated academic and arts curriculum that focuses on excellence, providing quality teaching and learning. The school develops creative thinkers for the 21st century, fostering educational partnerships with students, staff, parents, the community, tertiary institutions, educational partners and professional industries. The school cultivates holistic wellbeing through the core values of safety, tolerance, achievement and respect which provide the basis for a dynamic and caring school.</td>
<td>Wollongong High School of the Performing Arts is a culturally diverse, co-educational, high school that focuses on the arts in a specialised environment. The twin goals ‘academic excellence’ and ‘excellence in the performing arts’ have succinctly summed up the school’s purpose and focus for a number of years. However, the school provides much more than our highly regarded academic and performing arts programs. All students are encouraged to pursue their goals and are given every opportunity to achieve their full potential through a broad and flexible curriculum with an emphasis on quality teaching.</td>
<td>A school planning team comprising of representatives from senior executive, executive and teachers was established to lead the planning process at Wollongong High School of the Performing Arts. The team developed a consultation procedure, which engaged the students, staff and community, to assist with the establishment of the school vision, three key strategic directions and the 5Ps (purpose, people, processes, practices and products) for each strategic direction. Throughout the planning process executive were regularly consulted in the endorsement of the developed material. On the completion of the school plan staff were provided an information session outlining the detail of the plan.</td>
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Wollongong High School of the Performing Arts has an enrolment of 1090 students, including 33 Aboriginal students, with 65% of students enrolled at the school by audition in Dance, Drama, Music and Visual Arts. The school also operates a behaviour complex that is located at Wollongong. The Smith Street Unit comprises of three ED classes.
STRATEGIC DIRECTION 1
CREATIVE 21ST CENTURY LEARNERS

Purpose:
To provide an integrated academic and arts curriculum that focuses on quality teaching, learning and assessment. This is achieved and fostered through a technology rich learning environment where teachers personalise learning for all students. This results in students who are innovative and independent learners who are prepared to make positive contributions in an increasingly complex world.

Focus Areas:
- Working Technologically
- Personalising Learning

STRATEGIC DIRECTION 2
EDUCATIONAL PATHWAYS & PARTNERSHIPS

Purpose:
An expert teaching staff who engage in satisfying and progressive career pathways, which create opportunities for all. This is achieved through high quality professional learning, educational alliances and the establishment of community partnerships for staff and students. This results in a school culture of continuous improvement that caters for the needs of 21st century learners.

Focus Areas:
- Professional Learning
- Community Partnerships

STRATEGIC DIRECTION 3
SCHOOL COMMUNITY WELLBEING

Purpose:
To create and inspire a school community that fosters and values holistic wellbeing through the core values of safety, tolerance, achievement and respect. This is achieved by providing a range of initiatives that target the individual needs of our staff and students. This results in a happy and caring school environment.

Focus Areas:
- Wellbeing of our people
- Wellbeing of our place
## Strategic Direction 1: CREATIVE 21ST CENTURY LEARNERS

### Purpose

To provide an integrated academic and arts curriculum that focuses on quality teaching, learning and assessment. This is achieved and fostered through a technology rich learning environment where teachers personalise learning for all students. This results in students who are innovative and independent learners who are prepared to make positive contributions in an increasingly complex world.

### Focus Areas:
- Working Technologically
- Personalising Learning

### Improvement Measures

- Establishment of a reliable and flexible infrastructure to support stimulating learning resources established and maintained.
- The development of a repertoire of innovative and instructional teaching and learning practices to be implemented.
- Development and implementation of personalised learning strategies into each students learning continuum.
- Value adding to all students demonstrated through an improved average of NAPLAN, ROSA and HSC performance.
- Current budgeting processed evaluated to allow for an infrastructure in line with the school vision and direction.

### People

**How do we develop capabilities of our people to bring about transformation?**

**Students:**
- Recognition of prior learning, learning styles, motivation and engagement, interests and talents.
- Develop student’s creative, collaborative, communication and critical thinking skills.

**Staff:**
- Develop 21st century learning competencies and practices to enable staff to implement creative, connected, collaborative curriculum that is flexible, dynamic and innovative.

**Parents:**
- Create an awareness and involvement of 21st century instructional and learning practices.

**Community partners:**
- Promote and profile WHSPA as an innovative academic and arts education institution.

**Leaders:**
- Create opportunities for continued development of the School Planning leadership team.

### Processes

**How do we do it and how will we know?**

- Learning is designed and structured so that each student is progressing at their own rate, through appropriate adjustments and personalisation of learning.
- Develop the critical, reflective, conceptual and enabling technological skills of students supported by the use of current technology in line with BYOD practices.
- Teachers are to provide opportunities for students to present their work in a range of modes.
- Ongoing evaluation and maintenance of technology infrastructure.
- Assist teachers to identify and provide for students with specific learning needs.
- Provide more opportunities for teachers to document their teaching practice and store student learning samples.
- Conduct an internal audit of our implementation of syllabuses and then seek independent evaluation of our work.

**Evaluation Plan:**
- Focus group meetings Week 3 of each term to evaluate progress.

### Products and Practices

**What is achieved and how do we know?**

**Products**
- A reliable and flexible infrastructure to support stimulating learning resources established and maintained.
- A repertoire of innovative instructional teaching and learning practices being implemented.
- Students with specific learning needs identified and individualised learning programs in place.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- Teachers are developing and implementing personalised teaching and learning programs catering for the needs of individual students.
**Strategic Direction 2: EDUCATIONAL PATHWAYS AND PARTNERSHIPS - Professional Learning**

### Purpose
An expert teaching staff who engage in satisfying and progressive career pathways which create opportunities for all. This is achieved through high quality professional learning, educational alliances and the establishment of community partnerships for staff and students. This results in a school culture of continuous improvement that caters for the needs of 21st century learners.

**Focus Area:**
- Professional Learning

### Improvement Measures
- Implementation of DEC P& D Framework to support professional learning plans and achievement of professional goals.
- Collegial observation process negotiated, implemented and reviewed across the school to support ongoing improvement of professional practice.
- Faculty teaching and learning programs and assessment reflect evidence of personalisation of learning, provision of student choice within assessment and a variety of feedback methods.

### People
**How do we develop capabilities of our people to bring about transformation?**

**Students:** Taught how to reflect on their learning to identify strengths and areas of need.

**Staff:** Supported in how to reflect on their practice and knowledge to identify strengths and areas of need.

Professional learning to provide strategies to use to personalise learning and feedback to students.

Core group trained in Co-Coaching and share this expertise with a selected teacher partner.

**Parents:** Aware of child’s strengths and areas of need and how to best support their learning.

**Community partners:** CNI aware of teacher needs and develop professional learning as appropriate. Sharing observation practice and ideas with other secondary schools eg CNI.

**Leaders:**
- HT’s aware of staff PL needs and identify opportunities and suggest as appropriate.
- Trained in Co-Coaching; lead through doing to determine what works and what doesn’t.

### Processes
**How do we do it and how will we know?**

All teachers develop meaningful PLPs to guide the achievement of professional goals leading to improved professional practice.

All teachers engage in meaningful, collegial observations of practice for ongoing improvement.

School TPL activities structured to enable all teachers to share knowledge and practice about personalise learning and feedback to all students.

**Evaluation plan:**
Focus group meetings Week 3 of each term to evaluate progress.

### Products and Practices
**What is achieved and how do we know?**

**Products:**
Teachers engaging in continual professional learning to improve professional knowledge and practice.

Culture of observation and professional discourse about instructional practice.

Teachers develop knowledge and improve practice to enable them to personalise learning and feedback to all students.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
Teachers personalising learning for all students.

Teachers observing colleagues and discussing best practice.

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Wollongong High School of the Performing Arts
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EDITED 12 May 2015 at 2.27pm
### Strategic Direction 2: EDUCATIONAL PATHWAYS AND PARTNERSHIPS - Community Partnerships

**Purpose**

An expert teaching staff who engage in satisfying and progressive career pathways which create opportunities for all. This is achieved through high quality professional learning, educational alliances and the establishment of community partnerships for staff and students. This results in a school culture of continuous improvement that caters for the needs of 21st century learners.

**Focus Area:**
- Community Partnerships

**Improvement Measures**

- Broaden and deepen educational alliances with local tertiary institutions, industry, CAPA groups, including stronger educational ties with other CAPA schools.
- Redesigned webpage to encourage parent & community usage, enhancing involvement and access to WHSPA curriculum & events. Together with promoting effective communication to establish stronger ties with educational alliances.

### People

**How do we develop capabilities of our people to bring about transformation?**

**Staff:**
- Developing community partnerships combining resources and skills from the following:
  - Focus group leaders
  - Teachers
  - Student support officer
  - Careers advisor

**Parents:**
- Involve parents through P&C initiatives to access community partnership opportunities within school community.

**Community partners:**
- Develop and maintain effective partnerships with local organisations & institutions, including:
  - UOW
  - TAFE: TVET options TVET – TAFE
  - Community groups (welfare/training services)
  - Industry: local and international businesses for school-to-work pathways and sponsorship opportunities.
  - Arts training institutions eg NIDA, AIMÉ, BANGARA and Merrigong Theatre
  - Working with other PA schools

**Leaders:**
- Key stakeholders and members of community partnerships focus group.

### Processes

**How do we do it and how will we know?**

**Deepening Alliances**
- Evaluate current partnerships to include existing educational, community, industry and CAPA links.
- Analyse WHSPA data and school-partnership research information, and determine partnership needs for WHSPA, to enhance teaching & learning.

**21st Century Corporate Image**
- Develop strategies and plans for implementation of a new corporate image.

**Centenary of WHSPA Project**
- Coordinate plan of action and lead the development of the school centenary celebrations.

**Evaluation Plan:**
- Focus group meetings Week 3 of each term to evaluate progress.

### Products and Practices

**What is achieved and how do we know?**

**Products:**

**Deepening Alliances**
- Establish educational alliances with local tertiary institutions, industry, CAPA groups to access enhanced learning and create opportunities for teachers to work with their students in new ways to cater for the 21st century learner beyond the classroom.

**21st Century Corporate Image**
- Develop and maintain a new corporate image, in line with the new Strategic Directions of WHSPA, including:
  - Website redesign
  - Logo/Crest redesign
  - Stationary (letterheads, banners, signage)
  - Additional school motto created, for example: "1st School in the Illawarra – 100 years of Quality Education"

**Centenary of WHSPA Project**
- Centenary Celebration Gala evening planning & implementation (April 2016).
Strategic Direction 3: SCHOOL COMMUNITY WELLBEING – Wellbeing of our people

**Purpose**
To create and inspire a school community that fosters and values holistic wellbeing through the core values of safety, tolerance, achievement and respect. This is achieved by providing a range of initiatives that target the individual needs of our staff and students. This results in a happy and caring school environment.

**Focus Areas:**
- Wellbeing of our people

**Improvement Measures**
- Equip students with the skills and support to empower them to be resilient and happy.
- Staff to have a range of skills and strategies to effectively manage and support all students.

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<th>Purpose</th>
<th>How do we develop capabilities of our people to bring about transformation?</th>
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<tbody>
<tr>
<td>Students:</td>
<td>Empower students to maintain and improve their own wellbeing.</td>
<td></td>
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<tr>
<td>Staff:</td>
<td>Through ongoing professional learning increase staff knowledge and skills to support staff and student and wellbeing.</td>
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<tr>
<td>Parents:</td>
<td>P&amp;C consulted and informed in the implementation of relevant staff and student wellbeing programs.</td>
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<tr>
<td>Community partners:</td>
<td>Engage local support agencies as required to further support and inform staff and students in welfare issues.</td>
<td></td>
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<tr>
<td>Leaders:</td>
<td>Professional learning for the WHSPA welfare team to build the capacity of all staff in supporting student welfare.</td>
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<table>
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<tr>
<th>Processes</th>
<th>Purpose</th>
<th>How do we do it and how will we know?</th>
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<tr>
<td>Attendance</td>
<td>Implement processes to ensure student attendance is monitored and maximised and develop procedures for targeting specific students.</td>
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<tr>
<td>Student Wellbeing</td>
<td>Implement relevant and contemporary student wellbeing programs that result in happy and engaged students.</td>
<td></td>
</tr>
<tr>
<td>Staff Wellbeing</td>
<td>Implement relevant and contemporary staff wellbeing programs that result in happy and engaged staff.</td>
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**Evaluation Plan:**
Focus group meetings Week 3 of each term to evaluate progress.

<table>
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<th>Products and Practices</th>
<th>Purpose</th>
<th>What is achieved and how do we know?</th>
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<td>Attendance</td>
<td>Increased student attendance by 0.2% each year.</td>
<td></td>
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<tr>
<td>Student Wellbeing</td>
<td>Evidence of a school culture of happy and engaged students.</td>
<td></td>
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<tr>
<td>Staff Wellbeing</td>
<td>Staff to build and retain their own health and wellbeing so they can enjoy work.</td>
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**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- **Attendance**
  Effective and efficient attendance policy and procedures in place.
- **Student Wellbeing**
  Students demonstrate resilience and positive self-help strategies.
- **Staff Wellbeing**
  Learn how to undertake work in a sustainable manner.
  Act as role models and provide support for staff.
Strategic Direction 3: **SCHOOL COMMUNITY WELLBEING** – Wellbeing of our place

**Purpose**

To create and inspire a school community that fosters and values holistic wellbeing through the core values of safety, tolerance, achievement and respect. This is achieved by providing a range of initiatives that target the individual needs of our staff and students. This results in a happy and caring school environment.

**Focus Areas:**

- Wellbeing of our place

**Improvement Measures**

- One cross faculty learning program & assessment with a sustainability focus by 2017.
- Grant applications completed and submitted.
- Reduction in environmental footprint within 12 months

**People**

How do we develop capabilities of our people to bring about transformation?

**Students:**

Develop students’ knowledge & respect of:
- environmental sustainability & sustainable practices
- stimulating learning environments

Develop SRC’s capabilities in promoting the student group and daily sustainable practices.

**Staff:**

Develop staff knowledge of sustainable practices.

Ensure classrooms, hallways and whole school environment is visually stimulating and promote a culture of positive learning.

Empower and assist in planning classroom activities that incorporate and promote sustainable practices.

Promote and maintain sustainable daily practices (Reduce, Reuse, Recycle).

**Parents:**

P&C to be aware of and promote twin products.

**Community partners:**

Develop and maintain effective partnerships with local organisations & institutions, including:
- UOW
- Science Centre
- Wollongong Botanic Gardens
- Eco Schools

**Processes**

How do we do it and how will we know?

**Implementing cross-curricular programs with a sustainability focus.**

Creating links between faculties (e.g. HSIE & Science) to develop curriculum based learning & assessment with a focus on sustainability.

Reduce WHSPA’s environmental footprint and increase the profile of student environmental group.

Implement monitoring and controlling measures to help reduce WHSPA’s environmental footprint.

Increase environmental committee activities and profile around school through meaningful projects.

Completion of grants and ongoing maintenance and improvement stimulating learning environments

Identify and apply for several targeted environmental grants.

Work with SRC to complete ongoing projects.

**Evaluation Plan:**

Focus group meetings Week 3 of each term to evaluate progress.

**Products and Practices**

What is achieved and how do we know?

**Products:**

Cross curricular programs with pilot faculties.

Grant applications completed which will lead to greater awareness as well as creating and maintaining stimulating learning environments.

Monitor and reduce WHSPA’s environmental footprint through various methods including monitoring of energy / appliance use as well as eco saving measures.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices:**

Greater cross-curricular collegiality with environmental focus.

Increasing the profile of student environmental group.