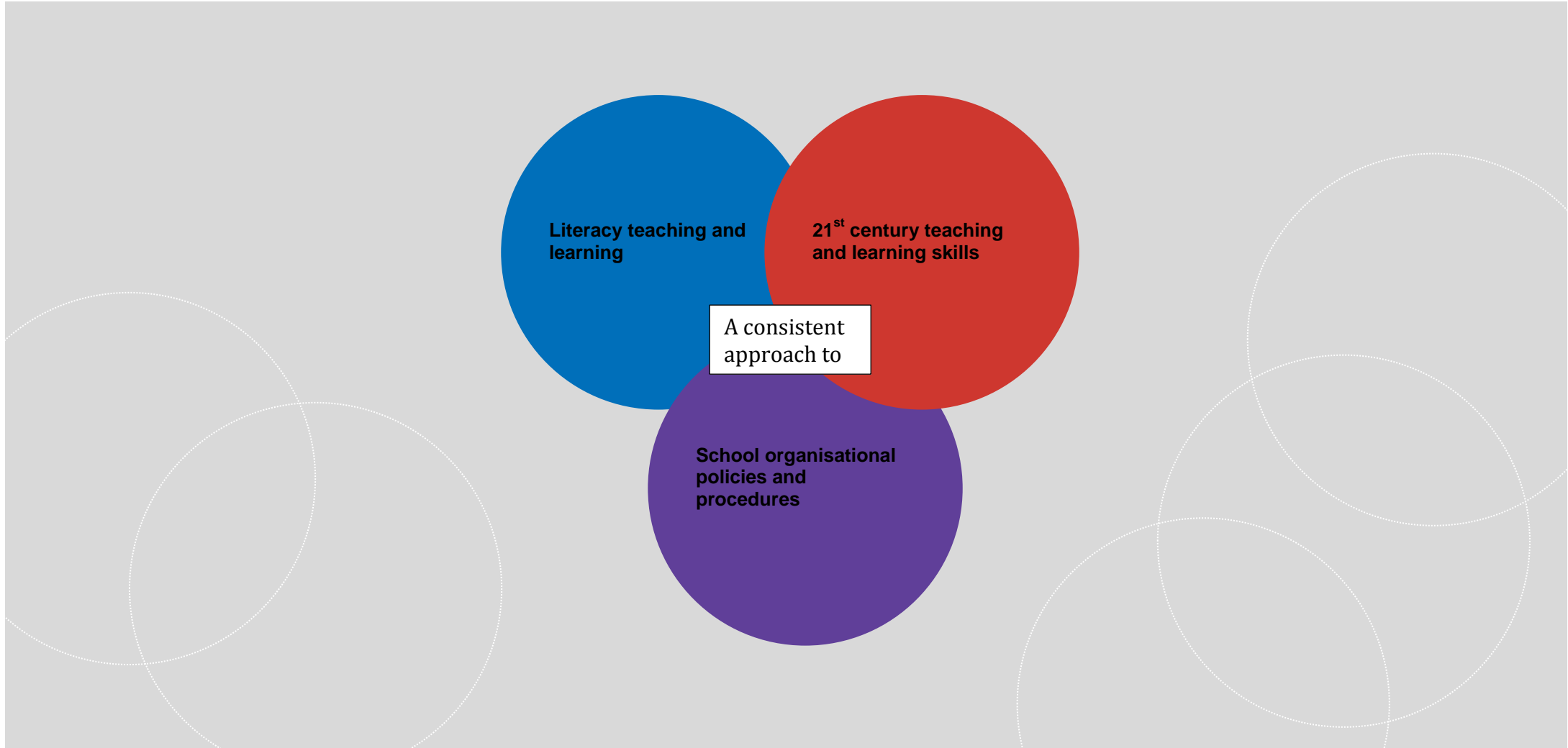


School plan 2015 – 2017

Conservatorium High School 8147





School vision statement

The Conservatorium High School was established in 1918 as the secondary arm of the NSW State Conservatorium of Music. It remains the State's only specialist music high school dedicated to the education of the whole musician. The school affords students a breadth of experience and training in all aspects of music while providing them with an excellent broadly based secondary education.

School context

The Conservatorium High School is part of the NSW public school network with a net enrolment of 165 students. They are drawn from the greater Sydney region and from around the State. The composition of the student body reflects the cultural and ethnic diversity of our region.

Staffed and administered by the NSW Department of Education, the school also avails itself of the pedagogical expertise of top professional musicians and teachers, resident and visiting, many of whom are employed by the Conservatorium's tertiary arm, the Faculty of Music of the University of Sydney. In addition to its special relationship with the University, the Conservatorium High also has strategic partnerships with such music & educational institutions as *Gondwana* / Sydney Children's Choir, Sydney Youth Orchestras, the Penrith Symphony Orchestra, the Philharmonia Choirs, the Australian National Choral Association and the Kodály Music Education Institute of Australia.

School planning process

The chosen strategic directions are the result of extensive consultation with the school community and interested external parties.

Students, parents and staff were surveyed using *SurveyMonkey*. Responses were collated, analysed and the results incorporated into the present document.

Staff contributions have been solicited at general staff meetings, during school development days and through a literacy-specific survey.

Data informing significant pedagogical changes have also been drawn on. That process includes ongoing benchmarking exercises with such educational bodies as: Victorian College of the Arts Secondary School, University of Sydney's Faculty of Music, Middle School Affiliated with the Shanghai Conservatory, School of the Arts Singapore, Bartók Music High School Affiliated with the Liszt Ferenc Academy of Music.



STRATEGIC DIRECTION 1

Literacy teaching and learning

Purpose:

To ensure maximum effectiveness in the teaching of literacy it must be done systematically and explicitly in all Key Learning Areas and the approach staff adopt must be consistent.

If all students are to achieve the literacy standards stipulated in Stage 6 the requisite skills must be inculcated systematically starting in Year 7, i.e., students must be given appropriately sequenced scaffolding.

Students must be equipped with the requisite literacy skills that will enable them to write, comprehend and orally explicate intellectually challenging texts of a standard comparable with those used at the top academically selective schools.

STRATEGIC DIRECTION 2

21st century teaching and learning skills

Purpose:

For 21st-century learners 'being literate' entails more than just general conversance with technology. It means engaging creatively to the full with Information Communication Technology [ICT] pedagogy and the ever-expanding potential of the digital environment. It entails broadening the scope of programs to include critical thinking and collaborative skills designed to equip students for a broad spectrum of post-secondary destinations.

STRATEGIC DIRECTION 3

School organisational policies and procedures

Purpose:

As the number and complexity of school accountabilities increases so the greater the need for consistency in organisation, management, archiving and retrieval of policies and procedures. Lack of consistency leads to waste of time and hampers the effectiveness of the teaching program.

Consistency in whole-school policies and procedures will provide clear processes to guide staff in their work. It will also provide greater clarity in the articulation of outcomes expected of staff, students, and of the responsibilities of parents/carers and stakeholders. More consistent policies and procedures will streamline time-management practices, galvanise purposefulness and liberate creative thinking, all to the improvement of educational outcomes for our students.

Strategic Direction 1: Literacy teaching and learning

Purpose

Why do we need this particular strategic direction and why is it important?

Purpose:

To ensure maximum effectiveness in the teaching of literacy it must be done systematically and explicitly in all Key Learning Areas and the approach staff adopt must be consistent

If all students are to achieve the literacy standards stipulated in Stage 6 the requisite skills must be inculcated systematically starting in Year 7, i.e., students must be given appropriately sequenced scaffolding.

Students must be equipped with the requisite literacy skills that will enable them to write, comprehend and orally explicate intellectually challenging texts of a standard comparable with those used at the top academically selective schools.

Improvement Measures

People

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

Students: Students are cognisant of how to develop their reading & comprehension, writing and speaking. The commonality of skills entailed is made overt using the language of the Literacy Continuum.

Staff: All staff use the Literacy Continuum and Quality Teaching model to ensure their teaching and learning is explicitly aligned with the literacy and linguistic characteristics peculiar to our students.

Parents/Carers: Parents, to the degree possible, become more engaged with the process of improving literacy skills.

Community Partners: Contact established with primary schools from which incoming Year 7 students are drawn to liaise over their transition to the Con High, specifically, with reference to literacy using Planning Literacy And

Processes

How do we do it and how will we know?

- Development of Stage 4 Programming and Assessment Pro-formas for the explicit teaching of literacy and 21st-century skills.
- Further professional development on the Literacy Continuum.
- Whole-school professional development targeting the NSW Quality Teaching model to ensure explicit teaching is taking place.
- Professional Development to support Faculty Head Teachers implementing the Programming and Assessment Pro-formas.
- Staff completion of Teaching English Language Learners course.
- Ongoing refinement of programs in line with the Programming and Assessment Pro-formas.
- Programming & Assessment Pro-forma incorporated into and monitored through staff Professional Development Plans

Products and Practices

Product: CHS Programming Pro-forma

Practice: All programs in Stages 4 utilise the CHS Programming & Assessment Pro-forma to ensure explicit quality teaching and development of literacy capabilities as per the Literacy Continuum.

Product: CHS Assessment Pro-forma

Practice: All programs in Stages 4 utilise the CHS Assessment Pro-forma to ensure explicit quality assessment and monitoring of literacy capabilities as per the Literacy Continuum.

Product: Stage 4 Data Wall

Practice: All faculties are responsible for assessing and monitoring Stage 4 students in one critical aspect of literacy as per the Literacy Continuum.

Practice: Literacy Continuum data are used to inform teaching and learning.

Product: CHS Quality Teaching Support Document.

- ❖ 100% of staff trained in TELL.
- ❖ 100% of who are engaging in sharing the development of proformas in 'Executive Sharing'.
- ❖ All KLAs use Programming and Assessment Pro-formas in Stage 4.
- ❖ 80% of staff seeking assistance from EAL/D teacher to modify programs and assessments.
- ❖ CHS achieves 80% of the 'Sustaining level' targets in the DoE Literacy Matrix.

Numeracy software.

Leaders:

- *Faculty Head Teachers support staff in developing their Stage 4 units of work and assessments using the Programming and Assessment Pro-formas
- * Faculty Head Teachers model the pedagogical and administrative aspects of teaching literacy across the curriculum and catering to EAL/D students.
- * Faculty Head Teachers provide support and guidance for staff when developing skills in teaching literacy.
- * Faculties' progress in the implementation of the Pro-forma is monitored and discussed at weekly executive meetings.

Evaluation Plan

The Executive, with assistance from the School Plan Team, establish an on-going cycle of re-evaluation taking cognisance of the Department's School Excellence Framework and the Literacy Matrix

Practice: NSW Quality Teaching model is used to guide and discuss all teaching and learning.

Strategic Direction 2: 21st century teaching and learning skills

Purpose

Purpose:
For 21st-century learners 'being literate' entails more than just general conversance with technology. It means engaging creatively to the full with ICT pedagogy and the ever-expanding potential of the digital environment. It entails broadening the scope of programs to include critical thinking and collaborative skills designed to equip students for a broad spectrum of post-secondary destinations.

Improvement Measures

- ❖ 65% increase in student use of the Learning Centre.
- ❖ 100% of staff consciously exploiting the potential of the school's BYOD policy for the purpose of teaching & learning.
- ❖ 40% increase in staff TPL relating to 21st century learning.
- ❖ Staff survey to monitor confidence in 21st century teaching and learning.

People

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

Students: Through participating in a variety of learning experiences, students extend their knowledge, understanding, and skills pertaining to their self-efficacy as a 21st century learner.

Staff: Staff take responsibility for developing their capabilities around 21st century learning and ensure these skills are reflected in their teaching and learning programs.

Parents/Carers: Parents develop understanding of the BYOD policy and actively engage in monitoring and modelling responsible use of ICT.

Community Partners:

Utilise to the full university research resources available in the Conservatorium library

Leaders:

- * Faculty Head Teachers monitor and support staff in embedding 21st century learning skills into programs.
- * Teacher-Librarian models innovative use of Learning Centre.
- * Faculties' progress in the implementation of the Pro-forma is monitored and discussed at weekly executive meetings.

Processes

How do we do it and how will we know?

- Development of Stage 4 Programming and Assessment Pro-formas to drive explicit teaching of literacy and 21st century skills.
- Whole school professional development targeting the NSW Quality Teaching model to ensure explicit teaching is taking place.
- Whole school professional development around 'Fullan's 6 C's'.
- Provision of BYOD policy and associated staff professional development.
- Ongoing development of the Library/Learning Centre.

Evaluation Plan

The Executive, with assistance from the School Plan Team, establish an on-going cycle of re-evaluation taking cognisance of the Department's School Excellence Framework.

Products and Practices

Product: BYOD Policy.

Practice: Teachers implement pedagogy around BYOD that explicitly targets 21st century learning skills.

Product: A physical learning environment that reflects the needs of 21st century learners.

Practice: Teachers and students regularly utilise the 21st century learning aspects of the classroom, staff room and learning centre to create teaching and learning programs that develop 21st century learning skills.

Product: 21st century learning matrix based on 'Fullan's 6 C's'.

Practice: Teachers use the 21st century learning skills matrix to create programs that develop students skills in:

- Communication
- Creativity
- Critical Thinking
- Collaboration
- Citizenship
- Character Education

Strategic Direction 3: School organisational policies and procedures

Purpose

Purpose:

As the number and complexity of school accountabilities increases so the greater the need for consistency in organisation, management, archiving and retrieval of policies and procedures. Lack of consistency leads to waste of time and hampers the effectiveness of the teaching program.

Consistency in whole-school policies and procedures will provide clear processes to guide staff in their work. It will also provide greater clarity in the articulation of outcomes expected of staff, students, and of the responsibilities of parents / carers and stakeholders. More consistent policies and procedures will streamline time-management practices, galvanise purposefulness and liberate creative thinking, all to the improvement of educational outcomes for our students.

Improvement Measures

- ❖ 100% of staff trained in Restorative Practices.
- ❖ All policies and procedures are in document warehouse and are understood by all staff.
- ❖ The following of discipline and welfare policies and procedures is reflected by a 10% increase in Sentral reporting.
- ❖ 2% increase in attendance.
- ❖ 5% decrease in lateness to class.
- ❖ 10% increase in staff satisfaction with organisational procedures (from SurveyMonkey).

People

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

Students: Students are aware of all relevant policies and procedures and actively follow them.

Staff: Staff are aware of all policies and procedures and actively follow them.

Parents/Carers: Parents and carers are aware of all policies and procedures and actively follow them.

Community Partners: Policies and Procedures reflect our unique links with Sydney University, Gondwana Choirs, other educational partners and external tutors.

Leaders:

- * Faculty Head Teachers induct new staff in to policies and procedures.
- * Faculty Head Teachers model the following of policies and procedures at all time.
- * Faculty Head Teachers update policies and procedures in a timely manner.

Processes

How do we do it and how will we know?

- Development of CHS Staff Handbook.
- Development of CHS Student Handbook
- These handbooks will contain the Policies and Processes by which the school is managed. They will be clear, concise in a consistent format and able to be understood by all.

Each year (by term 4), Staff and Students new to the school that year will provide feedback on the current document and update the document in hard copy to be submitted to the School Executive. This will then be used to update the soft version for publication the following year. Those staff and students will then take the subsequent “new” staff and students through the updated Handbooks at the beginning of the following year.

Evaluation Plan

The Executive, with assistance from the School Plan Team, establish an on-going cycle of re-evaluation taking cognisance of the Department’s School Excellence Framework.

Products and Practices

Product: CHS Staff Handbook developed and published.

Practice: CHS Induction, Policies and Procedures routinely followed by all staff.

Product: CHS Student Handbook developed and published.

Practice: CHS Induction, Policies and Procedures adhered to by all students.

Product: CHS Discipline Policy articulated and published.

Practice: CHS Discipline Policy and Procedures adhered to by all staff

Product: CHS Welfare Policy articulated and published.

Practice: CHS Welfare Policy and Procedures adhered to by all staff

Product: Staff Roles and Responsibilities described, articulated and published.

Practice: Staff, students and parents know whom to contact for what purpose in the school.

Product: Effective Attendance System process and follow up.

Practice: Computer, laptop or tablet available for every staff member to mark every class roll. More effective roll marking and follow up.