

# Strategic Improvement Plan 2021-2024

## Conservatorium High School 8147



# School vision and context

## School vision statement

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Conservatorium High School is dedicated to the pursuit of musical and academic excellence. It esteems the ideals of integrity, respect and compassion and is committed to providing a supportive and stimulating environment in which students can strive to realise to the full their music, academic, social and creative potential. Through its school-based programs and its collaboration with the tertiary arm of the Conservatorium of Music, Sydney University's School of Music, the Conservatorium High School affords musically and intellectually gifted students extensive experience and training in all aspects of music while providing them with a top-notch, broad secondary education.

## School context

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The Conservatorium High School was established in 1918 at the behest of the inaugural director of the NSW State Conservatorium of Music, Henri Verbrugghen. He firmly believed that a good general education is as much a necessity to a musician as to a lawyer or a medical practitioner. One hundred years later, the school remains faithful to this credo. The Conservatorium High School is part of the NSW public school network with a net enrolment of 160 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 The Song Company, the Penrith Symphony Orchestra, the Australian Film, Television and Radio School, the Australian National Choral Association and the Kodály Music Education Institute of Australia.

# Strategic Direction 1: Student growth and attainment

## Purpose

Conservatorium High School students are extremely capable young people. Growth and attainment is not only about academic achievement, but working towards personal, social, community and global wellbeing. While setting very high academic standards, our true purpose is the betterment of our selves, our school, our community, our world.

## Improvement measures

### Target year: 2022

87.7% of students achieve in top two bands for Reading in NAPLAN testing.

### Target year: 2022

89.1% of students achieve in top two bands for Numeracy in NAPLAN testing.

### Target year: 2023

70.4% of students achieve expected growth in NAPLAN Reading.

### Target year: 2023

72.3% of students achieve expected growth in NAPLAN Numeracy.

### Target year: 2022

86.8% of students results in top 2 bands of the HSC.

### Target year: 2022

95.5% of student attendance is over 90%.

## Initiatives

### Reading for Comprehension and Nuance

Assess efficacy of Wide Reading models to improve Comprehension and Nuance.

Investigate different explicit-teaching/scaffolding models as ways to enhance Comprehension and understanding of Nuance.

Develop a Pop-up Library & re-invigorate the school spaces in the shared Library.

High quality professional learning in Data Literacy, Analysis and Use.

### Differentiation in Mathematics

Evaluate Formative Assessment models for Numeracy and Mathematics.

Investigate correlation between differentiation and achievement in Maths, and compare to the correlation between acceleration and achievement in Maths.

Negotiate an effective Differentiation/Acceleration program for Mathematics.

High quality professional learning in Data Analysis regarding Assessment and Reporting.

### Attendance

Investigate possible strategies to improve timely arrival to school and to class. Evaluate technological solutions to improve attendance data collection.

Interrogate potential Timetable flexibility to enhance the positive learning environment.

Investigate cross-over between Attendance and Peak Performance & Wellbeing.

Work closely with Departmental support staff to encourage attendance.

## Success criteria for this strategic direction

Students achieve in the top two bands for NAPLAN reading, writing and numeracy.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Student growth)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Attendance)

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. (SEF - Data literacy)

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement judgement of student learning and identify areas for improvement and extension. (SEF Dta use in teaching)

## Evaluation plan for this strategic direction

Timely and rigorous analysis of internal and state data sources to guide progress and efficacy, including:

- NAPLAN
- SCOUT
- HSC
- Internal school data
- Work samples
- SENTRAL attendance records

Analysis will be embedded within the initiatives and will inform future directions.

# Strategic Direction 2: The Whole Musician

## Purpose

As the State's only Specialist Music High School, we are committed to developing in our students, the knowledge, skills, understandings, attitudes, habits, dispositions and mindsets required for a Con High student to become a whole musician.

## Improvement measures

### Target year: 2024

At External Validation the school will be assessed as Excelling in Learning Culture, Wellbeing and Educational Leadership

### Target year: 2024

All Yr 10 and Yr 11 students will have undertaken some Music Activity as Community Service.

### Target year: 2024

Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above 86.3% in the Tell Them From Me surveys.

### Target year: 2024

Individualised Learning Pathways established for all students.

## Initiatives

### Character Strengths for Musicians

Develop Positive Leadership for Musicians (Staff and Student models).

Making Music as a Community Service.

Embedding student wellbeing as a component of the Music program.

Develop policies and procedures to recognise positive behaviour.

Professional Learning for all staff in Character Strengths and Behaviour Management.

Embed Character Strengths as our over-arching model for behaviour management across the school.

### Skills for Musicians

Build a broader Kodaly Music Ed skills base.

Embed Peak Performance & Wellbeing

Develop innovative programs using the Grant funds to maximise student skills.

### Increased opportunities and pathways to Music Careers

Explore Scholarship opportunities for students

Investigate pathways for Advanced Standing/Recognition of Prior Learning for Con High students into and through CHS and Sydney Conservatorium of Music (SCM).

Investigate further partnerships with SCM

## Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of musical excellence (SEF Learning Culture)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning and enhances opportunity. (SEF Learning Culture)

The school has implemented evidence-based change to whole-school practices, resulting in measurable improvements in Wellbeing. (SEF Wellbeing)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement, so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF Educational Leadership)

## Evaluation plan for this strategic direction

Evidence of graduates continuing to develop as musicians:

- Records of Positive Behaviour interactions (Pink Positivity Slips)
- Student voice
- Qualitative improvement measure (surveys all stakeholders)
- Improved pathways through the institution
- DASS (Depression Anxiety Stress Scale assessments)
- All yr 11 students acquire leadership skills
- Staff leadership and promotions within school

Analysis will be embedded within the initiatives and will inform future directions.

# Strategic Direction 3: Curiosity, Creativity & Critical Thinking

## Purpose

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Students who are already in the top 5% of the State in terms of academic and musical achievement require a greater degree of qualitative improvement to continue to grow, develop and flourish in an educational environment. Enhancing Curiosity, Creativity and Critical Thinking in our students will engage and challenge them to work towards their personal best.

## Improvement measures

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### Target year: 2024

Creative components included in Assessment Tasks in each subject in Stage 4

### Target year: 2024

Explicit reflection and feedback on Curiosity and Creativity "components" in Stage 4 & 5 Tasks.

### Target year: 2024

Improvement in creative components at the HSC in Music and English.

## Initiatives

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### Stage 4 Creativity Tasks

Develop teaching programs to include a creative component in one task for each subject or to make a whole task a creative task.

Implement Professional Learning from the Department's Critical and Creative Thinking (CCT) program through the Quality Teaching framework.

### Stage 5 Curiosity projects

Develop and implement Science Research projects in Stage 5.

Develop and implement Music Stage 5 Lecture Demonstrations

Professional Learning on best practice in teaching the Australian Syllabus General Capabilities

### Stage 6 Critical Thinking projects

Ensure all subjects make explicit the Creative and/or the Critical Thinking skills required to complete HSC Assessment tasks at a Band-6 level.

Develop and implement an extended writing project, targeted at Stage 6.

## Success criteria for this strategic direction

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Students undertake tasks and activities that are challenging and engaging and contain approaches that are just within the ability range (or just beyond the current understanding) of the learners. (ACARA General Capabilities 2012. p. 54)

Students will willingly undertake tasks and activities that challenge them to think logically, to be open-minded, seek alternatives, tolerate ambiguity, inquire into possibilities, be innovative risk-takers and use their imagination. (ACARA General Capabilities 2012. p. 54)

## Evaluation plan for this strategic direction

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Collect and analyse data sources that give indications of creativity and critical thinking:

- Scout
- NAPLAN
- Internal Assessments
- Explore RAP data for HSC Creative Writing and Music
- HSC Component Reports
- Work Samples

Analysis will be embedded within the initiatives and will inform future directions.