TOP 2 PUBLIC SCHOOL EXCELS WITH ACADEMIC AND ARTS BALANCE

2016-18 BUSINESS PLAN

Learning for Life
OUR DEDICATED AND PROFESSIONAL STAFF PROVIDE AN ACADEMICALLY BALANCED EDUCATIONAL PROGRAM WITH A FOCUS ON ACADEMIC EXCELLENCE, GIFTED AND TALENTED ARTS AND SPECIALIST SOCCER EXCELLENCE.

Students are expected to study a full range of academic subjects to complement their studies within the Gifted and Talented Arts and Specialist Soccer Excellence Programs.

Our Gifted and Talented students use their love and passion for the arts to help them achieve their academic goals and become confident, creative and tolerant community members and leaders. Immersion in their area of interest and ability complements their academic learning, enabling them to achieve their full academic potential and have a range of choices on completing their secondary schooling.

The Business Plan was created in collaboration with and approved by John Curtin College of the Arts College Board, Parents and Citizens Association and the staff at John Curtin College of the Arts. The Business Plan forms part of a suite of documents including the Operational Plan, Workforce Plan, Financial Plan and the Delivery and Performance Agreement. All college priorities have resource allocations listed within the Financial Plan. Every three years the college undergoes a full school independent review in relation to the current business plan.
JOHN CURTIN COLLEGE OF THE ARTS WAS ONE OF THE FIRST INDEPENDENT PUBLIC SCHOOLS IN THE STATE AND IS WESTERN AUSTRALIA'S ONLY FULLY SELECTIVE ARTS COLLEGE.

The college caters for 1500 students from Years 7 to 12 and offers Gifted and Talented Programs in ballet, dance, drama, media arts, music, music theatre and visual arts, as well as a Specialist Soccer Excellence Program. As a Registered Training Organisation the college provides accredited certificate courses in arts related industries.

John Curtin College of the Arts has an outstanding record of academic achievement. The college is highly ranked in the top schools in Australia and the State for Year 12 university entrance examinations and academic achievement. The college strives to provide a holistic education for all students with a focus on pursuing personal excellence in learning for life. The strong community and parental support at the college contributes to student achievement.

The Academic Excellence Program is available for students who are gifted academically. There is provision for students within the immediate catchment area to enrol as a local student and all local students are able to access a comprehensive range of academic subjects including the Academic Excellence Program. Extra resources and specially trained teaching staff are provided to support these outstanding programs.

John Curtin College of the Arts’ Business Plan 2016 – 2018 outlines the college’s priorities and initiatives. The college continues to maintain and strive for excellence in the whole school curriculum by providing academic, artistic and cultural opportunities for all students. The provision of the best practice in educational delivery of Gifted and Talented education is paramount. The plan incorporates the Department of Education’s Focus 2016 – Directions for Schools and the High Performance – High Care: Strategic Plan for WA Public Schools, an initiative of the Director General’s Classroom First Strategy.

COLLEGE PURPOSE

At John Curtin College of the Arts we are committed to developing creativity, innovation and imagination in every student through the pursuit of excellence in all areas of the formal and informal curriculum, with a special emphasis on the arts. The college provides tailored courses and support structures so that students may achieve to the best of their ability according to their needs and aspirations, and develop skills and values that will equip them for a successful future. The college motto ‘Learning for Life’ highlights the continuous and cumulative nature of education throughout our lives.

COLLEGE VALUES

All staff model the College Values at all times. Students are encouraged to strive towards establishing the College Values as part of their daily principles and learn through exemplary behaviour modelled by staff and other students.

Creativity, Innovation and Imagination

Respect, Care and Compassion

Excellence

Fair Go

Responsibility

Integrity

COLLEGE VISION

To develop lifelong learners in the 21st century who care, lead and contribute to the community.

COLLEGE PRIORITIES

Gifted and Talented Education

Academic Excellence

Excellence in Teaching and Learning

Safe and Caring School Culture
GIFTED AND TALENTED EDUCATION
The college is committed to exemplary practices in Gifted and Talented education. Students use their gifts and passion for the arts to achieve their academic goals across all areas of study. The college caters for the academic, social and emotional needs of students by developing the individual potential of students through the arts, using the arts as a vehicle for artistic and creative expression.

STRATEGY

TEACHING AND LEARNING
- Use differentiated approaches to curriculum development, delivery, assessment and moderation including extension, acceleration and enrichment with a focus on creative critical thinking in practical and written experiences.
- Create innovative opportunities for performances and exhibitions.
- Maintain and develop inclusive and flexible identification and selection processes for entry into the college.
- Year 12 results in the Top 10 schools in the State for all Gifted and Talented arts courses with a minimum of 30% of Gifted and Talented students achieving 75% or above in WACE/ATAR courses and 10% above State averages.
- Balanced achievement in practical and written components of arts courses.
- SAIS results for Years 7 to 11 Gifted and Talented arts courses above State and like school averages.
- Achieve 90% student retention rates in Gifted and Talented courses.
- More than 800 applications for Year 7 Gifted and Talented courses.

ACADEMIC EXCELLENCE
STUDENTS ACHIEVE ACADEMIC EXCELLENCE AND PERSONAL BEST RECOGNITION AND REWARD

LEADERSHIP AND ADVOCACY
- Deliver accredited professional learning programs that develop best practice and understanding of Gifted and Talented arts students and the way they learn.
- Provide leadership and advocacy through Gifted and Talented arts programs.
- Model Gifted and Talented arts education for teachers in all WA schools.
- Develop and maintain relevant university, industry and community arts partnerships.
- All teachers trained and professionally developed in accredited Gifted and Talented professional learning using the University of New South Wales GERRIC modules and the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers.
- Continue to provide industry, community and university arts links and partnerships to create and maintain contemporary arts initiatives to add value to students’ creative and responsive abilities.

ACHIEVEMENT TARGETS
### ACADEMIC EXCELLENCE
Innovative, stimulating and rewarding education in a supportive learning environment produces outstanding students with a passion to excel academically across all curriculum areas.

#### STRATEGY
- Develop challenging programs to match the Australian and Western Australian Curriculum linking Year 7 through to Year 12 in sequential structures that consolidate and build on prior learning.
- Identify students’ academic potential and students experiencing learning disadvantage or difference in Year 7 through to Year 12. Provide support to all students and raise awareness with teachers and parents.
- Strive for excellence in NAPLAN.
- Innovate, stimulating and rewarding education in a supportive learning environment produces outstanding students with a passion to excel academically across all curriculum areas.

#### ACHIEVEMENT TARGETS
- STRATEGY ACHIEVEMENT TARGETS
- Students achieve academic excellence and personal best
- Maintain and develop recognition and reward strategies for students to engage in self-directed and creative learning in areas of personal interest.

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- Increase trends in students achieving College Swan Awards for academic achievement in all years and Year 12 School Curriculum and Standards Authority (SCSA) awards.

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### EXCELLENCE IN TEACHING AND LEARNING
Excellence in teaching and learning is achieved through professional knowledge, engagement and practice in context and how students learn.

#### STRATEGY
- Professional knowledge
- Professional practice
- Professional engagement

#### ACHIEVEMENT TARGETS
- STRATEGY ACHIEVEMENT TARGETS
- Professional knowledge
- Professional practice
- Professional engagement

#### STRATEGY
- Professional knowledge
- Provide and access professional learning opportunities to enhance teacher pedagogy.
- Support staff to implement the Australian and Western Australian Curriculum and ATAR courses.
- Support staff to negotiate a range of learning technologies, including ICT, into the curriculum and increase the use of such technologies to enhance learning opportunities.
- Integrate the general capabilities and cross-curricular priorities into programs and learning experiences including leading the STEM and STEAM curriculum initiatives in Western Australia.

#### ACHIEVEMENT TARGETS
- Professional knowledge
- Increase trends in teachers using innovative teaching strategies supported by participation in WACE course moderation and course information days and external WACE examination marking.
- Staff professional learning reflects current trends in excellent educational practice.
- Cross-curriculum projects and learning experiences relate to STEM and STEAM, sustainability, Asia literacy and Aboriginal and Torres Strait Islanders.

#### STRATEGY
- Professional practice
- Staff use, analyse and interpret school data and individual student data to enhance student learning.

#### ACHIEVEMENT TARGETS
- Professional practice
- Staff use, analyse and interpret school data and individual student data to enhance student learning.
- Utilise Department of Education and school wide systems such as SAMS, SESQA, CONNECT, NAPLAN, WACE, SCSA and TISC for collecting, monitoring, analysing and reporting local and external data to implement targeted and effective pedagogy.
- Positive feedback from parents on the quality of teaching practices through increased participation in school based survey data.

#### STRATEGY
- Professional engagement
- Teachers’ professional learning and reflective practice enhances instructional excellence.
- Effective change through annual Year 7 students, Student Council and Year 12 cohort meetings with College Executive Team regarding quality teaching and learning practices and programs.
- Empower staff to engage with and progress through the AITSL Professional Standards for Teachers, Senior Teacher process, Level 3 Classroom Teacher process and Certificate IV teacher qualifications.
- Increased number of teachers leading professional development of colleagues within and external to the school such as Professional Learning Network, Teacher Development Strategy, Pedagogy Collaborative Network and presenting at conferences.
- Ongoing university collaborative research and implementation of research based professional development programs.
SAFE AND CARING SCHOOL CULTURE

A safe and caring school culture consists of leadership at every level where staff and students demonstrate integrity of character using high competence and excellent communication skills in a values rich environment. Encouraging learning for life produces engaged and motivated learners and builds healthy relationships with each other and the world.

STRATEGY

LEADERSHIP AND VALUES

• Staff model the College Values through curriculum delivery, in class with students, at assemblies and in communication with parents.
• Students develop an understanding of and commitment to practicing the College Values at school and in the wider community.
• Promote decision-making that reflects collaborative, differentiated and supportive processes involving the College Board and Parents and Citizens Association, informed by the College Values and leadership strategies that are reflective of current trends and practices in education.
• All publications, promotional material, media opportunities and public events reflect the College Values.
• Principal survey and staff survey reflect positive satisfaction regarding decision making and leadership with more than 80% of staff completing it.
• The College Board is actively engaged in the governance of the college including educational, financial and policy decision making.

LEARNING FOR LIFE AND WELLBEING

• Provide consistent, open and accountable communication through further development of a parent engagement strategy.
• Promote the House System and extra-curricular clubs across the college community to involve all students and encourage participation.
• Promote main performances and exhibitions at the college theatres to the wider community and prospective parents and encourage students to attend these.
• Maintain an Environmental Sustainability Strategy linked to the Australian Curriculum.
• Develop, plan and establish funding sources to erect buildings’ master plan.

BUIDLING HEALTHY RELATIONSHIPS WITH EACH OTHER AND THE WORLD

• Develop and increase the number and variety of parent information evenings.
• Gifted and Talented enrolment application data indicates the college as a school of first choice.
• Increase extra-curricular student activities, in particular the number of clubs and participation rates.
• Demonstrate a trend towards reducing the college’s impact on the environment including rehabilitating the natural environment, utilities management and recycling.
• Buildings and grounds plan to reflect learning spaces for 21st century learners.
• Create more public artworks including sculptures and murals to reflect the arts in the buildings and grounds.

GLOSSARY

CREATIVITY, INNOVATION AND IMAGINATION
RESPECT, CARE AND COMPASSION • EXCELLENCE
FAIR GO • RESPONSIBILITY • INTEGRITY