



JOHN CURTIN
College of the Arts
COLLEGE OF THE ARTS

2016-18

BUSINESS PLAN

Learning for Life
TOP 2 PUBLIC SCHOOL EXCELS WITH ACADEMIC AND ARTS BALANCE



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

TEACHING AND LEARNING
LEADERSHIP AND ADVOCACY

ACADEMIC EXCELLENCE

STUDENTS ACHIEVE ACADEMIC EXCELLENCE AND PERSONAL BEST
RECOGNITION AND REWARD

COLLEGE VALUES

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

EXCELLENCE IN TEACHING AND LEARNING

PROFESSIONAL KNOWLEDGE
PROFESSIONAL PRACTICE
PROFESSIONAL ENGAGEMENT

SAFE AND CARING SCHOOL CULTURE

LEADERSHIP AND VALUES
LEARNING FOR LIFE AND WELLBEING
BUILDING HEALTHY RELATIONSHIPS WITH EACH OTHER AND THE WORLD



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

ACHIEVEMENT TARGETS

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.

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.



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	ACHIEVEMENT TARGETS
STUDENTS ACHIEVE ACADEMIC EXCELLENCE AND PERSONAL BEST	
<ul style="list-style-type: none"> 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. Use NAPLAN to develop excellence in student learning. 	<ul style="list-style-type: none"> Consistent placement in the Top 20 of all WA schools and Top 5 of all WA public schools for Year 12 WACE, ATAR and non-ATAR results. Placement in the Top 10 Schools for VET and Certificate II and III completion. Attainment and completion of WACE above 95%. Median ATAR above 85. All Band 9 and 10 Year 9 NAPLAN students achieve over 65% in individual Year 12 WACE examinations. Students who have completed the Academic Excellence Program should achieve a Year 12 ATAR above 80. All measures of Year 7 and Year 9 NAPLAN for bands, averages and progress to be similar to or better than the Top 5 public schools in Western Australia.
RECOGNITION AND REWARD	
<ul style="list-style-type: none"> Maintain and develop recognition and reward strategies for students to engage in self-directed and creative learning in areas of personal interest. 	<ul style="list-style-type: none"> Increase trends of students achieving College Swan Awards for academic achievement in all years and Year 12 School Curriculum and Standards Authority (SCSA) awards.



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	ACHIEVEMENT TARGETS
PROFESSIONAL KNOWLEDGE	
<ul style="list-style-type: none"> 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 integrate 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. 	<ul style="list-style-type: none"> 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.
PROFESSIONAL PRACTICE	
<ul style="list-style-type: none"> Staff use, analyse and interpret school data and individual student data to enhance student learning. 	<ul style="list-style-type: none"> Utilise Department of Education and school wide systems such as SAIS, SEQTA, 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.
PROFESSIONAL ENGAGEMENT	
<ul style="list-style-type: none"> Leading teachers through ongoing performance management practices and a research based professional development program, to continually enhance their teaching skills and professional leadership aspirations. Increase recognition of high standards of teaching and learning at the college through continued success in nominations and winning teacher awards. Develop and maintain educational partnerships with like-minded schools and tertiary institutions, feeder primary schools, vocational education training providers and industry leaders. 	<ul style="list-style-type: none"> 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 Networks, 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	ACHIEVEMENT TARGETS
LEADERSHIP AND VALUES	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Promote social, emotional and physical wellbeing of students and teachers through whole school approaches to mental health and wellbeing. Promote healthy and active lifestyles through participation in physical activities and the health education curriculum. Student Services provide proactive student behaviour management strategies for a safe and caring learning environment that promotes resilience and encourages and rewards positive student conduct. Use integrated information technology to develop confident and ethical technology users including the development and strengthening of electronic student attendance monitoring strategies and other innovative management tools. Equitable access to educational opportunities for all students. 	<ul style="list-style-type: none"> Student attendance data above 92% or 5% above State average. Staff retention rates above 90%. Parent and staff survey data and student focus groups reflect positive satisfaction regarding safety and care of students with an increase in parental survey participation. Career pathway plans developed for students and staff. Ethical and positive social media conduct developed through student education. High participation and performance in physical based activity events including State and national representation. Behaviour case management is ongoing, flexible and communicated to staff to enhance the understanding of teaching students with mental health issues. Student Academic Balance Policy reflects healthy life/study balance choices. Greater use of student RARS and house points to reinforce positive behaviour. Study skills integrated into all learning programs and online resources developed. Increase communication to parents using latest technologies. Destination data for Year 12 students accessing the PROPEL program reflects high entry to State training organisations and universities.

BUILDING HEALTHY RELATIONSHIPS WITH EACH OTHER AND THE WORLD	
<ul style="list-style-type: none"> 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 enact buildings' master plan. 	<ul style="list-style-type: none"> 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 AITSL Australian Institute for Teaching and School Leadership. ATAR Australian Tertiary Admission Rank. CONNECT Department of Education's information communication system. GERRIC Gifted Education Research Resource and Information Centre. ICT Information and Communication Technology. NAPLAN National Assessment Program – Literacy and Numeracy. PROPEL Providing Real Opportunities = Participation, Empowerment, Learning. RARS Reward and Recognition System. SAIS Student Achievement Information System. SCSA School Curriculum and Standards Authority. SEQTA Student information and attendance monitoring system. STEAM Science, Technology, Engineering, Arts and Mathematics. STEM Science, Technology, Engineering and Mathematics. Thinking Science UWA collaborative science teacher professional development program. TISC Tertiary Institutions Service Centre. VET Vocational Education and Training. WACE Western Australian Certificate of Education.

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

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