

School plan 2018-2020

Tempe High School 8506



School background 2018–2020

School vision statement

At Tempe High School we build positive relationships, have high expectations and work hard to ensure that our Teaching & Learning is focused on equity, excellence and harmony.

School context

Tempe High School has an enrolment of 946 students. 74% of students are from non-English Speaking background and 4% identify as Aboriginal or Torres Strait Islander. We are a partially selective, multicultural high school; highly valued and supported by its community. We are focused on academic achievement, student wellbeing and whole school professional learning aligned to school values and strategic directions.

School planning process

In term 4 of 2017 and term 1 of 2018 the school sought opinions of parents, students, teachers and the broader school community in regards to further improving our school. The school underwent an external validation process at the end of 2018 which identified some recommended future directions. These were used as areas for improvement.

The school's Executive also considered our future directions at extended meetings and during Executive Planning days. Feedback was given to staff, parents and students throughout this process allowing opportunities for further refinement.

As a result, three key strategic directions were identified as a basis for planning further improvements at Tempe High School:

- Learning
- Teaching
- Leading

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

To ensure students are inspired to succeed in their academic and social endeavours and to connect and thrive within the broader school community. Information about individual student needs is used to plan for student learning and promote a rich learning environment that includes digital technologies to maximise student engagement.

STRATEGIC DIRECTION 2 Teaching

Purpose:

To provide a rich teaching and learning environment where lessons and learning opportunities meet the diverse learning needs of students. Teaching and teachers in our school will be distinguished by their professionalism and dedication to implementing evidence-based, explicit and effective teaching methods.

STRATEGIC DIRECTION 3 Leading

Purpose:

To develop a professional learning community which is focused on continuous improvement of teaching and learning. The school will be recognised as excellent and responsive to its community through the use of best leadership and management practices for whole school improvement.

Strategic Direction 1: Learning

Purpose

To ensure students are inspired to succeed in their academic and social endeavours and to connect and thrive within the broader school community. Information about individual student needs is used to plan for student learning and promote a rich learning environment that includes digital technologies to maximise student engagement.

Improvement Measures

An increase in student engagement and satisfaction indicated in surveys.

An increase in the number of staff and students accessing and implementing study skills strategies.

An increase in the number of student achievement(s) and a decrease in the number of wellbeing issues logged on SENTRAL.

An increase in student engagement and academic achievement through implementation of BYOD.

People

Students

Students will develop an understanding of the required computer specifications for BYOD and the THS BYOD Policy. They will build skills in using platforms such as Google Suite and Office 365. Students will engage with and develop knowledge of study skills and value the use of technology to support learning. They will develop an understanding and value the THS Wellbeing Policy and Procedures.

Staff

Staff will build skills in using platforms such as Google Suite and Office 365. They will develop knowledge of study skills and the use of technology to support student learning. Staff will value and understand the THS Wellbeing Policy and procedures.

Parents/Carers

Parents will engage with study skills and value the use of technology to support their child's learning. They will develop an understanding and value the THS Wellbeing Policy and procedures.

Leaders

Leaders will develop skills to enable effective leadership in implementing technology, the THS Wellbeing Policy and Study Skills into the classroom.

Processes

BOYD Project:

Develop and publish the THS BYOD policy.

Develop and implement a whole school approach to the integration of technology into the classroom.

Wellbeing Project:

Develop a whole school approach to student academic and social success.

Implement a whole school integrated approach to student and teacher wellbeing in which students connect, succeed and thrive at each stage of their learning.

Evaluation Plan

TTFM Survey

BYOD survey

SENTRAL data

Student work samples

Programs and registers

Practices and Products

Practices

All teaching programs to explicitly show technology and applications such as Google Suite being used.

All staff and students access and implement study skills and organisational strategies to support learning.

All staff, students and the school community understand and follow the THS Wellbeing policy and procedures.

Students are inspired to succeed in their academic and social endeavours and to connect and thrive within the broader school community.

Individual student needs are used to plan for student learning and promote a rich learning environment to maximise student engagement.

Products

Successful implementation of THS BYOD Policy.

Successful implementation of a Study Skills program.

A comprehensive Wellbeing policy and streamlined procedures result in improved student wellbeing.

Strategic Direction 2: Teaching

Purpose

To provide a rich teaching and learning environment where lessons and learning opportunities meet the diverse learning needs of students. Teaching and teachers in our school will be distinguished by their professionalism and dedication to implementing evidence-based, explicit and effective teaching methods.

Improvement Measures

Increased number of students showing greater than expected growth in Yr 9 NAPLAN Literacy and Numeracy.

Increase in the proportion of selective students achieving ATAR bands above 5 in the HSC and a decrease in the proportion of selective students achieving ATAR bands below 3.

Increasing trend in school average Value Added data over time.

Increased staff confidence in mentoring, collaborating and sharing with colleagues.

Increased proportion of students in the top two bands of NAPLAN Literacy and Numeracy.

People

Staff

Teachers will engage in professional learning to build an understanding of how explicit teaching strategies can be used to deliver engaging lessons for Gifted and Talented students. They will engage in professional learning and collaborative practices to develop an increased understanding of how student assessment data can be used to inform key decisions.

Leaders

Leaders promote a culture of collaboration and sharing so that leadership development is highly visible and valued across the school community.

Processes

Gifted & Talented Project:

Provide research-based, staff training opportunities to enable the implementation of best practice for teaching Gifted and Talented students.

Data Project:

Provide staff training on the use of the Departmental data analysis package (SCOUT).

Coaching & Mentoring Project:

Develop protocols and systems to enable the development of mentoring & coaching processes for staff.

Evaluation Plan

SCOUT data

Faculty programs and lesson plans

Staff reflections

Staff PDP's

TTFM Survey

Practices and Products

Practices

Staff will demonstrate currency of knowledge and understanding in differentiation and how to effectively meet the needs of Gifted and Talented students in their classrooms.

All staff will confidently and regularly access and analyse data in the Departmental data analysis package (SCOUT).

School community supports explicit systems for coaching and mentoring to sustain and improve upon teaching quality and practice.

All staff will confidently and regularly analyse student assessment data to inform key decisions such as resourcing, program development and lesson planning that caters to the diverse needs of students in their classroom.

Products

Programs and lesson plans show strategies to cater for the needs of Gifted & Talented students.

Teacher reflections and PDP's show experienced staff to mentor new and beginning staff resulting in improved classroom practice.

Teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Strategic Direction 3: Leading

Purpose

To develop a professional learning community which is focused on continuous improvement of teaching and learning. The school will be recognised as excellent and responsive to its community through the use of best leadership and management practices for whole school improvement.

Improvement Measures

Staff surveys indicate increased confidence in school leadership and understanding of school policies and procedures.

Increased number of parents engaging with school programs

Parent surveys indicate increased satisfaction with the school.

People

Students

Students will seek and value the support of their parents or carers to enhance learning.

Staff

Staff will work collaboratively to develop whole school financial and management systems. They adopt and value a coordinated approach to parent engagement in student learning.

Parents/Carers

Parents and carers will increase understanding of school systems and ways of engaging with student learning. They will actively support and value engagement with the school.

Leaders

Leaders will work collaboratively to effectively implement valued whole-school management systems. They will proactively engage the community to positively support students in their learning.

Processes

Administration & Financial Systems Project:

Engage in professional learning and draw on best practice to develop whole school financial and management systems.

Parent Engagement:

Draw on best practice to implement a whole school integrated approach to increase parent engagement with student learning.

Evaluation Plan

TTFM Surveys

360 ESA Survey

Focus groups

Practices and Products

Practices

Whole school management systems and practices are used to support teaching and learning.

Whole school systems and practices are used to engage parents in student learning.

Products

Clear role statements and handbook(s) support teaching and learning.

Enhanced parental engagement is evident through increased participation and positive feedback.