

Strategic Improvement Plan 2021-2024

Tempe Public School 3948



School vision and context

School vision statement

At Tempe Public School we provide an inclusive, supportive environment that focuses on high expectations ensuring every student progresses to realise their optimal potential. We foster the wellbeing of students, staff and community through collaborative professionalism to cultivate an adaptive, innovative and continually improving school.

School context

Tempe Public School is an inner city school, with student enrolment numbers growing to 330 in recent years.

Tempe Public School celebrates and values diversity and draws from the many strengths of a culturally diverse community. We are the hub of the community we serve.

Our school offers a quality education in a caring, inclusive environment, that promotes fairness and respectful relationships where students feel safe and happy. Committed teachers provide challenging learning programs for all students through comprehensive differentiated curriculum. The staff are dedicated to implementing targeted intervention and support, directed specifically towards identified social and emotional student needs.

A strong sense of community exists at Tempe Public School, where the wider school community are integral to the school's ability to continue to access, develop and maintain quality student learning experiences for all students.

The situational analysis process has informed our School Improvement Plan by identifying the need to re-frame feedback and data driving both student and teacher performance. The discrepancy between our internal and our external data will be addressed through high impact professional learning.

Through consultation with our community, the value of collaborating with parents was highlighted. The need to strengthen lines of communication and encourage parents to be partners in their children's learning through a culture of high expectation and shared vision for both students and the school as a whole will be a focus.

Strategic Direction 1: Student growth and attainment

Purpose

To achieve student growth and attainment, a dedicated focus towards numeracy and reading will inform decisions surrounding the collection and analysis of student achievement data, to enhance effective teaching, differentiated instruction and consistent monitoring of student progress.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be trending upwards towards the system-negotiated upper bound target of 46.1%.

Target year: 2022

Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be trending upwards towards the system-negotiated upper bound target of 62.2%.

Target year: 2023

Increase the percentage of students meeting expected growth in numeracy using numeracy progressions, PLAN2 data and syllabus indicators to be trending upwards towards the system-negotiated upper bound target of 66.5%.

Target year: 2023

Increase the percentage of students meeting expected growth in Reading using literacy progressions, PLAN2 data and syllabus indicators to be trending upwards towards the system-negotiated upper bound target of 75.2%.

Initiatives

Numeracy

1. The embedded use of an online platform that delivers a whole school approach to summative and formative assessment.
2. As outlined in the What Works Best document, all teachers pre- and post-assess each student within each strand and sub-strand of Numeracy. Student results are analysed to inform teachers of each student's current progression point and the achievement standards that each student has understood and misunderstood. These are used to differentiate teaching and learning programs to best meet student need.
3. As the research of Dylan William supports, formative assessment enables each student to progress through each proficiency standard of each achievement standard of the curriculum. Mathematical concepts are taught according to the school scope and sequence, with flexibility of student directed learning, which allows for explicit, targeted teaching and allows students' learning growth to be clearly identified. This aligns with the current best practices for teaching of Mathematics.

Reading

1. A cohesive whole school English scope and sequence reflective of stages of learning specific to our students' needs. Plan the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge.
2. As research supports and is outlined in the What Works Best document, teaching teams reflect upon and refine current practice and respond to identified student needs with the continued development of targeted reading programs to address student gaps in learning and ensure improved student achievement.
3. Comprehensive collection of formative and summative reading assessments are analysed with the data driving the teaching and learning cycle.

Success criteria for this strategic direction

Numeracy

Mathematics teaching and learning programs are dynamic, showing evidence of consistent and reliable student assessment and continuous tracking of student progress and achievement. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Reading

All teaching and learning programs relative to Reading are responsive to the needs of all learners, showing evidence of revisions based on feedback of teaching practices, student assessment and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

Evaluation Plan

Question:

Does the school use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction?

Data:

- NAPLAN and Check-In Assessment Data
- SCOUT - Value added data
- Essential Assessment data
- Running record data
- Student work samples
- Literacy and numeracy PLAN2 data
- Teacher programs and annotations
- Student IEPs and PLPs

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis:

- Regular collaborative review of these data sources
- Regular professional discussion
- Fortnightly review of data sources
- Evaluation and reflection

Implications will guide:

- Programming
- Targeted support
- Reporting to parents

Strategic Direction 2: Collaborative Learning Culture

Purpose

To improve teacher practice and self reflection, a dedicated focus on developing a strong Collaborative Learning Culture will enable teachers to monitor, analyse and refine their practice to meet the learning needs of every student. Quality Teaching elements are evident within teaching and learning programs and additional initiatives.

Improvement measures

Target year: 2024

Over 75% of staff have embedded Quality Teaching elements within teaching and learning programs. All subject areas have demonstrated a focus on planning for and evaluating teaching and learning programs using QT.

Target year: 2024

Learning: Assessment and Student Performance Measures are validated as Sustaining and Growing.

Teaching: Data Skills and Use & Learning and Development are validated as Sustaining and Growing.

Leading: School Planning, Implementation and Reporting are validated at Excelling.

Target year: 2024

The internal staff satisfaction survey indicates improved staff morale and wellbeing.

Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above Statistically Similar School Group (SSSG) through the use of Tell Them From Me student survey, in the optional system negotiated target.

Learning: Learning Culture and Wellbeing are validated as Excelling.

Teaching: Professional Standards are validated at Excelling.

Initiatives

Collaborative Culture for Improved Practice

Quality Teaching Rounds (QTR)

1. Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes.
2. Teachers will engage in collaborative professional learning focusing on pedagogy.
3. Beginning teachers develop strong connections with colleagues through collaboration in professional learning communities (PLC) as part of QTR.
4. Teachers will collaboratively analyse and discuss their own and each other's teaching practice in QTR professional learning communities and teachers are provided with specific feedback about their lessons.
5. Teachers work collaboratively to ensure their pedagogy aligns with QT practices that are shown through research to improve student outcomes.
6. High Impact Professional Learning (HIPL) processes are utilised.
7. Teachers actively engage with the QTM throughout the teaching and learning cycle.

Teacher Learning Pods

In line with current research, teacher collaboration and collegiality are highly beneficial in supporting student growth. Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

Success criteria for this strategic direction

Collaborative Culture for Improved Practice

1. Quality Teaching Rounds

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. Teachers ensure the most effective evidence-based teaching methods optimise learning progress for all students.

2. Teacher Learning Pods

All 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.

Wellbeing

1. Staff Wellbeing

Widespread positive and respectful relationships are evident amongst staff and students, promoting wellbeing and ensuring optimum learning conditions.

2. Student Wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. Evidenced by an increase in the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above Statistically Similar School Group (SSSG) through the use of Tell Them From Me student survey, in the optional system negotiated target.

Strategic Direction 2: Collaborative Learning Culture

Improvement measures

Target year: 2024

Increase the percentage of First Nations students reporting feelings of Expectations for Success, Advocacy and Sense of Belonging at School upwards towards the system-negotiated upper bound target of 90.4%.

Target year: 2024

Increase the percentage of students attending school greater than 90% of the time upwards towards the system-negotiated upper bound target of 91.4%.

Initiatives

1. Teachers will meet fortnightly in stage teams to enable the cyclical analysis of student assessment data, the collaborative planning of learning experiences and the opportunity to participate in collegial professional dialogue.

2. Termly Stage planning days will continue to occur. These will transform into Teacher Learning Pods where an improved structure will see true collaboration and deeper analysis of student data.

Wellbeing

Staff Wellbeing

Staff wellbeing and morale are important and have a huge impact on school effectiveness. Ownership of their own wellbeing is paramount. We will develop a framework for identifying and implementing strategies for improving staff wellbeing and effectiveness.

Leaders will create and maintain work environments that support staff and allow them to do their best work. PDP development and lesson observations will be enhanced.

Student Wellbeing

Student wellbeing and engagement are important conditions for learning. Whole school wellbeing programs will be reviewed and enhanced to meet student needs. Targeted students will be actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

Evaluation plan for this strategic direction

Evaluation Plan

Question:

Is the school using the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction?

Data:

- Pre and post teacher surveys focusing on strength and impact of PLCs and QTR on collaboration, explicit teaching and high expectations.
- TTFM Survey Data
- QTR Coding
- PBL Data
- PDPs
- Student IEPs and PLPs
- Literacy and numeracy PLAN2 data
- NAPLAN and Check-In Assessment Data
- SCOUT - Value added data
- Essential Assessment data
- Evidence of inclusion of QT and WWB in teaching programs.

Analysis through:

- Regular collaborative review of these data sources
- Regular professional discussion
- Fortnightly review of data sources
- Evaluation and reflection

Implications on:

- Teacher practice
- Consistent teacher judgement
- Programming
- Future initiatives

Strategic Direction 2: Collaborative Learning Culture

Evaluation plan for this strategic direction

Strategic Direction 3: Partners in Learning

Purpose

A firm commitment to continually collaborate with parents as agents of change will ensure we are meeting the needs of our community. Strengthened lines of communication will encourage parents to be partners in their children's learning through a culture of high expectation and a shared vision for both students and the school as a whole.

Improvement measures

Target year: 2024

Learning: Learning Cultures is validated as Excelling.

Leading: Educational Leadership is validated as Excelling.

Over 50% of families participate in parent Tell Them From Me survey.

Target year: 2024

Over 85% of First Nations families actively involved in the implementation of the unique heritage and culturally based learning opportunities provided by the school.

100% staff collaboration and implementation of culturally based programs.

Initiatives

Connecting with our Community

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities through:

1. Ensuring key information is accessible to all families by strengthening our lines of communication.
2. Collection of valuable feedback from semestral parent focus groups and TTFM parent surveys, then effectively utilising the findings to drive planning and decisions.
3. Clearly communicating students' areas of strength, growth and need when reporting to parents.

Connecting our Community to Country

Staff, families and communities work together to:

1. Provide students with a strong education in an inclusive, supportive and culturally responsive environment.
2. Provide quality professional learning opportunities to all staff to enhance cultural knowledge and understanding.

Success criteria for this strategic direction

Connecting with Our Community

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Connecting our Community to Country

The school engages in strong collaborations between parents, students and the community that inform and support learning for all students, including highly mobile students and students with atypical enrolment.

Teachers model and share a flexible repertoire of strategies for promotion of student engagement and responsibility for learning in a positive and supportive environment.

Evaluation plan for this strategic direction

Question:

Is the school using the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction?

Data:

- Frequency of, and attendance rate for school cultural events (e.g. NAIDOC Week)
- Parent and Community engagement in co-curricular and extra-curricular activities and school events.

Evaluation plan for this strategic direction

- Parent focus group feedback
- School-based and TTFM parent surveys
- Evidence of Students Voice (e.g. co-construction of teaching resources).

Analysis:

- Is student engagement incorporated into the development and implementation of projects to change and improve school operations and culture?
- Is there evidence based teaching practice that demonstrates the implementation of optimal learning environments reflective of cultural knowledge and understanding?

Implications:

- Teaching practice
- Teacher HIPL
- Future topics for parent focus groups