

Strategic Improvement Plan 2021-2024

Tempe High School 8506



School vision and context

School vision statement

At Tempe High School we build positive relationships, instill high expectations and ensure that our teaching and learning is focused on inclusivity, excellence and wellbeing.

School context

Tempe High School has an enrolment of 960 students. 67% of students are from non-English Speaking background and 3% identify as Aboriginal or Torres Strait Islander. We are a comprehensive, partially selective, multicultural high school; highly valued and supported by its community. We focus on academic achievement, student wellbeing and whole school professional learning aligned to school values and strategic directions. Our strategic directions are: Student Attainment and Growth, Embedding Quality Teaching and Enhancing wellbeing. We have clearly defined success criteria and improvement measures that will help drive improved impact of school activities on student learning, teaching quality and the wellbeing of our school community.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality targeted professional learning and use of student assessment data to inform teaching.

Improvement measures

Target year: 2022

- 43.3% of students in the top 2 bands of NAPLAN for reading.
- 58.7% of students in the top 2 bands of NAPLAN for numeracy.

Target year: 2023

- 73% of students show expected growth in reading.
- 69.2% of students show expected growth in numeracy.

Target year: 2022

- 52.6% of HSC students in the top 2 bands.
- Increase the proportion of Aboriginal students attaining year 12 by 2023, while maintaining their cultural identity.

Target year: 2022

- 81.7% of students showing 90% of attendance.

Target year: 2022

- 68.9% of students showing positive wellbeing in the Tell Them from Me Survey

Initiatives

Research-based high impact teaching strategies and literacy and numeracy progressions focus

- Develop teacher awareness and understanding of how to use High Impact Teaching Strategies (HITS), and implement these in their teaching.
- Years 7-9 teachers use the literacy and numeracy progressions to plan and inform teaching and learning programs; adjustments to teaching made to meet individual student needs.
- Teachers adopt a range of assessment strategies, particularly formative assessment, to assess and provide regular and timely feedback to students to improve their performance in reading and numeracy.
- Reading and Numeracy coordinators engage in collaborative practices within and between faculties and promote the sharing of resources and professional learning opportunities.
- Student peer tutors and COVID Intensive tutors consolidate the learning of reading and numeracy for students in mainstream classes in Year 7-8.
- Parents engage in workshops offered by the school to implement reading and numeracy strategies at home to ensure continuity of learning.

Setting goals and using data to pursue excellence

- Students in Year 10-12 co-develop academic learning goals at the beginning and half yearly stage of the year, mapping actions toward goals and reflecting on goal achievement and adjustment at half-yearly stage.
- Staff are trained in the interpretation of data and how

Success criteria for this strategic direction

- All teachers demonstrate use of evidence-based high impact teaching strategies in their teaching and learning programs which is explicitly linked to the teaching of reading and numeracy.
- NAPLAN results show that students have demonstrated or exceeded expected growth, and the number of students attaining the top 2 bands has increased to meet targets in reading and numeracy.
- Students achieving results in the top two bands for the HSC has increased to that in improvement measures.
- There is an increase in the number of Aboriginal students achieving the HSC.
- Student surveys reflect an awareness of the link between academic goal setting and achievement.
- Attendance tracking shows an increase in attendance to that stated in improvement measures.

Evaluation plan for this strategic direction

Question: What has been the impact of using evidence-based teaching strategies to teach reading and numeracy?

We will use the following data:

- internal and external assessments
- teaching and learning programs
- student surveys
- resources on the literacy and numeracy google classrooms

Strategic Direction 1: Student growth and attainment

Initiatives

data can be used to inform highly effective teaching practices.

- Teachers work collaboratively to use RAP data, focusing on the item analysis section to map areas where teaching programs and practice can be strengthened according to collective student responses.
- Teachers work collaboratively to share and embed high evidence teaching strategies, particularly feedback strategies, into their daily classroom instruction.
- Past HSC students share their beliefs and practices to senior students to promote a growth mindset.
- HSC teachers engage in classroom observations and sharing of exemplars with colleagues from within or across faculties to specifically share explicit teaching practices: I do, we do, you do.

Promoting high expectations through robust monitoring and wellbeing practices

- The school promotes high expectations to communicate the importance of regular attendance in newsletters and emails.
- The Wellbeing Team develops the use of therapeutic webs - student support networks- to set goals for improved attendance and positive reinforcement for students who reach quarterly targets across terms.
- Year Advisors investigate individualised attendance issues and access learning support and/or wellbeing support to strengthen the resilience of at-risk students.

Evaluation plan for this strategic direction

Question: How has qualitative and quantitative data, and collaborative practice, enhanced outcomes for HSC students?

We will use the following data:

- internal and external assessments
- student and teacher surveys
- examples of goal setting targets and study practices
- classroom observations
- teaching and learning programs

Question: Has the promotion of high expectations through systematic and collaborative monitoring of at-risk students resulted in increased attendance?

We will use the following data:

- attendance data trends
- newsletters and emails
- wellbeing plans for at-risk students
- Minutes/reflections from Wellbeing Team Meetings

Analysis: Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions.

Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 2: Embedding Quality Teaching

Purpose

Our purpose is to embed effective evidence-based teaching and learning practices that meet the diverse learning needs of students. Teachers take shared responsibility for student improvement by building a collaborative learning culture.

Improvement measures

Target year: 2024

Collated evidence will validate Classroom Practice in the teaching Domain as excelling, as per the School Excellence Framework v2.

Target year: 2024

Collated evidence will validate the theme of Formative Assessment at excelling, as per the School Excellence Framework v2.

Target year: 2024

Collated evidence will validate the theme of Feedback as excelling, as outlined in the School Excellence Framework v2.

Target year: 2024

Collated evidence will validate the theme of Student Engagement as excelling, as outlined in the School Excellence Framework v2.

Initiatives

Effective Classroom Practice

Build and develop a culture of identifying understanding and implementing the most effective explicit teaching methods that are shared amongst staff through observation, coaching and/or mentoring avenues.

Staff develop an increasing repertoire of preventative and responsive strategies to maintain a positive classroom climate, maximising effective learning time and encourages on-task positive learning behaviours.

Formative Assessment

Develop and implement consistent school-wide assessment practices to monitor, plan and report on student learning across the curriculum.

Develop expertise of staff in using formative assessment and feedback strategies as an integral part of practice.

Success criteria for this strategic direction

Empowered classroom teachers, who are confident in setting and maintaining positive learning environments.

All staff confidently use a range of formative assessment and feedback strategies in their everyday practice.

Formative assessment and feedback practice informs teaching, programs and resource development.

Students are intellectually engaged in learning experiences, motivated to deliver their best.

Publishing of an integrated Tempe High School Curriculum, Assessment & Reporting Procedures document.

Evaluation plan for this strategic direction

Questions:

Are teachers sharing practice via observation, coaching or mentoring avenues?

Have staff developed an increasing repertoire of preventative and responsive strategies in their teaching practice?

Does the school have consistent, school-wide assessment practices to monitor, plan and report on student learning across the curriculum?

Data:

Classroom observations used to identify the range of formative assessment and classroom management strategies.

Internal school data shows improvement in Personal Learning Profile.

Use TTFM survey results on Overcoming Obstacles to Learning, Feedback and Intellectual Engagement.

Strategic Direction 2: Embedding Quality Teaching

Evaluation plan for this strategic direction

Survey teaching staff regarding their confidence in implementing effective classroom management strategies.

Collate internal SENTRAL data relating to student behaviour and wellbeing, as well as external suspension data.

Analysis:

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication:

The findings of the analysis will inform future actions.

Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 3: Enhanced Wellbeing

Purpose

Our community promotes student wellbeing, safety and positive relationships so that students can reach their full potential. We aim to ensure that all members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships. Students are encouraged to contribute to their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful and resilient.

Improvement measures

Target year: 2023

The implementation of an integrated whole school Wellbeing framework accompanied by draft streamlined documented processes and procedures.

Target year: 2022

The school experiences an increase to meet system negotiated target of 68.9% in the areas of expectations for success, positive relationships and sense of belonging through the Tell Them From Me survey.

Target year: 2024

The school experiences consistent, above state average in the areas of expectations for success, positive relationships and sense of belonging through the Tell Them From Me survey

Target year: 2024

School evidence and internal validation demonstrates excellence in the themes of A planned approach to wellbeing, High Expectations, Transitions and continuity of learning, Community Engagement and Community Satisfaction of the School Excellence Framework

Target year: 2024

The school has implemented evidence-based change to whole school practices, resulting in measurable

Initiatives

School Wellbeing Framework

Design and implement an integrated whole school Wellbeing Framework accompanied by streamlined documented processes and procedures. The Framework will match needs to initiative and resourcing. All staff, students and school community should understand and have convenient access to this Framework designed to improve student and staff wellbeing.

Collaborative wellbeing

Enhancing student wellbeing is a shared responsibility requiring access to expertise across the school and through teacher collaboration with other school staff, families, the community and relevant support services. Build a strong communication system that will focus on promoting and responding to wellbeing. Consistency in implementing the schools wellbeing framework is important in supporting greater community cohesion and contributes to the development of individual and collective wellbeing.

Enhancing transition pathways

Develop programs that support of smooth transitions to enable students to settle into their new environment with minimal disruption to their learning. Strong relationships in community to share information about students transitioning to Tempe High School. Teachers will then be better able to tailor the curriculum to meet student needs and settle quickly to their learning. Develop expertise and work collaboratively to enable the identification of needs and provides a basis for early interventions and referral pathways.

Success criteria for this strategic direction

A school wellbeing framework unique to the Tempe High School context. Collaboratively developed by focusing on building relationships to achieve a positive school culture and learning environment. Staff articulate a shared responsibility for:

- a common language
- their approach to teaching, and
- recognising positive behaviours.

Monitoring of outcomes for students, (seeking their feedback), feedback from parents, and monitoring attendance and school engagement. Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

Collaborative partnerships are built with students, staff, families, communities and other organisations to support transition and develop the individual and the broader school community. Monitoring achievement and disciplinary interventions as indicators of positive outcomes of the initiatives. Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Developing a common language of restorative practice that empower student relationships by providing words and questions to use for solving problems and resolving issues and conflicts themselves. Teachers model the 'restorative chat' prompts and questions outlined, the aim being to reflect, repair and reconnect. Thus developing consistent expectations and practices across the school.

Vulnerable students are tracked to monitor changes in their engagement and achievement levels. The school is focused on building individual and collective wellbeing through a climate of care and positivity.

Strategic Direction 3: Enhanced Wellbeing

Improvement measures

improvements in wellbeing and engagement to support learning.

Success criteria for this strategic direction

The school community acknowledges student wellbeing inextricably linked to success as learners.

Evaluation plan for this strategic direction

Question: Has the school wellbeing framework been effectively implemented?

Data

- Tell Them From Me -
- Wellbeing team minutes. Year advisor/executive meeting agendas for all students
- Teacher evaluations
- Sentral incident reports

Question: Is there a positive consensus regarding the school among students, staff, parents and community?

Data

- Tell Them From Me - 'Positive student-teacher relationship', and 'Positive learning climate' measures.
- Attendance data - In school based wellbeing programs. Transition to School/Orientation programs.
- Student evaluations
- Sentral positive incidents
- Parent / carer feedback survey.
- Feedback survey from feeder primary schools and pre-schools
- Community engagement/perception survey

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Strategic Direction 3: Enhanced Wellbeing

Evaluation plan for this strategic direction

Implications: The findings of the analysis will inform future actions.

Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.