

Strategic Improvement Plan 2022-2026

Tempe High School 8506



School vision and context

School vision statement

At Tempe High School we build and nurture positive relationships, instill high expectations and promote teaching and learning which 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 proud comprehensive, partially-selective, multicultural high school, highly valued by our engaged community. We are committed to enhancing academic growth for all students, irrespective of their backgrounds and/or learning challenges. Our diverse Wellbeing and Learning Support Team nurture the social, emotional and academic needs of students and provide ongoing continuity of learning as students transition into the senior school. Ensuring that teachers have opportunities to collaborate and improve practice as a means of pursuing excellence is an essential feature of our professional learning activities. Our strategic directions are: **Student Attainment and Growth, Creating Quality Learning Environments and Enhanced Wellbeing.**

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to support students to demonstrate growth because of explicit, consistent and research-informed teaching. Our teachers will reflectively adapt their practice through quality targeted professional learning and use of data to inform teaching. By doing so, we will support the emotional and academic trajectory of students as they transition through the increasing rigour of high school expectations.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 8 for 2023 compared with Year 7 and 8 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 8 for 2023 compared with Year 7 and 8 for 2022.

HSC achievement - top 2 bands

Achieve by year: 2023

- 52.6% of HSC students in the top 2 bands.

Attendance >90%

Achieve by year: 2023

- 81.7% of students showing 90% of attendance.

Aboriginal student HSC attainment

Achieve by year: 2023

- Increase the proportion of Aboriginal students attaining Year 12 by 2023, and maintaining their cultural identity.

Wellbeing

Achieve by year: 2023

Initiatives

Setting academic goals and using RAP data to strengthen teaching and improve learning.

HSC growth and Aboriginal student attainment will be achieved through the following initiatives:

- Students will be taught how to **create academic goals through a chunking and growth mindset** approach to assessments. Aboriginal students will be supported to attain their goals through a personalised learning plan and pathway.
- Teachers will collaboratively evaluate the **Item Analysis section in RAP data and Trial Examinations** to identify areas/questions which posed challenges for the cohort. **Adjustments to teaching and learning programs** will be made by teachers to strengthen student performance in this area and overall.
- **Access to engaging resources that promote revision and pre-reading of modules will be provided via a digital online platform (ATOMI)** for Year 11 and 12 students.
- **ALARM framework principles will be used** in the senior school to support students in responding deeply to complex texts and inform the sophistication of their written responses.

Research-based high impact teaching strategies combined with data analysis to enhance student growth.

Reading and numeracy growth will be achieved through the following initiatives:

- Each faculty will focus on the **explicit teaching of a specific reading skill underpinned** by the Super 6 comprehension strategies. **Explicit teaching of Tier 2 vocabulary** will feature in lessons across faculties.
- The Mathematics Faculty will introduce staff and students to **Newman's Error Analysis model** as a means of understanding how to approach word problems. Maths teachers from Years 7-9 will use this model with students at least once a week in a

Success criteria for this strategic direction

- Evidence-based reading and numeracy strategies are used by teachers in their teaching and learning programs.
- 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 and/or exceeded the state.
- Student surveys reflect an awareness of the link between academic goal setting and achievement.
- There is an **increase in the number of Aboriginal** students achieving the HSC. There is a program of support for Aboriginal students to support their completion of the HSC.
- Attendance tracking shows an **increase in attendance** to that stated in improvement measures.

Evaluation plan for this strategic direction

Question:

To what degree has the combination of whole school approaches in reading and numeracy, and targeted interventions in these areas, lifted student performance?

We will use the following data:

- Internal and external assessments
- Reading Coordinator Plans
- Teaching and learning programs and resources
- Student and teacher surveys and focus groups
- Data evaluations on performance across time

Question:

a) In what way has the analysis of RAP data informed teaching practices in the senior school and

Strategic Direction 1: Student growth and attainment

Improvement measures

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

Initiatives

group setting.

- Targeted intervention: **Reading and Numeracy Coordinators** will provide **targeted intervention opportunities** to support students who are underperforming based on NAPLAN, Check-In and internal assessment data.
- **Peer tutors and Covid- Intensive tutors** will provide literacy and numeracy support to students in selected mainstream classes.

Promoting high expectations through robust monitoring and wellbeing practices.

Enhanced attendance rates and improvement in wellbeing will be attained through the following initiatives:

- The school will use **communication** platforms - newsletters and emails - to promote **high expectations re attendance** of all students.
- Students who are at-risk in terms of attendance issues will be **monitored by Year Advisers** through regular contact and an **Attendance Support Plan** will be put in place to support students.
- The Head Teacher Wellbeing will send out regular communication to parents through a **Term Attendance Report** linked to attendance per subject.
- **Positive reinforcement** for students who maintain and/or show improvement in attendance will be implemented.
- **Enhanced wellbeing practices (as set out in Strategic Direction 3)** will be developed to support the social and emotional learning of all students.

Evaluation plan for this strategic direction

developed staff expertise in the use of data?

b) To what extent have the principles of academic goal setting and growth mindset contributed to student and staff awareness of the link between planning and performance?

We will use the following data:

- Internal and external assessments
- Presentations and feedback
- Student and teacher surveys
- PLPs
- Evaluation of RAP data linked to teaching and learning programs
- Examples of goal setting practices
- ATOMI data usage
- Samples of student work

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 Attendance Support Plans for at-risk students
- Minutes/reflections from Learning Support and Wellbeing Team Meetings
- Wellbeing referrals
- Positive reinforcements

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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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: Creating Quality Learning Environments

Purpose

Our purpose is to embed effective evidence-based teaching and learning practices that meet the diverse learning needs of students and empower students and teachers to be ongoing learners. Teachers and students take shared responsibility for student improvement by embracing a culture of collaboration and self-reflection.

Improvement measures

Formative Assessment to Strengthen Student Outcomes and Reporting

Achieve by year: 2026

- Teachers develop and apply a range of formative assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- Student reports are personalised and provide clear and specific information about student learning, growth and improvement measures.

Establishing Professional Learning Communities and Mentoring Opportunities

Achieve by year: 2026

- The school consolidates a growing culture of mentoring and professional learning communities by embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Using Effective Classroom Practices to Maintain a Positive Learning Environment

Achieve by year: 2026

- The majority of classrooms are well managed within a consistent, school-wide approach. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Initiatives

Formative Assessment to Strengthen Student Outcomes and Reporting

- External and internal expertise used to enhance professional learning:** Develop whole school knowledge and expertise in using and responding to formative assessment practices, enhancing teaching and learning programs and student academic outcomes.
- Student -focused approach to using formative assessment:** Embed opportunities in assessment processes for students to proactively reflect on their learning goals and areas for improvement through peer and self-assessment measures.
- Enhanced personalisation of reporting:** Strengthen report practices to communicate more personalised commentary about student achievement and strategies needed for potential growth.

Establishing Professional Learning Communities and Mentoring Opportunities

- Use **Teacher Reflective Practice Protocols** within and/or across faculties to enhance the implementation and review of formative assessment practices in the classroom.
- Build a culture of mentoring** that can be used to enhance teaching practice and leadership capacity in our staff.
- Support** the preparation and delivery of a new curriculum for English and Maths through collaborative programming and workshops.
- Establish **future-focused professional learning communities** that target an explicit area of growth as identified by a faculty.

Using Effective Classroom Practices to Maintain a Positive Learning Environment

- Review and update** classroom management processes and procedures to support staff in proactively creating effective classrooms for learning.

Success criteria for this strategic direction

- Formative assessment practices** are used flexibly and daily by most teachers to inform teaching approaches and improve student outcomes. Additionally, students show an increased awareness of how to use self and peer-assessment practices as part of their formative assessment journey.
- Reporting to parents and students** includes comments that establish feed-forward practices to improve future learning.
- Teachers **use professional learning communities** to develop their awareness of **new curriculum and create rich** teaching and learning programs.
- Teachers engage in and benefit from in **mentoring opportunities** that target an identified area for growth.
- Teachers report **confidence in managing a range of classroom management** situations, including those requiring complex responses.
- Students report an improvement in classroom and learning environments** as a result of strengthened classroom management practices across the school.

Evaluation plan for this strategic direction

Question:

In what ways have staff implemented formative assessment practices that have contributed to enhanced student outcomes?

We will use the following data:

- Internal and external assessments
- Teaching and learning programs and resources
- Student and teacher surveys and focus groups
- Parent feedback
- Student reports
- Assessment notifications

Strategic Direction 2: Creating Quality Learning Environments

Initiatives

- Provide collaborative learning opportunities for staff to **share and model** effective classroom management practices that contribute to a positive teaching and learning environment.
- Develop and promote a **school-wide culture of respect, safety and engagement** through clear and consistent expectations, and increased signage across learning environments.

Evaluation plan for this strategic direction

- Evaluations from professional learning

Question:

How has the establishment of Professional Learning Communities and Mentoring contributed to a development in staff knowledge and skills in identified areas of growth?

We will use the following data:

- Internal and external assessments
- Student and teacher survey
- Teaching and learning programs and evaluations
- TTFM surveys
- Workshop responses/evaluations
- Teacher observations
- PDPs
- Faculty meetings and Planning Days

Question:

To what extent has the implementation of a new behaviour and wellbeing system resulted in quality learning environments for students and staff?

We will use the following data:

- Classroom management and behaviour policy
- Learning and Reflection Hub Time Out Data
- Signage around the school
- Sentral incidents/reporting
- Awards
- Student and teacher surveys
- Attendance data
- Behaviour Support Plans
- Risk management plans
- Minutes/reflections from Learning Support and Wellbeing Team Meetings and Executive Meetings

Strategic Direction 2: Creating Quality Learning Environments

Evaluation plan for this strategic direction

- Wellbeing referrals

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 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

Wellbeing Framework

Achieve by year: 2026

Reflection of the whole school Wellbeing framework accompanied by edited documented processes and procedures.

Collaborative wellbeing

Achieve by year: 2026

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

Enhancing transition pathways

Achieve by year: 2026

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.

Growing a proud and inclusive school community

Achieve by year: 2026

Working with community of schools and leaders to establish long term practices in active student participation and leadership.

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 school's 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

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.