School plan 2015 – 2017

Tempe High School 8506

1. Inspired Learning

2. Enhanced Teaching Capacity

3. Organisational Effectiveness for Teaching and Learning
## School background 2015 - 2017

### School vision statement
At Tempe High School we build positive relationships, have high expectations and work hard to ensure that our Teaching & Learning is focussed 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 2014 and term 1 of 2015 the school sought opinions of parents, students, teachers and the broader school community including our indigenous families in regards to further improving our already successful school. Focus groups were held with the Parents and Citizens association, Student Representative Council, and staff at Staff meetings and school development days. The school’s Learning Support Team and 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:

- Inspired Learning
- Enhanced Teaching Capacity
- Organisational Effectiveness for Teaching and learning
School strategic directions 2015 - 2017

Purpose:
To provide a challenging and harmonious learning environment which enables students to achieve their personal best and develop essential competencies required for success both in and beyond school as discerning, creative and active citizens.

STRATEGIC DIRECTION 1
Inspired Learning

Purpose:
To develop a school culture in which staff members take shared responsibility for their ongoing learning. Staff will be better equipped to: differentiate the curriculum, inspire students to achieve their personal best and support students with specific learning needs.

STRATEGIC DIRECTION 2
Enhanced Teaching Capacity

Purpose:
To develop systems and structures that support effective Teaching and Learning through excellent communication, wellbeing and organisational practices.

STRATEGIC DIRECTION 3
Organisational Effectiveness for Teaching and Learning
## Strategic Direction 1: Inspired Learning

### Purpose
To provide a challenging and harmonious learning environment which enables students to achieve their personal best and develop essential competencies required for success both in and beyond school as discerning, creative and active citizens.

### Improvement Measures
A 5% increase in students achieving top two bands in extended responses in the Essential Secondary Science Assessment (ESSA) and the High School Certificate (HSC).

A 10% increase in students achieving at or above the expected growth in Year 9 NAPLAN Writing, Grammar and Punctuation.

### Processes
**People**

**Students:**
Understand and value the effectiveness of implementing Teaching English Language Learners (TELL) strategies as an integral part of their learning and implementing an effective Study Program.

Understand the concept of “Personal Best” and how this relates to their achievements both in the classroom and in the wider community.

Understand and develop an appreciation of how “Personal Best” and teacher feedback can direct goal setting.

**Staff:**
Develop staff knowledge and confidence in the delivery of TELL strategies and the Study Skills Program.

Develop staff confidence and appreciation of how the use of School Measurement And Results Tool (SMART) data and Results Analysis Package (RAP) data can inform teaching and learning practice.

Facilitate Professional Learning for executive staff to further develop Leadership skills.

**Parents/Carers:**
Engage and support parents to develop their knowledge of the TELL and the Study Skills Program and how they can support their child’s learning.

Develop an appreciation of how data is used to inform strategic school improvement efforts.

**Leaders:**
School executive will participate in Leadership Development to enable them to lead their faculty in implementing TELL strategies, the Study Skills Program and to analyse data in their faculty.

**Evaluation Plan**
- Use NAPLAN and High School Certificate (HSC) data to collate and compare student performance
- Use evidence from internal data sources such as student reports and the “Tell Them From Me” survey.
- Use online data from the Study Skills survey to analyse use by teachers, students and parents.

### Products and Practices
**Product 1:**
All faculty programs and registers will explicitly show both TELL and differentiation strategies.

**Practice:**
Curriculum programs and teaching practices effectively develop knowledge, understanding and skills of all students using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

**Products 2:**

a) A 5% increase in students achieving top two bands in extended responses in the Essential Secondary Science Assessment (ESSA) and the HSC.

b) A 10% increase in students achieving at or above the expected growth in Year 9 NAPLAN Writing, Grammar and Punctuation.

c) 80% of all students achieve their personal best/goals in their Yearly Reports.

d) An increase in the number of parents who identify that the learning needs of their child have been met. Baseline figure will be determined from the “Tell Them From Me” Survey in 2015.

**Practice:**
Students achieve excellent value-added results in the HSC and most of the students achieve at high levels of performance on external performance measures.

**Products 3:**
An 80% increase in students participating in extra-curricular and other community events.

**Practice:**
Students are self-aware, build positive relationships and actively contribute to the school community and the society in which they live.
### Strategic Direction 2: Enhanced Teaching Capacity

#### Purpose
To develop a school culture in which staff members take shared responsibility for their ongoing learning. Staff will be better equipped to: differentiate the curriculum, inspire students to achieve their personal best and support students with specific learning needs.

#### Improvement Measures
- 100% of Teachers Seeking or Maintaining Accreditation successfully complete their accreditation.
- 10% increase in staff aspiring and working towards Highly Accomplished Teacher accreditation.

All staff will have their own Professional Learning Plan on myPL and have completed 20 registered hours of TPL.

#### People

<table>
<thead>
<tr>
<th>Students:</th>
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<tr>
<td>Staff:</td>
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<tr>
<td>Staff will appreciate the needs of Gifted and Talented students and develop the knowledge and confidence to implement differentiation theory and practice into their teaching and learning.</td>
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<tr>
<td>Understand the value of assessment and the role that feedback plays in student learning.</td>
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Develop staff confidence and appreciation of how the use of student Personal Learning Plans (PLP)/Individual Learning Plans (ILP) can inform teaching and learning practice as well as inspire students to achieve their personal best.

Recognise the importance of the DEC myPL tool, as instrumental and essential for the development of their Professional Learning Plan.

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<th>Leaders:</th>
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<tr>
<td>Head Teacher (HT) Teaching &amp; Learning (T&amp;L) to participate in Professional Learning to develop expertise in using myPL and the Board Of Studies Teacher Education Standards (BOSTES) website effectively.</td>
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School executive will participate in Leadership Development to enable them to lead their faculty in implementing differentiation strategies and support their staff who are Seeking or Maintaining accreditation.

#### Processes

1. Implement Professional Learning for all staff in teaching Gifted and Talented students and facilitate staff Professional Learning on the use of PLP/ILP’s.

2. Introduce systems to map Professional Learning against the Teaching Standards.

3. Design and implement systems to support teacher Coaching and Mentoring.

#### Products and Practices

| Product 1: |
| 80% of all students achieve their personal best/goals in their Yearly Reports. |

**Practice:**
Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners.

| Product 2: |
| An increase in the number of students who identify that their learning needs have been met. Baseline figure will be determined from the “Tell Them From Me” Survey in 2015. |

**Practice:**
Teachers clearly understand and utilise assessment for, as and of learning, to differentiate tasks and apply consistent teacher judgement.

| Products 3: |
| a) 100% of Teachers Seeking or Maintaining Accreditation successfully complete their accreditation. |
| b) 10% increase in staff aspiring and working towards Highly Accomplished Teacher accreditation. |
| c) All staff will have their own Professional Learning Plan on myPL and have completed 20 registered hours of TPL. |

**Practice:**
The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
Strategic Direction 3: Organisational Effectiveness for Teaching and Learning

Purpose
To develop systems and structures that support effective Teaching and Learning through excellent communication, wellbeing and organisational practices.

People

Students:
Understand and value Department of Education and Communities (DEC) and school policies, as well as adhere to the administrative procedures of the school.
Take responsibility for their behaviour and participate in the Restorative Practice Protocol.

Staff:
Value DEC and school policies, as well as adhere to the administrative procedures as per the Tempe High School Staff Handbook.
Understand and appreciate the value of using Sentral and MOODLE computer programs, accurately and efficiently.
Value the effectiveness and importance of Restorative Justice.
Value and acknowledge that effective communication is essential for Teaching and Learning

Parents/Carers:
Develop an appreciation and an understanding of how the school implements resources to support students with specific learning needs.
Develop skills to navigate the school website effectively.

Leaders:
HT Administration to participate in Professional Learning to develop expertise using SENTRAL and develop skills required to lead and support others.
School executive participate in Professional Learning to develop skills necessary to lead their faculty in line with School Strategic Directions.

Processes

1. Develop more effective communication between the school and all stakeholders.

2. Establish Sentral as the administrative platform of the school.

3. Introduce and implement systems for ongoing evaluation, review and improvement of:
   - Welfare Policy and Procedures
   - Learning and Support Team Procedures
   - Administrative Procedures
   - Staff Handbook

4. Evaluate, refine and implement the consistent use of:
   - Assessment Task Notifications
   - Assessment Tasks
   - Marking guidelines
   - Criteria marking templates
   - Feedback proformas for years 7-12.

Evaluation Plan
- Collate and analyse data from the “Tell Them From Me” survey. Baseline data to be determined in 2015.
- Use feedback from focus groups to determine communication with the school and on student welfare.
- Parent satisfaction survey
- Collate data from Sentral

Products and Practices

Products 1:
- a) 10% increase in the number of positive incidents logged on SENTRAL
- b) 10% increase in the number of students attending the Silver Awards Picnic

Practice:
The school community is committed to the school’s strategic directions and practices to achieve educational priorities.

Products 2:
- a) 100% of reports submitted on time
- b) 20% reduction in the number of errors in roll marking
- c) 100% of staff using SENTRAL and MOODLE

Practice:
Administrative practices provide explicit information about the school’s functioning to promote ongoing improvement.

Products 3:
- a) An increase in parent satisfaction, relating to communication with the school.
- b) Percentage improvement will be stated once a baseline figure is determined from the “Tell Them from Me” Survey in 2015.
- c) 20% increase in the number of hits on the school website.
- d) Increase the number of School Newsletter issues to 2 per term and the Tempe Times to 1 per semester

Practice:
Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Improvement Measures

A 10% increase in the number of students attending the Silver Awards Picnic
An increase in parent satisfaction, relating to communication with the school.
Percentage improvement will be stated once a baseline figure is determined from the “Tell Them from Me” Survey in 2015.