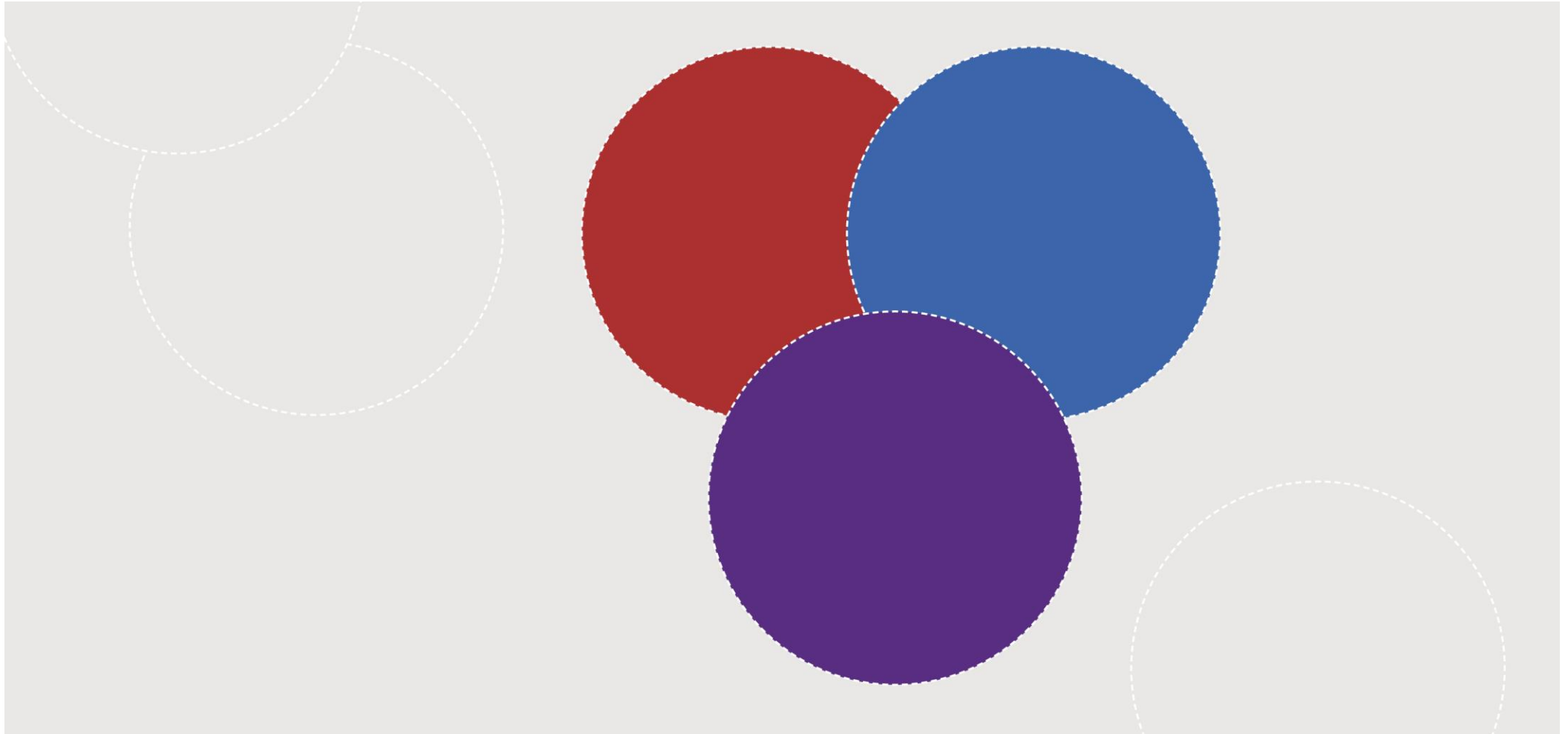


School plan 2015 – 2017



Tempe Public School

3948

School background 2015 - 2017

SCHOOL VISION STATEMENT

At Tempe Public School we provide a safe, supportive and inclusive learning environment where students access a comprehensive curriculum. We set high expectations for learning so that all students can reach their academic potential and become responsible citizens and confident lifelong learners.

SCHOOL CONTEXT

Tempe Public School is an inner city school, with student enrolment numbers growing to 292 in recent years. In 2015, 47 % of students are from English as an Additional Language Dialect (EALD) backgrounds.

Tempe Public School celebrates and values diversity and draws from the many strengths of a culturally diverse community.

Our school offers a quality education in a caring, inclusive environment, that promotes fairness and where respectful relationships are valued and students feel safe and happy.

Tempe Public School is the hub of the community we serve with committed teachers setting challenging learning programs for all students through comprehensive differentiated curriculum. This philosophy is reflected in the provision of quality programs for every student at our school.

A strong culture of community support exists at Tempe Public School, where all facets of the wider school community are integral in the school's ability to continue to access, develop and maintain quality 21st century student learning experiences for all students.

SCHOOL PLANNING PROCESS

The writing of school plan commenced in Term 4 of 2014 with a survey being distributed to all facets of the school community. The survey collected information about future school and student priorities.

The data collected from students, staff and parents valued students being well rounded individuals with strong core skills to be lifelong learners and also be informed global citizens. This shared vision assisted in the articulation of the school's strategic directions. These directions are high level and future focused and drives the whole school culture of consistently engaging students in relevant quality learning experiences and organisational excellence.

Tempe Public School strategic directions are as follows:

- Building Staff Capacity
- Creating Successful Learners and Informed Responsible Global Citizens
- Connecting School and Communities

These strategic directions were developed through ongoing consultation with staff, parents and the school's Parents & Citizens Association, with this process ensuring that the completed school plan is an authentic blue print of future learning at Tempe Public School.

The detail documented in each strategic direction outlines priority projects that show how the school plans to move forward with a collaborative and consistent approach to delivery of curriculum to support the academic and social development of all students.



STRATEGIC DIRECTION 1 BUILDING STAFF CAPACITY

Purpose

To ensure all staff consistently implement high standards and shared educational practices that support student learning.

STRATEGIC DIRECTION 2 CREATING SUCCESSFUL LEARNERS AND INFORMED, RESPONSIBLE GLOBAL CITIZENS

Purpose

To engage all students with relevant curriculum that enables them to reach their full potential and where students are active participants in their own learning.

STRATEGIC DIRECTION 3 Collaborative, innovation and leadership within and beyond the Newtown Schools Network.

Purpose

To build stronger, positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support, staff members develop self and others to strive for excellence.

Strategic direction 1: Building staff capacity

PURPOSE

To ensure all staff consistently implement high standard and shared educational practices that support student learning.

Our teachers will build their leadership capacity, demonstrate curriculum innovation and differentiation and develop quality teaching practices, such as feedback and reflection that inspire learning and cater for student needs.

Our teachers will value their students, have high expectations and actively work with students to support achievements in learning and develop skills and or talents

IMPROVEMENT MEASURE/S

Increase the % of Year 2 to Year 6 students at/above expectation in Aspects of Writing & Comprehension (PLAN).

Increase the % of Year 5 students achieving expected growth in Numeracy from 52 to 65% (SMART).

100% staff participation in formal observations of teaching practices and opportunities for constructive feedback.

100% programs to evidence PLAN data to inform planning and programming.

PEOPLE

Students: be able to engage in differentiated and innovative learning which requires them to be collaborative and creative thinkers and confident and effective communicators

Staff: Understand and demonstrate that assessment for learning and data drives targeted planning, programming, support, teaching and learning.

Staff: Understand and value Performance and Development Plan (PDP) policy and its workings at TPS. All staff compliant with DEC PDP policy

School Community: Aware of DEC PDP policy and its contents.

Staff: Value and committed to professional learning as a Network of Schools (CoS).

Staff: provide a range of opportunities for diverse learners to experience success.

Staff: Familiar and confident with Teaching / Learning cycle and Teaching Practice model.

Parents: Value PL that strengthens teacher knowledge of current curriculum and support implementation of new curriculum and the teacher accreditation process.

Staff and Parents: Value and committed to the use of IT in student education.

Staff: Highly skilled in accessing and using IT hardware and software to enhance learning experiences for students.

Staff: Strong knowledge of potentially valuable educational resources and positive communication protocols with colleagues.

Parents and Students: Understand protocols & school policy re responsible access & IT use.

PROCESSES

Executive identify areas for development of quality teaching practice, and lead professional learning to support staff in identifying personal learning goals.

Staff form learning partnerships identify focus elements from the QTF. QTLS priorities identified & documented as part of PDP for all staff.

Documentation of QTLS incorporated into PDP.

Improved consistent teacher judgement across the school and network with a focus on the literacy continuum.

Team leader & mentor support maintained for Beginning Teachers.

Areas for professional learning identified by principal, executive, staff and director/DEC. Professional learning calendar drafted for year and regularly updated and distributed to staff. Principal and executive oversee the planning and delivery of professional learning, including the network as appropriate.

All staff including Vision Team participate in PL reflective of mandatory requirements & school priority areas across the Network of Schools. Incorporate skills/knowledge from PL into daily teaching practice.

Computer Coordinator/ Executive: Attend PL to lead implementation of technologies and whole staff PL.

Staff: Attend professional learning and incorporate skills and knowledge into daily teaching practice. Trial apps and evaluate effectiveness for student learning.

Students: Evaluate IT and apps use in class.

PRODUCT AND PRACTICES

Product: Increase the % of Year 2 to Year 6 students at/above expectation literacy from 66% to 80% (2017) (PLAN).

Product: Increase the % of Year 2 to Year 6 students at/above expectation in Aspects of Writing (Baseline data 2015) (PLAN).

Product: Increase the % of Year 5 students achieving expected growth in Numeracy from 52% to 65% (2017).

Practice: Teachers engage in professional dialogue and quality feedback with team leaders/ colleagues to support critical reflection, leading to improved practice, implementation of Quality Teaching and increased leadership capacity of staff.

Product: Increase in the number of TPS staff achieving PDP goals. (2015 Baseline)

Practice: All staff across network confident in their knowledge & implementation of current curriculum.

Product: Increase student engagement in English / Mathematics curriculum through quality IT. (2015 Baseline)

Practice: A strong culture of quality IT use as part of regular classroom practice, underpinned by authentic professional dialogue.

Strategic direction 2: Creating successful learners and informed, responsible global citizens

PURPOSE

To engage all students with relevant curriculum that enables them to reach their full potential and where students are active participants in their own learning.

To provide students with rich and innovative learning opportunities to develop deeper thinking skills.

To develop skills through collaborative learning opportunities.

To encourage students to build positive relationships and actively contribute both inside and outside school.

IMPROVEMENT MEASURE/S

Reduction in serious behaviour incident registration, warning letters and suspension letters by 75% school wide as a result of PBL training

A higher percentage of students who are independent and resilient

100% student leaders taking part in external projects such as the leadership project

A high percentage of students successfully setting achievable goals for learning.

Use of data from TTFM survey around engagement and student satisfaction.

PEOPLE

Staff: Strong understanding of the QTF, assessment for learning practices and the need to teach explicitly the positive behaviours necessary for learning.

Students: Understand how to reflect on their own learning & develop learning goals.

Will be aware they are responsible for their own behaviour and well-being through the provision of explicit and systematic lessons.

Staff, Parents and Students: Understand & participate in Positive behaviour for learning.

Staff, Parents and Students: Value students working to their potential and achieving learning goals (PBs).

Staff, Parents and Students: Strong awareness of PBL policies / procedures embedded in school culture and valued by the school community.

School Community: Value strong positive relationships and are committed to strengthening partnerships to support students through

Staff: Value and are committed to co-ordinating extra-curricular programs, CAPA groups and Showcase.

Parents and Students: Value programs offered and understand the expectations and benefits of participating in programs.

PROCESSES

High standards and school learning priorities are strengthened through targeted professional learning on quality teaching.

Teachers draw on assessment and evidence-based research to improve their performance and development and thus improve outcomes for students

Teachers build student capacity in student self-assessment (SSA) and setting learning goals using the principals of assessment for learning

Team members implement common strategies for SSA. Routines established to support teacher sharing quality feedback with students to enhance SSA opportunities

School systems are aligned to ensure consistency of curriculum delivery including strategies for differentiation and consistent teacher judgement. Teams plan to share resources & ideas to facilitate this.

Staff implement & teach PBL with students through explicit group learning in classes, enabling them to utilise PBL strategies. Policy supported by visual displays throughout school.

Student participation in extracurricular programs including swimming K-6, CAPA groups and Showcase encouraged by staff.

PL and mentoring to increase staff capacity to co-ordinate extra-curricular programs and CAPA group.

Parents and students consulted in relation to extra-curricular activities and CAPA groups offered.

School organisation supports all programs. School community promote/ celebrate student and school program successes.

PRODUCT AND PRACTICES

Product: Behaviour improvements noticeable as levels of engagement and participation in learning across the school are increased.

Practices: Teachers embed explicit criteria and quality feedback into teaching practice. Students actively participate in their own/peer learning through self-reflection and goal setting on a daily basis. Students actively use the language of the PBL matrix.

Product: increasingly positive responses to student engagement criteria through TTFM survey at least band 7.5.

Product: Reduction in serious behaviour incident registration, warning letters and suspension letters by 75% school wide.

Practices: Whole school community using PBL principles to address student welfare incidents and other issues/ disputes.

Product: Full student participation in CAPA groups & Showcase Concert performance, with increased student participation in school based extra-curricular programs in Years 3-6 from 75% to 90% (2017).

Increase staff members' co-ordinating extra-curricular activities from 87% to 90%. (2017)

Practices: Staff and students actively participate in extra-curricular activities, CAPA groups and Showcase Concert.

Strategic direction 3: Connecting school and communities

PURPOSE

To enrich student learning through authentic communication and collaboration between the school and the wider community.

IMPROVEMENT MEASURE/S

3.1: Annual milestones achieved in 100% of projects in 2017.

3.2: Increase the % of students K-6 achieving Sound/Above from 84% to 95% in Reading Semester 2 SBSR.

3.2: Increase the % of students K-6 achieving Sound/Above from 87% to 95% in Number Semester 2 SBSR.

3.3: Increase the number of parents and corporations involved in school programs.

PEOPLE

Staff: Committed to the School Plan and related priority programs.

Staff: Value being part of the development and evaluation process including 5P's and milestones. **(3.1: School Plan)**

Executive: Strong understanding and commitment to the School Plan implementation 2015- 2017.

Executive / Staff: Value feedback from key stakeholders and CoS to evaluate priority school programs.

Parents: Strong knowledge of priority school programs reflected in School Plan.

Staff: Committed to development of high quality learning programs for all students through curriculum differentiation.

(3.2: Curriculum Differentiation)

Staff: Strong knowledge of curriculum, their students and how they learn.

Parents: Value education and work with DEC/ school staff to support their student's learning.

Staff: Committed to strengthening school community communication & partnerships.

(3.3: Community Engagement)

Staff and Parents: Strong school community awareness of programs and personnel responsible.

Staff and Parents: Understand protocols for engaging organisations in the school.

Community Members: Value school programs in areas of expertise.

Students: Value engagement in quality learning experiences across curriculum.

PROCESSES

Staff, students and school community surveyed, including CoS, to evaluate selected programs for ASR.

External and school based data analysed and reflected in milestones as planned.

School Plan milestones and evaluation incorporated into Professional Learning Calendar and Management Meetings for full staff involvement.

Ongoing consultation with parents about priority school programs.

Identification procedures for Learning Support Team (LST) in place to target students requiring high level support. NCCD process implemented. Finalised by T3W4.

Track all students on PLAN. PL in teams. Teams access resources to know their students & how they learn. (LaST/ APLA)

PL to build staff capacity to differentiate curriculum and meet Equity requirements. IEPs and PLPs developed & implemented as informed by criteria, assessment data and Review Meeting feedback.

Key staff attend PL to build capacity to engage with community.

School to survey wider school community to develop data base of parent expertise and availability.

Access student opportunities for involvement in wider community events and programs.

Communicate with school community about school & community programs and events.

PRODUCT AND PRACTICES

Product: Annual milestones achieved in 100% of projects in 2017 **(3.1)**

Practices: Ongoing evaluation of School Plan using milestones by all staff, CoS colleagues and wider school community.

Product: Increase the % of students K-6 achieving Sound/Above from 84% to 95% in Reading Semester 2 SBSR 2017. **(3.2)**

Product: Increase the % of students K-6 achieving Sound/Above from 87% to 95% in Number Semester 2 SBSR.

Practices: High quality and differentiated teaching / learning practices reflected in Support, IEPs, PLPs and class programs.

Product: Increase the number of parents and corporations involved in school programs. (2015 Baseline) **(3.3)**

Practices: Enhanced quality learning experiences accessible to students through use of staff and community expertise.

