

# Telopea Park School

Network: South/Weston

## School Improvement Plan 2023 - 2027



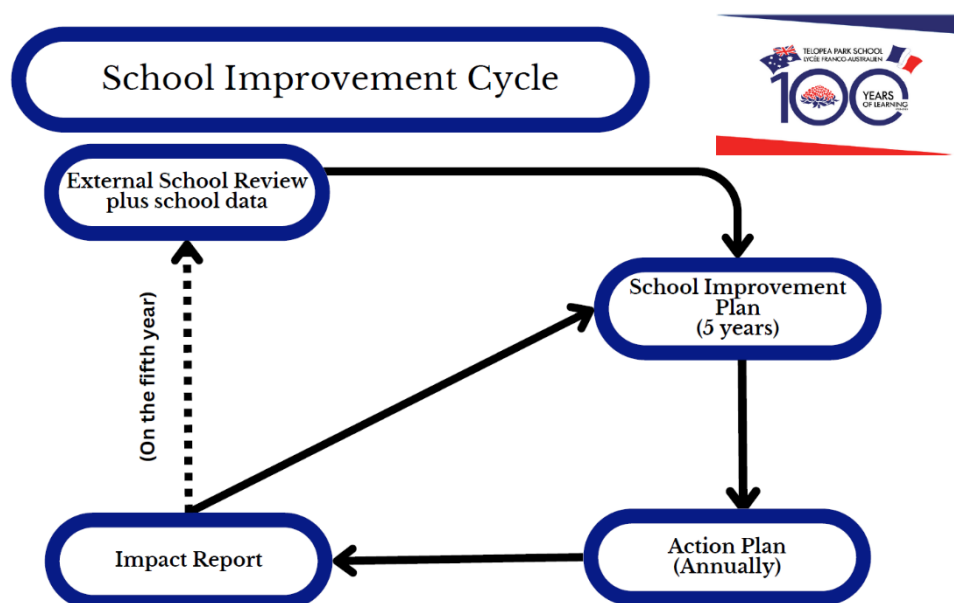
## The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's [Future of Education](#) and [Set up for Success](#) strategies alongside system-level and school-based analysis of [Multiple Sources of Evidence \(MSoE\)](#). Analysis of MSoE is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle, providing valuable opportunities for self-reflection, planning and improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. The findings and recommendations of the Review in conjunction with school performance and perception data support the development of the annual Action Plan. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation:

Analysis ⇒ Priorities ⇒ Strategies ⇒ Actions ⇒ Impact (for students)

Relationship between Elements of the School Improvement Cycle



Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set in this School Improvement Plan and will give life to monitoring, evaluation and communication of progress to teachers, families, and students. The priorities are developed through analysis of student achievement data, community perception data, and recommendations made through the process of external school review. Priorities align with the Future of Education Strategy and the ACT Education Directorate's Strategic Plan.

The priorities are addressed through identifying and implementing strategies and actions in the Annual Action Plans over the life of the School Improvement Plan.

Reporting on the school's progress towards the school improvement priorities occurs annually through the completion of an Impact Report early in the year following a given Annual Action Plan. The findings of this report are used to inform the next Annual Action Plan and to adjust the School Improvement Plan if needed.

## Our school's improvement agenda positioned within the Directorate's *Vision, Mission, and Values*

### Vision

#### School's Vision

Telopea Park School/Lycée Franco-Australien de Canberra is committed to excellence in education and in all fields of endeavour by challenging students to develop the skills and personal qualities needed to live successfully in a complex world. The school values and celebrates linguistic and cultural diversity and students achieving their personal best through a broad range of educational experiences.

Telopea Park School/Lycée Franco-Australien de Canberra provides a safe, caring and supportive environment where all students have equity of opportunity and access to learning. Through its philosophy and practice, the school promotes mutual respect and tolerance.

Directorate's vision: Every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals.

### Mission

#### School's Mission

The students are at the centre of all planning in the school. By ensuring that all teachers have the opportunity to build their capacity to be the best they can possibly be, then every student will be taught by excellent teachers. Students are supported by teachers to do their best. Teachers have high expectations of every child with the knowledge that all children can progress in their learning.

Students are guided in line with the requirements of the Binational Agreement Kindergarten to Year 10, and the International Baccalaureate's Middle Years Programme, Year 7 to Year 10.

The school delivers excellence in bilingual learning in a multicultural setting where all students study a foreign language.

Directorate's mission: We lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.

## Values

School's values:            Respect            Cooperation            Fairness            Honesty

Directorate's values:    The way we work is underpinned by the ACT Public Service values of Respect, Integrity, Collaboration, and Innovation.

It is important to note that the priorities outlined in this plan align strongly with those identified in the English French Stream strategic plan, the projet d'établissement.

## Education Directorate's *Future of Education* and *Set up for Success* Strategies

The *Future of Education* and *Set up for Success* Strategies outline the plan for education and care from birth to 18 years for all children and young people in the ACT. These two strategies are based on four foundations:

1. A fair start for every child, Students at the centre
2. Valuing educators, valuing children, Empowered learning professionals
3. Every child has a story, Strong communities for learning
4. Working together for children, Systems supporting learning

These foundations emphasise the importance of focusing on individual needs within a coordinated and collaborative context, supported by strong educators, community partners and families, and a service design approach.

## Multiple Sources of Evidence

Evidence informing this School Improvement Plan includes:

- Findings and recommendations from School Review
- Analysis of system and school-based student learning data
- Analysis of perception data
- Consideration of school programs and processes

## Our improvement priorities

**Priority 1:** To strengthen student connectedness to the school community.

Students are proud to be the centre of Telopea Park School and engage with the binational education and opportunities that exist within this unique setting. Collaborative partnerships between staff, students and parents/carers/community are central to the success of our students.

### Targets/Measures to be achieved by 2027

#### *Perception data*

<b>Target or measure:</b>	Increase the proportion of students, staff and parents with strong School Identification.
<b>Source:</b>	Annual Satisfaction and Climate Survey
<b>Starting point:</b>	Baseline of 66.7% for primary school students, 58.3% for high school students, 88.3% for staff and 72.4% for parents with strong School Identification from 2022 survey.
<b>Target or measure:</b>	Increase the proportion of students, staff and parents with strong Shared Values and Approach.
<b>Source:</b>	Annual Satisfaction and Climate Survey
<b>Starting point:</b>	Baseline of 63.9% for students, 58.1% for staff and 64.3% for parents with strong Shared Values and Approach from 2022 survey.
<b>Target or measure:</b>	Increase the percentage of students with strong Perceived Support and Safety.
<b>Source:</b>	Annual Satisfaction and Climate Survey
<b>Starting point:</b>	Baseline of 53.4% students with strong Perceived Support and Safety from 2022 survey.
<b>Target or measure:</b>	Increase the percentage of students who believe student behaviour is well managed at my school.
<b>Source:</b>	Annual Satisfaction and Climate Survey
<b>Starting point:</b>	Baseline of 32.0% students with Agree / Strongly Agree as their response to this ACT Satisfaction item.
<b>Target or measure:</b>	An average of 75% of students agree and strongly agreed with the question “Do you enjoy your classes at Telopea Park School”.
<b>Source:</b>	Telopea Park School Survey 2020-2022
<b>Starting point:</b>	An average of 60% of students agreed and strongly agreed with the question “Do you enjoy your classes at Telopea Park School”.
<b>Target or measure:</b>	An average of 75% of students agree and strongly agreed with the question “Do you feel valued as a student at Telopea Park School”.
<b>Source:</b>	Telopea Park School Survey 2020-2022
<b>Starting point:</b>	An average of 48.4% of students agreed and strongly agreed with the question “Do you feel valued as a student at Telopea Park School”.
<b>Target or measure:</b>	Increase the percentage of students to 81.3% and parents to 77.7% with strong Academic Emphasis.
<b>Source:</b>	Annual School Satisfaction and Climate Survey
<b>Starting point:</b>	Baseline of 71.3% for students and 57.7% for parents School program and process data with strong Academic Emphasis from 2022 survey.

#### *School program and process data*

<b>Target or measure:</b>	Average score of “embedding” in “Empowering students and building school pride domain” against the Professional Learning Community Maturity Matrix.
<b>Source:</b>	Self-evaluation against the Professional Learning Community Maturity Matrix
<b>Starting point:</b>	"Evolving" based on average result of initial self-evaluation.
<b>Target or measure:</b>	Increase the ratio of Positive Behaviours for Learning (PBL) positives to negatives to 5.0 or greater.
<b>Source:</b>	PBL Dashboard
<b>Starting point:</b>	Baseline to be determined in 2023.

Priority 2: Improve student growth in Literacy.

Students will be empowered to develop the knowledge, skills and dispositions to interpret and understand both explicit and nuanced information allowing them to thrive across all curriculum areas.

Targets/Measures to be achieved by 2027

Student learning data – Years K - 6

**Target or measure:** Increase the average standardised end score for Reading (Kindergarten) to being equal to or above the average standardised start score each year from being significantly below since 2020.

**Source:** BASE

**Starting point:**

BASE	Average standardised start score – Reading	Average standardised end score – Reading
2020	122	107
2021	124	108
2022	130	104
2023	127	

**Target or measure:** PAT growth - Increase the percentage of students who can answer questions correctly relating to making inferences when reading (reading outcomes).

*Year 2* – Increase the percentage of year 2 students who answer the questions correctly relating to making inferences when reading on the year 2 PAT test to 60% or above from achieving below 40% and 80% or above from achieving between 40%-60%.

*Year 3* - Increase the percentage of year 3 students who answer the questions correctly relating to making inferences when reading on the year 3 PAT test to 80% or above from achieving between 40%-60%.

*Year 4* - Increase the percentage of year 4 students who answer the questions correctly relating to making inferences when reading on the year 4 PAT test to 60% or above from achieving below 40% and 80% or above from achieving between 40%-60%.

*Year 5* - Increase the percentage of year 5 students who answer the questions correctly relating to making inferences when reading on the year 5 PAT test to 80% or above from achieving between 40%-60%.

*Year 6* - Increase the percentage of year 6 students who answer the questions correctly relating to making inferences when reading on the year 6 PAT test to 80% or above from achieving between 40%-60%.

**Source:** PAT (6 months)

**Starting point:** Of the PAT questions answered that relate to making inferences and reflecting on texts, each year level had some questions where below 40% of the cohort answered them correctly or between 40%-60% of the cohort answered them correctly. Those are our area of focus.

*Year 2 – 2 questions below 40% and 2 questions 40%-60%*  
*Year 3 – 5 questions 40%-60%*  
*Year 4 – 2 questions below 40% and 3 questions 40%-60%*  
*Year 5 – 3 questions 40%-60%*  
*Year 6 – 9 questions 40%-60%*

**Target or measure:** Increase the percentage of students in Year 1 achieving in French Literacy Oral Comprehension to 70%

**Source:** French National Assessment

**Starting point:** 63.3%

**Target or measure:** Increase the percentage of students in Year 2 achieving in French Literacy Oral Comprehension to 75%

**Source:** French National Assessment

**Starting point:** 63.3%

**Target or measure:** Increase the percentage of students in Year 2 achieving in French Literacy Reading Comprehension to 70%

**Source:** French National Assessment

**Starting point:** 53%

**Target or measure:** Increase the percentage of students in Year 2 achieving in French Literacy Reading Aloud to 60%



**Source:** French National Assessment

**Starting point:** 38%

**Target or measure:** Increase the percentage of students in Year 6 achieving in French Literacy Grammar to 70%

**Source:** French National Assessment

**Starting point:** 53.8%

*Student learning data – Years 7-10*

**Target or measure:** PAT growth - Increase the percentage of students in Years 7 to 10 who can interpret explicit information within texts (reading outcomes)

Year 7 - 75%

Year 8 - 70%

Year 9 - 72%

Year 10 – 75%

**Source:** PAT (6 months)

**Starting point:** 2023 Term 1 PAT DATA - % of students in Years 7 to 10 who correctly answered questions in ‘Interpreting Explicit Information’ strand.

Year 7 - 61.9%

Year 8 - 48.5%

Year 9 - 54.3%

Year 10 - 54.0%

**Target or measure:** Increase the number of students who ‘consistently’ “Understand themselves as learners”.

**Source:** End of semester student reports

**Starting point:** Baseline to be determined in 2023.

**Target or measure:** Reduce the percentage of students achieving below 10% in French section of the Brevet National Diploma (Le Diplôme National du Brevet des Collèges – Year 9) to 30% or below.

**Source:** National Assessment Results

**Starting point:**

DNB	nombre inférieur de 10	pourcentage
2021	15	37.5
2022	19	40.43

*Perception data*

**Target or measure:** Increase the percentage of year 4, 5 and 6 students with strong Emotional Engagement to 71.6%.

**Source:** Annual School Satisfaction and Climate Survey

**Starting point:** Baseline of 59.5% year 4, 5 and 6 students have strong Emotional Engagement from 2022 survey.

*School program and process data*

**Target or measure:** Average score of “excelling” in both “Building practice excellence” and “Data used to focus and drive the collaborative improvement and evaluate impact on learning” domains against the Professional Learning Community Maturity Matrix

**Source:** Self-evaluation against the Professional Learning Community Maturity Matrix

**Starting point:** “Evolving” based on average result of initial self-evaluation.

Priority 3: Improve student growth in Numeracy.

Students will understand the role of Mathematics in the world and possess the skills to apply numeracy learning to all areas of the curriculum.

Targets/Measures to be achieved by 2027

Student learning data – Years K-6

**Target or measure:** Increase the average standardised end score for Mathematics (Kindergarten) to being equal to or above the average standardised start score each year from being significantly below since 2020.

**Source:** BASE

**Starting point:**

BASE	Average standardised start score – Maths	Average standardised end score – Maths
2020	117	104
2021	119	105
2022	122	102
2023	121	

**Target or measure:** PAT growth - Increase the percentage of students who can answer questions correctly relating to number.

*Year 1* - Increase the percentage of year 1 students who answer the questions relating to number correctly on the year 1 PAT test to 60% or above from achieving below 40%.

*Year 2* - Increase the percentage of year 2 students who answer the questions relating to number correctly on the year 2 PAT test to 60% or above from achieving below 40% and 80% or above from achieving between 40%-60%

**Source:** PAT (6 months)

**Starting point:** Of the PAT questions answered that relate to number, each year level had some questions where below 40% of the cohort answered them correctly or between 40%-60% of the cohort answered them correctly. Those are our area of focus.

*Year 1 – 12 questions below 40%*

*Year 2 – 8 questions below 40% and 1 question 40%-60%*

**Target or measure:** Increase the percentage of students who correctly answer questions that relate to fractions and decimals.

*Year 3* - Increase the percentage of year 3 students who answer the questions relating to number correctly on the year 3 PAT test to 60% or above from achieving below 40% and 80% or above from achieving between 40%-60%.

*Year 4* - Increase the percentage of year 4 students who answer the questions relating to number correctly on the year 4 PAT test to 60% or above from achieving below 40% and 80% or above from achieving between 40%-60%.

*Year 5* – Increase the percentage of year 5 students who answer the questions relating to number correctly on the year 5 PAT test to = 60% or above from achieving below 40%.

*Year 6* - Increase the percentage of year 6 students who answer the questions relating to number correctly on the year 6 PAT test to 60% or above from achieving below 40% and 80% or above from

**Source:** PAT (6 months)

**Starting point:** Of the PAT questions answered that relate to fractions and decimals, each year level had some questions where below 40% of the cohort answered them correctly or between 40%-60% of the cohort answered them correctly. Those are our area of focus.

*Year 3 – 3 questions below 40%*

*Year 4 – 1 question below 40% and 1 question 40%-60%*

*Year 5 – 3 questions below 40%*

*Year 6 5 questions below 40% and 4 questions 40%-60%*

Student learning data – Years 7-10

**Target or measure:** PAT growth - Increase the percentage of students in Years 7 to 10 who correctly answer questions in ‘Algebra’ strand.

*Year 7 - 65%*

*Year 8 - 70%*

*Year 9 - 70%*

*Year 10 – 70%*

**Source:** PAT (6 months)

**Starting point:** 2023 Term 1 PAT DATA – percentage of students who correctly answered questions in ‘Algebra’ strand

*Year 7 - 47.6%*

*Year 8 - 53.4%*

*Year 9 - 52.6%*



Year 10 - 50.5%

**Target or measure:** PAT growth - Increase the percentage of students in Years 7 to 10 who correctly answer questions in ‘Measurement’ strand.

- Year 7 - 75%
- Year 8 - 75%
- Year 9 - 75%
- Year 10 – 75%

**Source:** PAT (6 months)

**Starting point:** 2023 Term 1 PAT DATA – percentage of students who correctly answered questions in ‘Measurement’ strand

- Year 7 - 56.7%
- Year 8 - 54%
- Year 9 - 53.5%
- Year 10 –55.5%

## Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

### Principal

Name: Jason Holmes

Date: 11/09/2023

### Director School Improvement

Name: Cindie Deeker

Date: 11/09/2023

### Board Chair

Name: Stephen Bouwhuis

Date: 11/09/2023