

Telopea Park School

Network: South Canberra/ Weston

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our four-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from the **end of 2019** the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

Reporting against our priorities

Priority 1: To maximise the growth in learning for all students

Targets or measures

By the end of 2021 we will achieve:

- An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Numeracy in Year 7, from 69% to 71% *
- An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Numeracy in Year 9, from 60% to 63% *
- In PAT testing, Mathematics and Reading Comprehension, 75% of Year 2 students achieve growth of at least one level from pre to post testing each year
- Maintaining an increase of 1-2% in the number of students attaining a C grade and above in Mathematics in Years 7 (87% to 88%), Year 8 (89% to 91%), Year 9 (81% to 83%) and Year 10 (75% to 77%) from the 2017 semester 2 grades
- An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Writing in Year 7, from 69% to 71% *
- An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Writing in Year 9, from 60% to 62% *
- An increase of at least one level in French oral language competency for 75% students in the EFS, K-6 as tracked each semester against the French Oral Language Competencies of the French National Curriculum
- 95% and above pass rate for Year 9 students' Brevet results of as an indicator of learning with the French National Curriculum
- An increase in the number of students in the 75th percentile and above attaining expected growth in NAPLAN testing in year 9 in Writing (25% to 27%) and Numeracy (17% to 20%) *
- An annual increase of 3% in the number of students identifying positive well-being in the Telopea Park School's student well-being survey

**from the baseline 2017 SMART data*

In 2018 we implemented this priority through the following strategies.

Strategies

1.1. Collection, analysis and use of data to inform teaching and learning and to monitor student growth

1.2. Systematic approach to formative strategies/assessment to progress student learning/competencies and provide timely, supportive feedback

1.3. Develop and maintain differentiation strategies by every teacher
1.4. Development of an agreed K-10 student wellbeing program for Primary, 7-10 Australian Stream and EFS
1.5. Utilise a range of diagnostic tools to measure student wellbeing

2018 actions

Specific Actions	Responsibility	Commence date
Collect baseline data – classroom and survey/reflection; OLSAT and CogAT	All teachers	Term1-2
Data analysis and plan of response	All teachers	Term 2-3
NAPLAN analysis	Executive teachers and NAPLAN Coordinators	Term 3
Student progress tracked, and results reported to all teachers	Executive teachers and NAPLAN Coordinators	Term 4
Develop school well-being surveys	Student Welfare Executive teams	Term 1-2
Develop a well-being program in K-6 and strengthen the well-being program 7-10	Student Welfare Executive teams	Terms 3-4

Below is our progress towards our four-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base 2017	Year 1 2018	Year 2019	Year 3 2020	Year 4 2021
NAPLAN – % at or above expected growth Numeracy Year 7	69.9	74.7			

NAPLAN – % at or above expected growth expected growth Numeracy Year 9	60.1	65.2			
NAPLAN – % at or above expected growth in Writing Year 7	59.5	63.6			
NAPLAN – % at or above expected growth in Writing Year 9	57.6	58.6			
NAPLAN – Increase in number of students in the top two bands in Year 9 Numeracy	35.3%, 65 students	48.1%. 90 students			
NAPLAN – Increase in number of students in the top two bands in Year 9 Writing	25.8%, 49 students	21.8%, 42 students			
In PAT testing, Mathematics Comprehension, 75% of Year 2 students achieve growth of at least one level, or maintain the top level, from pre to post testing from March to November	77.1% 68.6% + 8.5%	71.4% 67.1% + 4.3% (held top level)			
In PAT testing, Reading Comprehension, 75% of Year 2 students achieve growth of at least one level, or maintain the top level, from pre to post testing from March to November	66.7% 65.4% + 1.3%	70.1% 58.2% + 11.9% (held top level)			

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2019	Year 3 2020	Year 4 2021
Student positive well-being from TPS survey	N/A	53% (top 2 rankings out of 5)			

School program and process data

Targets or Measures	Base 2017 %	Year 1 2018 %	Year 2019 %	Year 3 2020 %	Year 4 2021 %
In-school Mathematics grades Years 7 C grade or above Mathematics AC	87	85.7			
In-school Mathematics grades Years 8 C grade or above Mathematics AC	89	91			
In-school Mathematics grades Years 9 C grade or above Mathematics AC	81	91.3			
In-school Mathematics grades Years 10 C grade or above Mathematics AC	75	92.2			
Increase in French oral language competency in EFS Year K-10: see separate explanation	N/A				
Brevet (Year 9 French National test) pass rate	100	98			

What this evidence tells us

What does this evidence indicate about your school’s progress towards our four-year targets?
 From the evidence gathered from the whole school where teachers have been working together to support student learning, it can be observed that:

- i) There is an increase in the percentage of students attaining at or above the expected growth in NAPLAN in Numeracy in Year 7 and in Year 9. The primary sector of the school has had a focus on PANL (Principals As Numeracy Leaders) and has purchased class sets of Mathematics resources as recommended by the ED PANL team. This has had beneficial results in engaging the students to enjoy numeracy learning as well as supporting teachers to deliver the curricula in a more engaged way. In secondary there has been an on-going focus on numeracy across the curriculum.
- ii) Likewise, there has been an increase in the percentage of students attaining at or above the expected growth in NAPLAN in Writing in Year 7. There has been a slight decrease in Year 9 from 25.8% to 21.8%. This could be attributed to the different cohort of students. There has been whole-school engagement with *The Writing Project* with an emphasis on writing across the curriculum. Professional

learning (PL) was delivered to all teachers to increase their understanding of the importance of writing. In addition, the school has developed Literacy classes in Years 7 and 8 to support the students who do not have the literacy skills to succeed in their learning. The results of the students in these classes demonstrate that this initiative was highly successful and will now continue into 2019 and be extended to Year 9 to support the underachieving students.

- iii) In PAT Mathematics Comprehension testing, the target result of 75% of Year 2 students to achieve growth of at least one level, or maintain the top level, from pre to post testing from March to November, did not occur. In 2017 there were 77% of students achieving this result which dropped to 71.4% in 2018. This could be due to the cohorts of students being different and/or more students requiring support in Mathematics and/or the language of Mathematics. It must be remembered that PAT testing is in English, and 80% of the students' learning time is in French for that age cohort. These results will be used in 2019 to support the students who achieved lower results.
- iv) In PAT testing, Reading Comprehension, there has been growth towards the target result of 75% of Year 2 students to achieve growth of at least one level, or maintain the top level, from pre to post testing from March to November. 66.7% of students achieved this in 2017 with an increase to 70.1% of students in 2018. There has been a strong focus on reading in Year 2 classes as well as many parents supporting teachers to listen to students every day.
- v) In-school Mathematics grades for secondary students have maintained their excellence with approximately 90% of all students succeeding to attain a C grade or above. As an International Baccalaureate (IB) world school assessment of students is by rubric developed and set by the IB at a world standard.
- vi) Students in year 9 sitting for their first French National Examination, the Brevet, have continued to succeed at a high level with 98% pass rate in 2018, 82% of students with honours: 59.45%; high distinction: 21.62% distinction; and 16.21% with credit.
- vii) French oral language learning and growth continues to be monitored each semester – Priorities for improvement in the French Stream have been articulated and translated in line with the objectives of the school's Strategic Plan. This is in compliance with the recommendations of the French Inspector representing the AEFÉ (French Government Agency for French Schools Abroad) in 2018. This formal inspection of programs, curriculum, pedagogy and teachers occurs each year. The below French studies plan of priority realisations was prepared in consultation with the French Inspector.

Priorités du courant bilingue du LFAC à partir du « strategic plan 2018.21 »

Missions du LFAC:

- Maintenir l'excellence par la prise en charge de toutes et tous
- Le maintien de l'excellence passe par la gestion de la croissance de nos effectifs
- Maintenir l'excellence du bilinguisme, spécificité du lycée, voire améliorer le plurilinguisme
- Maintenir l'élève au centre de nos apprentissages
- Préparer l'élève au monde demain
- Veiller à développer encore davantage les pratiques pédagogiques

- Maintenir l'excellence par la prise en charge de toutes et tous
- Valoriser l'élève, l'enseignement, l'établissement
- Maintenir l'excellence par la prise en charge de toutes et tous
- Renforcer nos liens pédagogiques avec les écoles bilingues australiennes (AAFEBs) et les établissements AEFE

Priorité 1: Accompagner chaque élève dans sa réussite tout au long de sa scolarité et dans son apprentissage de la citoyenneté

- Elève acteur Student learner profile, Culture of inquiry, SRC
- Maîtrise de l'oral/ de la langue
- Redonner confiance à tous/ prise en charge des élèves à besoins particuliers
- Politique des langues (échanges linguistiques)
- Accompagnement plus personnalisé
- Bien-être des élèves
- Augmenter le nombre d'élèves de la 6ème au brevet, puis du brevet au bac / devenir post bac des élèves

Priorité 2: Permettre aux formateurs d'acquérir les outils pédagogiques nécessaires à la réussite des élèves

- Collaboration / travailler ensemble
- Profiter des échanges de pratiques dans le cadre du bilinguisme
- Culture of inquiry
- Différenciation pédagogique
- Echanges de pratiques AAFEBs/AEFE
- Profiter des apports des systèmes français et MYP
- Evaluation par compétences
- Souci du bien-être enseignant

Priorité 3: Renforcer communication et collaboration au sein de toute la communauté éducative

- Valoriser l'établissement
- Développer le site internet de l'établissement TPS/Narrabundah
- Mieux faire connaître nos attentes pour faciliter le choix des familles
- Meilleure compréhension des deux systèmes
- Renforcer la voix des personnels
- Communication efficiente avec les familles
- Renforcer la présence des parents au P&C
- Rendre lisibles nos actions
- Centraliser et homogénéiser nos pratiques de communication

- Have any of your data sources changed over time? If so, why?
 - i) In 2017 SMART data analysis for NAPLAN (using the NSW Department of Education data base) was used. This database has now been replaced by SCOUT (NSW) which uses a different lens for analysis. Results can be extracted but comparisons are not exact.
 - ii) In 2018 all students at Telopea Park School sat for NAPLAN online. Comparisons of results with the 2017 written form are not mathematically sound as there are too many influencing factors, eg. the individual student's ICT skills, level of achievement leading to a different pathway, log-on difficulties, WiFi speed, parental permission, etc.
 - iii) The French Stream Priority Actions in line with the Strategic Plan are informed by the recommendations of the French Inspector's report (June each year). In 2019, consideration will once again be given to this. This is an AEFÉ inspectorial system of maintaining excellence in the delivery of the French National Curriculum.

- What implications does this evidence have for your next AP?
 - i) SCOUT will continue to be used for NAPLAN data analysis giving a better means of tracking growth in student learning.
 - ii) The teaching and learning of *Mathematics* and *Writing* will continue to be of importance in the 2019 Action Plan.
 - iii) In-school grades will continue to be monitored as well as *Feedback* as a focus for all teachers to monitor student learning and to modify their teaching and pedagogy.
 - iv) All teachers will have a focus on improving student learning in their annual *Teacher Performance and Development Plans* (TPDP). All teachers are assigned a mentor/supervisor to develop these plans collaboratively.
 - v) Professional Learning for all teachers to be in line with the actions in the 2019 Action Plan to support teachers' understanding of growth for all students (differentiation and feedback)
 - vi) Specific Professional Learning Teams (PLTs) developed to support the 2019 Action Plan and in turn, the school's 2018 - 2021 Strategic Plan.

Our achievements for this priority

- i) Results for most students continue to demonstrate sound achievement in line with the school's 2018-2021 Strategic Plan
- ii) Targeted literacy programs are successful for underachieving students in literacy
- iii) PAT results for year 2 students on track to improvement
- iv) A school well-being survey was developed in 2018 and base results obtained to track students', teachers' and parents' voice over the life of the Strategic Plan, 2018-2021.

- v) A well-being program in K-6 was developed by: employing an Executive Teacher of Student Welfare for the Primary School; the development of a program to support well-being in all primary classes; *Friendly Schools Plus* program has been adopted for the primary sector.
- vi) The well-being program 7-10 has been strengthened by maintaining an executive Teacher of Student Engagement in the school and contemporary programs developed to support secondary student well-being. Personal and Social classes continue for all secondary students each week.

Challenges we will address in our next Action Plan

- i) Support for underachieving students
- ii) To continue to fund classes for students with low literacy
- iii) Extension for high achieving students
- iv) Differentiation in all classes – a holistic understanding of what this means in the classroom
- v) Formative assessment to inform the students' learning as well as the teachers' pedagogy
- vi) Feedback in classes to inform and adjust teaching
- vii) Tracking of students in the English French Stream (EFS) in line with the guidance from the AEFÉ Inspector (June each year)
- viii) To continue to monitor the well-being of students.

Priority 2: To develop a culture of inquiry across the school

Targets or measures

Outcomes to be achieved through this priority include:

- Every student is supported to develop the key attributes and Australian Curriculum (AC) General capabilities/French Curriculum Competencies to be a confident and creative individual
- Increased opportunities for student engagement using digital technologies and Science, Technology, Engineering and Mathematics (STEM) activities

Targets

By the end of 2021 we will achieve:

- A cycle of inquiry that is embedded in, and across, learning areas
- AC General Capabilities embedded across the curriculum
- 100% of the students engaged in inquiry design as a vehicle for digital technology learning and STEM activities
- Students' positivity about their learning as identified by student satisfaction survey questions (the school gives me opportunities to do interesting things; the school motivates me to learn) - Improvement from 2017 Student Satisfaction responses. Design in-school survey focussed on inquiry and engagement

Strategies

In 2018 we implemented this priority through the following strategies.

2.1 Commence the mapping of the similarities and additional features of the attributes and skills of the Socle Commun and the AC General Capabilities
2.2 Commenced the creation of agreed student learner profile for Primary, 7-10 Australian Stream and EFS stream and embedded in the school culture
2.3 Students supported to learn digital technologies in each subject area

2018 actions

Specific Actions	Responsibility	Commence date
Map the similarities and additional features of the attributes and skills of the Socle Commun and the AC General Capabilities	Principal, Proviseur and Deputy Principals	Term 2
Develop a student learner profile for Primary	Principal, Proviseur and Deputy Principals	Term 3

Strengthen the 7-10 Australian Stream and EFS Stream Learner Profile		
Support students in all subjects to understand required Australian Curriculum DTs	Executive teacher of Digital Technologies	Terms 2,3 and 4

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base 2017	Year 1 2018	Year 2019	Year 3 2020	Year 4 2021
N/A					

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2019	Year 3 2020	Year 4 2021
Students' positivity about their learning as identified by student satisfaction survey questions <i>the school gives me opportunities to do interesting things</i> (TPS survey): <i>the school gives me opportunities to do interesting things</i> (SSS)	N/A 76%	53% (top 2 rankings out of 5) 73%			
My teachers motivate me to learn (SSS)	56%	62.5 %			

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2019	Year 3 2020	Year 4 2021
% of the students engaged in inquiry design as a vehicle for digital technology learning and STEM activities		Not yet quantified On-going			

Develop a student <i>Learner Profile</i> for Primary	N/A	Developing			
Strengthen students understanding of <i>Approaches To Learning</i> (ATLs)		Developing			
Strengthen the 7-10 Australian Stream and EFS Stream <i>Learner Profile</i>		Developing			
Map the similarities and additional features of the attributes and skills of the Socle Commun and the AC General Capabilities – as well as with the ATL for secondary students		Not achieved as yet – for the 2019 plan			

What this evidence tells us

- What does this evidence indicate about your school’s progress towards our four-year targets?
 - i) Cycle of inquiry is an IB requirement which is embedded in the secondary school. In the primary sector, all teachers are working towards an understanding of the inquiry concept and are progressing towards embedding this in their lessons.
 - ii) There has been a focus on ATLs in the secondary sector so that students are aware how they learn best and how they could improve.
 - iii) In the primary sector, teachers discuss learning styles with the students so that students are more aware that there are many ways of learning, knowing and doing.
 - iv) AC General Capabilities are understood and taught but not yet embedded in course outlines.
 - v) Inquiry design – STEM and digital technologies. All teachers, Kindergarten to year 10 use technology in their classrooms. Students in Years 7 to 10 have Chromebooks loaned to them by the Government for their high school and senior studies. STEM subjects (Science, Technology, Engineering and Mathematics) are incorporated into the Primary Curriculum while in the Secondary Sector, these subjects are taught either as stand-alone subjects or as Interdisciplinary Units of work (IDUs). An excellent example of a successful IDU was the combination of Digital Technologies and PE for all year 8 students. Within their group they developed a digital compass and then used their own device to navigate a course at Stirling Ridge, Yarralumla.
 - vi) An in-school survey focussed on inquiry and engagement was developed early in 2018 to be used for the life of the Strategic Plan to monitor students’ well-being and engagement with learning
 - vii) Students’ positivity about their learning as identified by the student satisfaction survey questions (the school gives me opportunities to do interesting things; the school motivates me to learn). There is a large difference in student responses to a similar question in two distinct surveys. The system school Student Satisfaction responses were nearly 20% higher than for the school based survey
- Have any of your data sources changed over time? If so, why?

The NAPLAN data is now presented by SCOUT not SMART. This is beyond the control of the school and results in slightly different parameters for 2017 baseline data as comparisons for the 2018 and onwards data sets.

- What implications does this evidence have for your next AP?
 - i) Strong evidence to continue to imbed the inquiry cycle into the curriculum at all levels
 - ii) The need to articulate a Learner Profile for all students in line with the AC General Capabilities and the French Socle Commun.
 - iii) The need for professional learning (PL) for all teachers with planning in progress:
 - K-6 five hours of TQI approved PL for Australian staff on the inquiry approach with follow up of classroom observations of K-6 teachers delivering an inquiry unit
 - PL in Digital Technologies to support all teachers

Our achievements for this priority

- i) A cycle of inquiry is embedded in, and across, learning areas in the Secondary Sector
- ii) Literacy and Numeracy of the AC General Capabilities have been embedded across the curriculum as shown by the development of a Literacy Plan, engagement in and commitment to, *The Writing Project*. On-going focus on Numeracy across the curriculum as well as in IDUs.
- iii) Student learner profile in use in Secondary.
- iv) The Socle Commun has been translated into English so that the similarities and additional features of the attributes and skills can be mapped with the AC General Capabilities

Challenges we will address in our next Action Plan

- i) Mapping of the similarities and additional features of the attributes and skills of the Socle Commun and the AC General Capabilities as well as an understanding of, and comparison with, the ATL for secondary students - to be included in course outlines
- ii) The development of a Primary Learner Profile
- iii) The secondary MYP Course Outlines for the Australian Stream to include the AC General Capabilities
- iv) Preparation for the secondary Australian Curriculum IB MYP Evaluation in February 2020

Priority 3: To strengthen communication and collaboration across the school community

Targets or measures

Student outcomes to be achieved through this priority include:

- Increased opportunities for student voice
- Increased number of students reporting receipt of useful feedback in a timely manner
- Increased number of students reporting that they are engaged in their learning

Staff outcomes to be achieved through this priority include:

- Improved levels of satisfaction for staff about communication and collaboration
- More effective communication with parents about student progress
- Increased opportunities for staff voice

Community outcomes to be achieved through this priority include:

- Improved understanding of the objectives of the Binational Agreement
- More effective communication with teachers about student progress
- Increased opportunities for parent/community voice

Targets

*As measured by the Telopea Park School survey, by the end of 2021 we will achieve:

Students

- An annual increase of 5 percentage points in opportunities for student voice *
- An annual increase of 5 percentage points in students reporting receipt of useful and timely feedback *
- An annual increase of 5 percentage points in students reporting they are engaged with their learning *

Staff

- An annual increase of 3 percentage points in staff reporting improved levels of satisfaction about communication and collaboration *
- Three percentage point increase in improved communication reporting to parents about student progress *
- An annual increase of 3 percentage points in staff reporting increased opportunities for staff voice *

Community

- An annual increase of 3 percentage points in parents/community reporting increased opportunities for parents/community voice *

- The Objectives of the Binational Agreement to be promoted and supported
- Three percentage point increase in parents reporting improved communication about student progress *

In 2018 we implemented this priority through the following strategies.

- Strategies

3.1 To develop surveys that measure student, teacher and community satisfaction To gain explicit feedback on community satisfaction
3.2 To develop opportunities for improved student voice and build student skills for effective communication
3.3 To ensure all students receive quality and timely feedback to support their progress as learners
3.4 To improve the engagement of students in their learning
3.5 To increase the opportunities for teacher voice
3.6 To increase the opportunities for community voice

2018 Actions

Specific Actions	Responsibility	Commence date
3.1 To develop surveys that measure student, teacher and community satisfaction	Executive Team and expert teacher	Term 2
Strengthen Student Representative Councils	Executive teachers leading the SRCs in each sector	
Student focus-groups to convene with Senior Executive to improve effective communication across the school	Senior Executive Team	Term 2,3 and 4
All students to receive timely supportive feedback	All teachers	Terms 1,2,3 and 4

Teacher voice strengthened through APDPs, staff meetings and PLTs	Executive Team	On-going
Community voice strengthened through improved feedback opportunities	All teachers	On-going

Below is our progress towards our four-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base 2017	Year 1 2018	Year 2019	Year 3 2020	Year 4 2021
Annual increase of 5 % of students reporting receipt of timely and useful feedback (SSS)	56%	50.5%			
An annual increase of 5 % in students reporting receipt of useful and timely feedback (TPS survey)	N/A	51.2% (top 2 rankings out of 5)			
Annual increase of 5 % of students reporting they are engaged with their learning (SSS)	N/A	74.4%			

Student Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2019	Year 3 2020	Year 4 2021
Annual increase of 5 % of opportunities for student voice (SSS): <i>involvement in planning and decision-making</i>	62%	46%			
Annual increase of 5 % of opportunities for student voice (SSS): <i>believe their concerns are taken seriously</i>	32%	45%			
Annual increase of 5 % of opportunities for student voice (TPS Survey): <i>I am given opportunities to voice my concerns and opinions at TPS</i>	N/A	42% (top 2 rankings out of 5)			

Staff Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2019	Year 3 2020	Year 4 2021
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: SSS – <i>involved in planning and decision making</i>	41%	60%			
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: TPS survey – <i>I value the opportunities for collaboration at TPS</i>	N/A	58% (top 2 rankings out of 5 bands)			
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: TPS survey – <i>do you feel there is a lot of professional communication about student learning</i>	N/A	63% (top 2 rankings out of 5 bands)			
Three % point increase in staff reporting improved communication about student progress: TPS survey – <i>do you communicate when necessary about their students learning?</i>	N/A	84.1 % (top 2 rankings out of 5 bands)			
An annual increase of 3 % points in staff reporting increased opportunities for staff voice (TPS Survey) <i>My opinions are heard and responded to appropriately</i>	N/A	56.9 % (top 2 rankings out of 5 bands)			

Parent/Community Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2019	Year 3 2020	Year 4 2021
An annual increase of 3 % points in parents/community reporting increased opportunities for parents/community voice <i>(TPS Survey) Does TPS offer opportunities for parent/Community voice</i>	N/A	55.3 % (top 2 rankings out of 5 bands)			
The Objectives of the Binational Agreement to be promoted and supported	On going	Ongoing			
Three percentage point increase in parents reporting improved communication about student progress (TPS survey): <i>do teachers communicate with you when necessary about your student's learning?</i>	N/A	48.1% (top 2 bands)			
Three percentage point increase in parents reporting improved communication about student progress (SSS): <i>timely and useful feedback</i>	70%	65.9%			
Three percentage point increase in parents reporting improved communication about student progress (SSS): <i>improved communication about student progress to support students in their learning</i>	63%	67.2%			

What this evidence tells us

- What does this evidence indicate about your school's progress towards your four-year targets?
There is a comparison to be made with the SSS results but the TPS survey is in its first year so there is no means of comparison in 2018. There does not seem to have been traction in the processes to improve feedback to students as measured by student perceptions. Students maintain a low perception of their opportunities to provide voice towards decisions and school processes and to be heard. There has been an increased perception by staff of improved levels of satisfaction about communication and collaboration but this is still not indicated by over one third of staff members.

There is still a low level of parental perception of opportunity for parent/community voice and of improved communication about feedback on student progress

- Have any of your data sources changed over time? If so, why?

Some of the SSS questions changed from 2017 to 2018 making comparisons unreliable.

- What implications does this evidence have for your next AP?

There is an increased need for students, teachers and parents to be heard in a timely manner.

There is still a pressing need to ensure feedback is provided to students in a timely manner and for communication strategies to well advertised.

Our achievements for this priority

- i) The Promotion of the objectives of the Binational Agreement (Treaty No 8, 1983) was the basis of celebration on the 11th September. This was the 35th Anniversary of the signing of this Agreement and was celebrated with all students and staff. Students received a commemorative bookmark and a celebration cupcake.
- ii) The TPS survey for teachers, students and parent/community members was developed in 2018 and now gives the school a basis for comparisons in the next three years and therefore the opportunity to amend practices and celebrate growth/success.

Challenges we will address in our next Action Plan

- i) To continue to promote the Binational Agreement and to celebrate the binational nature of the school – the only one of its kind in Australia.
- ii) To continue with a focus on the use of timely feedback to improve student learning and to inform teaching.
- iii) To continue to provide opportunities to value student, teacher and parent voice to support students' learning at the school.
- iv) A need to address the low number of parents responding to the Directorate's *School Satisfaction Survey*.

*