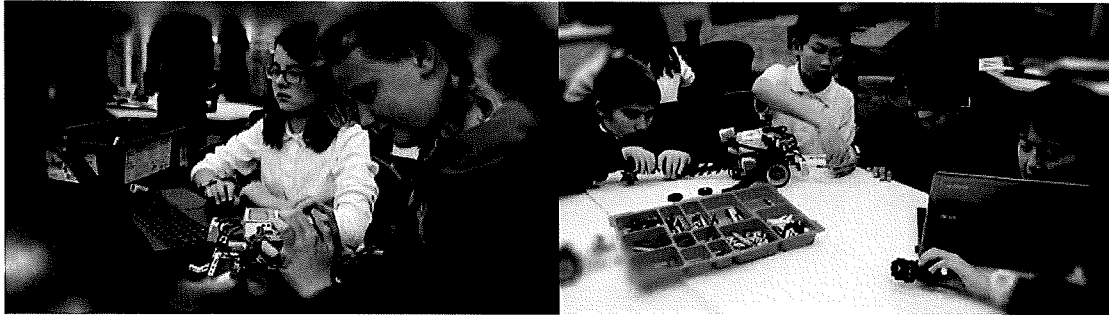


Telopea Park School Lycée Franco-Australien



Network: South/Weston

Strategic Plan 2018-2021

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School Profile

Telopea Park School/Lycée Franco-Australien de Canberra is a binational school, French Australian, in a bicultural setting. It provides a bilingual program from K to 6, a French secondary school program from Years 7 to 10, leading to the French Brevet in Year 9 and the French Baccalauréat in Year 12. The secondary school is an accredited International Baccalaureate Middle Years Programme school. There are over 1400 students in the school.

Telopea Park School was founded in 1923; the oldest ACT school still in operation. In 1983, Lycée Franco-Australien de Canberra was established after the signing of a Treaty between the Governments of France and Australia. This Treaty/Binational Agreement underpins the operation of the school and articulates the governance of the school.

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.

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.

School Values: Respect; Cooperation; Fairness; Honesty

The values are for all members of the school community – students, teachers and parents/carers.

Beliefs:

We believe that all students can progress in their learning to become successful, confident and creative individuals and active and informed citizens in a globalised world. This learning is student-centred with appropriate support from teachers who are engaged in professional learning that drives student and school improvement.

We believe that language and cultural understanding better prepare students to be open-minded and able to understand and respect differences.

School Improvement Planning

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

Student outcomes to be achieved through this priority include:

- Achieve growth for kindergarten to year 10 (K - 10) students in numeracy
- Achieve growth for K – 10 students in writing
- Achieve growth in French oral language development for English-French Stream (EFS) students, K-10
- Achieve growth for high-achieving K-10 students
- Students know how to make well-informed decisions affecting their well-being

Targets

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 (87% to 88%), 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-10 as tracked each semester against the French Oral Language Competencies of 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*

National School Improvement Tool – Domain focus: *Domain 2 - Analysis and discussion of data*
 National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
1.1. Collection, analysis and use of data to inform teaching and learning and to monitor student growth	Collection on-going; analysis each term	All teachers	Targeted professional learning; Professional Learning Communities (PLCs)	Data shared in Primary Teams and Secondary Faculties and used to guide practice
1.2. Systematic approach to formative strategies/assessment to progress student learning/competencies and provide timely, supportive feedback	On-going	All teachers	Targeted professional learning; PLCs	Documented evidence of a school wide approach to the use of formative strategies/assessment. Formative Assessment for learning
1.3. Develop and maintain differentiation strategies by every teacher	On-going	All teachers	Targeted professional learning; PLCs	Documented evidence of a school wide approach
1.4. Development of an agreed K-10 student wellbeing program for Primary, 7-10 Australian Stream and EFS	Developed 2018 Revised and used annually	Executive team with SLCs Student Services	Scheduled meetings and Professional Learning (PL)	Well-being program is developed K-6, and further implemented 7-10 translated and used by all teachers
1.5. Utilise a range of diagnostic tools to measure student wellbeing	Annually	Executive team	Diagnostic tools developed	Diagnostic tools identified and used

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

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

National School Improvement Tool – Domain focus: *Domain 1 - An explicit improvement agenda*
 National Quality Standard – Quality Area focus: *Quality Area 2 - Children's health and safety*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
2.1 Mapping of the similarities and additional features of the attributes and skills of the Socle Commun and the AC General Capabilities	Annually	Teams and Faculties	Scheduled meetings and Professional Learning (PL)	Mapping completed and document used by teachers
2.2 Creation of agreed student learner profile for Primary, 7-10 Australian Stream and EFS stream and embedded in the school culture	Developed 2018 Used annually	Senior Executive team with SLCs of Student Welfare and Student Engagement in Secondary and SLCs in Primary	Scheduled meetings and PL	Telopea Park School Learner Profile document developed, translated and used by all teachers
2.3 Students supported to learn digital technologies in each subject area	On-going	All teachers	PL	All students able to understand and complete basic DT tasks

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

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
- 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 parents reporting improved communication 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

National School Improvement Tool – Domain 9 - School-community partnerships
 National Quality Standard – Quality Area 6 - Collaborative partnerships with families and communities

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
	Semester 1, 2018	Executive team and teachers	Develop surveys that measure student, teacher and community satisfaction	Surveys developed, in use and feedback given to students, parents and teachers
3.2 To develop opportunities for improved student voice and build student skills for effective communication	Every year	All teachers	Identification of opportunities for student voice, years 3 to 10, and in use	Students report improved opportunities for their voices to be heard
3.3 To ensure all students receive quality and timely feedback to support their progress as learners	On-going	All teachers	Staff PL and support on verbal and written feedback – formative and summative	Quality and timely feedback given to all students
3.4 To improve the engagement of students in their learning	On-going	All teachers	Staff PL- Inquiry Learning, classroom observations PL- that supports student well-being	Student participation across the curriculum Student voice Results from surveys developed by the school as well as student satisfaction and school climate surveys
3.5 To increase the opportunities for teacher voice	On-going	All teachers	PL and leadership opportunities – PLCs and	Survey results – staff satisfaction improved

				On-going	All staff	school committees	
3.6 To increase the opportunities for community voice				On-going	All staff	Communication with parents/carers/community to be involved in their children's learning	Parents/carers/community involved in their children's learning Parent survey results improved

Endorsements

School Principal

SIGNATURE

Name: Kerrie Blain



Proviseur

SIGNATURE

Name: David Binan

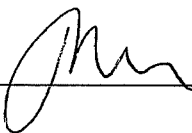


Board Chair

1 April 2016 -31 March 2018

SIGNATURE

Name: Jacinda Still



Director School Improvement

SIGNATURE

Name: Wayne Prowse