



TELOPEA PARK SCHOOL

**Telopea Park School
Lycée Franco-Australian de Canberra**

Annual Operating Plan

2015

South Weston Network

Endorsed by:

POSITION	NAME	SIGNATURE	DATE
PRINCIPAL	KERRIE BLAIN	<i>K Blain</i>	4/2/15
PROVISEUR HEAD OF FRENCH STUDIES	EMMANUEL TEXIER	<i>E. Texier</i>	4/2/15
BOARD CHAIR	JACINDA STILL	<i>J Still</i>	5/2/15

School Context

Statement from the review process which has led to the development of the 2015 Annual Operating Plan (AOP).

It was recommended that the school is to:

- focus on the objectives of the Bi-national Agreement (Treaty No 8, 1983)
- focus attention on improving the use of data – to better monitor student performance
- develop a sustainable business model including financial sustainability and a focus on human resources in building the capacity of staff

In aligning this plan with the Recommendations of the Bi-national Review (December 2013), it is acknowledged that this school must satisfy the requirements of the National Curricula of two nations in implementation, assessment and reporting as well as compliance with external French national testing.

Strategic Priority 1: To improve student outcomes underpinned by the objectives of the Bi-National Agreement

Desired Outcome: Every student is offered high quality learning environments

Targets

By the end of 2015:

- A one percent improvement in students in 7-10 achieving MYP grades of 3 and above from the 2014 results
- A five percent improvement in students in the English/French Stream (EFS) achieving marks over 10/20 in Years 7 to 10
- Achieve a five percentage point improvement in the proportion of within school matched students making expected growth or better in NAPLAN test domains for years 5, 7, and 9 from the 2014 data
- A five percent improvement in Aboriginal and Torres Strait Islander students achieving their Personalised Learning Plan (PLP) goals from the 2014 figures.

Links to Directorate Strategic Plan and 2015 Action Plan

This school priority will assist the delivery of the Directorate's Priority area related to:

Quality Learning; High expectations; High performance

Key Improvement Strategy 1: To progress the differentiation of teaching and learning across the school

Key Actions	Leader	Resources	Timeline
To further embed "pedagogical challenges" each semester focusing on differentiation	SLA	Professional reading Professional learning National Professional Standards for Teachers TQI reflection tool	Set at the start of terms 1 and 3. Reported to all teachers in Terms 2 and 4
Write Individual Learning Plans (ILPs) Support classroom teachers to implement ILPs	Student Services SLC 7-10 SLC Disability Education Coordinator K-6	Collaboration time (cost neutral) Communication with stakeholders	Established Term 1, reviewed Term 3, ongoing implementation
Initiate and implement collaborative projects	SLB Primary SLB Secondary Executive teachers Identified classroom teachers	Various – AEFE resources, professional learning and collaboration Financial resources Community organisations, collaboration and resources	Initiate Term 1 Consolidate Terms 2-4

This strategy will be evaluated by the following indicators of success:

- Percentage of teachers participating in each pedagogical challenge

- Percentage of teachers to addressing differentiation as a goal in their *Professional Pathways*
- Percentage of students with ILPs achieving their short term goals
- Percentage of teachers participating in at least one collaborative project

Key Improvement Strategy 2: Embed comprehensive literacy and numeracy support from K-10 with an intensive intervention in reading

Key Actions	Leader	Resources	Timeline
Intensive intervention in English reading for Years K-3	SLC K-2 SLC 3-6	ETD support for students with a disability Purchase of appropriate reading material Financial resources Volunteer parental support	To begin Term 1 Term 1 Term 1 and on-going throughout year
Intensive intervention in French literacy for Years K-3	Conseiller Pedagogique (CP)	Purchase of appropriate reading material Financial resources Volunteer parental support	To begin Term 1 Continue throughout the year
<i>Response to Intervention</i> (RTI) program to be introduced in Years 7-10	SLB Secondary	Literacy and Numeracy coordinators Financial resources Professional Learning	To begin Term 1 Continue terms 2 and 3
Review and update literacy and numeracy plans K-10	Oversight SLBs	School Executive	Term 1 2015

This strategy will be evaluated by the following indicators of success:

- Percentage improvement in the standard PM benchmark reading results achieved by identified students in Years K-3
- Percentage of students who show improvement in French National testing results in literacy
- Percentage of students, identified as requiring intervention, improving grades throughout 2015.

Key Improvement Strategy 3: Ensure systematic French and Australian curricula delivery for monitoring learning across the school

Key Actions	Leader	Resources	Timeline
Audit the Kindergarten French National Curriculum against the <i>TPS Harmonised Curriculum</i>	SLB Primary/CP	Time	Semester 2 2015
Conduct consultation for French curriculum Years 1-5	CP	Professional Learning Time	Semester 2 2015
Ensure the IB Middle Years Programme (MYP) and the Australian Curriculum (AC) continue to be aligned as further phases are introduced	Secondary SLCs	AC Documentation, <i>ManageBac</i> ICT assessment and reporting tool, MYP documentation	Start Term 1 Continue throughout the year
Collaboration with South Weston (SW) Network high schools to ensure best practice in assessment and reporting in Years 7-10	SLA, SLBs, SLCs (Secondary)	Professional Learning Collaboration with the SW high school leaders and teachers	Start Term 1 Continue each term

This strategy will be evaluated by the following indicators of success:

- Harmonised kindergarten curriculum adjusted to reflect new French National Curriculum directions

- Proportion of Secondary English stream teachers align AC with MYP requirements. *ManageBac* contains the evidence of unit plans

Strategic Priority 2: Sustain and continue to build partnerships with families, communities and organisations

Desired Outcomes: Improved connections between families, school and community

Targets

By the end of 2015:

- Three new partnerships developed with other educational settings
- 75 % of Aboriginal and Torres Strait Islander families engaged in their child's PLP
- 60% of families attending parent/teacher meetings
- Five percentage point increase in parents satisfied that community partnerships are maintained and valued in the *School Satisfaction Survey*

Links to Directorate Strategic Plan and 2015 Action Plan

This school priority will assist the delivery of the Directorate's Priority area related to:
Connecting with Families and the Community; Business innovation and improvement

Key Improvement Strategy 1: Strengthen engagement of all students and families, including ATSI students and families, in learning, transition, planning and communication

Key Actions	Leader	Resources	Timeline
Invite all ATSI parents/carers to participate in PLP writing, regular reviews and the Reconciliation Action Plan (RAP) committee	SLC Pastoral Care, SLC Student Welfare, ATSI Liaison Officer	In place	Term 1 PLP writing Term 3 Review RAP Committee each term
Improve transition programs for Year 6 to 7 and Year 10 to 11	SLBs, SLCs Student Welfare and Pastoral Care	Collaboration with other schools	Semester 2
Strengthen relationships with cluster schools by continuing Cluster meetings for 2014	Senior Leadership team	Collaboration with the cluster school leadership teams	Week 5 each term
Develop strategies for encouraging parents to respond to the School Satisfaction Survey (SSS)	Executive team	ETD support Translation into French	Terms 2 and 3
Develop school-based surveys for public forums in the school	Executive team	Development of feedback forms for each public event	Each term

This strategy will be evaluated by the following indicators of success:

- Increased participation of Aboriginal and Torres Strait Islander families in school events including the RAP meetings Increased number of families involved in the school's *Reconciliation Action Plan* review and implementation.
- Increase in parents responding to *School Satisfaction Surveys*
- Cluster meetings held and supportive of student transition

Key Improvement Strategy 2: Develop opportunities for sharing best practice nationally and/or internationally in education.

Key Actions	Leader	Resources	Timeline
To host a shared professional learning event for teachers of French language from schools within Australia	SLA Proviseur	In place	Semester 2
Liaise with school in France to compare and contrast education in each country	SLC Languages	ETD support	Term 1
Liaise with school in Italy to develop an understanding of education in Italy	SLC Languages, Italian teacher	ETD support	Terms 1 and 2
To liaise with, and support, other schools in Australia where students learn bilingually	Proviseur and Principal	To set up an Association of French/Australian schools ETD support	All year

This strategy will be evaluated by the following indicators of success:

- Number of shared professional events for French teachers held at TPS
- Number of visits and level of communication between schools in other states
- Teachers on exchange programs to report back to staff on comparative education and cultural education

Key Improvement Strategy 3: To build sustainable partnerships with French Schools in Australia, in Asia-Pacific and world-wide.

Key Actions	Leader	Resources	Timeline
To liaise with the New Caledonian Education Department and the Vice Rectorat de Nouvelle Calédonie to strengthen partnerships for schools – Primary, College and Lycée	Principal and Proviseur	Time	Semester 1
To liaise with, and support, other schools in Australia where students learn in French	Proviseur and Principal	Time	Begin in term 1 Continue each term
To progress a relationship with a bilingual school in Arnhem Land	SLA	ETD support	Term 1 and throughout the year

This strategy will be evaluated by the following indicators of success:

- Partnership developed with the New Caledonian Education Directorate
- Number of schools in Australia supported in their formative years by TPS
- Number of visits and communication level between schools in other states, including the NT

Strategic Priority 3: To develop sustainable systems and practices to support the implementation of the Bi-National Agreement

Desired Outcomes: To maintain a sustainable French/Australian education system in the school

Targets

By the end of 2015:

- Balanced annual budget
- Workforce Management Plan in place and used to guide staffing

Links to Directorate Strategic Plan and 2015 Action Plan

This school priority will assist the delivery of the Directorate's Priority area related to: Inspirational teaching and leadership; High expectations; High performance

Key Improvement Strategy 1: To develop a sustainable business model

Key Actions	Leader	Resources	Timeline
Workforce Management Plan written for 2015	Senior leadership team	In place	Term 1
All teachers to be allocated a mentor/supervisor for their <i>Annual Professional Discussions</i> (APDs)	Principal and Proviseur	In place	Prior to term 1
All teachers to have an APD with their mentor	Executive teachers	Time	Term 1
All teachers with imminent leave dates to have their APD with the Principal and/or Proviseur	Principal and/or Proviseur	Time	Semester 1
Annual budget progression monitored	SLA SLB	ETD support	At the end of every month
Refine the school's Business Plan and provide to School Board for endorsement	Principal, Proviseur	Time	Prior to term 1 First 2015 Board meeting
System processes developed that articulate French and Australian staffing	SLA Proviseur	Collaboration Time	Term 1 and each semester

This strategy will be evaluated by the following indicators of success:

- A balanced budget each month
- A Business Plan written, ETD approval given, presented to, and endorsed by the School Board
- System processes developed that articulate French and Australian staffing