

# 2018 Annual Implementation Plan

## for improving student outcomes

Templestowe Heights Primary School (5004)



**Templestowe Heights**  
PRIMARY SCHOOL

Submitted for review by Rhys Coulson (School Principal) on 17 December, 2017 at 12:48 PM  
Endorsed by Mark Flack (Senior Education Improvement Leader) on 18 December, 2017 at 11:00 AM  
Endorsed by Janene Hansford (School Council President) on 06 February, 2018 at 02:48 PM

# Self-evaluation Summary - 2018

Templestowe Heights Primary School (5004)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	<p>This year has been a big focus on developing teachers' skills and understandings of best pedagogical practice, through the development of instructional practices and content knowledge linked to our strategic goal. We agreed on an instructional model and commenced the process of embedding through our planning documentation, professional readings (ongoing 'Book Club'), ongoing professional learning opportunities with instructional coaches and the implementation of a collegiate visit program. We also used our designed peer observation rubric as a tool to measure candidate's practice during the employment process for potential new staff.</p> <p>The focus on expanding professional learning teams to further develop leadership capabilities in middle leaders was fostered through a new School Improvement Team and three vertical teams, all with clear role descriptions aligned to the school's key improvement strategies (improving student outcomes, student wellbeing, assessment and STEM). Support from a local FISO Schools Network allowed for sharing of curriculum and assessment practices.</p> <p>There was a heavy focus on redesigning the reading curriculum, with a new guaranteed and viable curriculum agreed. Proficiency scales for the 6-agreed comprehension skills were developed, and are now being used as assessment tools, to</p>
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	<p>drive planning (SC/LI), rubrics and student learning goals. The introduction of a new whole school STEM program that focused on robotics (through coding) was also successfully introduced. A new inquiry curriculum was introduced that ensured a whole school approach to the concepts being taught (i.e. social justice, sustainability and creativity). The agreed whole-school spelling program was further embedded in now its second year.</p> <p>The trial of a new school online learning system (SAEKO) that included student absence recording and student reports was also introduced to streamline and improve productivity.</p>
<b>Considerations for 2019</b>	<p>A huge focus has been placed on establishing a guaranteed and viable reading curriculum with a learning continuum and instructional model that sits within it. The next phase must be to introduce a similar school-level approach to our writing curriculum. Whilst our instructional model is now agreed and we have commenced imbedding it into our practice, there needs to be a continued focus of embedding the high impact teaching strategies into teacher practice. A focus must be:</p> <ol style="list-style-type: none"> <li>1. Embed an agreed model of instructional practice for teaching.</li> <li>2. Review and develop a guaranteed and viable writing curriculum.</li> <li>3. Develop leadership capacity of SIT.</li> <li>4. Continue to carry the goals and targets from the three vertical teams into 2018.</li> <li>5. Place a greater emphasis on catering to students performing significantly above (i.e. top 2 NAPLAN bands).</li> </ol>
<b>Documents that support this plan</b>	2017 THPS Annual Implementation Plan Agreed - mid cycle review.docx (0.12 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Templestowe Heights Primary School (5004)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12 months against your Strategic Plan target.	

<p>To improve student learning outcomes in Literacy and Numeracy across the school with a particular focus of high quality instructional practice.</p>	<ul style="list-style-type: none"> <li>• Increasing the percentage of students achieving above the expected AusVELS levels and NAPLAN National Minimum Standards (NMS) in reading, spelling, writing and numeracy.</li> <li>• Increasing the percentage achieving high growth on NAPLAN relative growth assessments and/or criteria based school assessment of growth.</li> <li>• Improvement in staff climate as measured by organizational health feedback from the DET staff survey and school developed feedback mechanisms.</li> </ul>	<p>Yes</p>	<p>* To increase the proportion (%) of students achieving above the expected level Vic Curriculum, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 61%, 2018 - 64%)</li> <li>- Writing (2017 - 51%, 2018 - 55%)</li> <li>- Number &amp; Algebra (2017 - 59%, 2018 - 64%)</li> </ul> <p>* To decrease the proportion of students (%) achieving below expected level Vic Curriculum, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 4%, 2018 - 3%)</li> <li>- Writing (2017 - 4%, 2018 - 3%)</li> <li>- Number &amp; Algebra (2017 - 3%, 2018 - 2%)</li> </ul> <p>* To increase the percentage of high growth on NAPLAN relative growth, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 32%, 2018 - 33%)</li> <li>- Writing (2017 - 37.5%, 2018 - 39%)</li> <li>- Spelling (2017 - 37.5%, 2018 - 39%)</li> <li>- Numeracy (2017 - 26%, 2018 - 27%)</li> <li>- Grammar &amp; Punctuation (2017 - 25%, 2018 - 26%)</li> </ul>	<p>Building practice excellence</p>
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			<p>* To maintain the percentage of low growth on NAPLAN relative growth, targets are:</p> <ul style="list-style-type: none"> <li>- Reading 20%</li> <li>- Writing 4%</li> <li>- Spelling 16%</li> <li>- Numeracy 4%</li> <li>- Grammar &amp; Punctuation 20%</li> </ul> <p>* To maintain School Staff Survey results in following areas:</p> <ul style="list-style-type: none"> <li>- Collective Responsibility (88%), Guaranteed and Viable Curriculum (90%), Collective Focus on Student Learning (95%), Staff trust in colleagues (88%), professional learning (86%),</li> </ul> <p>To increase School Survey results</p> <ul style="list-style-type: none"> <li>- Practice Improvement (2017 - 83%, 2018 - 88%), Academic Emphasis (2017 - 77%, 2018 - 82%)</li> </ul>	
To ensure students are supported and engaged in a stimulating learning environment that connects them to the school and community.	<ul style="list-style-type: none"> <li>• Student attendance numbers to increase</li> <li>• Improvement in the attitudes to school Survey School Connectedness and Stimulating Learning</li> </ul>	No		

<p>To ensure students are motivated, engaged, resilient and willing to contribute to the wellbeing of themselves and others.</p>	<ul style="list-style-type: none"> <li>• Improvement in the ATS variables classroom behaviour, student safety, connectedness to peers, student morale, school connectedness and student distress.</li> <li>• Improvement in the student behaviour and student engagement variable from the Parent Opinion Survey.</li> </ul>	<p>Yes</p>	<p>To improve the male Student Attitudes To School Survey factor percentile results in the following areas:</p> <ul style="list-style-type: none"> <li>- Sense of connectedness (2017 - 8.7, 2018 - 25.0)</li> <li>- High expectations for success (2017 - 6.6, 2018 - 25.0)</li> <li>- Resilience (2017 - 5.1, 2018 - 25.0)</li> <li>- Effective teaching time (2017 - 4.8, 2018 - 25.0)</li> <li>- Advocate at school (2017 - 6.0, 2018 - 25.0)</li> </ul> <p>To improve Parent Opinion Survey factor percentile results in the following areas:</p> <ul style="list-style-type: none"> <li>- Overall Student Cognitive Engagement (2017 - 55.0, 2018 - 65.0)</li> <li>- Overall Safety (2017 - 43.0, 2018 - 55.0)</li> </ul>	<p>Empowering students and building school pride</p>
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<p><b>Improvement Initiatives Rationale</b></p>
<p>Three year trend analysis of NAPLAN achievement has identified significant improvement in medium and high relative learning growth, with significant reduction in relative low learning growth. The focus on consistency of practice and planning through the introduction of a Reading GVC, an emphasis on high impact teaching strategies linked to our instructional model and the professional partnership with instructional literacy coaches have all been major contributing factors for the substantial improvement of learning outcomes. Parent Opinion survey results indicates parent satisfaction is 100% and perceptions are extremely positive towards the learning environment and learning opportunities for their children. Staff opinion survey indicates a continual positive growth in staff perceptions on school climate (98.3% collective focus on student learning), professional learning (97.3% applicability of professional learning) and Teaching and Learning (100% support for collaboration and comm collaboratively)</p>

<b>Goal 1</b>	To improve student learning outcomes in Literacy and Numeracy across the school with a particular focus of high quality instructional practice.
<b>12 month target 1.1</b>	<p>* To increase the proportion (%) of students achieving above the expected level Vic Curriculum, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 61%, 2018 - 64%)</li> <li>- Writing (2017 - 51%, 2018 - 55%)</li> <li>- Number &amp; Algebra (2017 - 59%, 2018 - 64%)</li> </ul> <p>* To decrease the proportion of students (%) achieving below expected level Vic Curriculum, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 4%, 2018 - 3%)</li> <li>- Writing (2017 - 4%, 2018 - 3%)</li> <li>- Number &amp; Algebra (2017 - 3%, 2018 - 2%)</li> </ul> <p>* To increase the percentage of high growth on NAPLAN relative growth, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 32%, 2018 - 33%)</li> <li>- Writing (2017 - 37.5%, 2018 - 39%)</li> <li>- Spelling (2017 - 37.5%, 2018 - 39%)</li> <li>- Numeracy (2017 - 26%, 2018 - 27%)</li> <li>- Grammar &amp; Punctuation (2017 - 25%, 2018 - 26%)</li> </ul> <p>* To maintain the percentage of low growth on NAPLAN relative growth, targets are:</p> <ul style="list-style-type: none"> <li>- Reading 20%</li> <li>- Writing 4%</li> <li>- Spelling 16%</li> <li>- Numeracy 4%</li> <li>- Grammar &amp; Punctuation 20%</li> </ul> <p>* To maintain School Staff Survey results in following areas:</p> <ul style="list-style-type: none"> <li>- Collective Responsibility (88%), Guaranteed and Viable Curriculum (90%), Collective Focus on Student Learning (95%), Staff trust in colleagues (88%), professional learning (86%),</li> </ul> <p>To increase School Survey results</p> <ul style="list-style-type: none"> <li>- Practice Improvement (2017 - 83%, 2018 - 88%), Academic Emphasis (2017 - 77%, 2018 - 82%)</li> </ul>
<b>FISO Initiative</b>	Building practice excellence



<b>Key Improvement Strategies</b>	
KIS 1	Develop an agreed instructional model across the school that ensures: * The gathering of student feedback to inform teaching * Explicitly stated learning intentions * Clearly identified and stated success criteria to ensure that students can articulate what and why they are learning
KIS 2	Embed an agreed whole school approach to reading and writing that addresses the learning needs of all students.

<b>Goal 2</b>	To ensure students are motivated, engaged, resilient and willing to contribute to the wellbeing of themselves and others.
<b>12 month target 2.1</b>	To improve the male Student Attitudes To School Survey factor percentile results in the following areas: - Sense of connectedness (2017 - 8.7, 2018 - 25.0) - High expectations for success (2017 - 6.6, 2018 - 25.0) - Resilience (2017 - 5.1, 2018 - 25.0) - Effective teaching time (2017 - 4.8, 2018 - 25.0) - Advocate at school (2017 - 6.0, 2018 - 25.0)  To improve Parent Opinion Survey factor percentile results in the following areas: - Overall Student Cognitive Engagement (2017 - 55.0, 2018 - 65.0) - Overall Safety (2017 - 43.0, 2018 - 55.0)
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Embed a whole school approach to wellbeing utilising the KidsMatter Framework and You Can Do It program.

## Define Evidence of Impact and Activities and Milestones - 2018

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<b>Goal 1</b>	To improve student learning outcomes in Literacy and Numeracy across the school with a particular focus of high quality instructional practice.
<b>12 month target 1.1</b>	<p>* To increase the proportion (%) of students achieving above the expected level Vic Curriculum, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 61%, 2018 - 64%)</li> <li>- Writing (2017 - 51%, 2018 - 55%)</li> <li>- Number &amp; Algebra (2017 - 59%, 2018 - 64%)</li> </ul> <p>* To decrease the proportion of students (%) achieving below expected level Vic Curriculum, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 4%, 2018 - 3%)</li> <li>- Writing (2017 - 4%, 2018 - 3%)</li> <li>- Number &amp; Algebra (2017 - 3%, 2018 - 2%)</li> </ul> <p>* To increase the percentage of high growth on NAPLAN relative growth, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 32%, 2018 - 33%)</li> <li>- Writing (2017 - 37.5%, 2018 - 39%)</li> <li>- Spelling (2017 - 37.5%, 2018 - 39%)</li> <li>- Numeracy (2017 - 26%, 2018 - 27%)</li> <li>- Grammar &amp; Punctuation (2017 - 25%, 2018 - 26%)</li> </ul> <p>* To maintain the percentage of low growth on NAPLAN relative growth, targets are:</p> <ul style="list-style-type: none"> <li>- Reading 20%</li> <li>- Writing 4%</li> <li>- Spelling 16%</li> <li>- Numeracy 4%</li> <li>- Grammar &amp; Punctuation 20%</li> </ul> <p>* To maintain School Staff Survey results in following areas:</p> <ul style="list-style-type: none"> <li>- Collective Responsibility (88%), Guaranteed and Viable Curriculum (90%), Collective Focus on Student Learning (95%), Staff trust in colleagues (88%), professional learning (86%),</li> </ul> <p>To increase School Survey results</p> <ul style="list-style-type: none"> <li>- Practice Improvement (2017 - 83%, 2018 - 88%), Academic Emphasis (2017 - 77%, 2018 - 82%)</li> </ul>
<b>FISO Initiative</b>	Building practice excellence

<b>Key Improvement Strategy 1</b>	Develop an agreed instructional model across the school that ensures: <ul style="list-style-type: none"> <li>* The gathering of student feedback to inform teaching</li> <li>* Explicitly stated learning intentions</li> <li>* Clearly identified and stated success criteria to ensure that students can articulate what and why they are learning</li> </ul>
Actions	<ul style="list-style-type: none"> <li>- Develop teacher capacity (pedagogical content knowledge) of High Impact Teaching Strategies to deliver effective instructional practice and engaging lessons</li> <li>- To provide quality professional learning opportunities in the area of developing effective instructional practice</li> <li>- Establish a collegiate visit program</li> <li>- Continue to employ instructional literacy coaches to develop teacher capacity</li> <li>- Continue to employ a Literacy intervention specialist teacher</li> <li>- Appoint a Literacy/Numeracy enrichment specialist teacher</li> </ul>
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Have an instructional goal as evident in their PDP's</li> <li>- Place visual posters in all classrooms</li> <li>- Participate in regular half day professional learning workshops (two per term) with literacy instructional coaches aimed at further developing understandings of our reading and writing pedagogical content knowledge</li> <li>- Participate in a collegiate visit program each term to observe instructional practice and receive feedback from peers and provide feedback to peers, linked to the learning being observed in classrooms</li> <li>- Participate in a book club (after school professional reading sessions)</li> <li>- Use HITS/THPS proficiency rubric to monitor and reflect on their own practice</li> <li>- Set improvement goals linked to their PDP's</li> <li>- Provide feedback to colleagues about their instructional practice, linked to their PDP goals</li> <li>- Use common language when reflecting, monitoring and planning classroom practice</li> <li>- Plan and implement effective learning tasks for maximum student engagement</li> <li>- Can articulate the phases of the school's agreed instructional model</li> <li>- Model instructional practice to colleagues</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Lead the collegiate visit program within their level teams through modelling, observing and providing feedback</li> <li>- Support and facilitate the professional learning sessions linked to reflecting and developing instructional practice</li> <li>- Support staff at their point of need through constructive feedback to further develop effective instructional practice</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Articulate the intention of a lesson and what they need to do to be successful in their learning</li> </ul>

	<ul style="list-style-type: none"> <li>- Can articulate the phases of the school's agreed instructional model</li> <li>- Reflect on their learning and articulate how the current learning experience may help them in other areas of their learning</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide eight half day professional learning workshops for classroom teachers with instructional learning coaches.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$53,400.00 <input checked="" type="checkbox"/> Equity funding will be used
New staff will participate in induction sessions, including modelled reading, spelling and writing lessons.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$6,800.00 <input type="checkbox"/> Equity funding will be used
Participate in professional reading Book Club, reading "Classroom Instruction that Works".	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
All teachers will participate in a collegiate visit program. The purpose of this program is to have an opportunity to give and receive feedback to peers on instructional practice, based on observations of the learning taking place. All teachers will have an instructional goal for their PDP and these visits will take place once per term.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Model best practice to members of their team, by scheduling regular visits for new staff to observe reading, writing and maths lessons.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in professional learning sessions focused on how to use data for effective teaching and learning. Develop protocols and expectations on how to use agreed assessment tools.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Implement instructional goals identified through THPS/HITS proficiency rubric into classroom practice.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Scheduled walk-throughs and observations by SIT/mentors to observe and provide feedback to teachers.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor and evaluate instructional practice goals during professional discussions, level meetings and SIT meetings.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will explain to their students the school's instructional model, with the purpose of articulating how students acquire skills and knowledge.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve student learning outcomes in Literacy and Numeracy across the school with a particular focus of high quality instructional practice.
<b>12 month target 1.1</b>	<p>* To increase the proportion (%) of students achieving above the expected level Vic Curriculum, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 61%, 2018 - 64%)</li> <li>- Writing (2017 - 51%, 2018 - 55%)</li> <li>- Number &amp; Algebra (2017 - 59%, 2018 - 64%)</li> </ul> <p>* To decrease the proportion of students (%) achieving below expected level Vic Curriculum, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 4%, 2018 - 3%)</li> <li>- Writing (2017 - 4%, 2018 - 3%)</li> <li>- Number &amp; Algebra (2017 - 3%, 2018 - 2%)</li> </ul> <p>* To increase the percentage of high growth on NAPLAN relative growth, targets are:</p> <ul style="list-style-type: none"> <li>- Reading (2017 - 32%, 2018 - 33%)</li> <li>- Writing (2017 - 37.5%, 2018 - 39%)</li> <li>- Spelling (2017 - 37.5%, 2018 - 39%)</li> <li>- Numeracy (2017 - 26%, 2018 - 27%)</li> <li>- Grammar &amp; Punctuation (2017 - 25%, 2018 - 26%)</li> </ul>

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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	Embed an agreed whole school approach to reading and writing that addresses the learning needs of all students.
Actions	<ul style="list-style-type: none"> <li>- Support teachers in gaining an understanding of the writer's workshop and notebook program</li> <li>- Create curriculum documentation aligned to our independent reading program and our writer's workshop model</li> <li>- Continue to strengthen PLC's by providing authentic opportunities to collaborate through designated planning times</li> <li>- To further develop knowledge and skills to analyse and use student data to plan for effective reading and writing lessons that meet each students' point of need</li> </ul>
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Identify feedback from whole-school writing program survey of students' perceptions</li> <li>- Display independent reading expectations and six key comprehension strategies in classrooms</li> <li>- Participate in regular half day professional learning workshops (two per term) with literacy instructional coaches aimed at further developing understandings of our reading and writing pedagogical content knowledge</li> <li>- Document in planners the new reading and writing pedagogies aligned to instructional model</li> <li>- Develop new reading and writing pacing guide</li> <li>- Develop a writing skills continuum</li> <li>- Finish the creation of reading comprehension continuum</li> <li>- Identify, through data and benchmarking, students achieving significantly below or above expected levels that could be supported with intervention or enrichment</li> <li>- Use student assessment results from created proficiency scales to plan and deliver effective lessons to meet the needs of all</li> </ul>

	<p>students</p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provided with professional learning opportunities to develop literacy leadership</li> <li>- Lead the planning, monitoring and implementation of the new writing/reading curriculum within their year level teams</li> <li>- Support the regular monitoring and review of assessment data to drive teaching and learning within their teams</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Have a reading, writing and maths learning goal, co-created with parent/teacher/student and visible in the classroom</li> <li>- Use the six agreed reading comprehension strategies during reading sessions</li> <li>- Use the strategies from the writer's workshop program in their written pieces</li> <li>- Publish a written piece each term and complete response journals with their independent reading program</li> <li>- Identify what a 'good fit' book is</li> <li>- Articulate the intention of a lesson and what they need to do to be successful in their learning</li> <li>- Use formative/summative assessment tools to identify individual goals and to set targets</li> <li>- Demonstrate improvement in reading, writing and maths as evident from goal-setting</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Year level teams will attend weekly, scheduled planning meetings. These sessions will allow for PLC's to collaborate, share ideas and reflect on practice with colleagues. Curriculum planning and the regular review of assessment data will be the goal of these weekly meetings.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom teachers will complete the Reading comprehension curriculum and develop a Writing curriculum aligned to the new pedagogical practices introduced through support from instructional coaches.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
New staff will participate in induction sessions, including modelled reading and writing lessons from instructional coaches during APT.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$6,800.00 <input type="checkbox"/> Equity funding will be used

Classroom teachers develop reading and writing proficiency scales linked to the school's agreed reading and writing Guaranteed and Viable curriculums and assessment tools to support them. Teachers will also use evidence from proficiency scales to plan rich learning tasks to meet the needs of all learners. Use of Helen Timperley's planning cycle will be utilised and supported by instructional coaches.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom teachers collaborate in their level teams to identify and create a Guaranteed and Viable Writing curriculum document.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers co-create with parents and students writing, reading and maths learning goals as part of their semester Individual Learning Plans. Goals will be monitored regularly and made visible within the classroom so students are reminded of them.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
SIT members will be provided with professional learning opportunities to develop their capacity as literacy leaders.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To ensure students are motivated, engaged, resilient and willing to contribute to the wellbeing of themselves and others.
<b>12 month target 2.1</b>	<p>To improve the male Student Attitudes To School Survey factor percentile results in the following areas:</p> <ul style="list-style-type: none"> <li>- Sense of connectedness (2017 - 8.7, 2018 - 25.0)</li> <li>- High expectations for success (2017 - 6.6, 2018 - 25.0)</li> <li>- Resilience (2017 - 5.1, 2018 - 25.0)</li> <li>- Effective teaching time (2017 - 4.8, 2018 - 25.0)</li> <li>- Advocate at school (2017 - 6.0, 2018 - 25.0)</li> </ul> <p>To improve Parent Opinion Survey factor percentile results in the following areas:</p> <ul style="list-style-type: none"> <li>- Overall Student Cognitive Engagement (2017 - 55.0, 2018 - 65.0)</li> <li>- Overall Safety (2017 - 43.0, 2018 - 55.0)</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride



<b>Key Improvement Strategy 1</b>	Embed a whole school approach to wellbeing utilising the KidsMatter Framework and You Can Do It program.			
Actions	<ul style="list-style-type: none"> <li>- Develop a whole school plan to support common understandings of student and staff wellbeing</li> <li>- Provide professional learning opportunities around the theory of Positive Psychology</li> <li>- Provide opportunities for SIT to attend Positive Education network meetings</li> <li>- Establish a wellbeing and engagement vertical team</li> </ul>			
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Implement the new tools and strategies from positive education into their classrooms</li> <li>- Develop success criteria during lessons that identifies what effort and persistence in learning can look like</li> <li>- May become a member of the wellbeing and engagement vertical team</li> <li>- Participate in professional learning opportunities to support the social and emotional wellbeing of themselves and their students</li> <li>- Speak a common, consistent language to their students and colleagues</li> <li>- Develop a consistent, whole-school approach towards behaviour management</li> <li>- Display evidence of artefacts in classrooms that details how everyone is treated</li> <li>- Display artefacts linked to persistence and effort</li> <li>- Develop clear understandings and consistency on how to facilitate circle time discussions and restorative chats</li> <li>- Provided with professional learning sessions on restorative chats and circle time</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Design a Positive Education Plan for 2018 and beyond</li> <li>- Review current Start up Program and how it can be modified to support the term 1 concept of “identity”</li> <li>- Establish a wellbeing and engagement vertical team with an action plan</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Articulate the common language associated with their wellbeing</li> <li>- Utilise strategies and tools to support their mindfulness and wellbeing</li> <li>- Discuss results from 2017 Attitudes to School Survey to unpack the underlying causes of their perceptions about the school</li> <li>- provided with opportunities to reflect and monitor their own wellbeing</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Attend Positive Education network meetings and visit other Positive Ed schools.	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Through appreciative inquiry, develop a Positive Education whole school plan for 2018 and beyond.	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend professional learning sessions linked to social and emotional learning. These include developing language of how we treat others, restorative chats, circle time and mindfulness.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review understandings on behaviour management of students.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a wellbeing vertical team that has goals and an action plan aligned to the AIP.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a pacing guide for student social and emotional wellbeing that is aligned more definitively to the Kids Matter framework.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Templestowe Heights Primary School (5004)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide eight half day professional learning workshops for classroom	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

teachers with instructional learning coaches.			<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	Chris Egan and Mary McQuilten	
New staff will participate in induction sessions, including modelled reading, spelling and writing lessons.	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants  Chris Egan and Mary McQuilten	<input checked="" type="checkbox"/> On-site
Participate in professional reading Book Club, reading "Classroom Instruction that Works".	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
All teachers will participate in a collegiate visit program. The purpose of this program is to have an opportunity to give and receive feedback to peers on instructional practice, based on observations of the learning taking place. All teachers will have an instructional goal for their PDP and these visits will take place once per term.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Scheduled walk-throughs and observations by SIT/mentors to observe and provide feedback to teachers.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Classroom teachers will complete the Reading comprehension curriculum and develop a Writing curriculum aligned to the new pedagogical practices introduced through support from instructional coaches.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants  Chris Egan and Mary Mcquilten	<input checked="" type="checkbox"/> On-site
SIT members will be provided with professional learning opportunities to develop their capacity as literacy leaders.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  Still investigating potential courses through Bastow
Attend Positive Education network meetings and visit other Positive Ed schools.	Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> Off-site  Any number of positive education schools, as identified in the Positive Ed. schools newly formed network.

## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

### Dimension 1

- [PL outline term 2 2017.docx.pdf \(0.63 MB\)](#)
- [PL outline term 4 2017.docx \(0.03 MB\)](#)
- [PL session 21st June.pptx \(0.25 MB\)](#)
- [PL session outline 21st June 2017.docx \(0.01 MB\)](#)
- [PL session Term 3 week 4.pptx \(0.95 MB\)](#)
- [SIT PL day schedule 4th May.pdf \(0.77 MB\)](#)

### Dimension 2

- [Comprehension Skills THPS.docx \(0.01 MB\)](#)
- [GVC Literacy Foundataion Reading and Viewing.docx \(0.03 MB\)](#)
- [pacing guide foundation 2017.docx \(0.02 MB\)](#)
- [reading viewing pacing guide Year1\\_2.docx \(0.02 MB\)](#)
- [Unpacking a standard inferring.docx \(0.06 MB\)](#)
- [Unpacking a standard questioning.docx \(0.08 MB\)](#)
- [Visualisation P Scale Student version.docx \(0.01 MB\)](#)
- [Visualising P Scale Unpacking a standard Teacher version.docx \(0.03 MB\)](#)

### Dimension 3

- [Gradual Release of Instructional Model FINAL.pdf \(0.45 MB\)](#)
- [PL session outline 14th June 2017.docx \(0.03 MB\)](#)
- [PL session outline 21st June 2017.docx \(0.01 MB\)](#)
- [protocols for collegiate visit.docx \(0.02 MB\)](#)

### Dimension 4

- [Collegiate visit schedule Term 3 week 7 and 8.docx \(0.03 MB\)](#)
- [Collegiate visit TEMPLATE.docx \(0.02 MB\)](#)
- [Professional Learning session Wednesday 9th August.docx \(0.16 MB\)](#)
- [Purpose and values of collegiate visits.docx \(0.01 MB\)](#)

### Dimension 5

- [SIT Purpose and SC.docx \(0.06 MB\)](#)

### Self-evaluation Summary

- [2017 THPS Annual Implementation Plan Agreed - mid cycle review.docx \(0.12 MB\)](#)