

School Strategic Plan

Templestowe Heights Primary School - 5004

2015-2018

Endorsement by School Principal	Signed  Name Andrew Veal Date 27/03/2015
Endorsement by School Council	Signed  Name Frank Perri Date 27/03/2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

Purpose	THPS provides an inclusive and collaborative learning environment for students, staff and families, that promotes high expectations for lifelong learners, embracing and contributing to local and global communities.
Values	Within the Templestowe Heights Primary School community we model and foster the following values; ▪ Respect ▪ Persistence ▪ Courage ▪ Responsibility
Environmental Context	Templestowe Heights Primary School is located in the eastern suburbs of Melbourne approximately 20 kilometres from the CBD. Students attending the school come from a fairly high socio economic background with a Student Family Occupation Index of .34. The school has a very diverse community with 22 nationalities represented amongst our student group, with 22% of students having a Language Background other than English. The school has students on the Program for Students with Disabilities, supported by a staff of integration aides. A range of intervention programs are provided including the Speech Therapy Assistant program, English as a Second language and reading intervention programs. In recent years the school facilities have undergone a total refurbishment, resulting in 21st Century open learning spaces, including classrooms, art room, library, multipurpose room and gymnasium. The facilities provide stimulating learning spaces for the students, secure work spaces for staff, areas for small group work and facilities to accommodate the visual and performing arts. The school grounds have been recently upgraded with artificial turf courts, adventure playgrounds, oval and shade areas. Classes are organised according to a multi-age structure. The focus on multi-age which has a strong underlying philosophy of developmental learning. In literacy and numeracy Templestowe Heights consistently out performs state means. During the new strategic plan the school is aiming to improve its performance in literacy and numeracy. Templestowe Heights has developed a strong focus on sustainability which has built positive student attitudes towards the environment and active involvement within the school. The students become involved in three very important whole school bi annual events - the production, the ball and the Art Show. Sport and physical education opportunities are widespread with participation in a variety of sports at school, district, zone and state levels. All children are offered an intensive swimming program each year. Italian is our Language Other Than English. This is taken by a specialist teacher and is the impetus for an annual multicultural day celebration. The use of Information Communication Technology and Web 2 technologies is embedded in curriculum programs. Classrooms

	have Interactive Whiteboards.. Desk top computers and Net Book computers provide a 1:4 ratio and are supplemented with iPads.. Net book computers provide greater flexibility in computer use and maximises access by students. Year 5 & 6 have the option of bringing an iPad to school.
Service Standards	<i>General</i> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • The school provides students with personalised learning focused on their individual needs. <i>Specific</i> • All teachers will provide timely and targeted feedback to students on their work. • The school will provide exemplary and engaging learning and wellbeing programs. • The school will respond to all communication by parents and caregivers within 2 working days. • Parents will be engaged when their child does not behave in a socially acceptable manner.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve student learning outcomes in Literacy and Numeracy across the school with a particular focus of high quality instructional practice	Targets should reflect student improvement against current achievement and could include measures from those listed. Targets should be challenging. - Increasing the percentage of students achieving above the expected AusVELS levels and NAPLAN National Minimum Standards (NMS) in reading, spelling, writing and numeracy. - Increasing the percentage achieving high growth on NAPLAN relative growth assessments and/or criteria based school assessment of growth. - Improvement in staff climate as measured by organizational health feedback from the DEED staff survey and school developed feedback mechanisms. Targets should reflect student improvement against current achievement and could include measures from those listed. Targets should be challenging. - Increasing the percentage of	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. 2. Embed an agreed whole school approach to reading and writing that addresses the learning needs of all students. 3. Expand unit teams to develop Professional Learning Teams (PLT) that builds staff and leadership capability and a commitment to the learning of every student. 4. Develop curriculum documentation that is underpinned by learning continuums that go across year levels and enables teachers to plot and discuss student progress.

		students achieving above the expected AusVELS levels and NAPLAN National Minimum Standards (NMS) in reading, spelling, writing and numeracy. - Increasing the percentage achieving high growth on NAPLAN relative growth assessments and/or criteria based school assessment of growth. - Improvement in staff climate as measured by organizational health feedback from the DEECD staff survey and school developed feedback mechanisms.	students achieving above the expected AusVELS levels and NAPLAN National Minimum Standards (NMS) in reading, spelling, writing and numeracy.	
Engagement	To ensure students are supported and engaged in a stimulating learning environment that connects them to the school and community	- Student attendance numbers to increase - Improvement in the attitudes to school Survey School Connectedness and Stimulating Learning	- Ensure a continued whole school focus on developing curious and engaged students. - Build opportunities for increased student voice and ownership of their own learning. - Expand opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.	
Wellbeing	To ensure students are motivated, engaged, resilient and willing to contribute to the wellbeing of themselves and others	Improvement in the ATS variables classroom behaviour, student safety, connectedness to peers, student morale, school connectedness and student distress. Improvement in the student behaviour	- Embed a whole school approach to wellbeing utilizing the KidsMatter and You Can Do It programs - Develop school based feedback mechanisms to monitor student	

			and student engagement variable from the Parent Opinion Survey.	wellbeing, staff organizational health and parent satisfaction.
Productivity	To ensure the allocation of resources (human, financial, time, space and materials) is aimed at optimising student learning outcomes, engagement and wellbeing	The professional learning budget maintained to support high quality instructional practice. Improved student learning outcomes as per Achievement targets Improved DEECD staff and parent surveys in the areas of staff satisfaction with professional growth, parent opinion of school improvement, facilities and curriculum.	1. Manage and align the allocation of the existing resources according to school goals and priorities and identified student needs.	

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
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Achievement

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.

Year 1

- Fully implement GradeXpert to document assessment data
- Professional Development with Anthony Stacker from GradeXpert to build capacity and educate staff on how to measure individual student growth and how to use this data to inform their teaching
- Review and revise the Assessment Schedule across school
- Kathryn Stephens to work in classrooms to model language used to articulate learning goals and success criteria
- Review current Writing Program and develop a Templestowe Heights Writing program
- Staff walk throughs to monitor and assess Writing program
- Revise staff understanding of what skills are required to teach comprehension

- Assessment data for all classes recorded on GradeXpert
- Assessment data used by teams and recorded in team and individual planners that identify intervention strategies for student cohorts
- Comprehensive Assessment Schedule that incorporates all curriculum areas documented
- Learning Intentions documented in Term Planners for Literacy and Numeracy curriculum areas and on classroom walls for each lesson
- Success Criteria constructed in Literacy and Numeracy areas of the curriculum by students and teacher and recorded in classrooms
- Documented Templestowe Heights Writing Program
- Consistent whole school approach to the Templestowe Heights Writing program, evidenced in team planning and individual work programs
- Walkthroughs documented and discuss in groups.
- Planning documents include skills taught for students to comprehend text

2. Embed an agreed whole school approach to Literacy, especially reading and writing that addresses the learning needs of all students. 3. Expand unit teams to develop Professional Learning Teams (PLT) that builds staff and leadership capability and a commitment to the learning of every student.		involving professional development - Document the purpose and structure of PLT - Produce learning continuums and a Templestowe Heights Roadmap, that includes Australian Curriculum standards.	- Professional Learning Teams established and meet regularly to achieve team goals based on the 2015 Annual Implementation Plan - PLT provide professional learning opportunities for all staff - Research is used to facilitate professional conversations and guide the development of new practice - A Templestowe Heights Primary School Curriculum Roadmap documented
Year 2		- Team leaders to professionally develop staff on how to measure individual student growth using GradeXpert and how to use this data to inform their teaching - Team leaders monitor Assessment Schedule - Develop and document an agreed model of instructional practice for teaching - Learning Goals and Success Criteria across all curriculum areas established - Professional Development on student feedback	- Assessment performed by grades as per the Assessment Schedule - Model of instructional practice documented in Staff Practices & Policies' handbook - Students can articulate what are they are learning and why at any time - Staff to use different feedback strategies and record in planners - Documented different types of Feedback

		▪ Review THPS Writing program • Moderation of Writing at levels • Staff walk throughs to monitor and assess Writing program • Review current Reading Program and investigate programs that can support and enhance existing program	• Scope and sequence of writing genres documented • Moderation of Writing timetabled into level meeting schedules • Staff walk throughs reports and recommendations discussed • Documentation of a Templestowe Heights Primary School Reading program
	Year 3	• Implement an agreed model of instructional practice for teaching in all curriculum areas • Review feedback strategies • Review Assessment Schedule to ensure a range of assessment practices and feedback mechanisms are embedded • Document clearly defined strategies across all levels in the approach to Reading • investigate and design a whole school Spelling program • Trialling of the Templestowe Heights Primary School Reading program	▪ Instructional practice for teaching document in 'Staff Practices & Policies' handbook updated • Feedback strategies included in planners • Assessment schedule documented with inclusion of any additional assessment practices • Consistent approach to reading across the school through planning documents and work programs • Trialling of a THPS Spelling program • THPS Reading program documented

<u>Engagement</u> 1. Build opportunities for increased student voice and ownership of their own learning. 2. Expand opportunities for students to give and receive feedback, to set individual goals, to reflect, and evaluate their learning.	Year 4	- Refine the agreed model of instructional practice for teaching - Review and refine the Templestowe Heights Primary School Reading program - Implementation of a THPS Spelling program	Documentation of a THPS Spelling program
	Year 1	- Fluid grouping of students within teams with the development of Zonal Learning - Explore ways to increase in school an community student voice by developing a questionnaire for all parties - Students set individual, achievable goals (Smart) with a focus on evidence	- All teachers to identify and teach at a student's point of learning readiness (zone of proximal development) and have the students in levels learning in zones in Numeracy - Opportunities offered for students to develop their leadership skills through student-led assemblies, JSC, Environment Committee, Buddies program and Leadership programs - Document, minute and formalise Junior School Council, Environmental Committee meetings and class meetings - Smart goals are set regularly and displayed on walls in work books and/or in portfolios and can be discussed by students - Develop a rubric of independent learning
	Year 2	- Develop the expectations and processes required to run a 3 way interview - Individual Learning Plan Goals to be a 3	3 Way Interviews trialled in Levels involving teacher, parent and student - Individual Learning Plans to be sent to

			way consultative process between teacher, student and parent/guardian formed in March and July each year	parents after March and July Interviews
	Year 3		▪ Fluid grouping of students within teams with the development of Zonal Learning • Refine the expectations and processes required to run a 3 way interview ▪ Investigate challenge based learning strategies, e.g. inquiry learning, and PD staff to strengthen staff knowledge and skills ▪ Fluid grouping of students within teams with the development of Zonal Learning	• Students working in zone groups with level classroom teachers in Numeracy and Reading ▪ 3 Way Interviews involving all students in all Levels ▪ Develop and plan interested based units of work at each grade level. • Students working in zone groups with level classroom teachers in Numeracy and Reading and other curriculum areas
	Year 4		▪ Review the expectations and processes required to run a 3 way interview • Review integrated units scope and sequence and continue to investigate inquiry learning	▪ 3 Way Interviews involving all students in all Levels • Staff incorporating challenged based units into the students learning
<u>Wellbeing</u>	Year 1		• Review and continue to implement the level 2 component, 'Developing children's social and emotional skills', of the KidsMatter Program by introducing staff with the Social and Emotional Wellbeing program You Can Do It • Celebrate and reinforce Values within	• Development of a You Can Do It Scope and Sequence document • Documented in Term Planners the You Can Do It Program • Students demonstrate values and use common language of YCDI • Develop a YCDI values certificate that is
	1. Embed a whole school approach to wellbeing			

2. Develop school based feedback mechanisms to monitor student wellbeing, staff organizational health and parent satisfaction.		the school	awarded monthly at assembly
	Year 2	- Development of questionnaires for student wellbeing and parent satisfaction of welfare - Opinion surveys	- Documented in Term Planner Circle Time - Welfare Committee to report weekly at staff meetings as to the progress through the level 2 of KidsMatter and the You Can Do It Program - Regular sharing of welfare and You Can Do It information with the community through newsletters, information evenings and community activities - Welfare board in the school set aside for Welfare programs to be promoted and information shared
	Year 3	- Review the Social and Emotional Wellbeing program You Can Do It - Video 'Circle Time' and use as a teacher reference resource - Restorative Practice PD with Ruth vanLeedam - Parent information evening regarding KidsMatter component 2 involving You Can Do It program - Implement the level 3 component, 'Working with Parents and Carers', of the KidsMatter Program - Review YCDI program	- You Can Do It program taught in all grade levels - Staff use the video library resource for professional development - Staff using restorative chats when dealing with student issues - Welfare committee present to the parent community regarding You Can Do It program - Involve parents in the You Can Do It Program - Revise YCDI scope and sequence

		Continue and review the implementation of whole school welfare program in accordance with the action plan	- Teachers demonstrate a growing understanding of the whole school social and emotional skills program - Review YCDI Scope and Sequence - Restorative chat cards used by staff
	Year 4	Continue to implement whole school welfare programs in accordance with the action plan.	Further enhancement in social and emotional skills behaviour is evidenced across our learning community
<u>Productivity</u> 1. Manage and align the allocation of the existing resources according to school goals and priorities and identified student needs.	Year 1	- Professional Development linked with Strategic Plan and Annual Implementation Plan - Audit curriculum resources and review program budgets - Time allocated for online Testing in Lower School - Teachers participate in targeted, structured peer observation - Staff have enhanced access to technology hardware and programs and	- PD linked to individual staff/team goals - Forms of staff feedback and peer observation present in all staff Performance and Development Plans - Professional Reading resources discussed by all staff. Eg 'Improving Student Achievement' - Writing resources used to enhance the quality teaching and student learning - Online testing added to GradeXpert by staff in the lower school - Professional conversations occurring around peer observation visits - Integration of ICT skills to enhance student learning documented in grade

	are further developing capabilities in the use of technology for teaching and learning	level planners
Year 2	▪ Provide appropriate levels of budget funds to support purchase of quality reading materials ▪ Audit curriculum resources and review program budgets	▪ Teachers and students have access to quality reading materials • Reading resources used to enhance the quality teaching and student learning
Year 3	▪ Audit spelling resources and review program budgets	▪ Teachers and students have access to quality spelling materials • Spelling resources used to enhance the quality teaching and student learning • Staff have identified growth in their instructional practice through support of professional learning
Year 4	▪ Provide appropriate levels of budget funds to support purchase of quality materials in literacy	▪ Teachers and students have access to quality literacy materials

