

Enrolments

1. Our current enrolment is 401 students.

Strategic Goals and Priorities

Goal 1 – Improving student learning outcomes in literacy and numeracy with a particular focus on high quality instructional practice	
Key Improvement Strategy (KIS)	<i>Increase the rigour of the school's instructional model by focusing on high impact teaching strategies to further embed high quality teaching experiences for all learners.</i>
Actions to support KIS in Feb/Mar	<ul style="list-style-type: none"> • All new teaching staff have been supported through modelling and coaching to develop understandings of the school's teaching and learning model by Jeanette Breen. • New teaching resources linked to our instructional model have been developed and published by Jeanette Breen and Alex Bruinewoud. • All teaching staff have developed their performance plans, with an agreed goal focused on developing instructional practice.
Evidence	<ul style="list-style-type: none"> ✓ Staff performance and development goals ✓ SOLO Taxonomy teacher resource document
Key Improvement Strategy (KIS)	<i>Continue to embed the school's guaranteed and viable writing curriculum through the further development of a writing assessment rubric.</i>
Actions to support KIS in Feb/Mar	<ul style="list-style-type: none"> • FISO Assessment and Curriculum vertical team have developed key goals and objectives focused on developing teachers' skills on assessment. • All year level teams have had half day workshops with instructional literacy coaches Chris Egan or Mary McQuilten to further develop the school's writing GVC
Evidence	<ul style="list-style-type: none"> ✓ 20 days of writing THPS document ✓ Writing assessment continuum document ✓ Whole school assessment schedule ✓ Vertical team minutes
Key Improvement Strategy (KIS)	<i>Establish a mathematics guaranteed and viable curriculum.</i>
Actions to support KIS in Feb/Mar	<ul style="list-style-type: none"> • School Improvement Team participated in a half day workshop with Ryan Dunn to plan how to develop collaborative reasoning skills during maths lessons.
Evidence	<ul style="list-style-type: none"> ✓ Teacher work programs ✓ Canvass graphic organiser planner
Goal 2 – To ensure all students are motivated, engaged, resilient and willing to contribute to the wellbeing of themselves and others.	
Key Improvement Strategy (KIS)	Continue to develop a student wellbeing curriculum, in particular the further embedding of character strengths that continues to develop teacher capacity in this area and is linked to the research within the field of positive psychology.
Actions to support KIS in Feb/Mar	<ul style="list-style-type: none"> • FISO Wellbeing vertical team have established goals and objectives linked to further building teacher understandings of character strengths and how School Houses (<i>Cuthbert, Newcombe, Goolagong and Bradman</i>) can create a greater connection to school life. Each House is developing a chant, house captains to consider running lunch time activities. • Vertical team is creating weekly journals for all classes to use during wellbeing sessions. Well organised and terrific teaching and learning resources to support all classes. • Julia Laidlaw attended Be You (rebranding of Kids Matter) network meeting, with THPS to be supported with some of the initiatives we have introduced and want to consider in the future.

	<ul style="list-style-type: none"> • Invitation has been sent for parents/guardians to attend THPS's first ever wellbeing action team on Friday 22nd at 3:30pm. • University of Melbourne will be surveying all students in year 4-6 to measure the impact of the introduction of the Resilience Project in 2020. It will also allow us to gather data on how our wellbeing initiatives have impacted. • Celene Black and Education Support Staff running <i>Calmer Classrooms</i> lunch time group
Evidence	<ul style="list-style-type: none"> ✓ THPS Character Strengths resource folder ✓ High Flyer awards ✓ THPS 2019 Wellbeing action plan document ✓ Lunch time activity schedule ✓ Assemblies
Key Improvement Strategy (KIS)	Promote student voice and agency that ensures students at THPS are aware of the opportunities.
Actions to support KIS in Feb/Mar	<ul style="list-style-type: none"> • Teachers and students are currently conferencing with students to establish personal learning goals. • Laura David is working with groups of Enviro students during lunch times and some Friday after lunches to build their knowledge of sustainable practices in the community garden. • Year 5/6 Captains have been meeting with mentor-teachers to develop roles and responsibilities relative to their position. • JSC/Enviro Leaders have commenced meeting fortnightly to establish goals and projects that support the school's ethical capabilities and environmental/sustainable practices.
Evidence	<ul style="list-style-type: none"> ✓ Student Learning Goals ✓ Assemblies ✓ FISO vertical team minutes

Staffing

1. Laura David has been appointed on a casual basis for five hour per week (negotiable) to work with students in developing skills and understandings of gardening and sustainable practices. She will also develop and build (with Enviro leaders) a sensory garden for students to use during lunch times.
2. At the time of writing, we are currently interviewing for the Performing Arts position (currently held by Maria Buttifant), made vacant by Jayne Setford in January.
3. I will be taking three days long service leave on 21st-25th March, during which time Andrew Veal will be acting Principal.

Professional Learning

1. Teachers from Mont Albert Primary visited the year 3/4 team on Thursday (14/03) to observe our instructional (teaching & learning) model. This was part of the school's strategic goals at MAPS.
2. Staff members Celene Black, Jeanette Breen, Andrew Veal, David Barnes, with Barry Soraghan (reviewer), Mark Flack (DET Senior Education Improvement Leader), Saraid Doherty (Yarra Primary Principal) and Craig Crouch (Warrandyte Primary Principal) participated in the School Review Final Day. The purpose of the day was to use the terms of reference agreed on at the previous review day to determine the school's future strategic goals. Areas for growth centred on:
 - Literacy and numeracy, particularly improving writing
 - High Impact Teaching Strategies
 - Student agency in their learning to support them as active and engaged learners
 - Community engagement in learning and wellbeing, with a particular focus on parents and carers as partners.

A summary of the school's 2019-2022 goals are:

Goal 1
To increase the learning growth of every student in literacy and numeracy

Suggested FISO high-impact improvement initiatives for this goal (in order of priority)
Priority Area: Excellence in teaching and learning
Dimension/s: 1. Building practice excellence (BPE) 2. Curriculum planning and assessment (CPA)
Goal 1 rationale
While student NAPLAN learning growth in Years 3-5 improved, there were variations in writing results for some students. The school developed an instructional framework combined with growing effectiveness in the use of data to inform practice. Student outcomes will improve in further developing staff capabilities with instructional practice and data analysis.
Targets
1.1 By 2022, the percentages of high relative growth in NAPLAN Years 3-5 in reading will increase from 42% to 45%, in writing from 13% to 30%, and in numeracy from 38% to 42%. The percentages of high relative growth in NAPLAN Years 5-7 in reading will increase by 35%, in writing by 30%, and in numeracy 35%.
1.2 By 2022, increase the percentages of Year 3 students in the top two bands of NAPLAN for reading to 65%, writing to 70% and numeracy to 75%. Increase the percentages of Year 5 students in the top two bands of NAPLAN for reading to 71%, writing to 30% and numeracy to 60%.
1.3 By 2022, increase the percentages of students above expected level in teacher judgements across all domains. 55% number, reading 60% writing 50%
1.4 By 2022, every student to achieve, on average, a year's learning growth for every year of tuition.
Key Improvement Strategies (KIS)
1. Build teacher capability to embed rigorous practice (BPE) 2. Develop the data literacy capability of teams (CPA) 3. Build teacher capability to differentiate practice to ensure challenge and progress for every student (BPE)

Goal 2
To strengthen student voice, agency and leadership
Suggested FISO high-impact improvement initiatives for this goal (in order of priority)
Priority Area: Positive climate for learning
Dimension/s: 1. Empowering students and building school pride (ES) 2. The school to consider the dimension of Building communities (BC) to support this goal.
Goal 2 rationale
Student AtSS data indicated high positive responses to engagement and learning. Classroom observations revealed extensive student voice in learning, while student agency was not as consistently activated. If the school develops and embeds a greater understanding of empowering students as learners, then student agency and learning outcomes will improve.
Targets
2.1 By 2022, the percentages of positive responses in the AtSS will increase for stimulated learning (from 80% to 85%), differentiated learning challenge (from 86% to 90%), for teacher concern (from 73% to 80%) and student voice and agency (from 73% to 85%).
2.2 By 2022, the percentages of positive responses in the parent survey will increase from 74% to 85% for teacher communication, from 83% to 88% for confidence and resilience and from 81% to 85% for student voice and agency.
2.3 By 2022, the percentages of positive responses in the staff survey will increase for collective efficacy from 84% to 90%, for academic emphasis from 73% to 85%, and for teacher collaboration from 76% to 85%.

Key Improvement Strategies (KIS)
<ol style="list-style-type: none"> 1. Build student ownership for their learning (ES) 2. Develop across the school a shared understanding of student voice, leadership and agency (ES) 3. Build and enhance a whole-school community partnership focussed on learning and engagement (BC)
Goal 3
To improve student wellbeing
Suggested FISO Priority Area and FISO Dimension/s for this goal (in order of priority)
<p>Priority Area: Positive climate for learning</p> <p>Dimension/s:</p> <ol style="list-style-type: none"> 1. Health and wellbeing (HW) 2. The school to consider the dimension of Building communities (BC) to support this goal.
Goal 3 rationale
While engagement and wellbeing initiatives in the school were considered effectively developed, the Panel considered that more work could be done to support student resilience and school connectedness.
Targets
3.1 By 2022, the percentages of positive responses in the AtSS will increase for resilience (from 79% to 85%), managing bullying (from 82% to 88%), and for school connectedness (from 84% to 90%).
3.2 By 2022, the percentages of positive responses in the parent survey will increase to 85% for not experiencing bullying, and to 85% for promoting positive behaviour.
3.3 By 2022, the percentages of positive responses in the staff survey will increase for staff trust in colleagues from 80% to 90%, for the parent community involvement module from 80% to 85%.
Key Improvement Strategies (KIS)
<ol style="list-style-type: none"> 1. Develop and integrate wellbeing approaches across the school (HW) 2. Build and enhance a whole-school community partnership focused on student wellbeing (BC)

3. Celene Black, Julia Laidlaw and Jeanette Breen attended The Resilience Project parent/guardian information session held at Templestowe College. The session explored the research around the trends in children's mental health and wellbeing. It also considered the strategies and approaches to reduce the worrying trends in increased numbers of children/adolescents identifying with symptoms associated with anxiety.
4. Celene Black and I attended the North East Victorian Region meeting. The purpose of the day was to provide schools with guidance and resources to support leadership teams with their annual goals and opportunities for FISO school networks to meet.

Community Life

1. Many parents and guardians attended our year 1-6 Information Night held in late February. It was an opportunity for families to put names to faces and learn about the programs and philosophies that underpin our education programs.
2. A large turnout of families came along to our annual *Welcome Picnic* held at the end of February. A terrific opportunity for families to mingle, for parents/guardians to chat with their child's teacher and welcome in the start of the school year.
3. We recently held our first of two parent teacher discussions. The large majority of our parent/guardian community booked appointments, reflecting the importance our families' value of the importance of the home-school partnership.

4. We had a visit from twenty-two 4-year olds from Vista Valley preschool. They were supported by many of our year 4 students as they participated in a PE, Robotics and Library session aimed at giving the children an experience at a primary school.
5. This week we celebrated our Multi-cultural Day. The purpose of celebrating our school's rich and diverse community was undertaken through students having the opportunity to come in free dress from their cultural background and participate in activities aimed at exploring different cultures. The gelato ice cream was a hit amongst students and staff.
6. The Foundation students have not only commenced full time on the 1st March and attended their first (of several hundred) school assemblies but have also had special visits from the RACV and Victorian Police as part of their *Community* inquiry unit. A very busy term filled with so many new experiences for our newest members of our community.
7. Congratulations to all our students who participated in the district swimming competition. Our girls U/12 relay team (Eliza, Bridget, Judy and Brooke) and individual freestyle and butterfly (Judy) will now continue on to the District Competition.

Resources

To be discussed in Andrew Veal's report.