

## Enrolments

1. Our current enrolment is 431 students.
2. We have 54 confirmed (plus 8 siblings yet to put in their enrolment forms) Foundation enrolments for 2021. We had approximately 60 this same time last year.

## Strategic Goals and Priorities

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

<b>Key Improvement Strategy (KIS)</b>	<b><i>Build teacher capability to embed rigorous practice.</i></b>
<b>Actions to support KIS in June/Aug</b>	<ul style="list-style-type: none"> <li>• Jeanette Breen led the School Improvement Team's (SIT) implementation of our online/remote learning model version 2 over the school holidays. This was driven by feedback from stakeholder surveys, further knowledge building through professional readings and considerations of wellbeing from all.</li> <li>• Andrew Veal worked with education support staff to develop management plans to support our most vulnerable students, including organising technical support for families who required devices and internet.</li> <li>• Kate Stacker (SIT) developed time table after time table for onsite staff attendance for stage 3 and then stage 4 for staff.</li> <li>• Celene Black led the wellbeing vertical team in the planning and implementation of the school's wellbeing curriculum for online/remote learning.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>✓ Online/remote learning philosophy document</li> <li>✓ THPS Protocols and Expectation document</li> <li>✓ Staff schedule and time table</li> <li>✓ Wellbeing learning slides</li> <li>✓ Online/Remote learning portal</li> <li>✓ Mid-cycle AIP covid-19 review</li> </ul>
<b>Key Improvement Strategy (KIS)</b>	<b><i>Build teacher capability to differentiate practice to ensure challenge and progress for every student.</i></b>
<b>Actions to support KIS in June/Aug</b>	<ul style="list-style-type: none"> <li>• All year level and specialist teams spent the additional week of school holidays designing, planning and implementing the school's new hybrid synchronous/asynchronous learning model.</li> <li>• Presentation at North Eastern Victoria Region conference (13<sup>th</sup> Aug) to present to 300+ schools across the region on our online/remote learning model.</li> <li>• Jeanette Breen has introduced "Instructional Workouts" for teachers to focus on during their online lesson delivery.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>✓ THPS Online Learning portal</li> <li>✓ NEVR Area Forum Agenda and presentation document</li> <li>✓ Instructional Workout infographic (Assessment Loops, Plan-Pace-Pipedown!)</li> </ul>

**Goal 2 – To improve student wellbeing.**

<b>Key Improvement Strategy (KIS)</b>	<b><i>Develop and integrate wellbeing approaches across the school.</i></b>
<b>Actions to support KIS in June/Aug</b>	<ul style="list-style-type: none"> <li>• Celene Black led the wellbeing vertical team in the planning and implementation of the school's wellbeing curriculum for online/remote learning.</li> <li>• All staff participated in a workshop led by Celene Black, Julia Laidlaw and Ashleigh Danes (wellbeing vertical team) to build staff knowledge on the term 3 wellbeing curriculum teaching and learning goals.</li> <li>• <b>Introduced a weekly "Wellbeing Workouts" task.</b> Positive primers or micro-moments for staff to reflect on and increase wellness and positive mood/emotions. <b><i>*see attached below. Councillors are going to participate in one during August meeting.</i></b></li> <li>• Every year level and specialist team continued to do a daily check-in for the entire online/remote learning period</li> <li>• The wellbeing team are continued to plan and implement wellbeing activities for students to participate in for online learning</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>✓ Wellbeing learning tasks slides</li> <li>✓ Online/remote learning portal video links</li> <li>✓ Staff briefing minutes</li> <li>✓ Year level team daily check-ins minutes</li> </ul>

### Staffing

1. Emma Vogel and Rebekah Fall (our two teacher graduates) have commenced their professional inquiry for their teacher accreditation.

### Professional Learning

1. All staff participated and completed in an online workplace anti-bullying in the workplace professional learning module, as part of the school's OHS mandated training.
2. As mentioned above all staff participated in a workshop in week 1 of term 3 led by Celene Black and the wellbeing vertical team to build further knowledge and understanding of the school's wellbeing curriculum delivery.
3. All staff are now being supported remotely by Jeanette Breen to continue to build skills and knowledge in effective and maximal delivery of online lessons. Jeanette's regular instructional workouts are now a tool for all teachers to use.
4. Some staff participated in NEVR Area Forum where key note speakers Michael Carr-Gregg, Mary Jean Gallagher and many school presented small workshops sharing best practice. Staff from over 300 schools attended virtually throughout the day.
5. I attended a ***Working Safely in Schools During Covid*** professional learning module.
6. SIT members participated in 1:1 coaching session with Chris Egan to continue to build their leadership capacity.

### Community Life

1. All staff supported the onsite students in the first week back for the extended holiday break with some fun for the students who needed to attend.
2. School Tours continue to be in the form of video conference sessions.
3. All staff spent the additional five days before school commenced to prepare as best we could for online/remote learning 2.5.

4. We held our second of two parent-carer/teacher discussions in week 2. The purpose of these catch-ups changed and they shifted to check-ins with families and discussions around what the next version of online/remote learning was going to look like.
5. Year 7 placements notices will be sent to all families via email this Wednesday.
6. Staff took part in a Friday (Kahootz) trivia night hosted by Alex Bruinewoud. Peter Sartori is hosting this week's.

## Resources

To be discussed in Andrew Veal's report.

Welcome to the...

# Wellbeing Workout

This week's **Wellbeing Workout** focuses on the positive emotion of **Gratitude**. A 'power' of research indicates that expressing gratitude improves our happiness, wellbeing, and general outlook on life (Emmons, 2020). Some researchers have found that the benefits of gratitude can be life-changing at a psychological, emotional, and even physical level. Enjoy exploring a range of gratitude exercises over the course of your week and reflecting on **Three Good Things** as your 5th activity. You can mix-up the activities or even repeat them.



<p><b>July 27</b></p> <p><b>Say the Words!</b> The simplest way to express gratitude to people in your life is to use the language of gratitude. Today, try and do this in person but if you can't send someone an email, SMS, or message showing your appreciation. <i>(Elaine Houston 2020)</i></p>	<p><b>July 28</b></p> <p><b>Gratitude Jar</b> At work or at home, use sticky notes to capture your expressions of gratitude and place them in a jar. Choose a time in the future to open the jar and enjoy reading through some of the expressions of gratitude.</p>
<p><b>July 29</b></p> <p><b>Gratitude Relay</b> Just like a sporting relay, this activity requires a group (family, friends, work colleagues, etc. to forward on expressions of gratitude from one member of the group to another.</p>	<p><b>July 30</b></p> <p><b>Grounding Gratitude</b> Start today by getting out of bed, putting your feet on the ground, and saying to yourself, "What am I grateful for today?" It's the simplest thing and your first mindful act of the day.</p>

*"At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us."*

Albert Schweitzer



## Purpose -

*'Skilled teachers understand that time is precious and that decisions about how to use time reflect their values and expectations... (they) understand that they use time to their advantage and their students will learn more as a result.'*  
Fisher & Frey No Instructional Minute Wasted  
Educational Leadership 2020

## 1. The Challenges in Remote Learning -

Teaching in a virtual space means we do not have control over distractions. We also know that there are additional challenges that adversely affect student focus:

- Technology 'fiddling'
- Focus on video backgrounds
- Watching the 'chat'
- Typing in the 'chat'



Templestowe Heights  
PRIMARY SCHOOL

## Team Challenge -

### How could this look in your team?

Use some trial and error and discuss how: Plan, Pace & Pipe Down! could be used in your team inquiry.  
Then share your practise...

# THPS Instructional Workout 2 Maximising Instruction: Plan, Pace & Pipe Down!

## 2. What can we do with limited time?

A few key practises should be consistent to maximise lesson time.

- Start on time - open the meeting 5 min early
- Have a problem/task/quiz for students to work on as they enter the conference
- Utilise practises that students know and understand eg hand signals, rocket writing, traffic lights
- Change the content, not the task eg. texts for reading
- End with a retrieval of what they learnt eg. a quiz

## 3. What do the Remote Learning experts say?

**Plan:** Know the purpose of the lesson.

- **LI & SC:** Short, specific, focus on 'KNOW' & 'DO'
- **Scripted Questions:** pre-prepared, invite discussion and provide information for the teacher
- **Relevant Content:** consider what is essential and worth knowing for the students
- **Asynchronous content:** what can be recorded for students to view another time to keep the 30 min concise

**Pace:** The link between effective pacing and student engagement is strong.

- **Transitions:** fast, smooth, concise, limiting time spent on explaining tasks and instructions
- **Procedures:** Short, specific, steps that include visuals and scaffolds allowing students to 'DO'
- **Faces not Slides:** Students in view, use names, cold call, be responsive, maintain attention

**Pipe Down!** Our learning model allows for students to work independently through the camera while the teacher provides the safety net.

- **STOP Talking:** Set timers, allow time for silent independent work on a task, utilise chat to minimise noise distraction
- **Question Time:** Allow time for challenge and engagement, followed by questions and sharing
- **Retrieval - Student Voice:** Reflect by inviting student made quiz questions, re-explanations, their wonderings