

School Strategic Plan 2018-2022

Templestowe Heights Primary School (5004)



Submitted for review by Rhys Coulson (School Principal) on 24 June, 2019 at 10:24 AM
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School vision	<p>Templestowe Heights Primary School's vision is 'inspiring learners for life'. We value the importance of continual growth as learners for all members of our community; students, staff, parents and guardians. All staff have a shared goal of wanting to make a positive difference (social, emotional and academic) to every child under their care.</p> <p>Our vision is supported by our mission statement of "the quality of the programs we offer will never be better than the quality of the teachers that deliver them". Our mission is to ensure our teachers are continually developing their skills, knowledge and understandings that will enable them to provide high quality learning opportunities and learning experiences for all students at Templestowe Heights Primary.</p> <p>Templestowe Heights Primary School's objective is to be the school of choice for the local community. We aspire to provide an inclusive and collaborative learning environment for all students, staff and families that promotes high expectations for lifelong learners, embracing and contributing to local and global communities.</p>
School values	<p>Templestowe Heights Primary School's values are Respect, Responsibility, Persistence and Courage. These values are seen as being central to the life of our school and how all members of the school community should conduct themselves. As a school we attempt to apply these in our everyday dealings with each other and in the development of our programs and policies. Teachers are to reinforce these values at all times.</p> <p>We value: Respect</p> <ul style="list-style-type: none">? accepting the individual differences and opinions of others & preserving their dignity? demonstrating empathy towards others by treating others fairly & showing tolerance of each other's differences <p>We value: Responsibility</p> <ul style="list-style-type: none">? follow rules/procedures? adhering to values and policies determined by our school? lead by example? care for children and their educational needs? are aware of the consequences of our actions <p>We value: Courage</p> <ul style="list-style-type: none">? believing in yourself

	<p>? demonstrating honesty in the face of adversity</p> <p>? taking risks</p> <p>? strength in your heart</p> <p>We value: Persistence</p> <p>? never giving up, having a positive attitude and seeing a job through to the end</p> <p>? not giving up</p> <p>? not being afraid to fail</p> <p>? not allowing yourself to be discouraged</p>
Context challenges	<p>Key challenges for the next four years include:</p> <ul style="list-style-type: none"> - continuing to show high relative learning growth in reading, writing and numeracy - developing a holistic wellbeing approach - developing our next middle leaders - potential portable classrooms if we continue to grow (we have no more classrooms to use)
Intent, rationale and focus	<p>Templestowe Heights Primary is focussed on being the school of choice for the local community. Maintaining the strong levels of high learning growth in literacy and numeracy through its current student-focused reading and writing approach and zone maths instruction. While this is emerging, we are aiming to establish a holistic wellbeing curriculum focused on Positive Education. We want to continue to have a strong sense of community within our school, with high levels of parental engagement and support. As a staff we are challenged to be Marigold flowers by learning and growing from one another through a robust PLC model.</p> <p>As part of the Principal's ongoing PDP Goal, staff are supported to deliver their best lesson as often as possible through a well resourced professional learning program (instructional coaches, professional readings, timetabled and peer observations). This is to ensure we provide high quality teaching and learning opportunities that will in turn improve student outcomes.</p>

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Goal 1	To increase the learning growth of every student in literacy and numeracy
Target 1.1	<p>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%.</p> <p>The percentages of high relative growth in NAPLAN Years 5-7 in reading will increase to 35%, in writing to 30%, and in numeracy to 35%.</p>
Target 1.2	<p>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%.</p> <p>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%.</p>
Target 1.3	<p>By 2022, increase the percentages of students above expected level in teacher judgements across all domains.</p> <p>To 55% in number, reading to 60% and writing to 50%.</p>
Target 1.4	By 2022, every student to achieve, on average, a year's learning growth for every year of tuition (Panorama teacher judgement report).
Key Improvement Strategy 1.a	Build teacher capability to embed rigorous practice (BPE)

Building practice excellence	
Key Improvement Strategy 1.b Evaluating impact on learning	Develop the data literacy capability of teams (CPA)** Drafting note - this may align more closely with Evaluating Impact on Learning?
Key Improvement Strategy 1.c Building practice excellence	Build teacher capability to differentiate practice to ensure challenge and progress for every student (BPE)
Goal 2	To strengthen student voice, agency and leadership
Target 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%).
Target 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.
Target 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 Strategy 2.a Empowering students and building school pride	Build student ownership for their learning (ES)
Key Improvement Strategy 2.b Empowering students and building school pride	Develop across the school a shared understanding of student voice, leadership and agency (ES)
Key Improvement Strategy 2.c	Build and enhance a whole-school community partnership focussed on learning and engagement (BC)

Building communities	
Goal 3	To improve student wellbeing
Target 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%).
Target 3.2	By 2022, the percentages of positive responses in the parent survey will increase to 80% for not experiencing bullying, and to 85% for promoting positive behaviour.
Target 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 Strategy 3.a Health and wellbeing	Develop and integrate wellbeing approaches across the school (HW)
Key Improvement Strategy 3.b Building communities	Build and enhance a whole-school community partnership focussed on student wellbeing (BC)