

Principal Report – March 2023

Enrolments

1. Currently have 446 students enrolled.

2023 Class Structure		
Foundation	71	4 grades at 18 or 19 students
Year 1	72	4 grades of 18 students
Year 2	59	3 grades of 19 or 20 students
Year 3	66	3 grades of 22 students
Year 4	56	3 grades of 18 or 19 students
Year 5	52	2 grades of 26 students
Year 6	70	3 grades of 23 or 24 students
Average: 20.3 students per class (state average is 26.0)		

Strategic Goals and Priorities

2023 Priorities Goal	
Key Improvement Strategy (KIS)	<i>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.</i> <i>1. Embed the school's English Core Knowledge Curriculum map and Literature map.</i> <i>2. Establish the school's Numeracy Curriculum map.</i> <i>3. Refine the school's teaching & learning (instruction) model.</i> <i>4. Provision of tier 2 intervention program.</i>
Actions to support KIS in Feb/Mar	<ul style="list-style-type: none">• All classroom teachers completed SOLAR course
Evidence	<ul style="list-style-type: none">✓ Assessment Schedule✓ English curriculum map✓ Google Lesson Slides
Key Improvement Strategy (KIS)	<i>Wellbeing – Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.</i> <i>1. Build staff capacity in RRRR.</i> <i>2. Review the recording and monitoring of student incidents.</i> <i>3. Establish a STEM curriculum.</i>
Actions to support KIS in Feb/Mar	<ul style="list-style-type: none">• RRRR implemented across all year levels, year level newsletters sent out too• STEM curriculum for yr3-6 has now been developed.
Evidence	<ul style="list-style-type: none">✓ Wellbeing curriculum document✓ Resilience, Rights and Respectful Relationships framework.✓ Yr3-6 STEM curriculum map

Staffing

1. Cassandra Johnson is now on family leave as she awaits the safe arrival of her first child with partner Chris. Her role since the start of school year has been to assess all year 1 students linked to the new mandated literacy assessment that was usually only done with Foundation students when they commence.

Professional Learning

1. All classroom teachers have now completed the beginner's certificate of La Trobe University's Science of Learning and Reading (SOLAR). This was 8 hours of professional learning broken down

into four sessions with assessment at the end. This aligns to the school's structured literacy approach.

2. Stephanie McNabb, Karen Woods and Martin Ravindran attended the Sharing Best Practice Conference in Bendigo (on a Saturday) attended by 250 educators.
3. Jeanette Breen, Martin Ravindran and Karen Woods attended the Sharing Best Practice in Ballarat (on a Saturday) attended by 250 people.
4. Jeanette Breen hosted a Think Forward Educators event with Dr Nathaniel Swain and Daisy Christoloudou attended by 230 educators from around Victoria. Andrew Veal, Samantha Charlton and myself attended.
5. Jeanette was on leave for one week in February as she spent a week in Western Australia with Daisy visiting remote schools in the Kimberley, modelled lessons in Perth schools and attended a Sharing Best Practice conference in Perth.
6. I attended Monash/Manningham Network Learning Day with Martin Ravindran where the focus was on Numeracy middle leadership and the Marrung Ed Reform Plan.
7. Andrew Veal, Jeanette Breen, Samantha Charlton and myself attended the inaugural Monash/Manningham Network Dinner. Guest speaker was Koky Saly (beekeeper bags).

Community Life

1. We are currently undergoing our 4-year School Review. This is part of DET's continual improvement cycle. We have completed our validation day where the review team evaluated our previous four years' actions, goals and targets and identified the next areas for focus. See attached file below.
2. We have now had all student voice representatives completed as part of the student voice policy, with all our Junior School Councillors, Environmental Leaders and Year 6 Captains finalised.
3. Our Foundation students attended their first assembly and received the Starting School certificates.
4. Parents & Friends (Oula, Tim and Lauren) hosted our Welcome Picnic. The first one in three years. It was well attended and great to see the staff helping out on the night with the BBQ.
5. Congratulations to Julius, Layan and Danny for making it to the Divisional Swimming competition.
6. We held our parent/carer Information Nights, with over 100 families attending both the nights.
7. Extra-curricular lunch time activities have commenced with both the Running Club and STEM Club being huge hits.
8. **Daisy Christoloudou Visit** on Tuesday we were honoured to have one of UK's leading educational leaders, Daisy Christoloudou, visit Templestowe Heights Primary. Daisy visited classrooms to observe our literacy lessons and presented in our new auditorium on comparative judgement to school leaders from within the Manningham Network. Comparative judgement is a process our school has utilised as part of our writing curriculum and assessment model since 2021. For more information on this process please click on the link:
9. <https://www.nomoremarking.com/demo?countryCode=AU>
10. This week our students in year 3 & 5 will be participating in the National Assessment Program-Literacy and Numeracy (NAPLAN). All tests are completed online, with the exception with the year 3 students completing their writing test with the traditional paper and pencil.
11. Parent/Carer-Teacher discussions were held last week and were well attended.
12. Eloise and Andy (Enviro captains) were interviewed by TC newspaper regarding the sick chicken Hedwig. Click here for the read:

<https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftc.vic.edu.au%2F03032023&data=05%7C01%7CRhys.Coulson%40education.vic.gov.au%7C7412ac22ab32498d1fb808db1ba8c149%7Cd96cb3371a8744cfb69b3cec334a4c1f%7C0%7C0%7C638134183834728098%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6Ikl1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=uUYnREqQnDN5GbDc2PbOrerT533y3%2BGPmg9wZEmFCIs%3D&reserved=0>



Summary of highlights

Templestowe Heights Primary School (5004)

	Title	Description
1	Remote Learning	<p>While the lockdowns presented enormous strains and stresses on all schools, it provided an opportunity to review what an effective lesson looks like.</p> <p>During the remote learning period, THPS scaffolded a new focus on making learning visible. Throughout the period of time that we delivered learning through a camera, we quickly realised that some parts of this process were more effective than what we were doing before.</p> <p>The areas that were most notable involved:</p> <ul style="list-style-type: none">• use of slides and the construction of explicit information delivered in small manageable chunks to scaffold ambitious and rigorous learning for all students• consolidation and practice of essential key skills to build fluency, versus an overcrowded curriculum. Removing non-essential content unrelated to key skills.• retrieval practices that allow students to build steadily on what they can already do, using what they already know, as a model of building student confidence and well-being• connection of whole cohorts to shared learning through literature, rich vocabulary, science, history using curriculum maps, versus students having the responsibility of choosing their own learning
2	Structured Literacy approach (SoR)	<p>As mentioned, the remote learning period provided an opportunity for the leadership team to evaluate what was effective teaching and learning practices. Most importantly, we realised the need to explicitly teach the skills of reading, as it was impossible to have guided reading groups. Hence, we moved away from a balanced literacy approach, brought on by the evidence on phonological assessment data when our students returned after the first significant lockdown in 2020. We challenged the accuracy of the levelled literacy assessment tool the school had used over the past 6 years, with evidence of the ineffectiveness of 3-cueing and the cognitive load theory. After a focus on reviewing at the science of reading and challenging conversations, the Foundation team introduced a structured literacy approach, focusing primarily on phonemic awareness and phonics. At the commencement of 2022, the school began to implement the science of reading at a whole school level, specifically hiring new staff (in particular a learning specialist) with a background in this approach. School visits and a professional learning model to upskill staff were also implemented.</p> <p>Comparative phonics screening data from 2021-2022 identified a significant increase in levels of students in year 1 that are fluent decoders. Grammar & Punctuation, Writing and Spelling 5-year trend NAPLAN results have demonstrated a steady increase over time with a slight and expected (hopefully) implementation dip for 2022.</p> <p>The introduction of the use of slides in the teaching & learning model has also supported staff capacity building in understandings of the science of reading, plus reduced variability between classes. It has also ensured the quality of a lesson is enhanced through effective slide creations (i.e. dual coding, clear expectations on what goes on a slide), and more effective to evaluate lessons collaboratively within teams.</p>
3	Capital Works Project	<p>A significant \$13.1 million stimulus grant capital project commenced in 2020 with the planning phase. Throughout 2022 the construction, renovation and modifications of the final plan took place, transforming the school into something where we can only express anything but gratitude for what Templestowe Heights can offer for our students. The building works completed in February 2023:</p> <ul style="list-style-type: none">- New staffroom and library- New roof, guttering, ceilings, lighting and sunroofs throughout our two existing

		<p>buildings</p> <ul style="list-style-type: none"> - New structural shelter canopy (as well as shade sails) between and joining our two existing buildings - Landscaped middle yard with synthetic grass throughout - New toilet block, with full accessibility from internal and external entrances (including stairwell out onto school oval) - New multi-age playground - New state of the art, two-story (more than 1200m² of floor space) STEAM Centre and classroom building complete with our new art room, lift access, STEM learning space, 5 classrooms, auditorium, meeting rooms and resource centre. <p>The introduction of the new STEM centre has allowed for the introduction of a new specialist subject (STEM), with an emerging curriculum in production. The gradual increase of higher student population numbers and the CENSUS prediction of further growth in the coming years, the decision was made to introduce straight grades. Curriculum development has now been the major focus as we move away from 2-year planning cycles.</p>
4	Innovative Writing Assessment	<p>Shifting practice in our writing was guided by a few overarching Science of Learning principles. We began a journey to explicitly teach writing at the sentence level, focusing on skills broken down into writing mechanics and pulled back on extended writing till students showed readiness.</p> <p>To fully understand the impact of the deep changes made to our writing curriculum, we were seeking data that provided evidence to support the whole school shifts.</p> <p>To better understand and influence our students as writers, we began to investigate other forms of writing data that would provide more reliable measures than writing moderation. This led to THPS participating in a project with 50 schools that utilised an AI approach to marking writing known as Comparative Judgement. Utilised by 2000 schools across the UK and US, the data is standardised and provides reliable measures including a scaled score, writing age and potential NAPLAN band predictor.</p> <p>Since having access to the Comparative Judgement data, THPS has been able to track individual students and cohorts over time to measure our impact. We have been able to intervene in the data and shift instruction at point of need, also providing a more accurate approach to assigning reporting progressions and whole school shared knowledge of the threads that weave learning to write, together.</p>