

School Strategic Plan 2022-2026

Templestowe Heights Primary School (5004)



Submitted for review by Rhys Coulson (School Principal) on 01 April, 2025 at 01:36 PM

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School Strategic Plan - 2022-2026

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School vision	The school is situated in the eastern Suburbs of Melbourne with a current enrolment of 450 students and 20 classes. In 2023 we will grow to 22 classes. 2022, the school is building a new STEAM and senior building as well as upgrading some existing spaces as part of a government-funded \$13.1 million stimulus grant. This new facility will be ready for the commencement of 2023. The classrooms are designed as flexible learning spaces which open onto shared learning areas. Each level of the school has its own area in which classes and teachers work cooperatively to maximise the learning opportunities for all students. The students are organised in straight grade classes. A strong student wellbeing program ensures students and staff feel safe, secure and supported. An extensive student leadership program includes all levels of the school from Foundation to year six. The playgrounds are extensive consisting of four playground equipment areas, an oval, STEAM building, synthetic turf courts, commercial kitchen and herb and community garden (including chickens). The school has a gymnasium which is a shared community use facility. The school community assists with the maintenance of our facilities. Templestowe Heights Primary School has as its motto, 'inspiring learners for life'. There is a strong focus on developmental learning and consequently providing a differentiated curriculum which provides for the learning needs of all children. We are dedicated to providing the best possible education to our students, with a focus on instructional practice, to ensure that learning for life is achieved. The school's values are respect, responsibility, courage and persistence. All sections of the school community – students, staff, parents, friends – are expected to strive to be their best in reference to these values. Templestowe Heights Primary School has a strong focus on literacy and numeracy. Our philosophy for literacy is linked to evidence-based methods to ensure that all students succeed and flourish in the fundamental skills of Reading and Writing. In following the Science of Learning (SOL) across all areas of instruction, year level teaching teams (PLCs) work collaboratively to develop a systematic focus on key areas of evidence-based practice. Our specialist areas are Literacy Intervention/EAL, Enrichment, Art, Physical Education, Performing Arts, STEM and Italian. Instrumental music classes, swimming programs, lunchtime clubs, camps and after school activities are offered. Whole school activities are significant in that we have triennial events including an Art Show, School Production and
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	School Ball. In 2020 the school was unfortunately unable to celebrate its 50 year anniversary. The school's recently introduced positive education enhanced wellbeing curriculum provides a whole school wellbeing approach by supporting students and adults to develop the tools and strategies to flourish. Student voice is also extremely important at Templestowe Heights Primary. Our leadership program provides our students with an opportunity to be elected to represent our Junior School Council, Environmental committee, School Captains and House Captains. Empowering children to be active in making decisions about their school provides ownerships that strengthens our school community spirit. The use of Information Communication Skills across all aspects of learning is integral to our programs. Templestowe Heights Primary School has a combination of netbooks, desktop computers and iPads available for student use. There is a 1:1 iPad program operating for our year five and six students. All classrooms have Interactive Whiteboards. Parent/carer involvement in the school is essential to Templestowe Heights Primary School. Parents and carers work closely with staff to support their children's learning at school and at home. A class representative scheme facilitates communication and parent involvement in the school which includes involvement in class programs, excursions and camps, along with School Council and Parents & Friends Committee. Communication includes the school newsletter, website, an online management system, information sessions, assemblies, notices and parent teacher interviews. Enrolment numbers at Templestowe Heights Primary School are steadily increasing. The school provides a progressive and challenging curriculum that reflects the 21st century learning skills required to truly inspire our students to continue learning throughout their lives. The teaching staff at Templestowe Heights Primary School are expected to be active members of our learning community, working together in collaborative teams, assuming a collective responsibility for the school's vision and goals. All staff actively support all school activities and programs.
School values	Templestowe Heights Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, persistence, courage and responsibility at every opportunity. Our school's vision is to provide 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. Our mission is to provide students with high quality learning opportunities and experiences. All teaching staff have an unequivocal shared purpose of striving to make a difference (learning outcomes) to the students under their care.

	The values of Respect, Persistence, Courage and Responsibility 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.
Context challenges	1. Differentiation The challenge for teachers is to address how to meet the different learning needs of students using the school's new explicit direct instruction whole class approach. While there is now a very high level of consistency and low variance in planning and delivery of lessons, delivering point of need teaching experiences is the next iteration of the focus. Team leaders reported in the fieldwork forum that there was an increase in the level of planning for differentiated tasks to meet student learning needs. For some teachers addressing the wide range of student ability and having confidence to apply the skills of differentiated teaching was a challenge. The Panel members agreed that teachers' capabilities to deliver differentiated learning experiences and to design curriculum that was aimed at meeting the learning needs of all students was improving. 2. Learner Agency Feedback from leaders and teachers was that there was some lack of understanding from teachers as to what was student voice and agency in learning. Staff reported that goal setting was less frequent and student understanding of what they needed to do next, informed by teacher feedback to improve their learning, was an area for future development. To enhance active student agency, a focus on increasing feedback opportunities from teacher to student and student to student will be an area for growth as well as the engagement of students in developing learning and personal goals. School leaders agreed that empowering students to take responsibility and ownership of their learning would improve student engagement and wellbeing and should be a key direction for future work. The Panel agreed that progress had been made in activating student voice, agency and leadership. It recommended the school continue to build staff capabilities to understand and refine how students taking responsibility and ownership of their learning would positively impact student learning, engagement and wellbeing. 3. Resilient Learners The school recently introduced a positive education enhanced wellbeing curriculum that provided a whole school approach to support students to develop the tools and strategies to persevere and confront any setbacks. Students, parents and staff reported that there were positive relationships between staff, students and the parent community. A focus will be to continue the school's new approaches of its explicit direct instructional model, the synthetic phonics

	approach and the new Rights, Resilience and Respectful Relations by supporting staff with professional learning, including classroom observations and coaching and opportunities to give and receive feedback. The Panel agreed that the emphasis on building student resilience to tackle challenges and obstacles that impact their wellbeing would continue. It concluded that school should continue to build staff resilience by embedding a positive staff culture with the consistent application of curriculum structures and the instructional model.
Intent, rationale and focus	Intent: Following on from our school reivew, the School Review Panel recommended the following key directions for the next School Strategic Plan: - Student growth in literacy and numderacy - Evidence based learning and the teaching of a differentiated curriculum - Challenge staff to regularly reflect to improve practice - Engaging students by activating voice and agency - A consistent whole school approach to building student wellbeing and resilience Rationale: The Review Panel decided after Validation Day discussions that they wanted to explore how effectively the teaching and learning and planning guides supported differentiated teaching that promoted the learning needs and growth of all students. The Panel wanted to investigate how effectively teachers built the capabilities of students to develop increased ownership and agency in their learning. The Panel also wanted to explore the extent of evidence of teachers utilising feedback to developing the capability of students to know what they need to learn, why they need to learn this and what was next in their learning. The Panel agreed to explore the extent that the school focused on supporting students to be resilient learners and how by strengthening student wellbeing, staff can build strong relationships that support student learning and inclusion. Our Priorities: Leadership -The provision of professional learning to build capacity of the new members of SIT. The school will develop a timetable that ensures learning specialists are able to support SIT members during collaborative planning times. The Peer observation program is planned for semester two 2023 as the learning specialists are freed from planning meetings. The school will also review the effectiveness of the FISO vertical teams.

	Teaching & Learning - The English and mathematics curriculum outlines are being developed and year level teams are building daily lessons linked to these. This will be completed by the end of 2023, using allocated meeting and professional learning time. Teachers have also committed to teaching an additional mathematics lesson each week (6th lesson) and Years 3-6 teachers have commenced a focus on mathematics fluency through the introduction of mathematics practice workbooks. The school has defined what differentiation will look like in structured literacy and numeracy lessons. Assessment - The focus on mathematics fluency will continue with the introduction of fluency practice workbooks. As part of the teaching and learning model, ongoing assessment strategies will be strengthened by checking for student understanding, daily review and retrieval. Shifting the focus for numeracy has commenced, starting with the implementation of a mathematics curriculum, daily review and fluency sessions. Engagement - The school will activate student voice and agency in classroom learning to strengthen students' participation and engagement. It will define what differentiation looks like in a structured literacy/numeracy lesson to ensure all students are fully engaged in their learning. The teaching and learning model will be enhanced with the inclusion of the STEAM curriculum. The Junior School Council (JSC) and environment leader meetings will be structured and include meeting procedures and minute taking. Support & Resources - The school has identified the need to ensure teachers plan and implement a differentiated curriculum for student inclusion. The school enrichment, intervention and the TLI program will continue to support student with additional learning needs. Staff induction will target professional learning around core school programs including student wellbeing and support.
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Goal 1	Maximise the learning growth of every student.
Target 1.1	NAPLAN Top 2 bands Year 3 and 5 (to be determined from the NAPLAN 2023 data) • By 2026, increase the percentage of students in the <i>Exceeding</i> levels of achievement in reading from 30% (Year 3, 2023) to 45% and 61% (Year 5, 2023) to 65%. • By 2026, increase the percentage of students in the <i>Exceeding</i> levels of achievement in writing from 19% (Year 3, 2023) to 30% and 45% (Year 5, 2023) to 50%. • By 2026, increase the percentage of students in the <i>Exceeding</i> levels of achievement in numeracy from 19% (Year 3, 2023) to 30% and 45% (Year 5, 2023) to 50%. NAPLAN Benchmark growth (to be determined from the NAPLAN 2023 data)
Target 1.2	PAT Reading and Mathematics band growth By 2026 increase the percentage of students achieving at least one band growth in a 12-month period in reading from 52% (2022) to 60% and in mathematics from 60% (2022) to 65%.
Target 1.3	Victorian Curriculum teacher judgements growth By 2026 increase the percentage mean of students in Years 1-6 achieving above expected growth in: • reading and viewing from 42% (2021-2022) to 50%. • number and algebra from 38% (2021 to 2022) to 45%. • writing from 41% (2021 to 2022) to 50%.

Target 1.4	School Staff Survey (SSS) School Climate module By 2026 increase the percentage of positive staff responses to the following factors: • Teacher collaboration from 40% (2022) to 65%. • Staff trust in colleagues from 43% (2022) to 80%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to analyse and use data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to regularly reflect and improve on their practice.
Goal 2	Improve student perseverance and engagement in learning.
Target 2.1	Attitudes to Schooling Survey (AtoSS) By 2026 increase the percentage of positive student responses to the following factors: • Perseverance from 68% (2021) to 77% • Student voice and agency from 68% (2021) to 75% • Differentiated learning challenge from 84% (2021) to 87%

Target 2.2	Parent Care Givers Opinion Survey (PCGOS) By 2026: • increase the percentages of positive parent responses to the Confidence and resilience skills factor from 82% (2022) to 86%. • maintain the high level percentage of positive parent responses to the Student agency and voice factor at 80% (2022).
Target 2.3	SSS By 2026 increase the percentages of positive staff responses to the School Climate module from 64% (2022) to 80%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school strategy to the teaching of social and emotional health that builds student resilience, risk taking and perseverance.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher knowledge and capability to activate student voice and learner agency so students can act as partners in improving learning outcomes.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to	Further embed the school's tier 2 intervention model to provide further access for a greater number of students.

strengthen students' participation and engagement in school	
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