

School Strategic Plan for  
Templestowe Park Primary School  
5129  
2015 - 2018

**Templestowe Park  
Primary School**



**Learning for the future**

*Responsibility    Respect*

*Integrity*

*Pride    Optimism*

<b>Endorsements</b>	
Endorsement by School Principal	<p><i>Mark Roberts</i></p> <p>Signed</p> <p>Name Mark Roberts</p> <p>Date 22 June 2015</p>
Endorsement by School Council	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
Endorsement by the delegate of the Secretary	<p><i>R Stephens</i></p> <p>Signed... ..</p> <p>Name.....R Stephens (NEVR).....</p> <p>Date..... 19 June 2015.....</p>
<p><b>Legislative context for endorsement</b></p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines.</p>	

## School Profile

### Purpose

To provide a rigorous, engaging and positive learning environment that develops curiosity and inspires our community to be the best that we can be. We are dedicated to empowering and developing students who are life-long learners who are equipped with skills for the future.

### Values

Our core values guide the decisions and behaviours of all members of the school community.

#### **Responsibility**

Being accountable for your own actions.

#### **Pride**

Achieving and celebrating personal goals and recognising and applauding successes gained by others.

#### **Respect**

Respecting one's self and caring about the feelings, rights, property, and safety of others.

#### **Integrity**

Always trying to be fair and honest.

#### **Optimism**

Focusing on positive experiences and being optimistic about the future.



<p><b>Environmental Context</b></p>	<p>Templestowe Park Primary School is located in Templestowe on Church Road. Templestowe is in the eastern suburbs of Melbourne and is approximately 20km from the central business district. We are community that is united by our values of Respect, Responsibility, Integrity, Pride and Optimism (RRIPO). These values guide the decisions and behaviours of all members of our school community. We have a dynamic and innovative learning environment where we encourage our students and staff to take risks so they can be the best that they can be.</p> <p>The background of students reflects the cultural and social diversity we have in our community. Over 25% of our students come from countries outside of Australia. Our school’s social and demographic factors include a Student Family Occupation (SFO) rating of 0.24. This indicates that the majority of our families have one or both parents/guardians working as professionals or business proprietors. Parent involvement is a feature of the school. We have a thriving Parents &amp; Friends Association (PFA) and we warmly welcome parent helpers into our classrooms to assist in the learning program.</p> <p>Templestowe Park PS provides an aesthetically pleasing and well-maintained physical environment. This includes ample classroom spaces, specialist classrooms for Japanese, Performing Arts and Visual Arts, a Science/Discovery room, a school library, multiple playgrounds, four basketball courts and two large sporting ovals. Our excellent facilities provide our 435 students and community with a safe, engaging and attractive learning environment.</p> <p>Our aim is to offer a learning environment that has the highest academic standards that also focuses on the development of the whole child. This is achieved through a comprehensive and supportive learning structure, a focus on community values, opportunity to experience extra-curricular activities and a strong focus on developing life-long learners. We continue to have a strong commitment to the development and integration of Learning Technologies across the curriculum. This includes class sets of laptop computers and iPads within each year level, interactive whiteboards or digital televisions within each learning space and a Bring Your Own Device (BYOD) iPad program from Year 4-6. Our teaching and learning approach provides an exciting and flexible learning program designed to meet the individual needs of our students.</p>
<p><b>Service Standards</b></p>	<p>Templestowe Park Primary School is a learning community who come from a diverse range of cultural backgrounds with diverse learning needs.</p> <p>We will provide:</p> <ul style="list-style-type: none"> <li>• A guarantee that all students have access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• A safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• All students with instruction that is adapted to their individual needs.</li> <li>• A learning environment that is innovative and always looking at new practices and technologies to ensure that there is best teaching and learning practices within the school.</li> <li>• Close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• A welcoming environment where parents and the wider community are encouraged to participate in a variety of school and community events</li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies															
Achievement	To improve student learning growth in Literacy and Numeracy	<ul style="list-style-type: none"> <li>To establish benchmark measures for assessing the proportion of students achieving 12 months growth or more in a 12 month period within the areas of Reading, Writing and Number &amp; Algebra.</li> <li>Increase the NAPLAN matched cohort score growth in Reading and Numeracy</li> </ul> <table border="1"> <thead> <tr> <th>DOMAIN</th> <th>2012 – 2014 Growth</th> <th>2015 -2018 Growth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>76.95</td> <td>&gt;85</td> </tr> <tr> <td>Numeracy</td> <td>97.84</td> <td>&gt;100</td> </tr> </tbody> </table>	DOMAIN	2012 – 2014 Growth	2015 -2018 Growth	Reading	76.95	>85	Numeracy	97.84	>100	Build teacher capacity to ensure that we teach to each student's point of need.						
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Engagement	To build an engaging, stimulating, authentic and rigorous learning environment that promotes student empowerment in the learning process	<ul style="list-style-type: none"> <li>To improve the mean scores in the Students Attitude to School Survey</li> </ul> <table border="1"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>3.96</td> <td>&gt;4.20</td> </tr> <tr> <td>Student Motivation</td> <td>4.59</td> <td>&gt;4.70</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>To improve parent survey variables.</li> </ul> <table border="1"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>5.42</td> <td>&gt;6.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Develop baseline measures to assess the level of student engagement across the school within the life of the strategic plan.</li> </ul>	Factor Name	2014	2018	Stimulating Learning	3.96	>4.20	Student Motivation	4.59	>4.70	Factor Name	2014	2018	Stimulating Learning	5.42	>6.00	Develop personalised learning opportunities for students to stimulate interest, curiosity and develop life-long inquiry skills within a student centred instructional model.
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## Strategic Direction (cont)

	Goals	Targets	Key Improvement Strategies																		
Wellbeing	To enhance student wellbeing with practices that focus on empowering students and building life-long wellbeing and resilience.	<ul style="list-style-type: none"> <li>To improve the mean scores in the Students Attitude to School Survey <table border="1"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Connectedness to Peers</td> <td>4.28</td> <td>&gt; 4.50</td> </tr> <tr> <td>School Connectedness</td> <td>4.28</td> <td>&gt; 4.50</td> </tr> </tbody> </table> </li> <li>Develop baseline measures to assess the level of student engagement across the school within the life of the strategic plan.</li> </ul>	Factor Name	2014	2018	Connectedness to Peers	4.28	> 4.50	School Connectedness	4.28	> 4.50	To develop the capacity of the school staff to build resilient, socially responsible and optimistic students.									
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Productivity	<p>Improve communication within the school and broader community.</p> <p>To enhance the leadership capacity across the staff.</p>	<ul style="list-style-type: none"> <li>To improve parent survey variables <table border="1"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reporting</td> <td>5.09</td> <td>&gt; 5.75</td> </tr> <tr> <td>School Improvement</td> <td>5.21</td> <td>&gt; 5.80</td> </tr> </tbody> </table> </li> <li>Growth on the School Staff Survey <table border="1"> <thead> <tr> <th>Component</th> <th colspan="2">% Endorsement</th> </tr> <tr> <td>School Climate</td> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Teacher Collaboration</td> <td>48%</td> <td>&gt; 75%</td> </tr> </tbody> </table> </li> </ul>	Factor Name	2014	2018	Reporting	5.09	> 5.75	School Improvement	5.21	> 5.80	Component	% Endorsement		School Climate	2014	2018	Teacher Collaboration	48%	> 75%	<p>Build a whole school culture that seeks to inform, invites participation and feedback from the community, and celebrates and promotes its successes.</p> <p>To establish a structure and model of distributed leadership.</p>
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## School Strategic Plan 2015- 2018: Indicative Planner

**Purpose:** the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behaviour that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <p>Build teacher capacity to ensure that we teach to each student's point of need.</p>	Year 1	<ul style="list-style-type: none"> <li>• Send Principal and LT for English to Leading Literacy and AP and LT for Mathematics to Leading Numeracy at Bastow Institute to investigate best practice and research based teaching methods.</li> <li>• Develop Professional Action Learning Teams (PALTs) for English, Maths and Digital Learning.</li> <li>• Develop consistent planning documentation that ensures a guaranteed and viable curriculum.</li> <li>• Design an instructional teaching model that includes explicit Learning Intentions (LI) and Success Criteria (SC).</li> <li>• Review current Assessment Schedule and ensure there are consistent formative and summative assessment practices across the school for Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations are made to Leadership and staff for consultation on curriculum design and models of practice for 2016.</li> <li>• PALTs meet at least three times per term to review current curriculum and monitor learning programs.</li> <li>• In consultation with PALTs a new planning document is designed and implemented for use in the Term 4 planning day for Term 1 2016.</li> <li>• Professional reading and professional learning is undertaken so all staff have input into a new instructional model with a focus on LI and SC. Participation in curriculum day to design model.</li> <li>• Assessment schedule is reviewed and updated. Current student data where possible is saved onto electronic platform. ILPs and formative assessment are used to differentiate learning.</li> </ul>

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Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <p>Build the instructional practice of every teacher by adopting a consistent whole school approach to curriculum planning, documentation and an agreed instructional framework.</p>	Year 2	<ul style="list-style-type: none"> <li>• Implement and commit to an assessment management system to track student learning.</li> <li>• Implement a model of practice for Reading &amp; Viewing and Writing across the school. Mathematics focus is implemented in lesson design.</li> <li>• Develop Performance and Development program to incorporate leadership and peer observation of new initiatives.</li> <li>• Enter into a range of academic competitions to provide an authentic audience for our students.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is entered and tracked on assessment management system to track student learning.</li> <li>• Documented curriculum and observations indicate new approaches to Literacy teaching. Work programs are shared via Google Docs.</li> <li>• Peer and leadership observations take place to provide feedback on new practices.</li> <li>• A variety of academic competitions are entered.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Instructional learning model is reviewed and added to as required.</li> <li>• Implement a model of practice for Reading &amp; Viewing and Writing across the school. Mathematics focus is implemented in lesson design.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional model is updated to include current research and practices.</li> <li>• Teacher planning documentation and assessment data indicate differentiated curriculum and point of need teaching.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of the teaching and assessment interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive documented curriculum and assessment schedule is evident across the whole school.</li> <li>• Enhanced teacher capacity is demonstrated through differentiated planners and value adding (student outcomes).</li> </ul>

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Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Engagement</b></p> <p>Develop personalised learning opportunities for students to stimulate interest, curiosity and develop life-long inquiry skills within a student centred instructional model.</p>	Year 1	<ul style="list-style-type: none"> <li>Review Science program and implement and plan for a new 'Science Discovery' program.</li> <li>Review current EUP program for integrated units</li> <li>Investigate and develop an 'I Time' play based learning initiatives within the Foundation program to promote inquire learning and independent thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum audit of Science program and current curriculum documented.</li> <li>Curriculum audit of EUP program.</li> <li>Foundation teachers to observe programs at neighbouring schools, attend PL with Kath Walker and trial 'I Time'.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Employ an outside expert in inquiry learning to professional develop staff and to assist teams in designing inquiry units. A particular focus on research and higher order thinking skills.</li> <li>Design TPPS Inquiry framework and model.</li> <li>Science Discovery program implemented.</li> <li>School to build networks with universities, secondary schools, Science Teachers Association (STA) to develop 'Science Discovery' program.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff to undertake PL with Kath Murdoch and have two planning days to design inquiry units.</li> <li>Teachers will design at least two inquiry units using the TPPS model.</li> <li>Comprehensive curriculum is documented with links to year level initiatives and AusVELS.</li> <li>Enhanced collaboration in Science is exhibited through involvement with schools, and network meetings with STA.</li> </ul>

## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Engagement (cont)</b></p> <p>Develop personalised learning opportunities for students to stimulate interest, curiosity and develop life-long inquiry skills within a student centred instructional model.</p>	Year 3	<ul style="list-style-type: none"> <li>• Continue relationship with expert in inquiry learning.</li> <li>• Implement an inquiry learning approach at all levels.</li> <li>• Design a whole school Program of Inquiry that incorporates all inquiries and is linked to real world events.</li> <li>• Evaluate the effectiveness of Science Discovery program.</li> </ul>	<ul style="list-style-type: none"> <li>• Teams design and refine inquiry units with guidance from Kath Murdoch. Evidence of inquiry embedded in units of work, explicitly connecting student learning to world events. Inquiry planners are published on google docs.</li> <li>• Weekly planning meetings, team meetings and staff meetings ensuring planning and delivery of inquiry learning. Planners indicate consistent whole school approach.</li> <li>• Inquiry whole school planner is published and indicates links to AusVELS.</li> <li>• Audit documents the effectiveness of the program.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Evaluation of Inquiry program is reviewed and learning model evaluated.</li> <li>• Review Science Discovery program.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced teacher capacity is demonstrated through differentiated inquiry planners and student led inquiries.</li> <li>• Documented review of program.</li> </ul>

## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Wellbeing</b> To develop processes that builds the capacity of students to be resilient, socially responsible and optimistic.</p>	Year 1	<ul style="list-style-type: none"> <li>Review current wellbeing programs.</li> <li>Develop a PALT for Student &amp; Community Wellbeing.</li> <li>Establish an Appreciative Inquiry (AI) team and host an AI summit to develop possible actions for wellbeing for the community, staff and students. Act on the commitments in a timely manner.</li> <li>Opportunity for teacher professional learning for PALT leader.</li> </ul>	<ul style="list-style-type: none"> <li>Document the review and audit.</li> <li>Incremental improvement in Attitudes to School Survey and Parent Opinion survey targets.</li> <li>Agreements and initiatives from AI summit recorded and action plan established.</li> <li>Recommendations are tabled at PALT and leadership meeting and targets set.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Investigate and design a Positive Education (PE) framework based on Geelong Grammar or Kids Matter model. Strong focus on staff commitment and modelling</li> <li>Provide parent seminars and information for parents to spread information to wider community.</li> <li>Join the Positive Education Schools Association (PESA) and Victoria network.</li> </ul>	<ul style="list-style-type: none"> <li>Documented evidence of wellbeing programs established and embedded.</li> <li>Parent and community training sessions conducted.</li> <li>Evidence of participation in network meetings.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>PALT team and leadership provide professional learning, modelling and support to implement PE program.</li> </ul>	<ul style="list-style-type: none"> <li>Incremental improvement in Attitudes to School Survey and Parent Opinion survey targets.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Evaluate PE framework and processes.</li> </ul>	<ul style="list-style-type: none"> <li>Documented evidence of evaluation of program.</li> </ul>

## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Productivity</b> Build a whole school culture that seeks to inform, invites participation and feedback from the community, and celebrates and promotes its successes.</p> <p>Build the capacity of all staff and leaders to develop and implement strategies for transformation.</p>	Year 1	<ul style="list-style-type: none"> <li>• Develop a School council Sub-committee 'Building Community Relations' (BCR) that designs a strategy to promote the school to the wider community.</li> <li>• Use digital technologies, to promote school initiatives and to inform school community of programs. This includes improving the school website.</li> <li>• Design a distributed leadership model that outlines clear role descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• BCR produce a school marketing and promotion plan.</li> <li>• Teachers and leadership produce blogs that inform community. Statistics of visits are measured. School website</li> <li>• Evidence of distributed leadership model.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Introduce a new reporting format based on feedback from the community.</li> <li>• Investigate and undertake a variety of community forums and projects to engage parents in the learning programs within the school.</li> <li>• Develop a leadership-mentoring program within the school and with other local schools.</li> <li>• Implement the use of a digital management program.</li> <li>• Use innovative strategies to promote TPPS to the wider community and pre-schools.</li> </ul>	<ul style="list-style-type: none"> <li>• A new digital reporting format is implemented and teachers write reports in new format. Parent survey and feedback on the report format.</li> <li>• Increased participation in parent forums and presentations. Feedback surveys distributed and analysed.</li> <li>• Coaching and mentoring by leaders and aspirant leaders is evident.</li> <li>• Documented implementation and evaluation of new system showing staff and parent feedback on the platform.</li> <li>• Evidence that the recommendations from the BCR were implemented.</li> </ul>

## School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Productivity (cont)</b> Build a whole school culture that seeks to inform, invites participation and feedback from the community, and celebrates and promotes its successes.</p> <p>To establish a structure and model of distributed leadership.</p>	Year 3	<ul style="list-style-type: none"> <li>Refine the distributed leadership-mentoring program.</li> <li>Refine the use of a digital management program.</li> <li>Review and refine reporting format.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders and aspirant leaders provide coaching, mentoring, modelling and feedback.</li> <li>Aspirant leaders provide evidence of professional learning and learning from school visits.</li> <li>Evidence that feedback was acted upon and changes are implemented.</li> <li>Review feedback on school report and make refinements if required.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review the distributed leadership model and mentoring program.</li> <li>Evaluate the actions of the BCR.</li> <li>Review digital management program.</li> </ul>	<ul style="list-style-type: none"> <li>Documented evaluation of the program.</li> <li>Successes of the promotional activities are measured through student enrolment data, survey with new families and feedback from pre-schools.</li> <li>Formal review of system and recommendations are made on the future use of the program.</li> </ul>