



School Strategic Plan 2009 -2012



Endorsement by School Principal	SIGNED..... NAME..... DATE.....
Endorsement by School Council	SIGNED..... NAME..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Profile

<p>Purpose</p>	<p>Templestowe Valley Primary School strives to provide an innovative and engaging learning experience that promotes individual excellence and develops social responsibility. We aim to instil a lifelong love of learning through meaningful and challenging activities, within a safe and caring environment. Templestowe Valley Primary School endeavours to deliver best practice teaching methods, empowering student learning through programs that encourage students to become self motivated, successful and active global citizens.</p>
<p>Values</p>	<p>It is the role of the Templestowe Valley Primary School community to ensure that students have every opportunity to fully participate in a broad range of learning experiences. The quality of the relationships that students have with their teachers affects the level of motivation and the attitude the students have towards learning. The Templestowe Valley Primary School community has identified four values:</p> <p style="text-align: center;">RESPECT, RESPONSIBILITY, HONESTY and ACCEPTANCE</p> <p>These four values determine how we behave towards one another. They create the framework and set the tone of the environment and culture at Templestowe Valley Primary School. The practising of these values affects the calibre of relationships formed between individuals. When a relationship between the student and the teacher is a healthy one, usually the student is more willing to participate in a learning experience. Practising respect, responsibility, honesty and acceptance, both at home and at school, fosters conviction and consistency. It ensures that a sense of personal responsibility is developed for the student's own behaviour through making conscious choices. Encouraging students to make choices and act responsibly is a primary strategy in which students develop self esteem, confidence and the ability to take risks.</p> <p>The Templestowe Valley Primary School community aims to create an environment for students that is safe and supportive to learning by:</p> <ul style="list-style-type: none"> • Teaching values • Consistent role modelling of these values • Reinforcing the language of these values <p>The Templestowe Valley Primary School community encourages students to focus on what the values mean, why they are important, how the values are practised and the signs of success.</p>

<p>Environmental Context</p>	<p>Templestowe Valley Primary School has a reputation for a comprehensive, challenging curriculum, academic excellence, lasting friendships between community members and catering for the individual. At TVPS we aim to instil a lifelong love of learning through meaningful and challenging activities, within a safe and caring environment. TVPS endeavours to deliver best practice teaching methods, empowering student learning through programs that encourage our students to become self-motivated, successful and active global citizens. The school is situated in a quiet, treed setting with shaded seating areas and well maintained buildings in the inner Eastern Suburb of Lower Templestowe. The School is part of a Middle Years Cluster that includes a Special School, Secondary School and 2 other Primary Schools all within a 3-kilometre radius. The School's enrolment has grown over the last Charter period from 334 to a current enrolment of 415. This enrolment growth is expected to peak at the current levels and be maintained over the next strategic plan. Historically the boys have outnumbered the girls and in 2008, boys represented over 55% of the students at the school. Our school community consists of a large Greek, Italian and emerging Asian population and approximately 22% of our families receive the Education Maintenance Allowance. In addition, 30% of families have one or both parents working as professionals or business proprietors and 10% of students speak a language other than English at home. The low SFI density of 0.32 indicates that TVPS draws students from a comparatively high socio-economic community.</p> <p>In 2007 we commenced a gifted and talented program (Da Vinci Program) to enhance those students who desire extension work beyond the classroom. As well as this, subject intervention and reading recovery programs are offered to those students who may need extra assistance in particular subject areas. A major emphasis is placed on literacy, numeracy and information technology. We are an accredited sustainability school with broad links to the local and wider community.</p> <p>The school prides itself in its Prep Orientation program. Commencing in Term 4, the kindergarten students, who are to start at TVPS the following year, visit the school on a number of occasions. This means that they are relaxed and feel at home when they commence school. A Big Friend (Grade 6) is allocated to each Little Friend (Prep student) - this aids in making the transition as seamless as possible. Student leadership is important and School Captains, House Captains and Junior School Council (JSC) are avenues for developing this at TVPS. Each Monday morning at the student-led assembly, as well as singing the National Anthem, we celebrate birthdays and we give certificates to Students of the Week. In 2005 we implemented the 'You can do it' values program across the school. In 2007 we incorporated the student 'Peer Mediation' program as a component of student leadership. The school is currently looking at further Leadership opportunities for students within the school.</p> <p>The teaching staff members at TVPS are friendly, committed and approachable. They strive to deliver quality programs and take extra care in learning about the unique and special abilities of each child. The school is an accredited school with a Performance and Development culture. There are four specialist teachers in art, music, physical education and Italian. The school program also includes a significant inclusion program with Bulleen Heights Special School. An annual production and art competition allow students to extend themselves in the visual and performing arts. A major focus of the charter period has been the performing arts including whole school productions and participating in competitions such as Wakakiri. As a result of the school's performing arts program we were placed second in the Primary Wakakiri State finals.</p> <p>A large amount of the school council reserve finances has been allocated to resource Information Technology across the school. As a result, in 2007 the school has achieved a 1 to 5 computer to student ratio. We have upgraded and maintained a stable and innovative ICT infrastructure. In 2007 we</p>
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	<p>implemented a purchasing policy based on a 2 and 5-year plan and roll-over schedule. We have invested in new technologies including the purchase of interactive whiteboards in every level. We have upgraded our multimedia resource centre, which is utilised by all students but in particular by the student-led Web Design Team, consisting of Grade 5 and 6 students.</p> <p>Since 2002 we have developed a biennial Sister School Exchange program with Gwangyang Jechol Nam Elementary School in South Korea. The program has experienced constant growth and exposure to the wider local and international community. As a result we have developed strong ties with the local Asian community and have provided many opportunities and experiences for students, teachers and families.</p> <p>Parental involvement in whole school programs is welcomed. The school strongly encourages parents to become actively involved in the school, with such opportunities such as serving on school council & its various sub-committees, being a classroom helper, as a member of the Parents & Friends Committee, on canteen duty and on school excursions.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>Numeracy & Literacy</p> <p>To improve student learning in Numeracy & Literacy, in particular writing.</p>	<p>Numeracy & Literacy</p> <ul style="list-style-type: none"> By 2012, 98% percent of deemed capable students in Years Prep – 6 are achieving a score of 'C' or above for Number and Writing. <p>Reading</p> <ul style="list-style-type: none"> Increase the percentage of students to 25% achieving A's & B's for Reading. 	<p>To expand the repertoire of effective teaching practice in Literacy and Numeracy.</p> <p>To strengthen effective professional learning to include best practice in Literacy, Numeracy and ICT.</p> <p>To improve the consistency of teacher judgments against VELS.</p> <p>To foster teacher understanding and capacity through the further development of a performance & development culture and PoLT to enhance pedagogy.</p> <p>To increase the innovative usage of ICT throughout all VELS Domains & to achieve better access to ICT hardware / software through a 1:4 computers to student ratio.</p>

<p>Student Engagement and Wellbeing</p>	<p>To increase students' connectedness with the school and with each other.</p>	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> By 2012 the school mean in the Year 5&6 connectedness to peers component of the Attitudes to School Survey to be at or above 4.7. 	<p>To embed the new school vision and values in the School Community.</p> <p>To broaden the Student Leadership opportunities.</p> <p>To increase the number of Students who participate in Student Leadership Programs.</p>
<p>Student Pathways and Transitions</p>	<p>To improve the Student transition between Prep to Year 1, Year 2 to Year 3 and Year 4 to Year 5.</p>	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> By 2012 the school mean for transitions in the Parent Opinion Survey to be at or above 5.95. 	<p>To develop internal transitions that assist students to retain a sense of continuity and enhance coping skills as they leave familiar learning environments and move to new organisational structures and social challenges.</p> <p>To improve students' readiness for the next stage in learning.</p>
<p>School Leadership</p>	<p>To develop and implement an effective Distributive Leadership Model.</p>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> By 2012 the Staff Opinion Survey to show improvement each year in the four key elements – learning, empathy, clarity and engagement - 10% for all 4 elements 	<p>To build a quality team environment that encourages a performance and development culture.</p> <p>To ensure there is time for professional interactions and conversations.</p>

SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p>TEACHING & LEARNING</p> <p>Expand the repertoire of effective teaching practice in Literacy and Numeracy.</p> <p>Effective professional learning to include best practice in Literacy, Numeracy and ICT.</p> <p>Consistency of teacher judgments against VELs.</p> <p>Develop teacher understanding and capacity through the further implementation of a performance and development culture and PoLT to enhance pedagogy.</p>	Year 1	<ul style="list-style-type: none"> Review & publish whole-school VELs – based Numeracy Scope and Sequence document. Develop a whole-school VELs – based Literacy Scope and Sequence document. Develop a whole-school VELs – based ICT Scope and Sequence document. Provide Professional Learning opportunities to promote best practice pedagogy in Numeracy, Literacy and ICT. Use performance and development culture tools of peer coaching, instructional coaching, classroom walk-throughs and teacher learning journals. Review & evaluate Assessment and Reporting Schedules. Investigate and introduce Student Self Assessment processes in Level 4. Parent Information Nights. 	<ul style="list-style-type: none"> Scope and Sequence documents completed and published. Scope and Sequence documents used in all teaching modules for planning curriculum and for moderation. All teachers having participated in peer or instructional coaching and classroom walk-throughs. Collective sharing of initiatives / findings through whole-staff PD.
	Year 2	<ul style="list-style-type: none"> Continue to implement whole-school VELs – based Numeracy, Literacy and ICT Scope and Sequence documents to support Teaching and Learning. Continue providing Professional Learning opportunities to ensure best practice pedagogy in Numeracy, Literacy and ICT. Continue to use performance and development culture tools of peer coaching, instructional coaching, classroom walk-throughs and teacher learning journals. Continue the development of Student Self Assessment to extend through other Levels. 	<ul style="list-style-type: none"> Further milestones to be established following evaluation of Year 1.
	Year 3	<ul style="list-style-type: none"> Further actions to be determined following evaluation of situation at the end of Year 2. 	<ul style="list-style-type: none"> Further milestones to be established following evaluation of Year 2.
	Year 4	<ul style="list-style-type: none"> Further actions to be determined following evaluation of situation at the end of Year 3. 	<p>Numeracy & Literacy</p> <ul style="list-style-type: none"> By 2012, 98% percent of deemed capable students Prep -6 are achieving a score of 'C' or above for Number and Writing. <p>Reading</p> <ul style="list-style-type: none"> Increase the percentage of students to 25% achieving A's & B's for Reading. <p>ICT</p> <ul style="list-style-type: none"> Achieving better access to ICT hardware / software through a 1:4 computers to student ratio.
<p>STUDENT WELFARE</p> <p>Embed the new school vision and values in the</p>	Year 1	<ul style="list-style-type: none"> Investigate practices in other schools of student involvement in planning and provide opportunities for authentic leadership. Inform the whole school community of our new vision and 	<ul style="list-style-type: none"> Review of Student Leadership Years 3 to 6. Student involvement with Strategic Plan. Processes developed for students to have input into positive playground culture.

<p>School Community.</p> <p>To broaden the Student Leadership opportunities.</p> <p>To increase the number of Students who participate in Student Leadership Programs.</p>		<p>values through School Council and the various forms of media.</p> <ul style="list-style-type: none"> • Introduce an innovative and student led Junior School Council Years 3 -6. • Involve student leaders in creating a positive playground culture with the assistance provided by the peer mediators. • Further enrich the 'Big Friend / Little Friend' program. • Review ISDES document and programs Prep to Year 6. • Continue to implement PoLT principals Prep to Year 6. 	<ul style="list-style-type: none"> • Continuation and training of successful Peer Mediation Program for Year 5. • Successful implementation of ISDES and Values education Prep to Year 6. • Evaluation of 'Big Friend / Little Friend' program completed. • Elements of PoLT documented in Teacher planning.
	Year 2	<ul style="list-style-type: none"> • Further develop practices for student involvement in planning and provide opportunities for authentic leadership. • Further embed our new vision and values through the whole school community. • Review of Student Leadership Years 3 – 6. • Introduce Student Leadership opportunities Prep to Year 2. • Review the 'Big Friends / Little Friend's' program. • Review ISDES document and programs Prep to Year 6. • Continue to implement PoLT principals Prep to Year 6. 	<ul style="list-style-type: none"> • Review of Student Leadership throughout the whole school.
	Year 3	<ul style="list-style-type: none"> • Further actions to be determined following evaluation of situation at the end of Year 2. 	
	Year 4	<ul style="list-style-type: none"> • Further actions to be determined following evaluation of situation at the end of Year 3. 	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • By 2012 the school mean in the Year 5&6 connectedness to peers component of the Attitudes to School Survey to be at or above 4.7.
<p>TRANSITIONS & PATHWAYS</p> <p>To develop internal transitions that assist students to retain a sense of continuity and enhance coping skills as they leave familiar learning environments and moving to new organisational structures and social challenges.</p>	Year 1	<ul style="list-style-type: none"> • Ensure that the Personal Learning domain of the VELS is developed and strengthened in curriculum planning, particularly across Years 4-6. • Develop agreed 'Hand-over' protocols to support the transition of students throughout the school. • Development of a PoLT Implementation Plan. • Conduct Year Level Information Evenings for Parents. • Ensure best practice (including use of ICT) is used throughout the school to monitor student progress. 	<ul style="list-style-type: none"> • Evidence of specific teaching of the 'Personal Learning Domain in VELS evident in planning documentation. • 'Hand-over' protocols developed and implemented. • Development and implementation of a TVPS generic transition document. • Improved practices of monitoring student progress are developed, documented and implemented. • PoLT implementation plan developed.
	Year 2	<ul style="list-style-type: none"> • Provide opportunities for feedback from Students, Parents and Staff on the Transition Programs. • Further action to be determined following the analysis of the feedback. 	<ul style="list-style-type: none"> • Further milestones to be developed following evaluation of Year 1.
	Year 3	<ul style="list-style-type: none"> • Further actions to be determined following evaluation of situation at the end of Year 2. 	
	Year 4	<ul style="list-style-type: none"> • Further actions to be determined following evaluation of situation at the end of Year 3. 	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • By 2012 the school mean for transitions in the Parent Opinion Survey to be at or above 5.95.
	Year 1	<ul style="list-style-type: none"> • To develop the Distributive Leadership Model as recommended by our Critical Friend. 	<ul style="list-style-type: none"> • Development of Leadership Structure documentation. • Appointment of the members of the Leadership Team.

<p>DISTRIBUTIVE LEADERSHIP</p> <p>To build a quality team environment that encourages a performance and development culture.</p>		<ul style="list-style-type: none"> Professional conversations with all Staff. Consultation with all Staff through the development Leadership Process. 	
<p>To ensure there is time for professional interactions and conversations.</p>	Year 2	<ul style="list-style-type: none"> To effectively embed the Distributive Leadership Model as recommended by our Critical Friend. 	
	Year 3	<ul style="list-style-type: none"> Further actions to be determined following evaluation of situation at the end of Year 2. 	
	Year 4	<ul style="list-style-type: none"> Further actions to be determined following evaluation of situation at the end of Year 3. 	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> By 2012 the Staff Opinion Survey to show improvement each year in the four key elements – learning, empathy, clarity and engagement - 10% for all the 4 elements