School vision	School values		Context and challenges		Intent, rationale and focus	
Templestowe Valley Primary School Number 4985 **Strategic Plan 2017-2020**	**Endorsement**			**Re-Endorsement** (if a Goal, KIS or Target is changed)	**Re-endorsement** (if a Goal, KIS or Target is changed)	
	Principal:	Graeme Renshaw	17/11/2016	…………………………………[name] [date]	…………………………………[name] [date]	
	School council:	David Owen	17/11/2016	…………………………………[name] [date]	…………………………………[name] [date]	
	Delegate of the Secretary:	Anne Ellenby	17/11/2016	…………………………………[name] [date]	…………………………………[name] [date]	

Framework for Improving Student Outcomes

Templestowe Valley Primary School strives to provide an innovative and engaging learning experience, which 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. 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 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.

The Templestowe Valley Primary School community has identified four values:

HONESTY, ACCEPTANCE, RESPECT and RESPONSIBILITY

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.

The Templestowe Valley Primary School community aims to create an environment for students that is safe and supportive to learning by:

- Teaching values
- Consistent role modelling of these values
- Reinforcing the language of these values

Templestowe Valley Primary School has a reputation for a comprehensive and challenging curriculum, academic excellence, catering for the individual and creating lasting friendships between community members. 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 has a current enrolment of 475 students and is expected to maintain numbers. There are 21 classes in total [from Foundation - Grade 6] and the following Specialist Programs: L.O.T.E. (Mandarin & Italian), Physical Education, Library, Art, Music, Literacy support, EMU Maths and EAL support.

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. As a school we pride ourselves on an Inclusive Learning Program, in conjunction with Bulleen Heights School, which caters for students with special needs. The 22 students participating in the program are progressing according to their long and short term goals.

The partnership with parents is an integral component of the success of our school. Our parents and community work actively to support our educational programs. The school strongly encourages parents to become actively involved in the school with such opportunities as - nominating for School Council to serve on its various sub-committees, classroom helpers, P.I.E. Sessions, Parents and Friends Committee, Canteen and assisting on Excursions.

The School's enrolment has grown from 457 students in 2012 to 475 in August 2016. This enrolment number is expected to be maintained over the next Strategic Plan period. Historically boys have outnumbered girls but the gap has been narrowing in recent years. In 2016 the boys still represented 53% of the population and the girls 47%. Our school community consists largely from Greek and Italian heritage, although there are an emerging number of Asian and Middle Eastern families. Approximately 25% of our families have received the Education Maintenance Allowance. The SFO density has remained steady over many years – around 0.32 and SFOE 0.24 in 2016. The LBOTE was 37% in 2013, 29% in 2014 and 25% in 2015.

The school received a grant of $1.8 million from the State Government in 2014 to refurbish the current infrastructure and facilities at the school. Architectural plans have been drawn up and the tendering process has commenced. The process is on track for the building works to commence in the Term 1, 2017.

Challenges

To develop an agreed Instructional model to strengthen student learning

To increase the leadership capacity of staff and to provide opportunities for

The students at Templestowe Valley Primary School are hard-working, productive, display respect and high levels of self-discipline. Their academic achievement consistently exceeds State means and benchmarks.

The focus now is to engage and challenge the students so that they perform at a higher level and achieve accordingly. An agreed instructional model based on learning intentions and success criteria will provide the direction for continual improvement.

The School Review, conducted throughout 2016, has set the direction for continued improvement in teaching and learning practices and student learning outcomes. Teacher capacity will be enriched through professional learning, peer observations and collegiate conversations. This will enhance the development of STEAM throughout the school.

The TVPS distributed leadership structure has meant that a number of highly talented members of staff have been able to contribute constructively to the development of scope and sequence documents in literacy, numeracy, ICT and humanities.

The vision of the school community is for our students to be confident, resilient leaders and both self-regulating & independent in their learning and behaviour. Ultimately we seek to ensure the maximum learning growth of every individual. A Student Welfare Committee will be formed with representation from all year levels to guide and monitor a whole school approach to building resilience and confidence in our students, to support them to grow as independent and successful learners.

The new Strategic Plan will continue to plan for further opportunities for student voice and to strengthen the relationship with parents and the community.

Our planning and practice is based on the FISO Key Improvement Strategies namely –
1. Excellence in Teaching & Learning
2. Professional Leadership
3. Positive Climate for Learning
4. Community Engagement in Learning

Framework for Improving Student Outcomes

		staff professional development	
		To provide a safe, secure school environment that develops responsible and resilient students	
		To encourage input and feedback from parents to strengthen the home school relationship	

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Goal 1: To improve students' relative growth in all areas of the curriculum with particular emphasis on literacy and numeracy. <u>Theory of Action:</u> If the school builds capacity for all teachers to build competence in explicit, high impact teaching strategies and to plan guaranteed and viable curriculum, student's outcomes will improve.	 Curriculum planning and assessment Building leadership teams	**Key Improvement Strategy 1.1** To develop and document an agreed instructional model. Actions <u>Curriculum planning and assessment</u> • Document an agreed instructional model for best practice lessons in Reading and Writing • Document the agreed Ymer Model for instruction in Mathematics. • Continue to align curriculum planners with the Victorian Curriculum and plan challenging, cognitive activities. • Integrate science & technology into the school's inquiry approach. • Ensure there is consistency in the implementation of the assessment schedule. <u>Building leadership teams</u> • Evaluate the distributive leadership structure – with examination of the model identifying Positions of Responsibility for 2017	Continue to set aspirational targets and use 2016 data as a benchmark for improvement. <u>Rationale</u>: Aiming for the 75th Percentile **Staff Opinion Survey**

Staff Opinion Survey

SCHOOL CLIMATE	2016	2017	Target 2020
Collective Efficacy *Region (Mean)*	82.93 *81.87*	84.50	87.67
Academic Emphasis *Region (Mean)*	76.70 *77.40*	79.00	82.50
Teacher Collaboration *Region (Mean]*	76.80 *76.86*	80.00	88.00

Framework for Improving Student Outcomes

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Key Improvement Strategy 1.2

Develop a professional learning strategy that builds the impact of teacher observations and mentoring and the consistent use of explicit learning intentions and success criteria.

Actions

Building practice excellence

- Continue the success of peer observations, coaching and mentoring – aligned to PDP goals.
- Continue to strengthen the work of the Level Teams – encouraging a Team Approach to elements of the PDP.

VIC. CURRIC. – increase % of students F-6 (combined) achieving - **A** or **B**

VIC. CURRIC.	2016	2017	Target 2020
Reading & Viewing	(AUSVels)	45%	50%
Writing	(AUSVels)	34%	40%
Number	(AUSVels)	40%	45%

NAPLAN- Increase the percentage of students achieving in the top 2 bands

NAPLAN – Targets Year 3

Year 3	2016	2017	Target 2020
Reading Band 5&6	72.7%	75%	Above 75%
Writing Band 5&6	79.1%	80%	Above 80%
Numeracy Band 5&6	50%	60%	Above 75%

NAPLAN – Targets Year 5 - Increase the percentage of students achieving at top 2 bands

Year 5	2016	2017	Target 2020
Reading Band 7&8	37.7%	40%	50%
Writing Band 7&8	27.9%	40%	50%
Numeracy Band 7&8	38%	40%	50%

NAPLAN – Relative Growth Year 3 to Year 5

Reading	2016	2017	Target 2020
Low	22.6%	20%	15%
High	35.5%	37%	40%
Writing			

Excellence in teaching and learning

Student achievement, engagement and wellbeing

Positive climate for learning

Community engagement in learning

Professional leadership

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| | | **Key Improvement Strategy 1.3** | **Staff Opinion Survey** |
| | | Ensure data is effectively gathered and analysed to drive teacher planning and curriculum delivery. | |

Staff Opinion Survey

SCHOOL CLIMATE	2016	2017	Target 2020
Guaranteed & Viable Curriculum	77.62	84.00	88.67
Region (Mean)	81.53		
Collective Focus on Student Learning	81.96	85.00	92.86
Region (Mean)	86.59		

Key Improvement Strategy 1.3

Ensure data is effectively gathered and analysed to drive teacher planning and curriculum delivery.

Actions

- Improve the efficiency of data recording and analysis and fully utilize the COMPASS learning management system.
- Develop a collective ownership of learning data

Goal 2:

To develop an innovative and aspirational curriculum that empowers and engages all students in their learning.

Theory of Action:
When teachers integrate collaborative pedagogies whilst supporting individual students to be creative and curious, students will set and achieve challenging learning goals.

Empowering students and building school pride (Engagement)

Key Improvement Strategy 2.1
Embed innovative and personalized learning strategies in science, technology engineering, art and mathematics (STEAM).
Action
- Students set, assess and reflect on their own individual learning goals. Ensuring that there is a balance between skill application, deep learning tasks and student led tasks.

*Improve the level of parent feedback on the Parent Opinion Survey in the areas of Student motivation & General Satisfaction.

Parent Opinion Survey

CLIMATE & ENGAGEMENT	2016	2017	Target 2020
Student Motivation	68.6% 5.92	70%	75th percentile
Region [Mean]	5.74		
General Satisfaction	48.6% 5.98	55%	75th percentile
Region [Mean]	5.93		

Key Improvement Strategy 2.2
Build teacher capacity to embed explicit high impact teaching strategies in STEAM.
Action
- Provide additional resources for curriculum implementation
- Use the expertise and skills of TVPS staff to lead professional learning as the TVPS approach to implementing STEAM evolves

Increase the percentage of students achieving above the expected levels in Science VIC Curriculum assessments.

Key Improvement Strategy 2.3
Extend the range of co-curricular programs to ensure students are challenged to be curious and creative learners.
Action
- Positive climate for learning - empowering students to truly engage in their learning – for example 'Genius Hour' for student led Research Projects in L4.

*Improve the level of **students' & parents'** perception of stimulating learning.
Student Attitudes to School Survey

	2015	2016	2017	Target 2020
Stimulating Learning	4.33	4.48	4.48	4.56
Parent Opinion	**2015**	**2016**	**2017**	**2020**
Stimulating Learning	6.11	6.21	6.21	6.24

| Goal 3:

To develop a cohesive and consistent approach to building students' social and emotional health.

<u>Theory of Action:</u>

If teachers deliberately build and maintain positive relationships with students, including showing their knowledge and interest in each student's progress, student wellbeing will be significantly enhanced. | Setting expectations for promoting inclusion (Wellbeing) | **Key Improvement Strategy 3.1**

Create a Student Welfare Committee that has representation across the school, reports to Management meetings and is supported with relevant professional learning.

Action

• Enhance student safety and wellbeing by developing and documenting a strategy that embeds targeted teaching of social and emotional health [F – 6]
• Investigate increasing the inclusion program with the students of Bulleen Heights School.

Key Improvement Strategy 3.2

Develop a whole school strategy to the teaching and development of social and emotional health that utilizes programs that will improve student wellbeing and safety.

Action

• Implement the use of whole school well-being program - You Can Do It | *Improve the level of student feedback on the Attitudes to School Survey in the areas of wellbeing and safety. |

Student Attitudes to School Survey

	2016	2017	Target 2020
Classroom Behaviour	3.46	3.50	3.60
Student Safety	4.36	4.40	4.52

Parent Opinion Survey

	2016	2017	Target 2020
Classroom Behaviour	44.3% 4.27	50%	75th percentile
Student Safety	58.2% 5.51	65%	75th percentile