

# School Strategic Plan 2025-2029

Templestowe Valley Primary School (4985)



Submitted for review by David Jenés (School Principal) on 04 April, 2025 at 05:19 PM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2025-2029

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<b>School vision</b>	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, empowering student learning through programs that encourage our students to become self-motivated, successful and active global citizens.
<b>School values</b>	<p>At Templestowe Valley Primary School we aim to foster the best possible teaching and learning environment that is both innovative and secure, with a zero tolerance of child abuse. The school is committed to supporting and respecting all children in our community – including those with a disability and those from diverse cultural and linguistic backgrounds (including Aboriginal and Torres Strait Islander). Each student is valued, listened to and supported in their learning and we cater for individual differences in academic endeavour through a differentiated curriculum. All students feel safe and the school aims to help each child work and strive to reach their full potential.</p> <p>Templestowe Valley's philosophy reflects the values of Honesty, Acceptance, Responsibility and Respect. Our shared values and common language set out expectations for all stakeholders in our school community.</p>
<b>Context challenges</b>	<p>Teaching and Learning</p> <p>Teacher judgements demonstrated that students showed improvement in reading and viewing, and number and algebra to be above age expected level but there were also students who were below age expected level across the Victorian Curriculum. Given the strength of the outcomes identified through the NAPLAN proficiencies data, it is important for a continued focus on data informed instructional practice to support consistency in improved learning outcomes for all students, especially those requiring additional support, enrichment or extension.</p> <p>TVPS was familiar with the VTLM 2.0 and incorporated its key elements into the design of its literacy approach based on the concept of gradual release of responsibility (I do, we do, you do) and underpinned by the workshop model. The implementation of the VTLM 2.0 was supported by the PLC processes to build and enhance teacher capability to structure and deliver programs through the TVPS whole school instructional model, including the school's approach to wellbeing that was grounded in SWPBS and RRRR.</p> <p>The current components of the TVPS whole school instructional model/s (I do, we do, you do, and reflection, incorporating oral language, phonological language, comprehension, fluency, phonics, vocabulary and the big six for</p>

	<p>writing) align with the elements of learning (retention and recall, attention/focus/regulation, knowledge and memory, and mastery and application) and the elements of teaching (planning, enabling learning, explicit teaching, and supported application) in the VTLM 2.0. The principles of effective PLCs to be continued over the next 4 years (collective responsibility, evidence-driven, and continuous improvement) to support the pedagogical intent and direction of the VTLM 2.0, as do the key components of the TVPS values (honesty, acceptance, responsibility and respect). From 2023 TVPS had a focus on reading as being a foundational life skill especially in Prep to Year 2. TVPS operated literacy blocks that incorporated reading, writing and oral language development with a focus on explicit instruction influenced by responsive teaching and incorporated phonemic awareness and phonics instruction. The TVPS literacy block provided the essential elements of reading as part of a structured literacy approach. Oral language, phonemic awareness, phonics and focus words, handwriting, language comprehension and vocabulary, and writing, were all present in the TVPS approach and provided exposure to and modelling of the foundational skills to support literacy acquisition and promoted a love of reading. The literacy block planning involved the development of sequential lessons complete with adjustments/groupings for the range of student abilities within the classes. Each literacy block consisted of a warm-up/revision, learning intention and success criteria, explicit instruction, independent tasks, and reflection. PLC processes continued to underpin collaborative capability building for teachers to support consistency of instructional practice and the monitoring of student attainment against VC standards. This focus on continuous improvement in the delivery of high quality reading strategies, will be supported in the next SSP.</p> <p><b>Engagement</b></p> <p>It was found that student agency in learning was not consistent across the school. The panel found that inconsistencies in behaviour management caused confusion amongst students and recommended a renewed focus on creating shared approaches across the school. Parent focus group feedback indicated that more refined feedback channels with the school would be appreciated and the panel recommended that the strengthening of home-school partnerships to support student connectedness to TVPS. It was determined that a goal focused on maximising student wellbeing, engagement and inclusion would support a collaborative and cohesive school response to improve overall academic and social/emotional student learning outcomes.</p>
<b>Intent, rationale and focus</b>	<p><b>LEADERSHIP</b></p> <p>To promote continuous improvement through using PLCs to refine the distributed leadership capabilities of all staff to implement a sharp and narrow focus on key strategies</p> <p>To enhance routines for collaboration and professional learning including strengthened formal observation and feedback, to model and build quality consistent instructional practices, within and across the school.</p>

By providing strong leadership across the school from Principal class and middle level leadership, the staff will have a clear and consistent message to drive continued performance across the school. The middle level leadership is particularly important as these leaders convey the message to the staff and drive the message and change during PLC meetings. It is important to provide these leaders with focused professional learning to develop their skills.

#### TEACHING AND LEARNING

To promote student peer assessment practices to promote agency in learning

To provide just right challenge in learning experiences to promote productive struggle

To promote metacognitive reflection about what and how students learned

To develop consistent clear and graded success criteria for each lesson to support interest and extension in learning

To refine and align planning protocols and pedagogical elements to maximise impact on student attainment.

At TVPS, the focus is to provide a teaching and learning program that is delivered consistently from Prep to Year 6. By providing a more consistent program across the school will ensure that all students have the same opportunities for success and they understand what success looks like in all curriculum areas.

#### ASSESSMENT

To refine the PLC process to support teachers to understand the relationship between effective data use and productive struggle, engagement, and student agency in learning

To develop a schedule for targeted peer observations and feedback to take place on a regular basis, especially in regard to the implementation of the VTLM 2.0 and F-2 reading practices and processes

To use student feedback to refine point of need instructional practice to enable stretch and challenge in learning across all areas of the curriculum.

At TVPS, the focus will be to improve our data practices to ensure that all teachers understand where students are 'at' and what the next steps are in their learning. This will help teachers to identify what lessons need to be created to support all the varying ability levels of the students in the classroom. Feedback will also be an important focus in this SSP. We are looking at professional learning for all staff in the different forms of feedback and how this will be used in the classroom. This will help both staff set goals to continue to drive their own performance.

#### ENGAGEMENT

To build the capability of teachers to authentically engage with students to design rich open-ended tasks

To provide avenues for students to plan, monitor and evaluate their learning and solve problems using critical thinking strategies and feedback

To enhance teacher and student capabilities to empower pupils to be confident, independent and self-regulated learners

To establish effective student-to-teacher feedback mechanisms aimed at improving instructional practice

To include parents and carers in the development of student learning goals, including the co-creation of ILPS for students with additional needs.

At TVPS, our focus will be on providing student voice in the classroom and give them more autonomy in their learning. Students will be setting goals that relate to the next steps in their learning with teacher direction. This will help students

	<p>have a greater understanding of how they are progressing in their learning and confidently share this with their teacher and their parents. Students will feel more engaged with their learning and strive to improve their own performance.</p>
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**SUPPORT AND RESOURCES**

To refine wellbeing, engagement and inclusion practices across the range of tiered responses

To enhance staff capability to respond to the spectrum of learning and wellbeing needs using effective tiered supports.

At TVPS, we will continue to develop the SWPBS and RRRR programs at the school to further support the wellbeing and engagement of all students across the school. This will include a new Behaviour Management Plan and the greater use of Circle Time to enhance connections with peers and staff.

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<b>Goal 1</b>	Maximise the learning growth of every student
<b>Target 1.1</b>	<p>By 2029, increase the 2025 percentage of Year 3 students in NAPLAN exceeding proficiency:</p> <ul style="list-style-type: none"><li>• reading from 36% to 40%</li><li>• writing from 14% to 25%</li><li>• numeracy from 14% to 25%</li></ul>
<b>Target 1.2</b>	<p>By 2029, increase the percentage of Years 1 to 6 students with at or above expected growth (Teacher Judgement growth, Victorian Curriculum) :</p> <ul style="list-style-type: none"><li>• reading from 85% (2024) to 90%</li><li>• writing from 80% (2024) to 90%</li><li>• *mathematics 2.0 (2026) to xx%</li></ul> <p>*Placeholder target to be confirmed and to reflect implementation of Maths 2.0 in 2025. The first year that growth data will become available is anticipated to be 2026</p>
<b>Target 1.3</b>	<p>Placeholder target to be confirmed when data becomes available (anticipated 2025)</p> <p>By 2029:</p> <ul style="list-style-type: none"><li>• decrease the percentage of Year 5 students achieving low NAPLAN benchmark growth in reading from xx% (2025) to xx%</li><li>• maintain the percentage of students achieving high benchmark growth at xx% (2025).</li></ul>

<b>Target 1.4</b>	<p>By 2029, decrease the percentage of needs additional support (NAS) students in Year 3 and Year 5 compared to the number of NAS students in 2025:</p> <ul style="list-style-type: none"> <li>• reading from xx% (2025) to xx%</li> <li>• numeracy from xx% (2025) to xx%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop consistency of practice across the school using VTLM 2.0
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high	

expectations; and a positive, safe and orderly learning environment	
<b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop, document and embed a teaching and learning program that reflects the needs of all students
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect	Build the instructional and shared leadership of all staff



shared goals and values; high expectations; and a positive, safe and orderly learning environment	
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Goal 2</b>	Maximise student wellbeing, engagement and inclusion
<b>Target 2.1</b>	<p>By 2029, increase the 2024 percentage positive endorsement in the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• emotional awareness from 64% to 75%</li> <li>• managing bullying from 73% to 80%</li> <li>• school connectedness from 72% to 80%</li> <li>• stimulated learning from 74% to 80%</li> <li>• student voice and agency from 62% to 70%</li> </ul>
<b>Target 2.2</b>	By 2029, decrease the 2024 percentage of students with 20+ days absence from 37% to 30%

<b>Target 2.3</b>	<p>By 2029, increase the 2024 percentage positive endorsement in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• managing bullying from 65% to 80%</li> <li>• parent participation and involvement from 78% to 82%</li> <li>• student motivation and support from 68% to 75%</li> <li>• student voice and agency from 79% to 83%</li> </ul>
<b>Target 2.4</b>	<p>By 2029, increase or maintain the 2024 percentage positive endorsement in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• use student feedback to improve practice from 81% to 85%</li> <li>• professional learning through peer observation from 71% to 75%</li> <li>• collective efficacy at 86%</li> <li>• trust in students and parents at 85%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed an agreed student behaviour management tiered approach that focuses on student wellbeing and inclusion
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</b>	Develop a whole school approach to student goal setting and feedback

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
<b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Enhance family and community partnerships to enrich student wellbeing and inclusion

**Key Improvement Strategy 2.c**

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school