

Templeton Primary School - 5196 - 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: Les Boag Sep 2016[name] [date][name]..... [date]
School council: Kevin Van Grondelle Sep 2016[name] [date][name]..... [date]
Delegate of the Secretary: [date][name] [date][name]..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus		
<p>The school intends to continue to strive for excellence in our academic results, particularly across the core areas of Literacy and Numeracy. Through strengthening our existing programs and continuing to improve the skills, knowledge and expertise of staff through key initiatives and programs, the school has clear visions for performance in student achievement, student engagement and wellbeing and our work with the school community.</p>	<ul style="list-style-type: none"> Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected Identify and support students who are or may be at risk Do our best to ensure every child achieves their personal and learning potential Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly 	<p><i>What is your school's current context? From your self-evaluation and review, what are your school's key challenges? This could include reference to specific cohorts within the school</i></p> <p>Our school has demonstrated success over a long period of time. Through our school review, acknowledgement of key factors including our clear expectations, strong leadership and vision from our Principal, development of a strong culture, expert teaching and recognition of parent expectations and how highly regarded the school is held within the community are all attributed to this.</p> <p>Key challenges that were drawn out from our self-evaluation and review day include our focus towards improving our results in writing across the school. Another key challenge is the recognition of our changing demographic and the higher number of families and students with English as their second language.</p> <p>The social and emotional needs of our students are changing in conjunction with societal changes and we need to ensure we are meeting needs and expectations, particularly from the early years of education at Templeton.</p>	Topics/Areas of Interest discussed by the panel and panel recommendations for improvement	Goals and Rationale/Theory of Action	Next Steps
			Improve student learning outcomes in literacy, particularly in strengthening the area of writing	Writing is an identified area that is clearly an improvement focus. Targets set in the strategic plan were consistently met in Reading and Number but not consistently met in Writing. Formal documentation and setting challenging targets within our SSP and AIP will create purpose and direction for the school.	Build teacher capacity to collaboratively moderate written tasks in and beyond the school. Use this evidence to improve student learning outcomes and subsequent planning Moderation writing documents P-8
			Improve student engagement and motivation through goal setting and development of skills in students to be more independent learners	Data shows student motivation and stimulating learning are not as strong relative to the other elements in the Students Attitude to School Survey. Improving engagement and motivation through goal setting will drive students to become more confident learners and stimulated through the goals they are aiming to attain.	To build teacher capacity to enable effective student goal setting where feedback is reciprocal, leading towards independent learning
			To improve parent relationships through creative and meaningful opportunities and develop stronger links with our parent community	The school can explore how we are communicating with our parents, particularly with an emphasis on student learning and progress.	To explore different methods and models of communication with the parent community with an emphasis on student learning and progress
			To continue to build teacher capacity through Professional Learning Teams (PLT), using evidence and data to inform planning, assessment and teaching practice	This continuing through the evolving nature of PLTs. PLTs are evolving from the administrative process and moving towards purposeful conversation on student learning and outcomes using data and evidence	Build teacher capacity to collaboratively work with data and evaluation of evidence to inform explicit teaching practice Build teacher capacity to differentiate the curriculum through personalized learning Build teacher capacity to give and receive feedback on their teaching practice



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)
<p>Improve student learning outcomes in literacy, particularly in strengthening the area of writing</p> <p><i>Year 1: Whole School PDP goal aimed at writing improvement</i></p> <p><i>Possible Focus for Years 2, 3, 4:</i></p> <p><i>Review of the EAL program</i></p> <p><i>Whole-school moderation strategies embedded P-6</i></p> <p><i>School participation in the Knox Network writing project</i></p>	<p>FISO Priority: Excellence in Teaching and Learning</p> <p>Dimension: Building Practice Excellence</p>	<p><i>Short Term:</i></p> <ul style="list-style-type: none"> • <i>Creation of moderation writing samples for teaching use and PD</i> • <i>Whole School PDP goal be writing focused</i> • <i>PDP outline starts Early Term 1</i> • <i>Informal Peer Observation noted in PLT minutes from Term 2 2017 – DOT and DOL to oversee and direct staff</i> • <i>Review the EAL program</i> • <i>Students complete ICAS writing testing as additional evidence and data for the school in Years3-6. (Use this as a pilot to see if we explore this option for other learning areas)</i> • <i>Classroom presentation and language immersion</i> <p><i>Medium Term:</i></p> <ul style="list-style-type: none"> • <i>Sharing and examining best practice to fill gaps</i> • <i>comparing writing pieces in our PLT setup</i> • <i>explicitly modelling different writing styles</i> <p><i>Long Term:</i></p> <ul style="list-style-type: none"> • <i>Ongoing Professional Development</i> • <i>Consistent, whole-school moderation process</i> • <i>Deep knowledge and understanding of differentiating student achievement levels</i> • <i>Director of Learning (DOL) overseeing whole school improvement initiatives to writing</i> 	<ul style="list-style-type: none"> • In Writing, teacher judgements will aim to achieve: <p>P-2: Students achieving A-B – 20% Students achieving A-C – 90%</p> <p>3-6: Students achieving A-B – 30% Students achieving A-C – 90%</p>
<p>Improve student engagement and motivation through goal setting and development of skills in students to be more independent learners</p> <p><i>Year 1: Development of goal setting with explicit goals on tables and clear for students</i></p> <p><i>Possible Focus for Years 2, 3, 4:</i></p> <p><i>Learning journals</i></p> <p><i>Improving classroom environments</i></p> <p><i>Learning Intentions visible in the classroom</i></p> <p><i>Programs and explicit teaching of meta-cognitive skills</i></p>	<p>FISO Priority: Excellence in Teaching and Learning</p> <p>Dimension: Evidence-Based high Impact Teaching Strategies</p>	<p><i>Short Term:</i></p> <ul style="list-style-type: none"> • <i>I can statements</i> • <i>Professional Development of staff in goal setting</i> <p><i>Medium Term:</i></p> <ul style="list-style-type: none"> • <i>Learning Journals across the school P-6</i> • <i>Improving classroom environments – e.g. displaying student work</i> • <i>Learning Intentions visible in the classroom</i> <p><i>Long Term:</i></p> <ul style="list-style-type: none"> • <i>Expand opportunities to engage in solving problems and other key meta-cognitive skills.</i> 	<ul style="list-style-type: none"> • Achieve an average score of 4.50 in our Student Attitudes to School Survey in the following 3 areas: <ul style="list-style-type: none"> • Learning Confidence • Stimulating Learning • Student Motivation
<p>To improve parent relationships through creative and meaningful opportunities and develop stronger links with our parent community</p> <p><i>Year 1: Review existing engagement and practices towards parent relationships and review how we market ourselves towards vision, values and expectations towards teaching and learning</i></p> <p><i>Possible Focus for Years 2, 3, 4:</i></p> <p><i>Implementation of new strategies to improve parent connection to school and child's learning</i></p> <p><i>Development of a review process and where necessary, adopt new technological processes.</i></p>	<p>FISO Priority: Community Engagement in Learning</p> <p>Dimension: Building Communities</p>	<p><i>Short Term:</i></p> <ul style="list-style-type: none"> • <i>Review and look at current practices</i> <p><i>Medium Term:</i></p> <ul style="list-style-type: none"> • <i>Implement new strategies to improve parent connection and relationship to the school and their child's learning</i> <p><i>Long Term:</i></p> <ul style="list-style-type: none"> • <i>Continually review practices and implement new strategies, and where necessary, adopt new technological processes.</i> 	<ul style="list-style-type: none"> • Achieve a state mean average in the dimension area 'Parent Input' of Parent Survey



<p>To continue to build teacher capacity through PLTs, using evidence and data to inform planning, assessment and teaching practice</p>	<p>FISO Priority: Excellence in Teaching and Learning</p>	<p><i>Short Term:</i></p> <ul style="list-style-type: none"> • <i>Data analysis within PLT time</i> • <i>Darrell Mullins? Data Analysis / Exploring bringing in expertise to unpack data and support coordinators</i> • <i>Skilling Coordinators to lead discussions and unpack data and evidence</i> • <i>Improved mindset towards the PLT time (planning vs discussion on student learning)</i> 	<ul style="list-style-type: none"> • 'Teacher effectiveness' in the Students Attitudes to School Survey be in the 4th quartile.
<p><i>Year 1: Implement strategies to continue to support coordinators and teams unpack data and use this to drive planning and teaching practice</i></p>	<p>Dimension: Building Practice Excellence</p>		<ul style="list-style-type: none"> • 'Teacher collaboration' scores in the staff survey move into the top 25% of schools in the state
<p><i>Possible Focus for Years 2, 3, 4:</i> <i>External expert to help support coordinators and unpacking data and evidence</i> <i>Reconfiguration of coordinator meetings and to begin to make direct links to data analysis within these year levels and moderation purposes</i></p>		<p><i>Medium Term:</i></p> <ul style="list-style-type: none"> • <i>P-2 Coordinator Meetings and 3-6 Coordinator Meetings fortnightly or monthly. Focus on data and evidence and connect to the moderation process whole-school. (Sharing of data and evidence)</i> <p><i>Long Term:</i></p> <ul style="list-style-type: none"> • <i>Autonomous PLT running using data to support planning and teaching</i> • <i>Skilled educators who can unpack and successfully use data to plan and drive teaching and learning on a regular basis.</i> 	

