

School Strategic Plan 2020-2024

Templeton Primary School (5196)



Submitted for review by Marc Crilly (School Principal) on 03 February, 2022 at 12:35 PM
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School vision	<p>Lay a FOUNDATION for every child on which all future learning can be built on</p> <p>Develop a strong and meaningful RELATIONSHIP between children, staff and parents</p> <p>Maintain high EXPECTATIONS for the academic development of all children under our care</p> <p>Create an active and purposeful learning ENVIRONMENT to help children reach their full potential</p> <p>MODEL in our students the positive behaviour and values we all believe in</p> <p>Utilise all aspects of DATA to guide our planning and practice</p>
School values	<p>Templeton Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for ensuring inclusive safe and orderly environments for children and young people. We adhere to democratic principles, the rule of law, equal rights for all, freedom of religion, freedom of speech and association, and the values of openness and tolerance.</p> <p>This Statement of Values sets out our behavioural expectations of all members in this school community, including the Principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.</p> <p>Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p>
Context challenges	<p>Templeton Primary School is a Victorian State Government Prep to Grade 6 school situated in Wantirna, an Outer Eastern suburb in the City of Knox</p>

	<p>Templeton was opened in 1980 with an enrolment of around 70 students. In 2020, Templeton has a record enrolment of 734 students in 29 classrooms based on a traditional Prep to Grade 6 level structure. The school provides an excellent specialist program with Physical Education, ICT, Art, Library, Music, Performing Arts and LOTE offered throughout the school. Our aim is to equip our students with self management, educational and interpersonal skills to approach life with confidence.</p> <p>An integral part of our tradition is to nurture in our students a sense of PRIDE IN PERFORMANCE which is our school motto.</p> <p>The school strives towards:</p> <p>Creating a safe, caring and supportive learning environment that is stimulating and challenging. Providing a high quality, balanced educational program for all students. Fostering a culture of optimism, resilience and tolerance</p> <p>Our key challenges in the future include an extensive building program over the next three years. We also have large percentage of high performing students and EAL students.</p>
<p>Intent, rationale and focus</p>	<p>Templeton is a high performing, student focused school that places a high emphasis on student personal achievement and is committed to challenging our students in all areas of the curriculum. Students' individual needs, personal interests and unique characters are known and supported by staff and enriched by an immersive, safe, positive and vibrant learning environment.</p> <p>At Templeton, our curriculum is based on the understanding that students learn best by being engaged and active in their learning. Our philosophy of providing our students with a broad and well balanced educational experience ensures that each student has the opportunity to explore and release their individual talents. This philosophy is supported by our extensive range of extra curricula offerings. Specialist classes in Chinese, Art, Music, Performing Arts, ICT, Library and Phys Ed, ensure that all Templeton students have the opportunity to learn in varied ways. Through these opportunities, our teachers aim to create experiences that inspire students to learn and to continually challenge their personal best. To further support our classroom and specialist programs, we offer Challenge programs for students who require extension beyond the classroom; programs such as Literacy and Numeracy extension, Chinese extension and PEEP.</p> <p>In addition, Literacy and Mathematics support, including Reading Recovery, identifies students who require specialised intervention early in their schooling and puts them on the right path to achieving their educational goals. All our students are supported in the classroom with challenging work at their level. Our commitment to the pastoral care and mental health of our students is supported with an extensive range of programs that support the emotional needs of our students. Programs such as Lunchtime Clubs, The Resiliency Project, Values Education, School of Rock, Coding, Sport, Homework Club, Dance and Inter House activities, ensure that our commitment to supporting the health and mental wellbeing of our students is paramount.</p>

	<p>Our focus over the next strategic plan will be on increasing student voice, consolidating our moderation and teacher judgement, and refining our inquiry planning, documentation and teaching.</p>
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Goal 1	improve literacy and numeracy outcomes for all students.
Target 1.1	<p>Increase the percentage of students achieving above Benchmark Growth in:</p> <ul style="list-style-type: none">• Numeracy 34 per cent (2019) to 35 per cent (2025)• Reading 27 per cent (2019) to 35 per cent (2025)• Writing 27 per cent (2019) to 35 per cent (2025). <p>Decrease the percentage of students achieving below Benchmark Growth</p> <ul style="list-style-type: none">• Numeracy 12 per cent (2019) to 10 per cent (2025)• Reading 25 per cent (2019) to 10 per cent (2025)• Writing 25 per cent (2019) to 10 per cent (2025).
Target 1.2	<p>Increase the percentage of students in the top two NAPLAN bands in grade five in:</p> <ul style="list-style-type: none">• Reading from 54 per cent (2019) to 60 per cent (2025)• Writing from 32 per cent (2019) to 35 per cent (2025).
Target 1.3	<p>Increase the percentage of students achieving above the expected level in Teacher Judgement against the Victorian Curriculum in:</p>

	<p>Reading and Viewing in:</p> <ul style="list-style-type: none"> • Year 3: from 43 per cent (2019) to 60 per cent (2025) • Year 5: from 43 per cent (2019) to 60 per cent (2025). <p>Number and Algebra in:</p> <ul style="list-style-type: none"> • Year 3: 43 per cent (2019) to 60 per cent (2025) • Year 5: 48 per cent (2019) to 60 per cent (2025). <p>Writing</p> <ul style="list-style-type: none"> • Year 3: 20 per cent (2019) to 75 per cent (2025) • Year 5: 25 per cent (2019) to 30 per cent (2025).
Key Improvement Strategy 1.a Building practice excellence	Embed an instructional model consistently across the school.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build staff moderation and assessment capability to drive teaching and learning to narrow the gap between NAPLAN and teacher judgements.
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity to differentiate the curriculum and increase the learning challenge for all students.
Goal 2	To increase student voice and agency in their learning.
Target 2.1	Increase the percentage of positive responses in the AtoS survey for the factors: <ul style="list-style-type: none"> • Student Voice and Agency from 90 per cent (2019) to 91 per cent (2025)

	<ul style="list-style-type: none"> • School Staff survey for the factor Use Student Feedback to Improve Practice from 75 per cent (2019) to 80 per cent (2025).
Target 2.2	Increase the percentage of positive responses in the Parent Survey factor Student Voice and Agency from 85 per cent (2019) to 90 per cent (2025).
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Integrate metacognitive strategies into teaching and learning practices.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop student intellectual engagement and self-awareness.
Key Improvement Strategy 2.c Empowering students and building school pride	Actively involve students in the design and implementation of their learning.
Goal 3	To implement professional learning that improves teacher effectiveness and student outcomes.
Target 3.1	<p>Increase the percentage of positive responses to School Staff survey factors of:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 31 per cent (2019) to 60 per cent (2025) • Believe peer feedback improves practice: 69 per cent (2019) to 75 per cent (2025) • Seek feedback to improve practice: 69 per cent (2019) to 75 per cent (2025).

Target 3.2	<p>Increase the percentage of positive responses to Parent Survey factors:</p> <ul style="list-style-type: none"> • Stimulated learning environment 86 per cent (2019) to 90 per cent (2025) • Student Motivation and support 81 per cent (2019) to 85 per cent (2025).
Key Improvement Strategy 3.a Building practice excellence	Build teachers' capacity and skills to observe, provide feedback and refine practice.
Key Improvement Strategy 3.b Building practice excellence	Implement Professional learning that is evidence-based.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build teacher capability to develop and teach using an inquiry approach.