

Self-evaluation summary - 2024

Templeton Primary School (5196)



TEMPLETON

MELBOURNE, AUSTRALIA

Submitted for review by Marc Crilly (School Principal) on 29 February, 2024 at 09:33 AM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 29 February, 2024 at 09:40 AM

Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	<p>Goal 1</p> <p>There has been an improvement across the school in our Numeracy results. The individual targets set to Year levels, which majority were met, show the positive growth across the school. We will consolidate these results in 2024 with rehiring and investment in additional staff in Student Support, focusing again on extension in 2-6. We will look at ICT and the possibility of additional laptops per year level, particularly in senior school.</p>
	<p>Goal 2</p>

	<p>Overall we did not meet our goal of 85%, with a drop of 10% Normal/High Responses. Year 5 and 6 were slightly down, but Year 4 was significantly down. Although we are delighted with the progress of our Inquiry program, the Student Survey Results did not reflect the work we have completed. There are a few contributing factors to this:</p> <ol style="list-style-type: none"> 1. The survey was relatively early in the year, leaving us minimal time for the data to shift 2. Students are yet to recognise the link between Inquiry with Student Voice 3. Our lessons are still predominantly teacher driven 4. Our Year 4 results in Resilience were significantly lower than Year 5 and 6 <p>We will consolidate our Inquiry Program in 2024, with staff having more autonomy in planning without Nadine at stages throughout the year. The current units will be continually reviewed and refined in accordance with student point of need, resources and success in 2023.</p>
Documents that support this plan	