

School Strategic Plan 2025-2029

Templeton Primary School (5196)



Submitted for review by Marc Crilly (School Principal) on 06 June, 2025 at 11:25 AM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 24 July, 2025 at 08:34 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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| School vision | <p>Vision</p> <p>We have grown into a school with a very clear understanding of who we are, what we do and who we want our students to be:</p> <ul style="list-style-type: none">• We are a high performing, academic focussed school• Who welcomes and embraces our international community.• We focus on developing our students' literacy and numeracy skills and creating a learning environment where students can achieve their best.• We balance our academic focus by immersing our students in a broad and well balance curriculum that allows our students to release their talents in many varied ways.• We endeavour to develop independent learners,• Who grow into successful, well-balanced citizens who exhibit the characteristics of our student profile: <p>Balanced</p> <p>Templeton students are calm, reasonable and demonstrate sound judgement. They effectively balance their lifestyle between school, extra-curricular activities and friendships</p> <p>Confident</p> <p>Templeton students are confident in their own abilities in a realistic and secure way. They believe in their ability to succeed, and this belief stimulates action</p> <p>Principled</p> <p>Templeton students act with integrity and honesty. They have a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities</p> <p>Inquirer</p> <p>Templeton students ask questions and have developed a natural curiosity about learning. They want to know more about the world and are willing to engage in explorations that will lead to discoveries</p> |
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| | <p>Communicator Templeton students choose their words effectively, understand their audience and connect with them at the right time and place. They are clear and concise, with excellent listening skills</p> <p>Risk Taker Templeton students reach out to new friends, volunteer for unfamiliar activities and step up to leadership positions. They readily move out of their comfort zone and embrace new challenges</p> <p>Knowledgeable Templeton students demonstrate a sound knowledge of all curriculum areas. They have a clear understanding of their place in the world, and this informs their thoughts and actions</p> <p>Caring Templeton students are responsible citizens who show empathy, kindness, compassion and respect to the needs and feelings of others.</p> |
| School values | <p>Statement of Values</p> <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. 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 parent 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> |

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| | <p>Core Values</p> <p>Respect Demonstrates consideration and understanding for parents, teachers, fellow students and the environment</p> <p>Resilience Persists and recovers from disappointments and challenges with a mature and positive attitude</p> <p>Integrity Demonstrates pride in performance, while positively contributing to our school through actions, words and behaviours</p> <p>Empathy Treats others with kindness, understanding and sensitivity</p> |
| <p>Context challenges</p> | <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> |

Intent, rationale and focus

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.

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.

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.

Our focus over the next strategic plan will be on increasing student voice, consolidating our moderation and teacher judgement, and refining our learning intentions, student goals, inquiry planning, documentation and teaching.

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| Goal 1 | Improve literacy and numeracy outcomes for all students. |
| Target 1.1 | <p>By 2029, increase the percentage of Year 3 students assessed in the NAPLAN exceeding proficiency level in:</p> <ul style="list-style-type: none">i. Reading from 51% (2024) to 55%ii. Numeracy from 44% (2024) to 50%iii. Writing from 22% (2024) to 45% <p>By 2029, increase the percentage of Year 5 students assessed in the NAPLAN exceeding proficiency level in:</p> <ul style="list-style-type: none">iv. Reading from 44% (2024) to 60%v. Numeracy from 47% (2024) to 55%vi. Writing from 33% (2024) to 50% |
| Target 1.2 | <p>By 2029, increase the percentage of Year 3 students assessed as being above expected learning growth according to Teacher Judgements, against the Victorian Curriculum for:</p> <ul style="list-style-type: none">i. Reading and viewing from 49% (2024) to 60%ii. Mathematics 2.0 from XX% in 2026 to XX%*iii. Writing from 33% (2024) to 50% <p>By 2029, increase the percentage of Year 5 students assessed as being above expected learning growth according to Teacher Judgements, against the Victorian Curriculum for:</p> <ul style="list-style-type: none">iv. Reading and Viewing from 51% (2024) to 60%v. Mathematics 2.0 from XX% in 2026 to XX%*vi. Writing from 32% (2024) to 50% |

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| | *Placeholder target to be updated when data available |
| Target 1.3 | <p>By 2029, increase the percentage of students (Years 1 to 6) assessed as being above the expected level according to Teacher Judgements, against the Victorian Curriculum:</p> <ul style="list-style-type: none"> i. Reading and Viewing from 49% (2024) to 60% ii. Writing from 30% (2024) to 40% iii. Mathematics 2.0 from XX% in 2026 to XX%* <p>*Placeholder target to be updated when data available</p> |
| Target 1.4 | <p>By 2029, increase the percentage of Year 5 students making [at or above] benchmark learning growth in NAPLAN:</p> <ul style="list-style-type: none"> i. Reading from XX% (2025) to XX% ii. Numeracy from XX% (2025) to XX% iii. Writing from XX% (2025) to XX% <p>Placeholder target to be updated when data available.</p> |
| Target 1.5 | <p>By 2029, increase the percentage of positive responses to the following factors on the School Staff Survey:</p> <ul style="list-style-type: none"> i. Teacher collaboration from 70% (2024) to 74% ii. Instructional leadership maintained at or above 95% (2024) |
| Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect | Build staff capability to utilise the data and evidence to drive learning challenge for all students. |

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| <p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> | |
| <p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | |
| <p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | |
| <p>Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | |
| <p>Key Improvement Strategy 1.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</p> | <p>Strengthen consistent and collaborative processes to strengthen teaching and learning.</p> |
| <p>Key Improvement Strategy 1.b</p> | |

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| Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | |
| Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |
| Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| Goal 2 | To increase all students' social and emotional health. |
| Target 2.1 | By 2029, the percentage of positive responses to the following factors on the student Attitudes to School Survey: <ul style="list-style-type: none"> i. Sense of Inclusion be maintained at or above 92% (2024) ii. Sense of connectedness be maintained at or above 91% (2024) iii. Teacher concern increase from 82% (2024) to 90% iv. Sense of confidence increase from 81% (2024) to 90% |
| Target 2.2 | By 2029, increase the percentage of positive responses to the Use student feedback to improve practice factor on the School Staff Survey from 72% (2024) to 85%. |

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| Target 2.3 | <p>By 2029, the percentage of positive responses to the following factors on the Parent Carer Guardian Opinion Survey:</p> <ul style="list-style-type: none"> i. Student Voice and Agency to increase from 85% (2024) to 90% ii. Confidence and Resiliency skills be maintained at or above 88% (2024) |
| Target 2.4 | <p>By 2029, maintain the percentage of students (P-6) with 95% or higher attendance at or above 41% (2024).</p> |
| Key Improvement Strategy 2.a 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 | <p>Build staff capacity to identify and support students with social and emotional needs.</p> |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |
| Key Improvement Strategy 2.b | <p>Develop welfare curriculum programs that help staff support students' social and emotional development.</p> |

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| <p>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</p> | |
| <p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | |
| <p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> | |