**Self-evaluation summary**

Thomas Mitchell Primary School (5294)



Submitted for review by Kathie Arnold (School Principal) on 11 February, 2025 at 05:37 PM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 23 February, 2025 at 05:49 PM

**Self-evaluation summary**

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|  | **FISO 2.0 outcomes** | Self-evaluation level |
| **Learning** | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. | Excelling |

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| **Wellbeing** | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | Embedding |

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|  | **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 | Evolving |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| 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 |

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

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| **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 |

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

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| **Future planning** | Whilst we have made some really good in-roads on the Staff Survey, there is still a lot of growth to go.  GOAL ACHIEVEMENTTeacher Collaboration 50% 57%Time to share pedagogical knowledge 45% 63%Understand how to analyse data 50% 71%Professional learning to improve practice 55% 88%Believe evaluating impact improves practice 70% 80%Discuss problems of practice 65% 60%We are tracking well against our 4 year plans. As there has been a change in the way that NAPLAN results are reported. Our goals for 1.1 have had to change. We have increased the relative growth of students in Year 5 from 2023 to 2024 2023 2024Numeracy 24% 33%Reading 22% 28%Our goal was to increase the percnetage of Year 5 student in the top two NAPLAN bands: Students Exceeding or Strong Reading from 47% (2022) to 52% 82% (2023) to 85% (2024)Writing from 33% (2022) to 38% 76% (2023) to 84% (2024)Numeracy from 35% (2022) to 45% 74% (2023) to 81% (2024)Target 1.3By 2026, increase the percentage of positive responses on AtoSS Years 4–6 for:Stimulated learning from 66% (2022) to 75% 62% (2023) to 87% (2024) Differentiated learning challenge from 78% (2022) to 85% 76% (2023) to 89% (2024)Target 2.1By 2026, decrease the percentage of students with 20 or more days absent from 26% (2021) to 22% 2022 2023 202420 or more days absences 39% 41% 29%Target 2.2By 2026, increase the percentage of positive responses on AtoSS Years 4–6 for:Motivation and interest from 72% (2022) to 80% 73% (2023) to 83% (2024)Student voice and agency from 53% (2022) to 70% 60% (2023) to 75% (2024)Target 2.3By 2026, increase the percentage of positive responses in SSS for:Use student feedback to improve practice from 48% (2021) to 60% 48% (2023) to 51% (2024)2025 focus\* Increase percentage of students in Strong or Exceeding NAPLAN\* Increase the number of students with medium and high growth\* Decrease number of students with low growth\* Increase % of students with At or Above expected growth in Teacher Judgements\* Develop teacher capacity with a focus on graduate and early stage teachers\* Implement Phonics Program\* Increase the number of students identified for additional support\* Implement maths 2.0\* Identify students requiring additional assistance\* Increase teacher knowledge of mental health literacy  |
| **Documents that support this plan** |  |