

School Strategic Plan 2025-2029

Whittlesea Primary School (2090)



Submitted for review by Kaylene Kubeil (School Principal) on 24 June, 2025 at 10:32 AM

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School vision	<p>At Whittlesea Primary School, the student is at the centre of everything we do. Our vision is to be an inclusive community where learning is highly valued. We strive to develop and support the emotional, social and physical wellbeing of the whole child. We foster a positive learning environment that encourages all children to become collaborative and innovative members of local and global communities.</p>
School values	<p>Our values are framed around three school expectations: -</p> <ul style="list-style-type: none">- Respect Your School- Do Your Best- Help Others Succeed <p>These three expectations are integral to our School-wide Positive Behaviour Support framework. The three expectations clearly outline positive behaviours that lead to a calm and orderly learning environment.</p> <p>- Respect Your School focuses on the key values of Respect and Responsibility. It extends to all stakeholders within the school community, including students, parents and teachers. It includes always following the teacher's instructions and moving calmly and quietly around the school. Use equipment properly, play safely, and take care of our learning spaces and school environment.</p> <p>- Do Your Best embodies the values of excellence and achievement, as well as the characteristics of successful learners. It expects students to approach learning with a positive attitude and a growth mindset. Try their hardest, take pride in their work, and ask for help when needed. Students should sit where it helps them stay focused and engaged</p> <p>- Help Others Succeed emphasises the importance of displaying empathy and care. It acknowledges others' backgrounds, feelings, and opinions. Promotes support for your classmates by checking in, encouraging positive choices, and standing up for what's right. At Whittlesea Primary School, we value actions that promote the learning and wellbeing of everyone.</p>
Context challenges	<p>During the last strategic period, the panel observed that the implementation of key improvement strategies outlined in the 2020–2024 School Strategic Plan (SSP) was adversely affected by the COVID-19 pandemic, as well as changes in</p>

	<p>school leadership and staffing.</p> <p>The first goal, to maximise learning growth for all students, could not be accurately assessed. Of the five targets set for this goal, three relied on NAPLAN Band data, which was no longer assessable due to the change to Proficiencies after 2022, and the remaining two were not met. The second goal, to strengthen student agency and engagement in learning, was only partially achieved. One of the three targets was met, while the other two were not. The third goal, to maximise student resilience and confidence, was not achieved, as neither of its two targets was met.</p> <p>Despite these challenges, there is clear evidence that the new leadership team has taken proactive steps to foster a positive school culture. This has resulted in a welcoming, safe, and orderly environment underpinned by a shared vision, strong values, and a commitment to continuous improvement. In 2024, these efforts were reflected in improved staff opinion data, particularly in the areas of trust, leadership, and teaching and learning. Additionally, significant improvements to the school's facilities and physical environment have had a positive impact on students, staff, and the broader community.</p> <p>The school has made substantial progress in developing whole-school instructional models for Literacy and Numeracy. These models have been refined to align with Department of Education priorities and to support the implementation of evidence-based teaching practices across all classrooms. A more stable workforce has also emerged, with staff committed to ongoing improvement and continuity; however, some staffing changes will inevitably occur..</p> <p>Student wellbeing and the development of positive peer relationships will continue to be a key focus of the SSP. The number of students with additional needs, including those exhibiting concerning behaviours, has increased over time. With the successful rollout of the Disability Inclusion (DI) reforms, it is hoped that the associated funding will enable better support for these students. Minor adjustments have been made to the School-Wide Positive Behaviour Support (SWPBS) framework, and it was agreed that this will remain a priority area to ensure its implementation is authentic and equitable.</p> <p>Student attendance remains a priority. Additional strategies will be introduced to improve attendance rates and re-engage students. The school is committed to supporting students who are considered disadvantaged (approximately 100 students or 25% of the cohort) to ensure they achieve equitable educational outcomes.</p> <p>Improved collaboration, along with a focus on data literacy and teacher practice, will be supported through the re-introduction of Professional Learning Communities (PLCs). While Whittlesea Primary School recommitted to this approach in early 2024, other priorities, such as the PRSE and curriculum reporting changes stemming from the Victorian Curriculum 2.0, have meant that PLC structures are still in the early stages and will need further development</p>
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	<p>to become embedded and effective.</p> <p>Key challenges ahead include maintaining consistency in instructional practice, implementing high-quality differentiated instruction, and continuing to meet the needs of a diverse student population, particularly those with additional learning and behavioural needs, as the school evolves throughout the length of the SSP.</p> <p>To achieve the goals of this new plan, the school will continue to build on its positive culture, supported by passionate staff and a dedicated leadership team committed to whole-school improvement in both Learning and Wellbeing.</p>
Intent, rationale and focus	<ul style="list-style-type: none"> - Whittlesea Primary School is committed to fostering a high-achieving, inclusive learning community where every student is known, valued, and empowered to thrive academically, socially and emotionally. We intend to deliver high-quality teaching and learning, promote student health and wellbeing, and strengthen connections through partnerships with families and the community. - This is important, as we believe that every child deserves access to an engaging and equitable education that prepares them for their futures. With increasing diversity in student learning needs and behaviours, it is essential to build a culture of high expectations, where learning and wellbeing are prioritised in a structured, inclusive and supportive environment. When our students feel safe, connected, and empowered, they are more likely to succeed and grow into confident, resilient learners and community members. <p>The school review panel recommends the following areas of focus be prioritised in the next SSP:</p> <ul style="list-style-type: none"> - Student Learning: Increasing student learning outcomes by not only strengthening academic achievement but also by building each student's capacity to manage themselves as effective, independent learners. - Excellence in Pedagogical Practice: Enhancing teacher capacity through collaborative professional learning communities, school-wide application of evidence-based instructional models, and consistently using data to deliver differentiated instruction that meets all student needs. - Student Engagement and Wellbeing: Implementing a whole-school approach to promote student engagement and wellbeing, underpinned by School-Wide Positive Behaviour Support (SWPBS) and a Multi-Tiered System of Support (MTSS), ensures that every student, including those with additional needs, experiences a strong sense of connection, inclusion, and support. - Leadership and Professional Culture: Building instructional and distributed leadership to strengthen whole-school processes, with an emphasis on fostering collaboration, encouraging continuous improvement, and embedding reflective feedback practices.

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Goal 1	Improve student learning outcomes.
Target 1.1	<p>By 2029, increase the percentage of students achieving NAPLAN <i>Strong</i> and <i>Exceeding</i> proficiency level for:</p> <ul style="list-style-type: none">• Year 3 Reading from 55% (2024) to 65%• Year 5 Reading from 67% (2024) to 75%• Year 3 Numeracy from 55% (2024) to 62%• Year 5 Numeracy from 61% (2024) to 67% <p>By 2029, decrease the percentage of students achieving NAPLAN <i>Needs additional support</i> for:</p> <ul style="list-style-type: none">• Year 3 Reading from 20% (2024) to 15%• Year 5 Reading from 11% (2024) to 8%• Year 3 Numeracy from 16% (2024) to 12%• Year 5 Numeracy from 8% (2024) to 5%
Target 1.2	<p>*By 2029, increase the percentage of students achieving high (and medium) benchmark growth in:</p> <ul style="list-style-type: none">• Reading from XX% (202x) to XX%• Writing from XX% (202x) to XX%• Numeracy from XX% (202x) to XX% <p><i>*Placeholder target to be confirmed when data becomes available.</i></p>

Target 1.3	<p>By 2029, reduce the percentage of F-6 students achieving below the expected level (Semester 2) for:</p> <ul style="list-style-type: none"> • Reading and viewing from 36% (2024) to 28% • *Mathematics from xx% (202x) to xx% <p>*Placeholder target to be confirmed when data becomes available.</p>
Target 1.4	<p>By 2029, increase the percentage positive endorsement to the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • <i>Stimulated learning</i> from 55% (2024) to 65% • <i>Differentiated learning challenge</i> from 71% (2024) to 81%.
Target 1.5	<p>By 2029, increase the percentage positive endorsement to the School Staff Survey factor:</p> <ul style="list-style-type: none"> • <i>Academic emphasis</i> from 40% (2024) to 60%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed differentiated teaching practice to meet every student's individual needs.
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	

Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen pedagogical practice to improve academic rigour.
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	Maximise student wellbeing outcomes.
Target 2.1	By 2029, increase the percentage of positive endorsement to the Attitudes to School Survey factors: <ul style="list-style-type: none"> • <i>Resilience</i> from 58% (2024) to 65% • <i>Sense of connectedness</i> from 57% (2024) to 65% • <i>Managing bullying</i> from 58% (2024) to 65%

	<ul style="list-style-type: none"> • <i>Student voice and agency</i> from 50% (2024) to 60%.
Target 2.2	By 2029, increase the student attendance rate from 86% (2024) to 90%.
Target 2.3	<p>By 2029, increase the percentage of positive endorsement to the Parent/Caregiver/Guardian Opinion Survey (PCGOS) factors:</p> <ul style="list-style-type: none"> • <i>Teacher communication</i> from 58% (2024) to 70% • <i>Student motivation and support</i> from 56% (2024) to 70%.
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	Strengthen the whole school approach to wellbeing.
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	Embed inclusive practices to engage learners with additional needs.
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 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	
Key Improvement Strategy 2.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 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
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