

School Strategic Plan 2024-2028

Wooranna Park Primary School (4989)



Submitted for review by Amanda Ellaby (School Principal) on 02 February, 2026 at 10:47 AM

Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 10 February, 2026 at 02:12 PM

Endorsed by Rob Trotter (School Council President) on 31 January, 2025 at 11:57 AM

School Strategic Plan - 2024-2028

Wooranna Park Primary School (4989)

School vision	Our Vision We are striving to create a bright future for every learner. Our Mission We are here to build the foundations for life, in an inclusive and welcoming learning environment.
School values	Our Values Be Safe Be Respectful Be Responsible
Context challenges	What is your school's current context? Learning The School Performance Report rating for literacy, numeracy and school climate moved from Transform in 2022 to Stretch in 2023. The percentage of students achieving strong or exceeding proficiency on NAPLAN was above similar schools for Year 3 in reading, writing and numeracy although below in Year 5. The school underwent a significant change in philosophy and pedagogy in 2023 with the appointment of an executive principal in 2022. In consultation with the school community and staff, leadership determined that the school would adopt evidence-based approaches to teaching and learning that were consistent with the Victorian Teaching and Learning Model and High Impact Teaching Strategies. The panel acknowledged the subsequent improved results in Year 3 NAPLAN reading and writing and teacher judgement data for literacy. Teacher judgement growth data showed a lower percentage of students achieved at or above expected growth than similar schools. Equity funded students achieved below non-equity funded students in NAPLAN and teacher judgement data. Observations showed that teaching and learning was becoming more consistent with the introduction of whole school, evidence based instructional frameworks. The panel agreed that continuing to pursue high learning growth be a goal in the next school strategic plan. Wellbeing The school's AtoSS data for the domains Learner characteristics and disposition, Safety and Teacher student relations remained stable between 2020 and 2024 and were generally comparable to, or above similar schools. The school began

	introducing Disability Inclusion (DI) approaches in 2024 and was continuing to upskill all staff on the DI processes and the importance of functional adjustments within the classroom. Observations showed that agreed positive behaviour approaches were being implemented although consistency was still developing. An analysis of priority cohorts showed disadvantaged students with 20 or more days absence was 56% compared to 37% for non-equity funded students. Leadership and the panel identified building strong partnerships with parents and community as an opportunity for the school. The panel agreed that improved student wellbeing be a priority in the next school strategic plan. What are your school's key challenges? Key challenges include: • building the capability of middle level leaders. • reviewing the curriculum in light of VC 2.0 • increasing the consistency and fidelity of the instructional process and lesson planning • building staff capability through increased observation, coaching and feedback • auditing classroom displays to ensure relevance and purpose to support students • building data literacy of all staff to plan proactively for student learning needs • expanding the use of formative assessment to adapt and respond to student learning needs within the lesson, including regular conferencing with all students • strengthening PLC processes to effectively analyse and monitor data to increase the use of high-quality pedagogy and differentiated learning for all students • auditing the learning environment to ensure visuals are relevant and consistently displayed • strengthening implementation of the instructional process to enhance students' metacognitive skills and independence • building collective responsibility and collaboration between the wellbeing coordinator and staff to improve attendance • building consistency and fidelity of implementation of the multi-tiered systems of supports, particularly: -SWPBS - predictability of the learning environment and routines in all classes -implementation of planned functional adjustments to ensure all students could access the curriculum -inclusion in partnership with families and community.
Intent, rationale and focus	What are we trying to achieve? Our school aims to foster an inclusive, learning environment that prioritizes academic excellence, personal development and wellbeing. By improving literacy and numeracy outcomes through differentiated and responsive teaching, aligned to the Victorian Curriculum (VC) 2.0 and by implementing the Victorian Teaching and Learning Model (VTLM) 2.0, we aim to support every student in reaching their full potential. Additionally, our goal is to create a positive, inclusive school

	culture through the School Wide Positive Behaviour Support (SWPBS) framework, while prioritising mental health and wellbeing for all students. Why is this important? These objectives are crucial because they directly impact students' educational and personal growth. Ensuring that all students have access to high quality, tailored education helps to close achievement gaps and supports equity. By addressing both academic and social-emotional needs through evidence-based approaches, we are preparing students to thrive not just in school, but to create a bright future. The development of strong family partnerships strengthens the support network around students, further promoting their success. What are you prioritizing? How will the Strategic Plan unfold over 4 years? In the first year, we will prioritize the implementation of the Victorian Curriculum 2.0 and Victorian Teaching and Learning Model 2.0, ensuring that teachers are equipped with the skills to effectively planning, differentiating instruction and responding to student needs. We will also begin the integration of formative assessment and data analysis to monitor student progress and refine teaching practices, through our Professional Learning Community cycles. Over the next two years, our focus will shift to embedding the School Wide Positive Behaviour Support (SWPBS) framework, ensuring that behavior expectations are clearly defined, taught, and consistently reinforced across the school. We will also embed tiered responses to wellbeing and inclusion, providing increasingly personalised support for students' emotional and social needs. In the final year, the emphasis will be on deepening collaborative partnerships with families and the wider community, ensuring that students receive holistic support both inside and outside of school. This phased approach ensures that our initiatives are sustainable, scalable and impactful, with clear benchmarks for success at each stage.
--	---

School Strategic Plan - 2024-2028

Wooranna Park Primary School (4989)

Goal 1	Maximise the learning growth of every child in literacy and numeracy
Target 1.1	By 2028 increase the 2024 percentage of students achieving NAPLAN exceeding or strong proficiency: • Year 3 reading from 63% to 70% • Year 3 writing from 72% to 78% • Year 3 numeracy from 58% to 65% • Year 3 equity funded students for reading from 20% to 50% • Year 5 reading from 48% to 60% • Year 5 writing from 64% to 70% • Year 5 numeracy from 54% to 60% • Year 5 equity funded students for reading from 40% to 52%
Target 1.2	*Placeholder target TBC when data available (anticipated 2025) By 2028, increase the *2025 percentage of Year 5 students achieving medium or high NAPLAN benchmark growth: • reading from xx% to xx% • writing from xx% to xx% • numeracy from xx% to xx%

Target 1.3	By 2028, increase the (2022-2023) percentage of Years 1 to 6 students achieving at or above expected for Teacher Judgement growth (Time series), semester 2: • reading and viewing from 61% to 78% • writing from 66% to 75% • mathematics from 75% (2025) to 80%
Target 1.4	By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): • Academic emphasis from 66% to 70% • Moderate assessment tasks together from 78% to 85% • Understand formative assessment from 78% to 85%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the capability of all teachers to plan using the curriculum, data and evidence-based instructional practices
Key Improvement Strategy 1.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	
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.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	Build a high functioning professional learning community through teams that use responsive teaching strategies and evaluate their impact on student learning
Key Improvement Strategy 1.b 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	
Goal 2	Optimise student wellbeing outcomes
Target 2.1	By 2028, increase the 2023 average attendance rate from 87.4% to 90%.
Target 2.2	By 2028, maintain or increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):

	• Emotional awareness and regulation at 81% • Sense of connectedness at 81% • Stimulating learning from 82% to 84%
Target 2.3	By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): • Collective efficacy from 87% to 90% • Trust in students and parents from 61% to 65%
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 staff understanding and document a school wide student social and emotional wellbeing approach
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	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to consistently document and implement reasonable adjustments to ensure student attendance, learning growth and wellbeing
Key Improvement Strategy 2.b 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.c 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	Build collaborative partnerships across the school community
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c	

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
--	--