School Strategic Plan 2025-2029

Woodlands Primary School (5319)

Education
and Training

School Strategic Plan - 2025-2029

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School vision	Woodlands Primary School's vision is for students to "Be Your Best".
School values	At Woodlands Primary School, our core values are: Friendship Loyalty Endeavour Perseverance These values guide everything we do, under the shared expectation to always "Be Your Best." We also implement the THRIVE framework to provide students, staff and families with the skills and opportunities to develop positive mental health. The THRIVE principles are: T – Try Your Best H – Be Healthy R – Relate Well I – Get Involved V – Live Your Values E – Enjoy Positive Emotions Our school values and the THRIVE framework are embedded throughout our teaching and daily interactions. Students at Woodlands Primary School learn to respect themselves, each other, and the school community, understanding that their actions and attitudes influence those around them. We lead by example, consistently modelling our values and striving to be our best in every situation.

Context challenges	Our school faces several key challenges. Whilst we have maintained strong academic performance, it is essential that we continue to focus on extending all students, particularly those with high ability. Additional challenges include meeting the complex needs of a diverse student population. Ensuring consistent, high-quality teaching and inclusive practices across the school remains a priority, as we work to maximise both learning growth and student wellbeing. Furthermore, maintaining a strong focus on reducing student absences is vital, as regular attendance underpins both academic success and engagement.
Intent, rationale and focus	Intent Our school is committed to maximising student learning growth and achievement in literacy and numeracy, while also fostering the wellbeing and engagement of every student. We aim to create a learning environment where every student is supported to thrive academically, socially, and emotionally. Rationale Strong foundations in literacy and numeracy are essential for lifelong learning, future opportunities, and active participation in society. Equally, student wellbeing and engagement are critical to enabling deep learning and building resilience, confidence, and a positive sense of self. When students feel safe, supported, and connected, they are more motivated to learn and succeed. Priorities Over the next four years, we are prioritising maximising student learning growth and achievement in literacy and numeracy by reviewing and revising the instructional model and planning documentation to align with the effective implementation of the Victorian Teaching and Learning Model (VTLM) 2.0. This includes strengthening the consistency of phonics and daily review planning and implementation across relevant year levels, as well as embedding differentiation and enrichment practices, particularly within the Mathematics 2.0 curriculum, to extend and challenge students. We will also prioritise maximising the wellbeing and engagement of all students by implementing a whole-school approach to positive behaviour, utilising resources such as Positive Classroom Management Strategies (PCMS). We aim to build staff knowledge and capacity around student voice and agency, creating opportunities for students to provide feedback that enhances their engagement. Additionally, we will establish a consistent framework for teachers to co-develop SMART learning goals with their students, ensuring these goals are regularly shared with families.

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Goal 1	To maximise student learning growth and achievement in literacy and numeracy.
Target 1.1	By 2029, maintain the percentage of Year 3 and Year 5 students achieving Exceeding & Strong NAPLAN proficiency levels for: • Year 3 Numeracy at 83% (2024) • Year 3 Reading at 82% (2024) • Year 3 Writing at 93% (2024) • Year 5 Numeracy at 81% (2024) • Year 5 Reading at 85% (2024) • Year 5 Writing at 91% (2024)
Target 1.2	By 2029, maintain/increase the percentage of Year 5 students achieving medium and high benchmark (relative) growth in NAPLAN for: • Reading from 70% (2025) to 75% • Numeracy from 71% (2025) to 75%
Target 1.3	By 2029, increase or reduce the average percentage of students in P-6 achieving the following against the Victorian Curriculum, according to Teacher Judgements in: • Reading - *increase* the percentage of students making *above* expected growth from 13% (2024) to 17%.

	• Reading - *reduce* the percentage of students making *less* than expected growth from 18% (2024) to 14% • Mathematics - *increase* the percentage of students making *above* expected growth from 20% (2024 number) to 22% (Maths 2.0). • Mathematics - *reduce* the percentage of students making *less* than expected growth from 14% (2024 number) to 11% (Maths 2.0) • Writing- *increase* the percentage of students making *above* expected growth from 13% (2024) to 17%. • Writing - *reduce* the percentage of students making *less* than expected growth from 15% (2024) to 12%
Target 1.4	By 2029, increase the percentage of positive responses to the School Staff Survey (SSS) for the factors: • Engage in professional learning through peer observation from 61% (2024) to 75% • Believe feedback improves practice from 71% (2024) to 75%.
Target 1.5	By 2029, maintain or increase the percentage of positive responses to the Attitudes to School Survey (AtoSS) for the following factors: • Stimulated learning from 77% (2024) to 82% • Effective teaching time from 85% (2024) to 88% • Differentiated learning challenge maintained at 88% (2024).
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Review and revise the instructional model and planning documentation to align with effective implementation of the Victorian Teaching and Learning Model (VTLM) 2.0.

pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the consistency of phonics and daily review planning and implementation across relevant year levels.
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	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed differentiation and enrichment practices, with a particular focus on the Mathematics 2.0 curriculum, that extend and challenge students.
Goal 2	Maximise the wellbeing and engagement of all students
Target 2.1	By 2029, increase or maintain the percentage of positive responses to the Attitudes to School Survey (AtoSS) for the following factors: • Students with normal or high Resilience from 66% (2024) to 70% • Student voice and agency from 63% (2024) to 70% • Sense of connectedness maintained at 82% (2024)

	• Effective classroom behaviour maintained at 84% (2024) • Self-regulation and goal setting maintained at 88% (2024)
Target 2.2	By 2029, increase the percentage of positive endorsements in the School Staff survey for the factor: • Use student feedback to improve practise from 67% (2024) to 73%
Target 2.3	By 2029, increase/maintain the percentage of positive endorsements in the Parent Caregivers Guardians Opinion Survey (PCGOS) for the factors: • School connectedness 85% (2024) to 88% • Promoting positive behaviour at 86% (2024)
Target 2.4	By 2029, reduce the percentage of students with 20+ days absent from 44% (2024) to 40% or below.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement a whole school approach to positive behaviour utilising resources such as Positive Classroom Management Strategies (PCMS)
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build staff knowledge and capacity relating to student voice and agency and create opportunities for students to provide feedback to maximise student engagement.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Create a consistent framework for teachers to co-develop SMART learning goals with their students to be shared with families on a regular basis.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	