

# School Strategic Plan 2025-2029

Thomastown West Primary School (4999)



Submitted for review by Sandi Young (School Principal) on 13 June, 2025 at 07:56 AM  
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Endorsed by Carolyn Dunell (School Council President) on 04 September, 2025 at 06:17 PM

# School Strategic Plan 2025-2029

Thomastown West Primary School (4999)

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| <b>School vision</b>               | <p>At Thomastown West Primary School, together we work on pathways to success.</p> <p>We believe that students can reach their full potential when they are happy, healthy and safe. Thomastown West Primary School encourages every child to reach their academic and social potential. We do this by providing an inclusive and innovative learning environment.</p> <p>At Thomastown West Primary School, we believe that education is a partnership between students, teachers, families, and the wider community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>School values</b>               | <p>Thomastown West Primary School's values are Respect, Responsibility, Resilience, Empathy and Striving to be our Best.</p> <p>At Thomastown West Primary School, we respect ourselves, our school, and each other, and understand that our attitudes and behaviours affect the people around us.</p> <ul style="list-style-type: none"> <li>* Resilient: Resilience is what helps you to cope and get through hard times. Sometimes it makes you even stronger than you were before. It means we bounce back after difficult times.</li> <li>* Responsible: Being responsible means you do the things you are expected to do and accept the consequences (results) of your actions. It means you do what is right.</li> <li>* Empathetic: Empathy is the ability to understand how someone else is feeling or to understand the situation they are in. It means 'putting yourself in someone else's shoes.'</li> <li>* Respectful: Respect is thinking and acting in a positive way about yourself and others. It means behaving in a way that shows you care about other people's feelings and wellbeing.</li> <li>* We will strive to do our best: Striving to be your best is the ability to keep working towards a goal, overcoming challenges and sticking with it even when it's hard. It means believing in your heart that you can make choices you are proud of, and always trying your best.</li> </ul> |
| <b>Context challenges</b>          | <p>Panel discussions with the school leaders on review day 1 provided evidence that the following external factors impacted the school's learning and wellbeing outcomes during the 4-year SSP:</p> <ul style="list-style-type: none"> <li>• significant periods of remote and flexible learning during the COVID-19 pandemic</li> <li>• significant challenges to workforce planning with multiple changes to the school's leadership.</li> <li>• decline in enrolment numbers, led to Excess Process during term 4, 2024.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Intent, rationale and focus</b> | <p>Panel analysis of Thomastown West Primary School's NAPLAN Proficiency level data on review day 1 identified that a small percentage of students were achieving in the exceeding proficiency level in Year 3 reading, writing and numeracy and Year 5 writing. Panel analysis of the 2024 School Performance Report demonstrated that based on the revised performance measures for learning, the school was allocated to the improving performance category. The panel concluded that a continued focus on improving student learning outcomes was a priority for future directions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Goal 1</b>     | Improve student learning outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Target 1.1</b> | <p>By 2029, increase the percentage of year 3 students in the exceeding NAPLAN proficiency level:</p> <ul style="list-style-type: none"> <li>• Reading from 9% in 2024 to 17%</li> <li>• Writing from 8% in 2024 to 16%</li> <li>• Numeracy from 4% in 2024 to 12%.</li> </ul> <p>By 2029, increase the percentage of year 5 students in the exceeding NAPLAN proficiency level:</p> <ul style="list-style-type: none"> <li>• Writing from 20% in 2024 to 25%.</li> </ul> <p>By 2029, increase the percentage of year 5 students in the strong and exceeding NAPLAN proficiency level:</p> <ul style="list-style-type: none"> <li>• Reading from 66% in 2024 to 70%</li> <li>• Numeracy from 46% in 2024 to 52%.</li> </ul> |
| <b>Target 1.2</b> | <p>By 2029, increase the percentage of year 5 students achieving at and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from xx% (202x) to x%</li> <li>• Writing from xx% (202x) to xx%</li> <li>• Numeracy from xx% in (2022) to xx%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Target 1.3</b> | <p>By 2029, increase the percentage of year 1 to year 6 students achieving at or above expected growth against the Victorian Curriculum according to Teacher Judgements for: J</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 64% (2024 average from Year 1-6) to 76%</li> <li>• Writing from 67% (2024 average from Year 1-6) to 72%</li> <li>• Mathematics 2.0 from xx% (202x average from Year 1-6) to xx%</li> </ul> <p><i>Placeholder target to be confirmed when data becomes available.</i></p>                                                                                                                                                                                               |
| <b>Target 1.4</b> | <p>By 2029, increase the proportion of positive responses on the SSS for the measures of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 62% (2024) to 67%</li> <li>• Cultural leadership from 69% (2024) to 81%</li> <li>• Instructional leadership from 80% (2024) to 85%</li> <li>• Visibility from 55% (2024) to 75%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Target 1.5</b> | <p>By 2029, increase the proportion of positive responses on the AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 73% (2024) to 79%</li> <li>• Managing bullying from 69% (2024) to 78%</li> <li>• Stimulated learning from 77% (2024) to 85%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <b>Key Improvement Strategy 1.a</b><br>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 | Refine and embed a model of distributive and shared leadership that builds a high level of trust, empowerment and agency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Key Improvement Strategy 1.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            | Continue to build and embed staff capability to consistently implement the Victorian Curriculum 2.0 and the VTLM 2.0 with rigor and fidelity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Key Improvement Strategy 1.b</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Key Improvement Strategy 1.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Key Improvement Strategy 1.c</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities          | Continue to refine and embed a whole school approach to use evidence to inform teaching, learning, engagement and wellbeing practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Key Improvement Strategy 1.c</b><br>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 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Goal 2</b>                                                                                                                                                                                                      | Maximise student wellbeing outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Target 2.1</b>                                                                                                                                                                                                  | By 2029, increase the proportion of positive responses to the SSS for the following factors: <ul style="list-style-type: none"> <li>• Parent and community involvement from 69% (2024) to 73%</li> <li>• Trust in students and parents from 51% (2024) to 64%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Target 2.2</b>                                                                                                                                                                                                  | By 2029, increase the proportion of positive response scores on the AToSS for the following factors: <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 72% (2024) to 77%</li> <li>• Respect for diversity from 72% (2024) to 80%</li> <li>• Sense of connectedness from 73% (2024) to 79%</li> <li>• Sense of inclusion from 80% (2024) to 86%</li> <li>• Student voice and agency from 66% (2024) to 73%.</li> </ul> Maintain the proportion of positive response scores on the AtoSS for the measure of: <ul style="list-style-type: none"> <li>• Attitudes to attendance at 85% (2024).</li> </ul> |

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| Target 2.3                                                                                                                                                                          | By 2028, increase the proportion of positive response scores on the POS for the factor Parent participation and engagement from 73% (2024) to 82%.                                                                                               |
| Target 2.4                                                                                                                                                                          | By 2029, increase the percentage of Foundation to Year 6 students with attendance at 95% or higher from 10% (2024) to 15%<br>By 2029, decrease the percentage of Foundation to Year 6 students with attendance below 70% from 18% (2024) to 14%. |
| <b>Key Improvement Strategy 2.a</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Continue to refine and embed a whole school approach to enable students to have agency in their learning.                                                                                                                                        |
| <b>Key Improvement Strategy 2.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Continue to refine and embed staff capability to implement adjustments that engage and support all students with diverse learning, wellbeing and inclusion needs.                                                                                |
| <b>Key Improvement Strategy 2.b</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion               |                                                                                                                                                                                                                                                  |