

# School Strategic Plan 2024-2028

Preston North East Primary School (4764)



Submitted for review by John-mark Gook (School Principal) on 23 October, 2024 at 09:26 AM  
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 30 October, 2024 at 01:39 PM  
Endorsed by Cassandra Riley (School Council President) on 30 April, 2026 at 03:11 PM

# School Strategic Plan - 2024-2028

Preston North East Primary School (4764)

<b>School vision</b>	Preston North East Primary School’s vision is “Learning and Growing Together”. Our school prides itself on providing the best possible start for our students as they prepare for their future endeavours. The school council strongly believes in affordable education for all students and have committed to limiting family expenses where possible. We embrace families from every corner of the globe. Our school staff and student body celebrate and embrace this cultural and religious diversity. Understanding that each of our students brings something special and all are enriched by the experience of belonging together and learning from each other. Our accomplished and energetic staff will help our students to grow by providing an environment where children can develop their full potential. Our curriculum and school programs aim to produce not just outstanding students but outstanding people. Our school has a tradition of high-level academic achievement in Literacy and Numeracy, with many of our children producing excellent results on a state and national scale. Our school community embraces the diverse cultural background of our students. Preston North East Primary School’s mission is to provide a caring and challenging learning environment that equips children with necessary skills to become valued members of the community.
<b>School values</b>	Preston North East Primary School’s values are Excellence, Persistence, Respect and Resilience To aim for individual excellence To be confident and persistent To respect and value others To be resilient
<b>Context challenges</b>	Our school community is quite culturally diverse. 10% of our students have a first nations background. These students have extra support through targeted funding programs which is utilised by providing extra Literacy and Numeracy support. Over 50% of our community has an EAL background and therefore may not have the English language support at home as other students. We provide intensive EAL support for students who require this and all staff are trained in EAL teaching practice which has been used as effective in lifting the standard of Literacy teaching across the school. We have several children in Out of Home care and others where DFFH is involved. Our wellbeing program is tailored towards supporting these vulnerable cohorts and giving them the best opportunity to succeed at our school. Our local community is experiencing significant demographic change at the moment. Many more affluent families are purchasing properties in the area and we are working to meet their increased academic expectations along with the declining levels of equity finding which is accompanying this change. Stabilising enrolments numbers is a key short term challenge for the school.

**Intent, rationale and focus**

Intent: Our school aims to provide a higher quality educational experience for students. We want our classrooms to cater for greater academic diversity by ensuring staff can cater for the widening range of abilities in their classrooms. The improved use of feedback by staff will increase student engagement and cognitive self-awareness.

Rationale: As a community with students from an EAL background, trauma background and increasingly more educated backgrounds the range of cognitive diversity in our class rooms will only be broadening in coming years. Our review has indicated our staff can improve the use of targeted differentiation in their planning and teaching and this will be fundamental in supporting all our students in the coming years. The use of teacher feedback will ensure students are more cognisant of their learning progress, next steps and how they can improve their academic results. This will be a key plank in improving student engagement over the life of this strategic plan.

Focus: The leadership team will work hand in hand with staff to see the development of these processes in coming years in order to achieve the targets set out in our Strategic Plan.

Year 1: Focus on implementing clear and consistent instructional models which is underpinned through planning. Consistent planning processes and documents throughout the school will be an important part of this process which fits in nicely with the schools alignment with the VTLM 2.0. Collaborative planning is key focus. Implementation of the Maths curriculum 2.0 and a solidifying of the synthetic Phonics program throughout the school will occur.

Year 2: An increased focus on teacher student feedback will accompany the new planning documentation. This again lines with the VTLM 2.0 which we will be embedding through the school. Processes put in place to ensure all areas of the school are implementing student feedback processes. Revisiting and consolidating the F-2 model of Literacy throughout the school will be important.

Year 3: Implementing the use of peer observations to ensure the planning standards are maintained and feedback processes are being implemented consistently.

Year 4: Consolidating on the progress made so far and reflecting on where to next in line with a new strategic plan.

# School Strategic Plan - 2024-2028

Preston North East Primary School (4764)

<b>Goal 1</b>	To improve student learning outcomes in Numeracy and Literacy
<b>Target 1.1</b>	By 2028, increase the percentage of students in the NAPLAN Strong or Exceeding proficiency in: <ul style="list-style-type: none"><li>• Year 3 - Reading from 56% (average 2023-2024) to 62%</li><li>• Year 5 - Reading from 61% (average 2023-2024) to 65%</li></ul>
<b>Target 1.2</b>	By 2028, increase the percentage of students demonstrating medium or high growth in NAPLAN Reading in: <ul style="list-style-type: none"><li>• Year 3 - from XX% (2024) to YY%</li><li>• Year 5 - from XX% (2024) to YY%</li></ul>
<b>Target 1.3</b>	<ul style="list-style-type: none"><li>• By 2028, the percentage of Foundation to Year 6 students above age expected level by Teacher Judgement in Reading, will increase from 26% (2023) to 30%</li><li>• By 2028, the percentage of students below age expected level, by Teacher Judgement in Reading, Foundation to Year 6 will decrease from 22% (2023) to 18%</li></ul>
<b>Target 1.4</b>	By 2028, increase the percentage of students in the NAPLAN 'Exceeding' proficiency level of Writing in: <ul style="list-style-type: none"><li>• Year 3 - from 6% (average 2023-2024) to 10%</li><li>• Year 5 - from 10% (average 2023-2024) to 14%</li></ul>

<b>Target 1.5</b>	<p>By 2028, increase the percentage of students demonstrating medium or high growth in NAPLAN Writing in:</p> <ul style="list-style-type: none"> <li>• Year 3 - from XX% (2024) to YY%</li> <li>• Year 5 - from XX% (2024) to YY%</li> </ul>
<b>Target 1.6</b>	<ul style="list-style-type: none"> <li>• By 2028, the percentage of students above age expected level, by Teacher Judgement in Writing, Foundation to Grade 6 will increase from 15% (2023) to 20%</li> <li>• By 2028, the percentage of students below age expected level, by Teacher Judgement in Writing, Foundation to Grade 6 will decrease from 31% (2023) to 26%</li> </ul>
<b>Target 1.7</b>	<p>By 2028, increase the percentage of students in the NAPLAN 'Strong or Exceeding' proficiency level of Numeracy in:</p> <ul style="list-style-type: none"> <li>• Year 3 - from 46% to 60%</li> <li>• Year 5 - 48% to 60%</li> </ul>
<b>Target 1.8</b>	<p>By 2028, the percentage of students demonstrating medium or high benchmark growth in NAPLAN Numeracy in:</p> <ul style="list-style-type: none"> <li>• Year 3 - from XX% (2024) to YY%</li> <li>• Year 5 - from XX% (2024) to YY%</li> </ul>
<b>Target 1.9</b>	<p>By 2028, the percentage of students above age expected level, by Teacher Judgement in Mathematics, Foundation to Grade 6 will increase from XX% (2025) to YY%</p>

<b>Target 1.10</b>	By 2028, the percentage of students below age expected level, by Teacher Judgement in Numeracy, Foundation to Grade 6 will decrease from XX% (2025) to YY%
<b>Target 1.11</b>	By 2028, positive endorsement of the AToSS factor Stimulated Learning will increase from 78% (2023) to 85%
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen data literacy in order to inform teaching and learning
<b>Key Improvement Strategy 1.a</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	
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</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	
<b>Goal 2</b>	Enhance student wellbeing
<b>Target 2.1</b>	By 2028, increase the positive endorsement (Years 4 to 6) of the AToSS Social Engagement factors: <ul style="list-style-type: none"> <li>• Sense of Connectedness from 81% (2024) to 85%</li> <li>• Student Voice and Agency from 72% (2024) to 80%.</li> </ul>
<b>Target 2.2</b>	By 2028, positive endorsement (Years 4 to 6) of the AToSS factor Managing Bullying will increase from 76% (2024) to 85%.
<b>Target 2.3</b>	By 2028, the percentage of 20 or more absent days students in Prep to Year 6 will decrease from 40% (2023) to 35%
<b>Target 2.4</b>	By 2028, increase the positive endorsement of the SSS factors: <ul style="list-style-type: none"> <li>• Collective efficacy from 79% to 81%</li> <li>• Collaboration from 76% to 85%</li> </ul>
<b>Key Improvement Strategy 2.a</b>	Strengthen consistent implementation of prioritised wellbeing practices

<p>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</p>	
<p><b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 2.b</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</p>	<p>Empower students to exercise voice and agency in collaboration with their teachers to support the enhancement of student learning and wellbeing</p>
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a whole school approach to support student wellbeing</p>

**Key Improvement Strategy 2.c**  
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

