

School Strategic Plan 2025-2029

Scoresby Primary School (1028)



Submitted for review by Susan Hartley (School Principal) on 24 November, 2025 at 10:41 AM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 26 November, 2025 at 10:47 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

Scoresby Primary School (1028)

School vision	At Scoresby Primary School, we create tomorrow's thinkers and leaders. Learning has purpose, every child thrives and belonging is at the HEART of our inclusive community. Learn, thrive, belong @ Scoresby Primary School.
School values	Our H.E.A.R.T. values are embedded across our school community. We want all student at SPS to have a strong knowledge and understadning of our school values. Each week at assembly students are recognised for showing their HEART values. Each term we present academic Excellence awards to students who make extra efforts to improve. H- Honesty E- Excellence A- Acceptance R- Respect T-Trust
Context challenges	<p>Scoresby Primary School (SPS) is a small school located in Melbourne's eastern suburbs. The school provides an inclusive environment that empowers all students to become confident, successful, and independent lifelong learners. In recent years, the school has experienced significant changes in enrolment, with numbers declining from eight classes in 2025 to a projected five in 2026 and beyond. This reduction is largely due to families relocating outside the area to access secondary school zones and rising rental costs. The changing demographics have resulted in an increase in the number of students from disadvantaged backgrounds.</p> <p>Scoresby PS has a number of students supported under the Disability Inclusion (DI) model, requiring a strong focus on differentiated teaching, classroom adjustments, and targeted intervention. The school also supports a small number of Koorie students and students from English as an Additional Language (EAL) backgrounds. These cohorts are well supported through Individual Education Plans, Student Support Groups, and tailored programs; however, they continue to require significant staff and resource commitment.</p> <p>A key challenge for the school is the implementation of the Victorian Teaching and Learning Model (VTLM) 2.0. While the staff are familiar with the model and have begun professional learning focused on cognitive load theory and working</p>

	<p>memory, consistent application across classrooms is still developing. Teachers are deepening their understanding of the elements of learning—retention and recall, attention/focus/regulation, knowledge and memory, and mastery and application—and the elements of teaching—planning, enabling learning, explicit teaching, and supported application. The school is developing a revised instructional model to align with these principles.</p> <p>Other challenges identified through the review and self-evaluation include:</p> <ul style="list-style-type: none"> • Strengthening teacher capability in curriculum planning, assessment, and pedagogy aligned with VTLM 2.0. • Addressing literacy and numeracy outcomes, particularly for students requiring extension in mathematics and writing. • Embedding consistent feedback and peer observation practices to improve teaching quality. • Rebuilding student connectedness and wellbeing following declines in Attitudes to School Survey results. • Managing reduced staffing and resource capacity resulting from declining enrolments. <p>Despite these challenges, the school has a dedicated staff team committed to improving outcomes for all students through evidence-based practice, collaborative learning, and strong community partnerships.</p>
<p>Intent, rationale and focus</p>	<p>Scoresby Primary School aims to maximise learning growth for every student by strengthening teacher practice through the implementation of the Victorian Teaching and Learning Model (VTLM 2.0). The school seeks to develop confident, engaged, and resilient learners who are active participants in their learning and connected to their school community.</p> <p>Our intent is to:</p> <ul style="list-style-type: none"> • Embed evidence-based teaching aligned with the VTLM 2.0. • Build teacher capability in curriculum planning, assessment, and differentiation. • Strengthen student wellbeing, engagement, and voice. • Foster meaningful connections between students, families, and the wider community. <p>The school review identified variability in literacy and numeracy outcomes and a need to ensure consistent implementation of the instructional model across all classrooms. While staff have strong collegial relationships and an established PLC culture, feedback and peer observation are not yet consistent.</p> <p>Attos Data also highlighted a decline in student engagement and connectedness, alongside a cohort of students requiring additional support through Disability Inclusion and intervention programs. Implementing VTLM 2.0 provides an opportunity to build shared understandings of how students learn—focusing on cognitive load, working memory, and retention and recall—and to strengthen consistency of practice.</p>

By embedding the elements of learning and teaching from VTLM 2.0, and deepening teacher capability in using assessment and data, the school can ensure high-quality, inclusive learning experiences for all students. Strengthening wellbeing and engagement is equally critical to rebuild connectedness and ensure that every student feels a sense of belonging, purpose, and voice.

Over the next four years, the school will prioritise two interrelated goals:

1. To maximise learning growth for all students.
2. To strengthen student wellbeing and engagement.

The plan will unfold in progressive stages:

Year 1 (2026): Building Foundations

- Implement the revised instructional model aligned with VTLM 2.0.
- Build staff understanding of the elements of learning and teaching.
- Further develop a school-wide Playbook to define shared, consistent teaching practices in each classroom.
- Prioritise school growth by implementing a proactive enrolment strategy.

Year 2 (2027): Embedding Consistency

- Consolidate the instructional model through peer observation, feedback, and coaching.
- Embed school wide, Playbook practices.
- Develop targeted approaches for high ability learners in literacy and numeracy.
- Strengthen student voice and agency within classroom learning.

Year 3 (2028): Enhancing Impact

- Use data to refine instructional practice and measure growth.
- Extend professional learning in curriculum design and assessment.
- Strengthen wellbeing and engagement programs with a focus on connection and inclusion.
- Monitor targeted extension for high ability students in literacy and numeracy.
- Build partnerships with families and community to support learning and engagement.

Year 4 (2029): Sustaining Improvement

- Monitor, impact and refine whole-school approaches through PLC.
- Strengthen student leadership, voice, and agency in learning and wellbeing.
- Celebrate progress and review the impact to inform the next School Strategic Plan.

--	--

School Strategic Plan - 2025-2029

Scoresby Primary School (1028)

Goal 1	To maximise learning growth for all students.
Target 1.1	<p>By 2029, maintain the percentage of students achieving NAPLAN High Student Relative Learning Growth (high and medium) in Reading, Writing and Numeracy.</p> <ul style="list-style-type: none">• Reading 84% (2025)• Writing 89% (2025)• Mathematics 89% (2025)
Target 1.2	<p>By 2029, maintain or increase the percentage of students making more than 12 months growth according to teacher judgements, against the Victorian Curriculum for:</p> <ul style="list-style-type: none">• Reading at 30% (2024)• Writing from 24% to 30% (2024)• Mathematics 2.0 at 30% (2024) <p>By 2029, decrease the percentage of students making less than 12 months growth according to teacher judgements, against the Victorian Curriculum for Mathematics - to be confirmed once we have 12 months progress.</p>
Target 1.3	<p>By 2029, increase the percentage of positive responses to the School Staff Survey (SSS) for factors:</p> <ul style="list-style-type: none">• Teaching learning evaluation from 96% (2025) to 97%• Teacher collaboration from 77% (2025) to 83%• Peer feedback from 84% (2025) to 88%• Discuss problems of practice from 70% (2025) to 85%• Time to share content knowledge from 80% (2025) to 85%• Plan differentiated activities from 90% (2025) to 93%.

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed pedagogy in line with the Victorian Teaching and Learning Model (VTLM 2.0).
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 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher knowledge, capability and implementation of the curriculum in line with the Victorian Curriculum.
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 Systematic use of assessment strategies and measurement practices	
	Embed a consistent approach to diagnostic, summative and formative assessments to meet individual student needs.

to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Strengthen student wellbeing and engagement.
Target 2.1	<p>By 2029, increase the percentage of positive student responses to the Attitudes to School Survey (AtoSS) for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 72% (2025) to 80% • Student voice and agency from 65% (2025) to 70% • Teacher concern from 69% (2025) to 80% • School Connectedness from 66% (2025) to 75%.
Target 2.2	<p>By 2029, increase the percentage of positive responses to the Parent/Caregiver/Guardian Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Participation and involvement from 68% (2024) to 75% • Stimulating learning environment from 57% (2024) to 70% • School pride and confidence from 64% (2024) to 75% • Student wellbeing and support from 78% (2024) to 85% • Teacher communication from 56% (2024) to 70%.
Target 2.3	<p>By 2029, increase the percentage of positive responses to the School Staff Survey (SSS) for the factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 78% (2025) to 84% • Trust in students and parents from 73% (2025) to 80% • Cultural leadership from 82% (2024) to 85% • Student feedback to improve practice from 50% (2025) to 75%.
Key Improvement Strategy 2.a	Develop student, family and community connections and engagement.

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>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</p>	
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build capabilities of staff to connect with students and innovate in the classroom to improve engagement.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c</p>	<p>Further develop student voice and agency in their learning, engagement and wellbeing.</p>

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed wellbeing approaches across the school.</p>