

School Strategic Plan 2025-2029

Melton West Primary School (5036)



Melton West

PRIMARY SCHOOL

Submitted for review by Michelle Costa (School Principal) on 21 November, 2025 at 12:14 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 30 November, 2025 at 12:51 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	Together we create an inclusive community that celebrates diversity, sparks curiosity and empowers every learner to thrive.
School values	Melton West Primary School's values are respect, kindness, teamwork and responsibility.
Context challenges	<p>The key challenges arising from the school review include:</p> <ul style="list-style-type: none">- continued high absenteeism of students.- high proportion of teachers with limited experience, which impacts their ability to be responsive whilst teaching, identifying and meeting the needs of students at their point of need.- difficulty retaining staff, which impacts our ability to embed practice across the school consistently, and with fidelity. This retention problem includes staff new to the profession moving on to new school after gaining experience.- the uncertainty in staffing has made it difficult to provide a consistent and predictable environment that the diverse student population requires and to provide specialists interventions including effective EAL support.- our ability to further the professional learning of staff is hampered when we continuously need to go over previous learning due to the staff changes.- intensive work by leadership team to build teacher capacity.- a small proportion of experienced teachers have a fixed mindset, which hampers their openness and willingness to try new strategies that are based on current research.- low staff efficacy around working with the large number of children with challenging behaviours, impacting the wellbeing and learning of students and staff.- the introduction of the Zen Zone as a strategy to support students with challenging behaviours, and to support students to co-regulate, has created a level of learnt helplessness with staff. Empowering staff to have the confidence and skills to co-regulate with students and identify the individual needs of students is a challenge.
Intent, rationale and focus	<p>We are working to create calm and orderly environments, across all learning areas, focussing on tier 1 strategies implemented with fidelity.</p> <p>We are also focussing on increasing learning time by minimising disruptions through having clear routines and transition across every learning space.</p> <p>We need to increase our staff's understanding of VTLM 2.0 and adapt our current Instructional Model to reflect this.</p>

This is important because providing a calm and orderly classroom environment where students feel safe is critical in improving outcomes for all. Also, further professional learning, support in classrooms, alongside appropriate and accurate documentation is needed to ensure consistent routines and expectations are implemented, in order to reduce lost learning time and escalating behaviour that are stressful for students and teachers. Having learning presented at an engaging pace, through explicit teaching, with a gradual release of instruction, and enough time for students to work on tasks independently is required for students to develop agency and independence, with tasks that are at their point of need. Routines that ensure lessons begin in a timely manner, as well as transitions in different parts of the lesson, is also essential.

We will prioritise:

- a focus on understanding the VTLM 2.0.
- creating a consistent teaching and learning model across all learning spaces.
- developing effective routines and transitions, conducting environmental audits and ensuring these are implemented consistently in order to reduce variability across classrooms.
- building our collective understanding and capability of inclusive practices, embedding this in every learning space.
- ensuring a consistent approach to the teaching of phonics, through explicit instruction, to ensure consistency.

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Goal 1	Improve learning outcomes in literacy and numeracy.
Target 1.1	<p>By 2029 increase the percentage of students achieving exceeding or strong NAPLAN proficiency levels for:</p> <ul style="list-style-type: none"> • Year 3 Reading from 28% in 2024 to 40% • Year 3 Numeracy from 30% in 2024 to 41% • Year 5 Reading from 40% in 2024 to 51% • Year 5 Numeracy from 23% in 2024 to 34%.
Target 1.2	<p>By 2029, increase the percentage of students achieving at or above age expected level against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Reading from 51% in 2024 to 73% • Numeracy from 49% in 2024 to 68% <p>By 2029, increase the percentage of Koori students achieving at or above age expected level against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Reading from 39% in 2024 to 70% • Numeracy from 40% in 2024 to 71%
Target 1.3	<p>By 2029, increase the percentage of students achieving high and medium benchmark growth (Semester 1 to Semester 1) against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Reading from 57% in 2025 to 68% • Numeracy from 60% in 2025 to 71%
Target 1.4	By 2029, increase (or maintain) the positive endorsement by staff for the School Staff Survey factors:

	<ul style="list-style-type: none"> • Understand how to analyse data 67% in 2024 to 76% • Time to share pedagogical knowledge from 78% in 2024 to 82% • Discuss problems of practice from 78% in 2024 to 82% • Maintain 'Instructional leadership' at 84% (2024)
<p>Target 1.5</p>	<p>By 2028, increase the positive endorsement by Years 4-6 students of the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of confidence from 71% in 2024 to 77% • Stimulated learning from 75% in 2024 to 80% • Differentiated learning challenge from 82% in 2024 to 86%
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build teacher capacity to implement effective pedagogical practices in line with the Victorian Teaching and Learning Model V2.0 and phonics instruction F-2. Initially use a basic lesson structure with timings and phase in further elements of the VTLM 2.0 over two years.</p>
<p>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</p>	
<p>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</p>	
<p>Strengthen PLC processes and teacher knowledge of curriculum and assessment practices to analyse data to inform differentiated teaching and learning.</p>	

<p>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</p>	
<p>Key Improvement Strategy 1.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</p>	<p>Review and adapt engaging pace and timing in the instructional model to embed differentiated teaching and opportunities for agency.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>Enhance student wellbeing and connectedness to school.</p>
<p>Target 2.1</p>	<p>By 2029, increase the percentage of positive endorsement by Years 4-6 to the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> • Sense of connectedness from 61% in 2025 to 75% • Effective classroom behaviour 61% in 2025 to 75% • Emotional awareness and regulation from 74% in 2024 to 80% • Managing bullying from 62% in 2024 to 70% • Attitudes to attendance from 81% in 2024 to 85%.

Target 2.2	<p>By 2029, increase or maintain the positive endorsement by staff to the School Staff Survey factors of:</p> <ul style="list-style-type: none"> • Collective efficacy from 64% in 2024 to 74% • Maintain 'Collective responsibility' at 86% (2024) • School support for staff physical safety from 55% in 2024 to 68%.
Target 2.3	<ul style="list-style-type: none"> • By 2029, reduce the percentage of students with 20 or more absent days from 49% in 2024 to 38% • By 2029, increase the average attendance rate (all students) from 85.8% in 2024 to 90% • By 2029, increase the average attendance rate (Koorie students) from 86.2% (2024) to 91%
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>Continue to refine minor major and minor behaviours with classroom and Education Support staff. Consistent implementation of school wide processes and effective responses to major and minor behaviours.</p>
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 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.b	<p>Provide professional learning for staff to confidently support and motivate all students using Positive Classroom Management Strategies and the well-being elements of the VTLM 2.0.</p>

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</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>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance educational partnerships and communications between staff and parents to impact whole school community values to strengthen student resilience, respect of others, and emotional awareness and regulation</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	