School Strategic Plan 2026-2030

Keelonith Primary School (5412)

Submitted for review by Matthew Cook (School Principal) on 01 September, 2026 at 02:50 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 01 September, 2026 at 03:18 PM
Endorsed by Daniel Wright (School Council President) on 05 October, 2026 at 06:18 PM

VICTORIA State Government | Education and Training

School Strategic Plan - 2026-2030

Keelonith Primary School (5412)

School vision	KPS - Learning without limits. Be curious/ Be caring/ Fly high/ Find joy Our mission is for every learner to have every opportunity to lead a successful and fulfilling life. Our vision is to create a learning community where everyone is valued and celebrated and has the right to learn, excel and find joy in a safe, accessible and stimulating learning environment in which passion and curiosity are sparked through authentic experiences. KPS is a school which is focused on providing an environment which is universally designed for every learner socially, academically and physically, regardless of their personal circumstances to access the learning they require at their point of need. We believe that every child has the right to learn alongside their same age peers at their local neighbourhood school. Learning is focused on each child's zone of proximal development, their interests and we believe that every child must have agency in their learning journey. Learning is not done to students at KPS but is co-designed in collaboration with students, families and teachers to engage every learner to take responsibility for themselves and their learning journey.
School values	School Values which we aim to develop in every learner of any age at KPS. Inherent in the school values is that we CHEER for everyone to be the best they can be Compassion- care, kindness, empathy Honesty- be true to self and others, trust Equity- each learner has what they need to learn, excel and find joy Encouragement- work together to support and cheer on our peers Respect- self, others, the environment and learning

Context challenges	Keelonith Primary School is a Supported Inclusion School (SIS) located in Greenvale, with an SFOE of 0.3490 placing it in the mid range. The proportion of disadvantaged students remained relatively constant at 13%, and those with English as an additional language (EAL) at 39%. Enrolment has held steady over the past four years, and our workforce is characterised by a range of graduate teachers and experienced teachers who are all supported by a highly collaborative leadership team. Since our last review, the school has experienced a change in principal, continued our pedagogical learning and wellbeing approach, and increased a consistency in practices across the school. Challenges - Staffing continues to present challenges, influenced by the school's location, a limited understanding among some applicants of the nature of an inclusive school setting, and ongoing workforce shortages across the teaching profession. - A lack of clarity and clear communication around the definition and purpose of SIS schools to the wider community. - A need for ongoing communication and active engagement from the community around student learning needs (attendance, SSG, school events, school newsletter)
Intent, rationale and focus	Intent Fundamental to the values and philosophies of the Keelonith school community is the notion that all children have a right to access a quality and equitable educational experience at their local community school. It is our intent to ensure that all students in our care receive best practice and pedagogy that is aligned to the Victorian Curriculum so that they may develop into independent, resilient and resourceful adults. Rationale Throughout the review process, the school analysed a range of evidence sources. This analysis identified significant improvement in student learning growth across reading, writing and mathematics, supported by the collaborative development of curriculum and the implementation of evidence-based teaching practices. The school has also continued to strengthen inclusive practices and foster a safe, positive learning environment that supports student wellbeing and belonging. Through an ongoing commitment to evidence-informed improvement, the school will continue to strengthen curriculum, assessment and teaching practices, build collective efficacy across staff, and enhance partnerships with families. These priorities will support improved outcomes for all students and ensure every learner has the opportunity to thrive academically, socially and emotionally. Focus The panel agreed the key areas of focus to improve student learning and wellbeing outcomes were continuing to: · develop and document the curriculum and schoolwide learning and wellbeing approaches to embed a multitiered system of support and positive classroom management strategies (PCMS)

	· strengthen systems and processes to use data to inform responsive, high-impact instruction aligned to the Victorian Curriculum and VTLM 2.0 · clarify instructional leadership roles and build leader capability · enable student ownership of, and deeper engagement, in their learning.

School Strategic Plan - 2026-2030

Keelonith Primary School (5412)

Goal 1	Improve student learning outcomes.
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	Refine and embed the whole-school curriculum to ensure the consistency of high-quality content across classrooms.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	Strengthen and embed pedagogical practices aligned to the Victorian Teaching and Learning Model (VTLM) 2.0 to ensure high-quality responsive teaching.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop purposeful assessment practices to inform high-quality responsive teaching.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Target 1.1	By 2030, increase the percentage of students achieving strong and exceeding NAPLAN proficiency levels for:

Cohort	**Focus or factor**	**Baseline**	**Year/s**	**Target**
Year 3	Reading	48%	2026	60%
	Writing	63%	2026	75%
	Numeracy	53%	2026	61%
Year 5	Reading	72%	2026	76%
	Writing	72%	2026	74%
	Numeracy	65%	2026	69%

Target 1.2	By 2030, increase the percentage of students meeting or exceeding expected NAPLAN benchmark growth for:

	*Placeholder target to be determined when data becomes available **Cohort** / **Focus or factor** / **Baseline** / **Year** / **Target** Years 3-5 / Reading / XX% / 202X / XX%* Years 3-5 / Writing / XX% / 202X / XX% Years 3-5 / Numeracy / XX% / 202X / XX%
Target 1.3	By 2030, increase the percentage of students achieving at or above expected teacher judgement growth (semester 2 to semester 2) for: **Cohort** / **Focus or factor** / **Baseline** / **Year** / **Target** Years 1 to 6 / Reading and viewing / 86% / 2025 / 89% Years 1 to 6 / Writing / 72% / 2025 / 76% Years 1 to 6 / Mathematics 2.0 / 75% / 2025 / 79%
Target 1.4	By 2030, increase the percentage positive endorsement for Attitudes to School Survey (AtoSS) factors: **Cohort** / **Focus or factor** / **Baseline** / **Year** / **Target** Years 4 to 6 / Student voice and agency / 59% / 2026 / 65% Years 4 to 6 / Stimulated learning / 68% / 2026 / 76% Years 4 to 6 / Effective teaching time / 77% / 2026 / 81% Years 4 to 6 / Differentiated learning challenge / 81% / 2026 / 85% Years 4 to 6 / Effort / 75% / 2026 / 79%
Target 1.5	By 2030, increase or maintain the percentage positive endorsement for School Staff Survey factors:

	Cohort	**Focus or factor**	**Baseline**	**Year**	**Target**
	All staff	Academic emphasis	68%	2025	72%
		Professional learning through peer observations	43%	2025	51%
		Teacher collaboration	78%	2025	82%
		Use student feedback to inform practice	71%	2025	75%
		Use data for curriculum planning	90%	2025	90%
Goal 2	Improve student wellbeing outcomes.				
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed whole school multi-tiered systems of support to effectively respond to student engagement and wellbeing needs				
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 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Improve parent partnerships to support student learning and wellbeing				
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to					

support student learning, wellbeing and inclusion	
Target 2.1	By 2030, increase the percentage positive endorsement for AtoSS factors: **Cohort** / **Focus or factor** / **Baseline** / **Year** / **Target** Years 4 to 6 / Effective classroom behaviour / 72% / 2026 (preliminary data) / 76% Years 4 to 6 / Sense of connectedness / 69% / 2026 (preliminary data) / 73% Years 4 to 6 / Emotional awareness and regulation / 73% / 2026 (preliminary data) / 77% Years 4 to 6 / Teacher concern / 64% / 2026 (preliminary data) / 68%
Target 2.2	By 2030, increase the percentage of positive endorsement for Parent/Guardian/Caretaker Opinion Survey factors: **Cohort** / **Focus or factor** / **Baseline** / **Year** / **Target** All parents / Not experiencing bullying / 72% / 2025 / 80% All parents / School pride and confidence / 74% / 2025 / 81% All parents / Parent participation and involvement / 73% / 2025 / 76% All parents / Student motivation and support / 68% / 2025 / 72%
Target 2.3	By 2030, decrease the percentage of student absences: **Cohort** / **Focus or factor** / **Baseline** / **Year** / **Target** Foundation to Year 6 / 10 to 29.5 day absences / 48% / 2025 / 42%