

School Strategic Plan 2025-2029

St Kilda Park Primary School (2460)



Submitted for review by Neil Scott (School Principal) on 05 February, 2026 at 05:17 PM

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Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	<p>At St Kilda Park Primary School, we begin with relationships built on care, kindness and connection. We provide a challenging and supportive education, grounded in evidence-based teaching and high expectations. Together with our families, we celebrate individuality, nurture community connections, and foster a love of learning that prepares our students to thrive.</p> <p>We achieve our vision through explicit, evidence-based teaching, a knowledge-rich curriculum, and consistently high expectations for learning and behaviour. Our teachers work with commitment and consistency, drawing on professional expertise and a positive behaviour model supported by restorative practices. Together with our families and community, we foster sustainability, celebrate creativity and individuality, and create engaging environments where every student can succeed.</p>
School values	<p>Four core values guide community life, teaching, and learning at St Kilda Park Primary School.</p> <p>These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.</p> <p>Pride Pride means working hard, striving for excellence, and being proud of our achievements and effort. It is about recognising our strengths, acknowledging our imperfections, and embracing our potential for growth. Pride is also shown in the way we respect our school environment, contribute positively to our culture, and uphold our shared expectations. It creates a sense of belonging and something special that we all share. Pride is about valuing our own identity, heritage, and traditions, while also showing respect for the diversity of our community.</p> <p>Kindness Kindness means showing respect, care, empathy, honesty, and support for others. It is demonstrated when we include and accept people, celebrate diversity, and value difference. Kindness is seen in the way we share, take turns, apologise when needed, and use empathy and good manners. It is reflected in how we care for our environment and belongings, and in the way we are welcoming and encouraging to others. Above all, kindness means communicating openly and treating everyone with dignity.</p>

	<p>Perseverance Perseverance means staying focused and committed, even when faced with challenges and obstacles. It is shown through dedication, consistency, and a determined mindset. Perseverance is about embracing mistakes as part of the learning process and recognising that success rarely comes easily. It is demonstrated when we think creatively to solve problems, approach tasks with curiosity, and keep going until we reach meaningful outcomes. Curiosity sparks the questions, creativity explores the answers, and perseverance drives us forward to achieve our goals.</p> <p>Creativity Creativity means thinking differently, expressing ideas with confidence, and finding new ways to solve problems. It is about imagination, originality and initiative, and it grows when supported by strong knowledge and understanding. Creativity is shown when we take risks with our ideas, work together to explore possibilities, and approach challenges with open minds. It is built through skill, practice and persistence, and it reflects the individuality and spirit of our school. Creativity can be seen in the vibrancy of our arts programs, in the way students share their unique perspectives, and in our commitment to finding fresh and thoughtful ways to learn and connect.</p>
Context challenges	<p>St Kilda Park Primary School, established in 1882, is situated in the inner bay side suburb of St Kilda within the City of Port Phillip. The school serves a thriving, engaged and largely affluent community, reflected in a low Student Family Occupation and Education (SFOE) index of 0.13, indicating minimal socio-economic disadvantage. While the broader community context is advantaged, our student cohort is diverse in learning profiles, needs and strengths, and includes students with disability and additional needs, English as an Additional Language (EAL) learners, and a small number of Aboriginal Torres Strait Islander students whose cultural safety and inclusion we prioritise through engagement, training and tailored supports.</p> <p>Current enrolments are stable at around 320 students, drawn from a wide range of early childhood settings that contribute to varied school-readiness profiles in Foundation. Since 2025 the school has organised classes into single-year levels, moving away from composite structures to support stronger curriculum sequencing, instruction and assessment fidelity across cohorts. This structural change aligns with our focus on clarity, consistency and coherence of learning, yet requires ongoing refinement in planning, differentiation and teacher collaboration.</p> <p>Physical learning spaces include a heritage two-storey main building, a mix of purpose-built and relocatable classrooms, specialist teaching spaces (library, kitchen garden and kitchen), and a multipurpose room. The school also benefits from nearby parkland and sporting ovals. However, constraints in classroom design, furniture and acoustics remain a challenge in fully implementing highly structured and explicit instructional practice across all environments.</p>

The school's staffing profile includes a Principal, two Assistant Principals, classroom teachers, specialist teachers, targeted education support staff and administrative personnel. Over recent years, leadership and staff have invested significant time in professional learning and collaborative practice to build collective expertise in evidence-informed pedagogy and instructional leadership.

Strong progress over the life of the previous SSP and positive outcomes from the 2025 external School Review affirm that St Kilda Park PS is well positioned to build on its achievements. At the same time, several key challenges have emerged, shaping the context for the next School Strategic Plan.

A central challenge is the scale and pace of change the school has undertaken in recent years. Over the last four years the school has implemented significant structural, pedagogical and curriculum reforms, including the move to single-year levels, the adoption of explicit instruction, alignment with the Victorian Teaching and Learning Model (VTLM) 2.0, and engagement with the Science of Learning research base. The Science of Learning refers to the interdisciplinary body of research from cognitive psychology, neuroscience and education that investigates how students acquire, process and retain knowledge, and uses those insights to inform effective teaching and learning practices. Integrating this evidence into school-wide practice has required deep professional learning, reflective practice and cultural shifts in planning, instruction and assessment.

While staff engagement with this work is strong, the volume and pace of reform have the potential to foster change fatigue, placing pressure on workload, scheduling and the balance between structured instruction and breadth of curriculum. Ensuring consistent implementation across all year levels will require sustained leadership focus and support.

A further challenge is numeracy achievement and pedagogy. Although 2025 NAPLAN and internal data show encouraging improvements following instructional reform, numeracy growth has been less consistent than literacy and remains a focal area for development. Supporting teachers to deepen their confidence, expertise and use of evidence-based strategies in numeracy aligned with Science of Learning principles will be a key strategic priority.

Attendance remains a persistent concern. Despite strong relationships, trust, and high levels of parent satisfaction in the Parent Opinion Survey, student absence rates continue to exceed desired levels and impact learning continuity. Addressing patterns of absences including chronic and discretionary absence will require strengthened partnerships with families, data-informed responses and targeted wellbeing and engagement strategies.

A related challenge lies in assessment and data practices, particularly as instructional models evolve. The shift toward

	<p>formative, real-time assessment (such as regular checks for understanding, phonics checks and use of tools like DIBELS) reflects stronger instructional responsiveness, but also places new demands on teachers' assessment literacy and capacity to interpret, triangulate and act on evidence of learning consistently across classrooms. Ensuring assessment practices keep pace with curriculum and pedagogical reform is a strategic priority.</p> <p>While overall wellbeing outcomes have strengthened, continuing to build engagement, learning confidence and self-regulation remains important as academic expectations increase. Aligning wellbeing supports with instructional quality and developing systems that consistently capture and respond to student feedback will be key focus areas.</p> <p>For students with disability, additional needs, and EAL learners, a challenge is to ensure that tiered supports are consistently responsive and integrated within high-quality Tier 1 instruction. Completion of Disability Inclusion Profiles and partnerships with external therapists and specialists has already enhanced support; however, ensuring these supports are sustained and coordinated within a shared pedagogical framework is an ongoing priority.</p> <p>Finally, as the scope and complexity of school improvement deepen, developing distributed leadership capacity — particularly within middle leadership roles in curriculum, assessment and wellbeing — is critical for sustaining improvements and embedding practice beyond the direct influence of senior leaders.</p>
<p>Intent, rationale and focus</p>	<p>Intent – What is the school trying to achieve? Over the life of the next School Strategic Plan, St Kilda Park Primary School seeks to improve learning achievement and growth for all students while strengthening wellbeing, engagement and inclusion, ensuring every student is known, challenged and supported to succeed.</p> <p>Building on the strong foundations established during the previous SSP, the school's intent is to embed and refine high-quality, evidence-informed teaching and learning practices, with a particular focus on deepening instructional consistency, strengthening numeracy achievement, improving attendance, and enhancing the use of formative assessment to inform next steps in learning.</p> <p>Alongside this, the school aims to sustain and extend a positive climate for learning, where strong relationships, student voice and agency, and inclusive wellbeing supports enable students to develop confidence, self-regulation and a strong sense of belonging.</p> <p>Rationale – Why is this important? The 2025 School Review confirmed that St Kilda Park Primary School has made clear and measurable progress in learning and wellbeing outcomes. Notably, 2025 NAPLAN data shows a strong improvement in Reading and Numeracy</p>

following a period of stagnation and minor decline, indicating that recent instructional reforms grounded in explicit instruction, the Victorian Teaching and Learning Model (VTLM) 2.0, and the Science of Learning are having a positive impact.

At the same time, the review identified important areas for continued improvement. Numeracy outcomes, while improving, remain less consistent than literacy. Attendance continues to impact learning continuity. Assessment practices are evolving alongside significant curriculum and pedagogical change, requiring further refinement to ensure teachers consistently use evidence to adapt instruction and support student growth. As expectations increase, sustaining strong wellbeing outcomes and student engagement remains essential.

The school has undergone a period of significant change over the past four years, including structural reform to single-year levels, major shifts in curriculum and pedagogy, and extensive professional learning for staff. While this change has strengthened teaching practice and student outcomes, the next phase requires consolidation, coherence and sustainability to avoid change fatigue and ensure long-term impact.

Given the school's advantaged context and strong community trust, it is both an opportunity and a responsibility to ensure that high expectations translate into high growth for every learner, including students with disability or additional needs, EAL learners, high-ability students and the small number of Aboriginal and/or Torres Strait Islander students. Strengthening instructional precision, assessment literacy and inclusive support systems is critical to achieving this goal.

Focus – What is being prioritised and how will the plan unfold over four years?

The next School Strategic Plan will focus on deepening and sustaining improvement, rather than introducing large numbers of new initiatives. The plan will unfold in a deliberate and sequenced way across four years, with a strong emphasis on embedding practice, building capability and monitoring impact.

Key priorities include:

Strengthening teaching and learning, with a continued focus on explicit and responsive instruction aligned to VTLM 2.0 and the Science of Learning. This includes consolidating consistent instructional practice across all classrooms and further developing numeracy pedagogy.

Improving assessment and feedback practices, particularly formative assessment, to ensure teachers consistently gather, interpret and act on evidence of learning. This will support more precise differentiation, clearer student goal setting and stronger learning growth.

Embedding multi-tiered systems of support, ensuring high-quality Tier 1 instruction is complemented by targeted Tier 2

and Tier 3 interventions that are well coordinated, evaluated and responsive to student need.

Enhancing wellbeing, engagement and attendance, recognising the strong link between learning success, confidence and wellbeing. This includes maintaining a clear whole-school wellbeing approach, strengthening student voice and agency, and working in partnership with families to improve attendance.

Developing leadership capacity, particularly middle leadership, to support curriculum coherence, assessment consistency and sustained improvement over time.

Across the four years, the plan will move from consolidation to refinement, with early years focused on embedding existing reforms and building shared expertise, followed by deeper evaluation, refinement of practice and targeted extension. Continuous monitoring, use of evidence and engagement with staff, students and families will ensure the Strategic Plan remains responsive and focused on improving outcomes for all learners.

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Goal 1	To improve learning achievement and growth for all students.
Target 1.1	By 2029, increase the percentage of students achieving exceeding proficiency level in NAPLAN in: Year 3 <ul style="list-style-type: none">• Reading from 40% (2025) to 50%• Writing from 22% (2025) to 32%• Spelling from 21% (2025) to 31%• Numeracy from 22% (2025) to 32% Year 5 <ul style="list-style-type: none">• Reading from 42% (2025) to 52%• Writing from 28% (2025) to 38%• Spelling from 11% (2025) to 21%• Numeracy from 15% (2025) to 25%
Target 1.2	By 2029, increase the percentage of students achieving high relative growth in NAPLAN: <ul style="list-style-type: none">• Reading from 7% (2025) to 30%• Writing from 27% (2025) to 30%• Spelling from 38% (2025) to 30%• Numeracy from 21% (2025) to 30%
Target 1.3	By 2029, increase the percentage positive endorsement on the School Staff Survey factors:

	<ul style="list-style-type: none"> • Trust in colleagues from 70% (2025) to 80% • Guaranteed and viable curriculum from 88% (2025) to 90% • Seek feedback to improve performance from 65% (2025) to 75%
Target 1.4	<p>By 2029, maintain the percentage of students at or above age expected level according to Teacher Judgements, against the Victorian Curriculum 2.0 in:</p> <ul style="list-style-type: none"> • Reading and Viewing at 95% (Semester 2, 2024) • Speaking and Listening at 98% (Semester 2, 2024) • Writing at 91% (Semester 2, 2024) • Mathematics 2.0 at 91% (Semester 2, 2024)
<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>Strengthen teachers' capability and confidence to deliver explicit and responsive instruction.</p>
<p>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</p>	
Key Improvement Strategy 1.b	<p>Embed multi-tiered systems of support that enhance student learning and wellbeing.</p>

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and implement a knowledge rich curriculum.
Goal 2	Enhance the wellbeing, inclusion and engagement of all students
Target 2.1	By 2029, increase the percentage positive endorsement on the Attitude to School Survey for: <ul style="list-style-type: none"> • Stimulated learning from 75% (2025) to 80% • School connectedness from 80% (2025) to 85%
Target 2.2	By 2029, increase the attendance rate from 90% (2024) to 95%
Target 2.3	By 2029, increase the percentage positive endorsement on the School Staff Survey factor: <ul style="list-style-type: none"> • Parent and community involvement from 70% (2025) to 74%

	<ul style="list-style-type: none"> • Trust in students and parents from 73% (2025) to 77%
<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>	Embed a whole school approach to wellbeing, inclusion and engagement
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</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>	Enhance the wellbeing, engagement and emotional capabilities of all students
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	