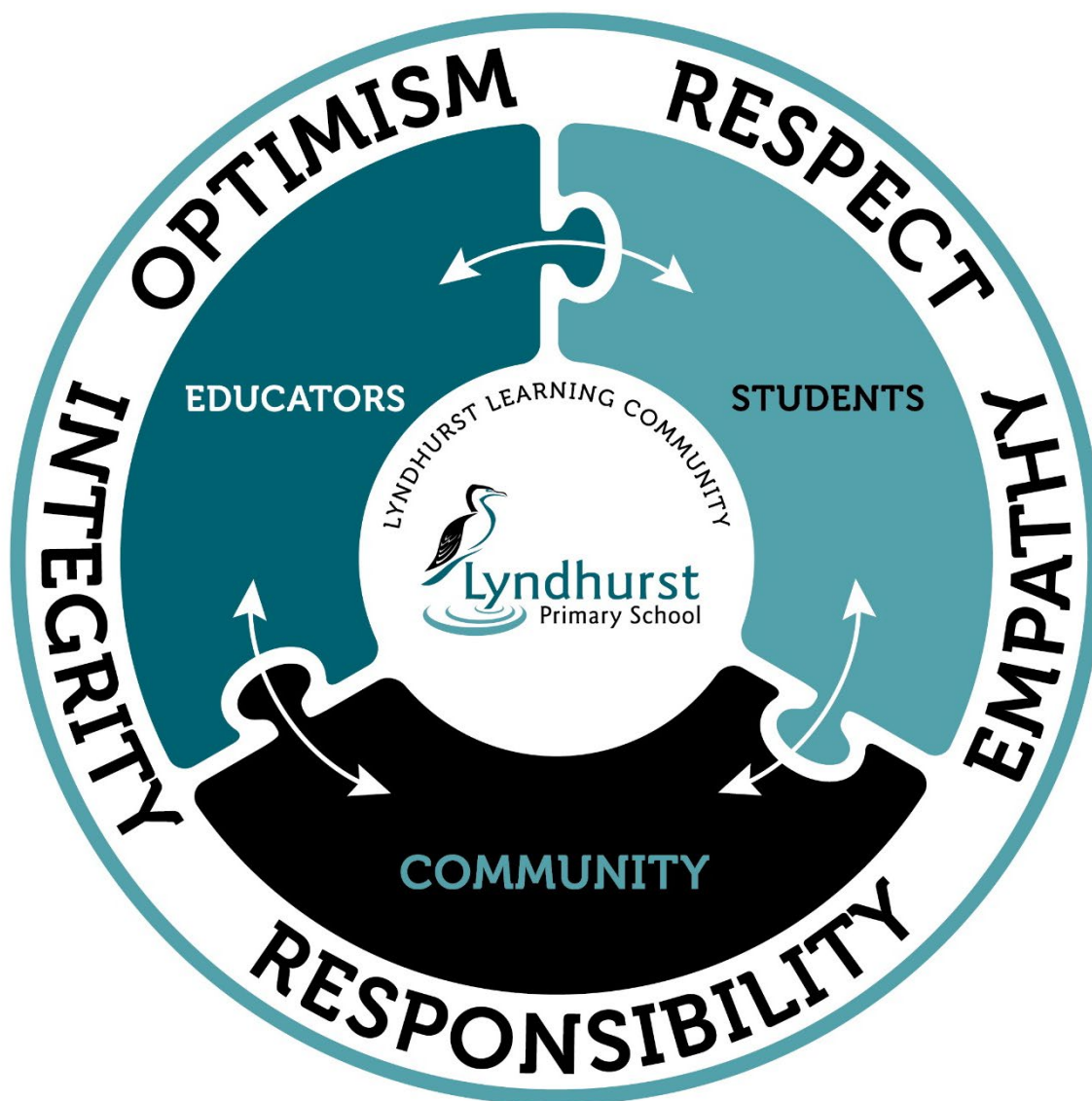


School Strategic Plan 2025-2029

Lyndhurst Primary School (5521)



Submitted for review by Monique Corcoran (School Principal) on 04 March, 2026 at 08:53 AM

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Endorsed by Aden Hogan (School Council President) on 13 March, 2026 at 06:37 PM

School Strategic Plan - 2025-2029

Lyndhurst Primary School (5521)

School vision	For our students to achieve their highest academic, creative, and social potential, to make positive and meaningful contributions to the world around them.
School values	At Lyndhurst Primary School, we are guided by Optimism, Respect, Empathy, Responsibility, and Integrity, which underpin every decision we make and every action we take in support of our students' learning and wellbeing. These values shape the way we work together by establishing shared expectations for behaviour, collaboration, and accountability, creating a positive and inclusive culture. By living these values each day, we remain focused on what matters most - supporting every child to grow, achieve, and thrive. The school values are: • Optimism: We believe in fostering a positive mindset where challenges are seen as opportunities for growth, and every student is encouraged to strive for success. • Respect: We create an environment where everyone feels valued and heard, fostering a culture of kindness, understanding, and appreciation. • Empathy: We teach students to understand and respect different perspectives, promoting compassion and inclusivity. • Responsibility: We empower students to take ownership of their learning, actions, and contributions to the school and wider community. • Integrity: We encourage honesty, accountability, and strong moral principles in all aspects of school life.
Context challenges	Lyndhurst Primary School is a growing and dynamic learning community focused on improving outcomes for all students academically, socially, and emotionally. The school is committed to strengthening leadership practice, embedding consistent, high quality teaching aligned to the VTLM 2.0 and the Victorian Curriculum, and using data more effectively to inform instructional decisions. While many positive practices exist, there is a recognised need to build greater alignment and consistency across classrooms and year levels, and to enhance collaboration through Professional Learning Communities. Overall, the school's context reflects a community committed to improvement, with strong student leadership and engagement in initiatives, but facing significant challenges in achieving consistent student outcomes, embedding high-quality instructional practices, supporting student wellbeing, and sustaining engagement and attendance. Lyndhurst Primary School's key challenges include building strong leadership capacity to effectively guide and sustain whole-school improvement, while ensuring all staff share a clear vision and approach to teaching and learning. The school continues their relentless pursuit of embedding consistent, high-quality instructional practices across classrooms and using data effectively to inform planning, assessment, and differentiation for all students, including priority cohorts of high ability. Additionally, providing timely, targeted support to meet the diverse academic, social, and wellbeing needs of every student remains a focus,

	alongside fostering meaningful partnerships with parents and carers to enhance engagement, shared responsibility, and positive learning outcomes. In summary the challenges for Lyndhurst Primary School centre on building leadership capability, embedding consistent high-quality instruction, using evidence to drive improvement, strengthening inclusive support structures, and enhancing authentic family engagement.
Intent, rationale and focus	Intent Lyndhurst Primary School aims to improve student learning, engagement, and wellbeing by strengthening leadership, embedding consistent high-quality teaching, using data to inform instruction, providing targeted support, and fostering strong partnerships with parents and carers. Our goal is to create a cohesive, inclusive, and high-performing learning community where every student can thrive. Rationale Strong leadership, consistent evidence-based teaching, and responsive support are essential for ensuring all students reach their potential. Collaborative practices and meaningful engagement with families enhance our capacity to meet diverse student needs and sustain lasting improvement. Prioritisation Lyndhurst Primary School is committed to improving learning outcomes for all students by ensuring teaching is purposeful, evidence-based, and tailored to meet the diverse academic, social, and emotional needs of every child. Staff will strengthen working collaboratively within a culture of continuous improvement to identify learning needs, implement targeted strategies, and monitor progress, ensuring that all students are challenged, supported, and able to reach their full potential. By embedding reflective practice and using data to guide decision-making, the school will foster a consistent, high-quality learning environment that promotes engagement, equity, and inclusion. Lyndhurst Primary School is committed to improving the wellbeing of all students by fostering a safe, inclusive, and supportive learning environment where every child feels valued, respected, and connected. The school prioritises building positive relationships, promoting social-emotional skills, and nurturing a strong sense of belonging, helping students develop confidence, resilience, and the capacity to engage fully in their learning. Through proactive wellbeing initiatives, consistent support structures, and a culture of care, the school ensures that students' mental, emotional, and social health are actively supported. The four year, phased approach ensures foundational systems and leadership practices are strengthened first, classroom practice and instructional consistency are developed next, and student-focused support and community engagement are progressively enhanced to achieve long-term, sustainable improvement. By embedding these practices across all aspects of school life, Lyndhurst Primary School enables students to thrive academically, socially, and personally, equipping them with the knowledge, skills, and confidence needed for lifelong wellbeing.

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Goal 1	Improve learning outcomes for all students
Target 1.1	By 2029, increase the percentage of students attaining exceeding proficiency level in NAPLAN Reading for: - o Year 3 from 16% (2025) to 24% - o Year 5 from 15% (2025) to 23% By 2029, increase the percentage of students with High or Medium benchmark growth NAPLAN Reading for: - o *Year 3 to 5 from XX% (2026) to XX% - o *Year 5 to 7 from XX% (2026) to XX% *Placeholder target to be decided when data is available.
Target 1.2	By 2029, increase the percentage of students with At or Above expected growth according to Teacher Judgement (Years 1-6), against the Victorian Curriculum 2.0 in Reading from 76% (2024) to 79%.
Target 1.3	By 2029, increase the percentage of students attaining exceeding proficiency level in NAPLAN Writing for: - o Year 3 from 2% (2025) to 7% - o Year 5 from 12% (2025) to 16% By 2029, increase the percentage of students with High or Medium benchmark growth NAPLAN Writing for: - o *Year 3 to 5 from XX% (2026) to XX% - o *Year 5 to 7 from XX% (2026) to XX% *Placeholder target to be decided when data is available.
Target 1.4	By 2029, increase the percentage of students attaining exceeding proficiency level in NAPLAN Numeracy for: - o Year 3 from 16% (2025) to 24% - o Year 5 from 15% (2025) to 23% By 2029, increase the percentage of students with High or Medium benchmark growth NAPLAN Numeracy for: - o *Year 3 to 5 from XX% (2026) to XX% - o *Year 5 to 7 from XX% (2026) to XX%

	*Placeholder target to be decided when data is available.
Target 1.5	By 2029, increase the percentage of students with At or Above expected growth in Teacher Judgement (Years 1-6), in Numeracy, from 66% (2024) to 74%.
Target 1.6	By 2029, increase the percentage of positive endorsement in the School Staff Survey (SSS) for the following factors: • Use pedagogical model from 58% (2025) to 80% • Understand curriculum from 51% (2025) to 80% • Understand how to analyse data from 54% (2025) to 70%
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	Develop the capacity of all leaders to strategically implement whole school change and improvement.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build consistent classroom teaching practices based on the VTLM 2.0 and knowledge of the Victorian Curriculum.
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	Implement data informed PLCs to strengthen instructional practice, planning and assessment, to meet the needs of all students.

Goal 2	Improve the wellbeing of all students
Target 2.1	By 2029, increase the positive endorsement of the Attitude to School Survey (AtoSS) factors: - o Emotional awareness and regulation (Years 4-6) from 74% (2025) to 78% - o Managing Bullying (Years 4-6) from 71% (2025) to 80% - o School Connectedness from 79% (2025) to 82%.
Target 2.2	By 2029, increase the Attendance rate from 88% (2024) to 89%. By 2029, decrease the percentage of students 20 or more days absent will decrease from 47% (2024) to 46%.
Target 2.3	By 2029, increase the percentage of positive endorsement in the Parent/Guardian/Carer Opinion Survey (PGCOS) for the following factors: • Managing Bullying from 72% (2025) to 77% • Parent participation and involvement from 73% (2025) to 78%
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school multi-tiered approach to support student learning, inclusion and wellbeing
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop purposeful partnerships with parents and carers to promote student engagement in learning