

# School Strategic Plan 2025-2029

Glen Iris Primary School (1148)



Submitted for review by Madeleine Tippens (School Principal) on 19 September, 2025 at 12:16 PM  
Endorsed by Mary Azer (Senior Education Improvement Leader) on 23 September, 2025 at 06:35 AM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2025-2029

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<b>School vision</b>	Growth through belonging; a community where every child thrives.
<b>School values</b>	<p>Empathy: We foster a caring community where students learn to understand the feelings of others, cultivating compassion and mutual support.</p> <p>Honesty: We promote truthfulness and integrity in all interactions, encouraging students to be authentic and trustworthy in their words and actions.</p> <p>Resilience: We empower our students to develop mental toughness, adaptability, and the ability to bounce back from challenges, preparing them for lifelong success.</p> <p>Gratitude: We teach students to recognise and express thankfulness for the positive aspects of their lives and the contributions of others, nurturing an appreciation for their world.</p> <p>Respect: We encourage a culture of mutual respect, where students value diversity, honour others' perspectives, and treat everyone with kindness.</p> <p>These value statements align with GIPS' commitment to nurturing well-rounded individuals who can thrive academically, socially, and emotionally.</p>
<b>Context challenges</b>	<p>Through our self-evaluation and review, several key challenges have been identified that reflect both the needs of specific cohorts and whole-school priorities.</p> <p>Meeting the diverse needs of learners – Our student population includes high-ability learners, students requiring additional support, and those with complex social-emotional needs. Ensuring that our teaching and learning programs are sufficiently differentiated, engaging, and challenging for every learner remains an ongoing focus.</p> <p>Equity and inclusion – We continue to work towards stronger outcomes for students from historically underrepresented or disadvantaged groups, including Koorie students, students from refugee backgrounds, and those with English as an additional language. Building staff capability to provide culturally responsive practices and support for students with</p>

	<p>diverse experiences is an important priority.</p> <p>Student wellbeing and engagement – A number of students experience challenges with emotional regulation, anxiety, resilience, and engagement in learning. Supporting student wellbeing, fostering positive relationships, and ensuring safe and inclusive environments are essential foundations for learning growth.</p> <p>Consistency in practice – While many strong teaching and learning practices exist across the school, there is variability. Strengthening whole-school consistency in curriculum planning will help ensure equity of opportunity and outcomes for all students.</p> <p>Parent and community partnerships – As our community grows and changes, maintaining strong connections and partnerships with families, particularly those from diverse or newly arrived backgrounds, remains an area for development to better support student engagement and success.</p>
<p><b>Intent, rationale and focus</b></p>	<p>What is your school trying to achieve? (Intent) Our intent is to ensure that every student is engaged, challenged, and supported to achieve their personal best. We aim to foster a culture of high expectations and inclusion where academic growth, wellbeing, and student voice are equally prioritised.</p> <p>Why is this important? (Rationale) Our self-evaluation highlighted strengths in student achievement and engagement, but also variability in outcomes across cohorts and year levels. It also identified the need to better meet the needs of specific groups, including high-ability learners, Koorie students, and those from diverse cultural or refugee backgrounds. Building consistency in practice, strengthening wellbeing supports, and deepening partnerships with families are critical to ensuring equitable opportunities for all students to thrive.</p> <p>What are you prioritising? How will the Strategic Plan unfold over 4 years? (Focus) Over the next four years, our Strategic Plan will prioritise:</p> <p>Excellence in teaching and learning – embedding consistent, evidence-based instructional practices, curriculum planning, and strengthening differentiation to challenge and support all learners aligned with the VTLM 2.0.</p> <p>Inclusion – building staff capability in responsive practices and ensuring targeted support for priority cohorts</p> <p>Community partnerships – enhancing collaboration with parents, carers, and community organisations to enrich learning</p>

opportunities and provide wraparound support for students.

The Strategic Plan will unfold progressively:

Years 1–2: Develop a school-wide planning template and school-wide planning meeting agenda format; Build broad staff knowledge in VTLM 2.0; Revise assessment schedule to include what assessments will be unpacked during planning time and when; Introduce MHiPs role and school-wide wellbeing assessment; Build staff capability in checking for all students' understanding

Years 2–3: Consolidate planning template and meeting agenda format, deepen understanding of VTLM 2.0, and measure impact through student achievement and wellbeing data.

Years 3–4: Embed shared planning and meeting systems, extend enrichment and extension opportunities, and continue to refine community partnerships and parent communication.

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<b>Goal 1</b>	Optimise the learning growth and outcomes for every student
<b>Target 1.1</b>	<p>By 2029, increase or maintain the percentage of students demonstrating strong or exceeding in NAPLAN proficiencies:</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"><li>• reading at 85% (2024)</li><li>• numeracy at 90% (2024)</li></ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"><li>• reading from 82% (2024) to 90%</li><li>• numeracy at 84% (2024)</li></ul>
<b>Target 1.2</b>	<p>By 2029, increase the percentage of Year 5 students making above benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none"><li>• numeracy from xx % in (2025) to yy %</li><li>• reading from 25% (2024) to yy%</li></ul> <p><i>Placeholder target to be updated when data becomes available</i></p>
<b>Target 1.3</b>	<p>By 2029 maintain or increase the percentage of students assessed as working at or above level against the Victorian Curriculum by teacher judgement in</p> <ul style="list-style-type: none"><li>• reading and viewing from 89% (2024) to 89%</li><li>• Mathematics from xx% (2025) to yy%</li></ul>

	<i>Placeholder target to be updated when data becomes available</i>
<b>Target 1.4</b>	By 2029, increase the percent positive endorsement for the SSS in the factor <i>Guaranteed and viable curriculum</i> from 70% (2024) to 77%
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and adapt the instructional model to reflect the VLTM 2.0
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.a</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	
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	
	Develop and document a common approach to whole school curriculum planning, documentation and collaborative practice across the school.

pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.b</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	
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy to provide a consistent approach to assessment that provides responsive teaching strategies for all students.
<b>Key Improvement Strategy 1.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Goal 2</b>	Optimise the wellbeing of all students
<b>Target 2.1</b>	By 2029, reduce the percentage of 20+ student absent days from 32% (2024) to 29%.

<p><b>Target 2.2</b></p>	<p>By 2029, increase the percent positive endorsement for the AtoSS factor and individual student questions as per below:</p> <p>Factor</p> <ul style="list-style-type: none"> <li>• Teacher concern from 66% (2024) to 75%</li> </ul> <p>Questions</p> <ul style="list-style-type: none"> <li>• <i>My teacher understands how I learn</i> from 70% (2024) to 80%</li> <li>• <i>My teacher asks me questions that challenge my thinking</i> from 75% (2024) to 85%</li> <li>• <i>My teacher seems to know if something is bothering me</i> from 57% (2024) to 70%</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2029, increase the percent positive endorsement for the PCGOS factors:</p> <ul style="list-style-type: none"> <li>• Teacher communication from 62% (2024) to 70%</li> <li>• Student motivation and support from 66% (2024) to 72%</li> <li>• Safety from 77% (2024) to 80% (new)</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed a whole school multi-tiered student wellbeing model</p>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to</p>	

<p>strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</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>Build staff capacity to implement responsive teaching for all students</p>
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.c</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>	
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