School Strategic Plan 2026-2030

Westgrove Primary School (5365)

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VICTORIA State Government | Education and Training

School Strategic Plan - 2026-2030

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School vision	Westgrove Primary School is a safe, inclusive and supportive community that empowers students with the tools to reach their individual potential.
School values	At Westgrove Primary School we are a diverse community who value Respect, Inclusion, Learning and Safety. These values underpin our decision making and guide the behaviours of all members of our school community.
Context challenges	Westgrove Primary School is a proudly diverse and inclusive school community located in Werribee, committed to ensuring every student experiences a strong sense of belonging and has the opportunity to achieve their full potential. In recent years, the school has experienced a range of contextual challenges impacting enrolment, workforce planning, teaching and learning, and student wellbeing. These include declining student enrolments, staff turnover, the implementation of new Department of Education initiatives, student transience and the varied learning and wellbeing needs of students. Declining enrolments coupled with high student transience has required ongoing review of workforce planning and resource allocation. This has resulted in the collective experience of our teaching staff shifting, as staffing changes and the recruitment of early career teachers has occurred. Student transience specifically throughout the school year presents challenges in maintaining continuity of learning and responding to individual student needs. The implementation of new Department of Education initiatives required the ongoing review of school processes and documentation, staff collaboration and professional learning to support effective implementation and ensure alignment with school improvement priorities. The diverse academic, social, emotional and developmental needs of our students require ongoing differentiation and the implementation of inclusive practices. Therefore, building staff capacity to identify and respond to individual learning needs, implement appropriate adjustments and provide equitable access to the curriculum remains an ongoing focus. Student attendance is an ongoing area of concern, with some students experiencing persistent absenteeism, including absences exceeding 30 days per year, despite support and engagement with families. Addressing attendance barriers requires continued collaboration with families and relevant support services, alongside targeted strategies to improve

	attendance and student engagement. Collectively, these contextual factors reinforce the importance of a flexible, reflective and evidence-informed approach to school improvement, while informing the rationale behind the goals and targets outlined in this Strategic Plan. Westgrove Primary School maintains a shared commitment to continuous improvement, with a focus on building staff capacity, strengthening partnerships with families, embedding inclusive teaching practices and enhancing student attendance, engagement and wellbeing.
Intent, rationale and focus	Over the last two years, significant work has been undertaken by the school to identify best practice across literacy and numeracy. This has included the documentation of all units and the implementation of this curriculum with fidelity. This has meant the need to upskill staff in data literacy and develop and implement planning through collegiate professional learning teams. While these changes were being embedded, student learning outcomes did not show significant improvement. Growth was not consistently high across all year levels or areas of learning. Leadership identified the strength and professionalism of learning teams, to drill down into school, class, cohort, and individual student data to analyse and implement strategies for point of need teaching, as a priority. A collective focus from leadership, staff, students, and parents has reshaped the school from a philosophy of welfare to wellbeing. The ability of staff to reflect on existing practices and use data to inform practice was highlighted. A focus on social and emotional learning, inclusion and mental health strategies was identified as important priorities. These would continue the school's wellbeing focus which included trauma informed practices and the School Wide Positive Behaviour framework.

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Goal 1	Improve student learning outcomes
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine, document, and embed an agreed Instructional Model aligned to the VTLM 2.0 to ensure consistency of practice across all classrooms.
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	Strengthen staff capacity to analyse and use data to adapt instruction to maximise student growth.
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed multi-tiered systems of support to enhance student learning.
Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student agency to strengthen participation and engagement in learning.

Target 1.1

By 2030, increase the percentage of students achieving strong and exceeding NAPLAN proficiency levels for:

Cohort	Focus	Baseline	Year	Target
Year 3 students	Numeracy	53%	2026	61%
Year 5 students	Writing	59%	2026	67%

<table>
<tr><td>Target 1.2</td><td>PLACE HOLDER By 2030, increase the percentage of students achieving high/medium growth for:<table><tr><th>Cohort</th><th>Focus</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 3</td><td>Reading</td><td>TBC</td><td>2026</td><td>TBC</td></tr><tr><td>Year 5</td><td>Reading</td><td>TBC</td><td>2026</td><td>TBC</td></tr></table></td></tr>
<tr><td>Target 1.3</td><td>By 2030, increase the percentage positive endorsement to the School Staff Survey (SSS) factors:<table><tr><th>Cohort</th><th>Factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>All staff</td><td>Academic emphasis</td><td>69%</td><td>2025</td><td>77%</td></tr><tr><td>Teaching staff</td><td>Teacher collaboration</td><td>73%</td><td>2025</td><td>81%</td></tr></table></td></tr>
<tr><td>Target 1.4</td><td>By 2030, increase the percentage positive endorsement to the Attitudes to School Survey (AtoSS) factor:<table><tr><th>Cohort</th><th>Factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 4-6 students</td><td>Student voice and agency</td><td>76%</td><td>2026</td><td>80%</td></tr></table></td></tr>
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Goal 2	Improve student wellbeing outcomes
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	Enhance the whole school approach to health, wellbeing, and inclusion to ensure high-quality outcomes for all students.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance the school's approach to social-emotional learning to build student emotional regulation, resilience, and school connectedness.

Target 2.1

By 2030, increase the percentage positive endorsement in the School Staff Survey (SSS) factors:

Cohort	Factor	Baseline	Year	Target
Staff	Trust in students and parents	83%	2025	85%

Target 2.2

By 2030, increase the percentage positive endorsement in the Attitude to School Survey (AtoSS) factors:

Cohort	Focus area	Baseline	Year	Target
Year 4-6 students	School connectedness	83%	2026	87%
Year 4-6 students	Students at this school treat teachers with respect	59%	2026	75%
Year 4-6 students	Students at this school treat each other with respect	54%	2026	75%

Target 2.3

By 2030, increase the attendance rate for all students.

Cohort	Focus area	Baseline	Year	Target
Students F-6	Attendance rate	87%	2025	90%