

School Strategic Plan 2026-2030

Altona Meadows Primary School (5172)



Submitted for review by Emma Hampton (School Principal) on 13 August, 2026 at 12:52 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2026-2030

Altona Meadows Primary School (5172)

School vision	Our vision is to inspire curious minds, nurture lifelong learners and build a community where everyone belongs and thrives.
School values	Our values are Respect, Resilience and Striving for Excellence We explicitly teach our school values to assist our students in making positive choices. We have embedded the school values within our classroom and beyond. Each of our values are displayed in the classroom and specialist areas and reflected upon throughout our daily programs. Our SWPBS practices further enhance a positive experience for our students.
Context challenges	We have identified that our school's key challenges are: * student behaviour: student's not able to regulate their behaviour and a lack of resilience * low growth in literacy and numeracy and the number of students who are below the expected VIC Curriculum achievement level according to teacher judgement * students who are EAL and struggle to understand what is happening in the classroom * students not taking ownership for their learning e.g. working on and completing their own goals * getting parents on board to encourage take home reading, spelling words, homework and establishing routines * some students still have a high level of lateness and high absenteeism
Intent, rationale and focus	Our intent is to further enhance our Teaching and Learning practice to give our students the opportunity to reach their full potential and become life long learners. Through quality PLCs we aim to uplift student engagement and improve student outcomes. Our focus this year, has been on enhancing our reading practices and ensuring our practices in all rooms are consistent with our Instructional Model. Our leadership structure has shifted to further support our high level of students on DI funding or identified through NCCD. We have leadership overseeing our wellbeing practices along with a high level of support academically. Our strategic plan over the next four years is to see a shift in our student data and to transform our school from developing to medium in both Learning & Wellbeing.

Draft

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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	Build leadership capacity in documentation, communication and data monitoring to effectively implement school improvement.
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 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff Instructional practices to implement agreed evidence-based teaching and learning strategies.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide	Review and develop assessment processes and data literacy to effectively plan, monitor and differentiate teaching and learning for all students.

feedback on student learning growth, attainment and wellbeing capabilities

Key Improvement Strategy 1.c
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

Target 1.1

By 2030, increase the percentage of students achieving Strong and Exceeding NAPLAN proficiency levels for:					
Cohort	Focus or factor	Baseline	Year	Target	
Year 3	Reading	57%	2025	62%	
Year 3	Numeracy	61%	2025	66%	
Year 5	Reading	56%	2025	64%	

	Year 5	Numeracy	46%	2025	60%
Target 1.2	By 2030, increase the percentage of students achieving at and above benchmark growth for NAPLAN:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 5	Reading	XX%	2026	YY*
	Year 5	Numeracy	XX%	2026	YY%
	*Placeholder target to be confirmed when data is available.				
Target 1.3	*By 2030, increase the percentage of students achieving at/above age expected level according to Teacher Judgements, against the Victorian Curriculum 2.0 for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Years 1-6	Reading and Viewing	59%	2025	71%
	*Years 1-6	Mathematics 2.0	XX%	2026	YY%
	*Placeholder target to be confirmed with data is available.				
Target 1.4	By 2030, increase the percentage positive endorsement to the Attitudes to School Survey and School Staff Survey factors:				
	Cohort	Factor	Baseline	Year	Target
	Years 4-6	Student voice and agency	52%	2025	60%
	Years 4-6	Stimulated learning	58%	2025	66%
Target 1.5	By 2030, increase the percentage positive endorsement to the School Staff Survey factors:				

	Cohort	Factor	Baseline	Year	Target
	Staff	Use student feedback to improve practice	31%	2025	67%
	Staff	Understanding formative assessment	58%	2025	82%
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	Embed and maintain a safe and orderly learning environment to improve classroom learning and enhance student wellbeing and engagement.				
Key Improvement Strategy 2.a Documented teaching and learning program					

based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs

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
The strategic direction and deployment of resources to create and reflect shared goals and

Embed a multi-tiered system of well-being supports to promote an inclusive learning environment for all students.

values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Embed a whole-school approach to improving attendance to identify, track and plan targeted interventions for students with medium and high absence

pathways,
incorporating
extra-curricula
programs

**Key
Improvement
Strategy 2.c**

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

**Key
Improvement
Strategy 2.c**

Activation of
student voice
and agency,
including in
leadership
and learning,
to strengthen
students'
participation

and engagement in school					
Target 2.1	By 2030, decrease or maintain the percentage of students achieving Needs Additional Support NAPLAN proficiency levels for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 3	Reading	23%	2025	10%
	Year 3	Numeracy	26%	2025	12%
	Year 5	Reading	9%	2025	9%
	Year 5	Numeracy	23%	2025	10%
Target 2.2	By 2030, increase the percentage positive endorsement to the Attitudes to School Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Years 4-6	Emotional awareness and regulation	56%	2025	66%
	Years 4-6	Sense of connectedness	53%	2025	63%
	Years 4-6	Managing bullying	43%	2025	66%
	Years 4-6	Effective classroom behaviour	56%	2025	66%
Target 2.3	By 2030, decrease the percentage of student absence days and increase the student attendance rate:				
	Cohort	Focus area or factor	Baseline	Year	Target
	F-6	Average attendance	85.1%	2025	87%
	F-6	20+absence days	53%	2025	40%

	Years 4-6 AtoSS	Attitudes to attendance	76%	2025	80%
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