School Strategic Plan 2024-2028

Belgrave South Primary School (3551)

Submitted for review by Stuart Boyle (School Principal) on 06 April, 2025 at 10:26 AM
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Awaiting endorsement by School Council President

VICTORIA State Government | Education and Training

School Strategic Plan - 2024-2028

Belgrave South Primary School (3551)

Goal 1	Maximise the learning growth of all students
Target 1.1	By 2028, increase the 2024 percentage of students in NAPLAN 'exceeding or strong' proficiency: • Year 3 reading from 73% to 80% • Year 3 numeracy from 74% to 80% • Year 3 spelling from 63% to 70% • Year 5 reading from 73% to 80% • Year 5 numeracy from 74% to 80% • Year 5 spelling from 63% to 70%
Target 1.2	Placeholder target for NAPLAN benchmark growth TBC when baseline data available (anticipated 2025) By 2028, increase the 2025* percentage of students in NAPLAN 'meeting or above' benchmark growth: • reading from xx% to xx% • numeracy from xx% to xx% • spelling from xx% to xx% • writing from xx% to xx%
Target 1.3	By 2028, increase the 2024 percentage of students achieving 'at or above expected growth' (Teacher Judgement Growth - Time Series, Semester 1): • reading and viewing from 68% to 76%

	• writing from 74% to 79% • *Maths 2.0 from xx% (2026) to xx% *Placeholder to be confirmed when data available - anticipated to be 2026 for growth measure if Maths 2.0 implemented in 2025
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	Establish high level processes to use data and evidence to meet every students' point of need
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	
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.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	Strengthen collaborative practices to support school wide high quality teaching practice

Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	Refine the culture of leadership, professional learning and collaboration
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Strengthen the connectedness, agency and wellbeing of all students
Target 2.1	By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS): • sense of connectedness from 87% to 91% • sense of confidence from 75% to 80% • student voice and agency from 84% to 88% • self-regulation and goal setting from 83% to 87%
Target 2.2	By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):

	• active participation from 69% to 75% • collective participation from 80% to 85% • teacher collaboration from 68% to 75% • instructional leadership from 78% to 83%
Target 2.3	By 2028, increase the 2024 percentage positive endorsement on the Parent Opinion Survey (POS): • student connectedness from 97% to 97% • high expectations from 84% to 88% • student voice and agency from 89% to 89%
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	Establish systems and protocols to enhance student voice and learner agency
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 Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.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	Strengthen teacher capabilities to analyse and use learning and wellbeing data to inform differentiated learning
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect	Embed a whole school multi-tiered approach to support wellbeing

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	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	