

# School Strategic Plan 2025-2029

Wales Street Primary School (3139)



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# School Strategic Plan - 2025-2029

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<b>School vision</b>	<p>Wales Street Primary School provides an inclusive and collaborative learning environment for students, staff and families, that promotes high expectations for lifelong learners, embracing and contributing to local and global communities.</p> <p>Our vision is for students to be part of a diverse community-minded school dedicated to lifelong learning, helping students achieve their personal best.</p> <p>We will achieve this by enabling students to be:</p> <ul style="list-style-type: none"><li>• Independent, creative and self-motivated</li><li>• Active inquirers in the local and broader community</li><li>• Reflective thinkers who are socially, environmentally, and digitally responsible.</li><li>• Proud of their own and others growth and success</li></ul> <p>Our purpose is to enable students to become lifelong learners and to assist them with the necessary academic, social and emotional skills in order for them to become responsible citizens in a rapidly changing world.</p> <p>Our school promotes academic excellence; nurturing each student's talents whilst developing community minded individuals who embrace diversity and are respectful of each other and themselves.</p> <p>Wales Street Primary School cultivates a sense of community and belonging. We create an inclusive, supportive environment in which happy, healthy, and resilient staff and students perform at their best. Our students can achieve their full academic, creative, and social potential through their engagement in a transdisciplinary approach to the Victorian Curriculum. Emphasis is placed on inquiry and relating learning experiences to the realities of the world. Beyond intellectual rigor and high academic standards, strong emphasis is placed on self-management, wellbeing and responsible citizenship. Students are encouraged to become critical and compassionate thinkers, lifelong learners and informed participants who actively participate in decision making related to their learning and contribute to the world in which they live.</p>
<b>School values</b>	<p>Our school values are:</p> <ul style="list-style-type: none"><li>• Respect: We appreciate diversity and the worth in others.</li><li>• Kindness: Thinking and acting with kindness.</li><li>• Responsibility: We recognise we are accountable for our actions towards ourselves, others and the environment.</li><li>• Perseverance: Developing the ability to continue working hard and not giving up, even when faced with challenges.</li></ul> <p>Learner profile attributes represent a broad range of human capacities and responsibilities that encompass intellectual,</p>

	<p>personal, emotional and social growth. The ten dispositions we want our students to become include: knowledgeable, thinkers, inquirers, principled, communicators, open-minded, caring, risk-takers, balanced and reflective.</p>
<b>Context challenges</b>	<p>At Wales Street primary, we provide a culture that creates opportunities for all students to learn and grow through the provision of high-quality teaching and learning and an engaging curriculum. We are focusing on developing whole school instructional routines and implementing a consistent pedagogical model to teach a clear, viable curriculum to ensure teachers understand what they have to teach and how to teach it. The core literacy and numeracy skills are developed through the use of explicit, direct instructional learning in the Junior Years. In the Middle &amp; Senior Years, explicit instruction and student-centred learning are combined to broaden analytical thinking and problem-solving. This is accomplished through collaborative planning, professional development, research, and innovative teaching strategies that promote student success. We provide a safe and secure learning environment, encouraging children to take risks and to engage in a diverse curriculum provided by a team of teachers committed to high-quality instruction. Across the whole school, we have established routines and consistent learning and teacher protocols that ensure an environment where all students can reach their potential.</p> <p>The school has a very professional staff team of teachers and education support staff who work together in teams to provide engaging and challenging learning opportunities for students. The staff profile reflects a balance of experience. Wales Street Primary School is a community united by a commitment to learning built upon the fundamental core values of honouring diversity, serving the welfare and wellbeing of others. Enjoying a rich, diverse community, Wales Street's school wide teaching philosophy is founded upon a commitment to prepare our students with the attributes and competencies to become citizens of the world. A significant number of Wales Street students work above their expected level of learning. Challenge and Support programs are provided to ensure all students reach their full potential. The school has high academic standards with the outstanding achievements of its students, matching the high aspirations of parents for their children. The school's vision is to empower students to ensure they will succeed as responsible global citizens and independent self-learners within today's rapidly changing world.</p> <p>Our teachers are highly talented and dedicated. They collaborate to develop a school culture that values teaching and learning. They encourage all students to strive to achieve their best with their academic learning, including developing their social and emotional well-being to ensure all-around success. Our teachers are approachable, highly capable and dedicated to ensuring that every student in their care achieves the very best of their abilities. Fostering a strong partnership between the family and the school through clear and continuous communication is a key element in students' success at Wales Street. Parents are encouraged to be actively involved in their child's education, school events, and decision-making opportunities. Our school promotes values that empower students to contribute positively to the school and the wider communities. Our students live and learn by our values: Respect, Responsibility, Perseverance and</p>

	<p>Kindness. We celebrate the diversity of our school's culture and community.</p> <p>WSPS is further developing a strong Professional Learning Community with the FISO 2.0 and the VTLM 2.0 improvement cycle as the core way of working. The PLC's challenge is to improve literacy and numeracy learning by continuing to embed a curriculum that ensures low variance between classrooms. There is a culture of collegiality and collaboration that has helped to establish high levels of relational trust amongst staff. Staff have shown a willingness to participate in professional learning and peer observations and our next step is implementing a rigorous coaching program across the school with fidelity to ensure we deliver high-quality teaching and learning aligned with best practice in every classroom across the school.</p> <p>The school is an accredited International Baccalaureate (IB) World School implementing the Primary Years Program (PYP). The PYP is a curriculum framework through which the Victorian Curriculum 2.0 is taught which ensures that learning is concept based, authentic and of international significance. The school is focused on blending explicit teaching with inquiry learning. Specialist subjects include Physical Education, Visual Arts, Performing Arts, STEAM and Italian (Language other than English: LOTE).</p>
<p><b>Intent, rationale and focus</b></p>	<p>This Strategic Plan underpins the key priorities identified in our school review which are strongly focused on learning and wellbeing. We are guided by the belief that success in learning supports wellbeing, and conversely that a foundation of good wellbeing predisposes students to have success in their learning. 'To be well you need to learn well, to learn well you need to be well'.</p> <p>Wales Street Primary is committed to embedding FISO 2.0 and the VTLM 2.0 into our everyday teaching and learning. Our professional learning for staff will be focused on deeply understanding the Victorian Curriculum 2.0 as it is phased in over the coming years and building our pedagogical knowledge to deliver an effective curriculum program. We will be committed to consistent implementation to support effective teaching and learning across all classes and specialist areas. Responsive teaching will continue to be a key strategy for our staff so that all students will experience learning opportunities that extend their knowledge and empower them in their learning experiences.</p> <p>We will continue to extend our knowledge about practices and strategies that support students' social and emotional</p>

	<p>learning through the curriculum and through our multi-tiered support systems. Understanding how to support our students' learning and wellbeing needs will be reflected in our inclusive classrooms where 'everybody is somebody.' The introduction of a mental health and wellbeing leader in 2026 will support this priority.</p> <p>Embedding these models underpin our focus and determination to improve teacher practice and in turn provide vital and successful learning opportunities for all our students. Teaching staff are highly focused, with ongoing professional development, to implement best practice to achieve improved outcomes for our students through explicit Literacy and Numeracy teaching models, shared curriculum planning, coaching, peer observations and professional learning communities (PLC). Staff work collaboratively in their teams to document a challenging adaptive and responsive curriculum.</p> <p>Analysis of AtoSS survey data and School Review panel fieldwork highlighted opportunities for further strengthening students' engagement and wellbeing outcomes, with a focus on voice, agency, leadership and perseverance, our new school value.</p>
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<b>Goal 1</b>	Optimise student learning growth.
<b>Target 1.1</b>	By 2029, increase the percentage of students exceeding or strong NAPLAN Proficiency level data in: <ul style="list-style-type: none"><li>• Year 3 numeracy from 75% (2024) to 80%</li></ul>
<b>Target 1.2</b>	By 2029, increase the percentage of students achieving Exceeding or Strong NAPLAN proficiency level data in: <ul style="list-style-type: none"><li>• Year 5 writing from 73% (2024) to 78%</li><li>• Year 5 spelling from 70% (2024) to 75%</li><li>• Year 5 numeracy from 76% (2024) to 80%.</li></ul>
<b>Target 1.3</b>	By 2029, increase the percentage of positive responses on the School Staff Survey for the modules: <ul style="list-style-type: none"><li>• Teaching and Learning-planning from 71% (2024) to 80%</li><li>• Teaching and Learning-implementation from 61% (2024) to 71%</li><li>• Teaching and Learning-evaluation from 63% (2024) to 70%.</li></ul>
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high	Strengthen teacher capacity to differentiate the curriculum and increase the learning challenge of students.

expectations; and a positive, safe and orderly learning environment	
<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	
<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.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	Deepen the capacity of all staff to use data to inform planning, teaching and evaluation.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary 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.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	Strengthen teacher knowledge and practice to activate learner agency in all curriculum areas.
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Goal 2</b>	Improve student wellbeing outcomes.
<b>Target 2.1</b>	By 2029, increase the percentage of Attitude to School Survey (AtoSS) positive responses for the factor Resilience, in the normal to high range from 65% (2024) to 72%.
<b>Target 2.2</b>	By 2029, increase the percentage of AtoSS positive responses for the factor emotional awareness and regulation from 67% (2024) to 72%.
<b>Target 2.3</b>	By 2029 increase the percentage of AtoSS positive responses for student voice and agency from 56% in (2024) to 63%.



<b>Key Improvement Strategy 2.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	Develop and implement a whole school approach to consistent systems, processes and procedures to support student wellbeing.
<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	Build the capability of all staff to identify and support the wellbeing needs of students.
<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	
<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	
<b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Strengthen each student's ability to persevere and approach challenges and self-regulate.

pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	