School Strategic Plan 2024-2028

Aberfeldie Primary School (4220)

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VICTORIA State Government | Education and Training

School Strategic Plan - 2024-2028

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School vision	Our vision is to strive for educational excellence through high-quality explicit teaching that enables every student to achieve their personal best in a safe, inclusive community.
School values	Aberfeldie Primary School's values are RESPECT, INTEGRITY and EXCELLENCE. Our values are the foundation of our approach to learning and wellbeing and guide how we learn and grow together. We are RESPECTFUL We show INTEGRITY We strive for EXCELLENCE
Context challenges	Our school is committed to fostering a high-quality learning environment that supports all students from all backgrounds and learning needs. We aim to improve student outcomes in literacy and numeracy by embedding evidence-based teaching practices and strengthening staff capacity to implement the Victorian Curriculum 2.0. A key focus is on equipping teachers with the skills to effectively use data to inform instruction and support student wellbeing. Additionally, we are prioritising inclusive education by developing a Multi-Tiered System of Support (MTSS) to ensure differentiated interventions that cater to diverse learning and behavioral needs. Moving forward, our key challenges include embedding a whole-school culture of high expectations for learning and wellbeing through strategic leadership and shared processes. We aim to improve student engagement, health, and inclusion outcomes by fostering a positive and supportive school environment. Strengthening teacher capacity remains a priority, with a focus on consistently implementing the 'Science of Learning' and high-quality explicit instruction that is based on research from education and cognitive science. By building staff knowledge and collaboration, we seek to create a cohesive and data-driven approach to improving student learning and wellbeing across all year levels.
Intent, rationale and focus	Our school is committed to improving student learning outcomes, strengthening teacher capacity, and fostering a culture of high expectations for both academic achievement and wellbeing. We aim to ensure that all students, regardless of background or ability, receive the support and high-quality instruction necessary to thrive. By integrating the principles of the 'Science of Learning' with high-quality, research-based explicit instruction and strengthening inclusive education, we aim to create an environment where every student can thrive and reach their full potential.

	Ensuring strong literacy and numeracy skills is critical for lifelong success, and data-driven instruction allows us to meet the diverse needs of our students more effectively. Strengthening teacher expertise in delivering the Victorian Teacher and Learning Model and the Victorian Curriculum 2.0 will ensure consistent, high-quality instruction across all classrooms. Additionally, prioritising student wellbeing and inclusion is essential for engagement and long-term achievement. By embedding a Multi-Tiered System of Support (MTSS), we can proactively address academic, behavioral, and emotional needs, creating a more supportive and equitable learning environment. Over the next four years, our strategic priorities will unfold as follows: Year 1-2: Strengthen teacher capacity through targeted professional learning in evidence-based pedagogies, data literacy, and the Victorian Curriculum 2.0. Implement foundational MTSS structures to support student learning and wellbeing. Year 3: Embed a whole-school culture of high expectations and consistency in teaching and learning practices. Further refine data-driven approaches to personalise instruction and intervention. Strengthen leadership capabilities to sustain improvements. Year 4: Evaluate progress, consolidate best practices, and ensure long-term sustainability of strategies. Strengthen collaboration across the school community to maintain high-impact teaching, student support systems, and leadership development. This phased approach will ensure that our school builds a strong foundation for long-term success, continuously improving student outcomes and fostering a supportive, high-expectations learning culture.

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Goal 1	Improve student learning outcomes in literacy and numeracy.
Target 1.1	By 2028, increase the 2024 percentage of year 3 students in NAPLAN strong or exceeding proficiency levels: • reading from 65% to 80% • writing from 78% to 88% • spelling from 61% to 69% • numeracy from 69% to 79%. By 2028, increase the 2024 percentage of year 5 students in NAPLAN strong or exceeding proficiency levels: • reading from 81% to 87% • writing from 80% to 84% • spelling from 63% to 70% • numeracy from 67% to 80%.
Target 1.2	Placeholder target to be confirmed when baseline data available (*anticipated late 2025) By 2028, increase the *2025 percentage of year 5 students achieving NAPLAN above benchmark growth: • reading from xx% to xx% • writing from xx% to xx% • numeracy from xx% to xx%.

Target 1.3	By 2028, increase the percentage of Year 1 to 6 students achieving at or above expected growth (Teacher Judgement, Victorian Curriculum): • reading and viewing from 73% (2023) to 81% • *Maths 2.0 from xx% (2025) to xx% *Placeholder target to be confirmed when Maths 2.0 data becomes available (anticipated 2025).
Target 1.4	By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): • Professional learning through peer observation from 28% to 50%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and embed teacher capacity to consistently implement evidence based pedagogical practices.
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	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Build and embed staff knowledge, understanding and capacity to implement the Victorian Curriculum 2.0.

pathways, incorporating extra-curricula programs	
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	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build and embed teacher capacity to use data to inform and support students learning and wellbeing.
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	
Goal 2	Improve student health, wellbeing and inclusion outcomes.
Target 2.1	By 2028, increase or maintain the 2024 percentage positive endorsement on the School Staff Survey (SSS): • Visibility from 71% to 79% • Trust in students and parents from 75% to 79% • Cultural leadership at 88%.

Target 2.2	By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AToSS): • Effective classroom behaviour from 75% to 78% • Emotional awareness and regulation from 70% to 75% • Managing bullying from 71% to 77% • Sense of connectedness from 73% to 78% • Stimulated learning from 70% to 78% • Student voice and agency from 57% to 67%.
Target 2.3	By 2028, increase the 2024 percentage positive endorsement on the Parent Opinion Survey (POS): • Teacher communication from 70% to 78% • School pride and confidence from 65% to 72%.
Target 2.4	By 2028, increase the 2023 percentage of Foundation to Year 6 students whose attendance is 95% or higher from 27% to 32%.
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 a strategic leadership approach that develops shared processes and actions and fosters a whole school culture of high expectations for learning and wellbeing.
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 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed a Multi-Tiered System of Support (MTSS).
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.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	