

School Strategic Plan 2025-2029

Preston Primary School (1494)



Submitted for review by Janet Paterson (School Principal) on 24 February, 2026 at 12:42 PM

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School Strategic Plan - 2025-2029

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School vision	To sustain the embedded culture throughout the school in which every student has the opportunity to reach their full potential in a caring and supportive environment. To provide a range of stimulating and engaging programs which highly value and enhance personal learning success, responsible use in the digital environment, wellbeing, and physical and creative development. We believe our students should have the opportunity to develop a skill set and belief in themselves that will enable them to continue on an educational pathway which will allow them to make positive personal choices throughout their life.
School values	SCHOOL VALUES Respect, Responsibility, Resilience, Learning Success At Preston Primary we are committed to creating an encouraging environment which promotes and supports excellence in learning, recognizes and celebrates individual success, and demonstrates respect between students, staff, parents and the wider school community. We actively promote students to take personal responsibility for their learning, social interactions, personal behaviour and belongings. All stakeholders strive to develop skills, knowledge and confidence which promote personal resilience. We foster positive mutual interaction so all stakeholders can show respect and honesty with each other.
Context challenges	Context Preston Primary School proudly celebrated 150 years of education in 2025. The changing demographic in the area over recent years has continued to be a challenge. In 2025 the enrolment at the February census was 680. The school has a strong connection to the parent community who support the student, staff and wider school community. The parent community have high academic and social expectations for their children. As a school, we have a long-held tradition and belief that we need to provide opportunities in an educational setting which contribute to the development of young people who can grow into successful, responsible and respectful members of their community. Preston Primary is passionate about education and determined to be a school that children love to attend, where the staff is proud to work and the aspirations of parents are met. Embedded in the culture of the school is the ethos that every child should be challenged and encouraged to reach their full potential. Our school values of Respect, Responsibility, Resilience and Learning Success are weaved into all aspects of the school.

	<p>Challenges:</p> <ul style="list-style-type: none"> • maintaining the high academic standards and results. • continuing to build teacher capacity through effective whole school and team PL. • ensuring there is a consistent implementation of high impact, evidence-based learning and teaching strategies within the Victorian Teaching and Learning Model 2.0 (VTLM2.0) across all areas of the curriculum. • distributed leadership and building mid-level leadership capability • student agency and empowerment in their learning and wellbeing • assessment and the best use of data to inform teaching • focus on school community engagement.
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>At Preston Primary School we aim to create lifelong learners through an effective curriculum that reflect the diversity and inclusivity of our community. We aim to improve student learning through consistent instructional models and a differentiated and challenging curriculum that targets the point of need of students. Our intent is for all students to be respectful and resilient and engaged in their learning.</p> <p>We will achieve this by:</p> <ul style="list-style-type: none"> • Placing high expectations of our students and encouraging them to reach their full potential by equipping them with the skills they will need in the future. • Maintaining our emphasis on the student at the core of our work to ensure they can achieve their personal best and continue to strive for excellence. • Promoting regular goal setting and student voice and agency in teaching and learning. • Embedding the school values of Respect, Responsibility, Resilience and Learning Success in all phases of each child's learning. • Deepening teachers understanding of using data and formative assessments. • Supporting staff development to refine and build their teaching practice • Building consistency of evidence-based practices and greater monitoring of students' growth and achievement. • Continuing to build partnerships with parents and carers to deepen and develop sustainable and respectful relationships. • Staff, students and parents working together to do their best for our school and promoting strong relationships across the school. <p>Rational</p> <ul style="list-style-type: none"> • Developing the whole child through a guaranteed and viable curriculum that is engaging, challenging and rigorous. • Staff who differentiate student learning, taking into account prior knowledge and skills while providing timely feedback to ensure student success.

- That teachers are informed and knowledgeable and work collegiately to develop strong learning programs.
 - That Preston Primary School is inclusive, valuing diversity while focusing on student strengths and catering for the needs of the whole child.
 - Having clear expectations regarding academic rigour, interactions and behaviour that are consistent across the school.
 - Staff who aim to provide a collaborative and structured learning environment with predictable routines where students feel safe and able to take risks.
 - Student agency is valued and facilitated through our Student Leadership programs including, School Captains, House Captains, Junior School Council and Environmental Reps .
- Focus
- ensuring there is a consistent implementation of high impact, evidence-based learning and teaching strategies within the Victorian Teaching and Learning Model 2.0 (VTLM2.0) across all areas of the curriculum.
 - distributed leadership and building mid-level leadership capability
 - student agency and empowerment in their learning and wellbeing
 - assessment and the best use of data to inform teaching

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Goal 1	Maximise students' learning growth and achievement.
Target 1.1	<p>By 2029:</p> <ul style="list-style-type: none">• maintain or increase the percentage of years 3 and 5 students in the Exceeding proficiency level for NAPLAN Reading based on 2024 levels of 36% (year 3) and 35% (year 5)• maintain or increase the percentage of years 3 and 5 students in the Exceeding and Strong proficiency levels for NAPLAN Reading at or above 83%, based on 2024 levels of 80% (year 3) and 82% (year 5)• maintain or increase the percentage of years 3 and 5 students in the Exceeding and Strong proficiency levels for NAPLAN Writing at or above 95% (year 3, 2024 = 96%) and 80% (year 5, 2024 = 78%) respectively.• increase the percentage of years 3 and 5 students in the Exceeding and Strong proficiency levels for NAPLAN Numeracy to 80% (year 3, 2024 = 75%; year 5, 2024 = 79%).
Target 1.2	<p>By 2029, increase the percentage of students meeting or above benchmark growth for NAPLAN in:</p> <ul style="list-style-type: none">• Reading, from 77% in 2025, to 80%• Numeracy, from 77% in 2025, to 80%.
Target 1.3	<p>By 2029, increase the percentage of positive endorsement for the Attitudes to School Survey factor of Effective teaching time, from 81% in 2024, to 85%.</p>

<p>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</p>	<p>Embed high quality teaching and learning practices through implementation of the VTLM2.0.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	<p>Build school-wide capability in data-informed, responsive curriculum planning and point of need teaching.</p>
<p>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</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary</p>	

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	Strengthen collective responsibility within a culture of distributed leadership, feedback and accountability.
Goal 2	Maximise students' wellbeing and engagement
Target 2.1	By 2029, increase the percentage of positive endorsement for the Attitudes to School Survey factors of: <ul style="list-style-type: none"> • Emotional awareness and regulation, from 69% in 2024, to 75% • Normal and high resilience, from 69% in 2024, to 75% • Sense of connectedness, from 69% in 2024, to 77% • Effort, from 72% in 2024, to 78%.
Target 2.2	By 2029, decrease the percentage of students with 20+ days of absence (38% in total in 2024), through particular focus on decreasing the percentage of students with between 20 and 29.5 days absence by 5% or more (21% in 2024).
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	Strengthen inclusive practices through contextualised, tiered systems of support.

<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance teacher and student knowledge of curriculum progressions, feedback practices and goal setting to empower students to be reflective academic and social-emotional.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance connectedness across the school community.</p>
<p>Key Improvement Strategy 2.c</p>	

<p>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</p>	
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