

# School Strategic Plan 2025-2029

Warrnambool East Primary School (4773)



Submitted for review by Marina Milich (School Principal) on 11 February, 2026 at 11:19 PM

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# School Strategic Plan - 2025-2029

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<b>School vision</b>	At Warrnambool East Primary School, we promote a culture of nurture, inclusion and high-quality education where all students thrive as learners and contribute proudly to their school and community.
<b>School values</b>	Be Respectful by treating others with care, listening attentively and valuing differences. Be Safe by following our school values and caring for ourselves, others, and our environment. Be a Learner by staying curious, persisting, trying our personal best and growing from mistakes. Be Kind by helping others, speaking politely and showing care.
<b>Context challenges</b>	<p>Warrnambool East Primary School is uniquely located behind the sand dunes in the coastal, regional city of Warrnambool. Warrnambool East Primary School strongly advocates for the wellbeing needs of students to be addressed so that learning potential can be fully realised. We aim to reduce the impact of disadvantage on student outcomes, ensuring more students develop the skills, knowledge, and attributes they need to build healthy, happy, and prosperous lives. Our school values, alongside the Positive Education philosophy, Nurture Principles, Zones of Regulation, and the Respectful Relationships curriculum—collectively referred to as THRIVE—underpin the culture of our school. These approaches guide our work in creating a safe, inclusive, and supportive learning environment.</p> <p>We value the inclusion of all cultures, backgrounds, and individual needs, with a strong emphasis on supporting students' emotional needs, overall wellbeing, and engagement. We are immensely proud of our school and have received both regional and state awards recognising our innovative wellbeing and learning programs. We also value strong partnerships with community groups that enhance and enrich these programs.</p> <p>Our curriculum places a strong emphasis on Literacy and Numeracy, alongside the development of character and learner dispositions. Our commitment to accelerating learning growth is demonstrated through the effective use of data and precise teaching practices to differentiate instruction and implement reasonable adjustments that respond to student need.</p> <p>We support students who require scaffolding while also extending those who are thriving, embedding a culture of high expectations, continuous learning, and collaboration through the Professional Learning Community framework. In parallel, we focus on effectively mobilising available resources to support student wellbeing and mental health, with particular attention to our most vulnerable learners. This is achieved through the development and implementation of a whole-school approach that supports both students and staff, strengthening wellbeing, inclusion, and a strong sense of</p>

belonging.

The school draws its students from its designated neighbourhood area, providing a diverse and vibrant population, including students from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander students, and students funded through a government disability support program. Students with disabilities receive targeted funding for classroom learning support and specialised resources and equipment to meet their needs, with Individual Education Plans developed each term in consultation with families and students. From 2026, the school will transition to the Disability Inclusion Profile framework.

Our curriculum has a strong emphasis on Literacy and Numeracy and the development of character and learner traits. Our commitment to accelerating learning growth is evident through use of data and precise teaching to differentiate and integrate reasonable adjustments.

Inquiry Learning emphasises open ended learning, cultivating curiosity and problem solving, and aims to include authentic student voice. Curriculum is enriched by choir, bands, group based music tuition, a wide range of sports, camps and major excursions and incursions. Science partnerships have a focus on sustainability, and Deakin University provides both practical and research support. Our school has a reputation for being innovative, with a focus on enabling students to leave the school as skilled learners who are confident, resilient, persistent, creative, curious and respectful citizens.

We are proud of our strong connection to the community and the wide range of opportunities we provide for families to engage with our school. These include regular assemblies, celebrations of learning, and opportunities to volunteer in school programs such as the breakfast club. We also invite parents and carers to information sessions to build understanding of how we support their children's learning and wellbeing.

Our community connections are further strengthened through the celebration of our extended curriculum and social events, including the Art Show, Science Night, trivia nights, parent music nights, and community picnics. These experiences foster belonging, partnership, and shared pride in our school. We are extremely proud of the strong, connected community we have built together.

One of our key challenges is balancing direct, explicit instruction with learning experiences that nurture curiosity, creativity, and student voice. Explicit teaching provides clarity, structure, and support for diverse learners, while student-led and creative approaches encourage engagement, independence, and deeper learning. Our focus is on intentionally integrating both approaches to ensure learning is inclusive, responsive, and meaningful for every student.

Our community is highly connected to the school through social and community-based activities; however, engagement

	<p>is lower when families are invited to participate in learning-focused initiatives that build understanding of our teaching and learning practices. Our goal is to explore flexible engagement options, such as virtual platforms, to increase accessibility and strengthen family partnerships in supporting student learning.</p> <p>Our school has seen a growing number of EAL students and families entering the community with limited or no English. This shift highlights the need for targeted support and inclusive practices. Through our Yes to Inclusion, No to Racism campaign, we are strengthening our focus on education and prevention, while building a culture of belonging and acceptance for all families within the school and broader community.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Over the next four years, our school will build a consistent, high-impact learning culture where every student is challenged, supported, and empowered to succeed. This will be achieved through a refined and aligned curriculum and instructional model that is responsive to student point of need, strengthens learning, and ensures equitable access to stretch, enrichment, and personalised adjustments where required.</p> <p>High-quality assessment and data-informed practice will be used to lift student growth and attainment. A clear and consistent learning culture ensures that every student, regardless of background, experiences high-quality teaching and appropriate challenge. When curriculum, instruction, and assessment are aligned and responsive, learning becomes more impactful and equitable, resulting in stronger outcomes for all students.</p> <p>Student voice will be amplified by clearly articulating the purpose of learning, enabling students to self-monitor progress and provide feedback that informs teacher practice. Teacher collaboration will be strengthened through Professional Learning Communities, grounded in the belief that when teachers work together, students learn more.</p> <p>Embedding student voice, wellbeing, and agency is essential. Students learn best when they feel safe, connected, and motivated. Wellbeing underpins engagement and attendance; students who feel seen, heard, and supported are more willing to take risks, persist through challenge, and attend school consistently.</p> <p>Connection across our whole school community will be prioritised through inclusive practices, strong relationships, and supportive learning environments that enable engagement and success. Central to this vision is fostering curiosity, agency, wellbeing, and aspiration, creating a school environment where staff feel valued, families are active partners in learning, and students are motivated to attend every day and confidently pursue future success.</p>



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<b>Goal 1</b>	Maximise the learning growth of every student
<b>Target 1.1</b>	<p>By 2029, increase the percentage of students achieving in the strong or exceeding NAPLAN proficiency level in:</p> <p>Year 3:</p> <ul style="list-style-type: none"><li>• reading from 60% (2025) to 65%</li><li>• numeracy from 59% (2025) to 79%</li></ul> <p>Year 5:</p> <ul style="list-style-type: none"><li>• reading from 74% (2025) to 78%</li><li>• numeracy from 75% (2025) to 79%</li></ul>
<b>Target 1.2</b>	<p>By 2029, increase the percentage of equity funded students achieving in the strong or exceeding NAPLAN proficiency level in:</p> <p>Year 3:</p> <ul style="list-style-type: none"><li>• reading from 47% (2025) to 53%</li><li>• numeracy from 28% (2025) to 37%</li></ul> <p>Year 5:</p> <ul style="list-style-type: none"><li>• reading from 50% (2025) to 58%</li><li>• numeracy to be maintained from 50% (2025)</li></ul>

<p><b>Target 1.3</b></p>	<p>*By 2029, increase the percentage of Year 3-5 students achieving at or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• reading from xx% (202X) to xx%</li> <li>• numeracy from xx% (202X) to xx%</li> </ul> <p>*Placeholder target pending available data</p>
<p><b>Target 1.4</b></p>	<p>By 2029, increase the percentage of students achieving at or above expected growth against the Victorian Curriculum 2.0 according to teacher judgements:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 77% (2023-24) to 81%</li> <li>• Maths 2.0 from xx% (2025) to xx%*</li> </ul> <p>*Placeholder target pending available data</p>
<p><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</p>	<p>Implement evidence-based teaching practices in line with the VTLM 2.0</p>
<p><b>Key Improvement Strategy 1.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</p>	
<p><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices</p>	

<p>to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><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</p>	<p>Embed a culture of professional learning and collaboration</p>
<p><b>Key Improvement Strategy 1.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><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</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.c</b></p>	

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Goal 2</b></p>	<p>Maximise the wellbeing of all students</p>
<p><b>Target 2.1</b></p>	<p>By 2029, increase the percentage of positive endorsements in the Attitudes to School Survey (AtoSS) for the factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 79% (2025) to 83%</li> <li>• Managing bullying from 82% (2025) to 86%</li> <li>• Sense of connectedness from 77% (2025) to 81%</li> <li>• Stimulated learning from 77% (2025) to 81%</li> <li>• Student voice and agency from 60% (2025) to 70%</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2029, increase the percentage of positive endorsements in the School Staff Survey (SSS) for the factors:</p> <ul style="list-style-type: none"> <li>• Focus learning on real-life problems from 81% (2025) to 90%</li> <li>• Collaborate to scaffold student learning from 94% (2025) to 98%</li> <li>• Feedback from 87% (2025) to 95%</li> <li>• Staff professional safety from 70% (2025) to 90%</li> <li>• Staff psychological safety from 80% (2025) to 90%</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2029, increase or maintain the percentage positive endorsement in the Parent/Guardian/Caregiver Opinion Survey (PGCOS) for the factors:</p> <ul style="list-style-type: none"> <li>• Managing bullying from 74% (2024) to 78%</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent participation and involvement from 89% (2024) to 91%</li> <li>• Respect for diversity from 92% (2024) to 95%</li> <li>• Student agency and voice from 78% (2024) to 82%</li> <li>• Stimulated learning environment from 83% (2024) to 87%</li> </ul>
<b>Target 2.4</b>	By 2029, increase the average attendance rate from Prep to Year 6 from 87.2% (2024) to 89%
<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	Build staff capability to implement positive classroom management strategies
<b>Key Improvement Strategy 2.a</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.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect	Establish a school wide approach to student self-efficacy

<p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><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</p>	
<p><b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><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</p>	
<p><b>Key Improvement Strategy 2.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</p>	<p>Develop a whole school approach to building a culture of curiosity and creativity</p>
<p><b>Key Improvement Strategy 2.c</b></p>	

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	