School Strategic Plan 2025-2029

Narre Warren North Primary School (1901)



Submitted for review by Connie Vandervoort (School Principal) on 08 October, 2026 at 01:03 PM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 10 October, 2026 at 04:31 PM
Endorsed by Kate Bamford (School Council President) on 09 September, 2025 at 04:57 PM

School Strategic Plan - 2025-2029

Narre Warren North Primary School (1901)

School vision	At Narre Warren North Primary School we are committed to cultivating a learning community where every student is known, challenged and supported to thrive. Our vision promotes learning through high-impact, evidence-based teaching to foster a culture of inclusion, resilience and wellbeing. We empower students to be active participants in their learning, guided by shared values and collective responsibility. We build a cohesive and responsive school environment where strong academic growth and personal development are equally valued.
School values	At our school, the values of Respect, Resilience, Honesty, Responsibility and Persistence form the foundation of our learning community. They guide the way we work, learn and relate to one another, providing a consistent framework for decision-making, behaviour and school-wide practices. These values shape our culture by creating shared expectations for students, staff and families. They are explicitly taught, modelled and reinforced across all areas of the school — in classrooms, the playground, at assemblies and in leadership and wellbeing programs. They inform how we approach challenges, celebrate success, resolve conflict, and support each other's growth. • Respect underpins our commitment to valuing diversity, listening to others, and caring for ourselves, others, and our environment. • Resilience empowers our students to face setbacks with courage, manage change, and keep trying when learning is hard. • Honesty encourages a culture of trust, openness and integrity in both learning and relationships. • Responsibility promotes accountability, independence and leadership in learning and behaviour. • Persistence drives students to stay focused, set goals, and continue striving even when things are difficult. Together, these values help us remain focused on what matters most — nurturing capable, caring and confident learners who contribute positively to their school and beyond. They are at the heart of our teaching, leadership and community engagement, and ensure that every decision we make reflects our commitment to supporting the whole child.
Context challenges	Narre Warren North Primary School is located in the City of Casey, 35km south-east of Melbourne. From its foundation in 1877, Narre Warren North Primary School has a strong sense of community spirit. The student population is culturally and linguistically quite homogenous, with a low proportion of speakers of English as a Second Language (8%). The Student Family Occupation (SFO) category was 0.2439 in 2025.

	The school provides an approved curriculum framework differentiated to meet students' needs. Specialist programs are provided in Physical Education, Visual Arts, Auslan, Science/STEM, Performing Arts and Intervention. Student wellbeing and inclusion is vital for productive learning and a comprehensive Social and Emotional Learning Program is in place. Challenges: The school's self-evaluation and review identified several key challenges that Narre Warren North Primary School must address to ensure continued growth in student achievement and wellbeing. A significant challenge lies in meeting the diverse learning needs across the student population, particularly in consistently delivering point-of-need instruction. While the school has achieved solid literacy and numeracy outcomes, the review highlighted that high-ability students would benefit from greater extension opportunities, with some demonstrating a desire for more challenge in their learning. Differentiation and targeted support remain areas for development, with a need to improve the consistency of practice across classrooms and further develop the use of data to inform instructional decisions. While the school has embedded many inclusive practices and experienced growth in student support systems, attendance data showed a substantial increase in students with 20 or more days of absence, rising to 50% in 2024. The review also noted declines in student confidence and motivation, indicating the need to refine trauma-informed practices, build stronger emotional regulation skills and embed a more consistent approach to wellbeing and inclusion. Specific cohorts were identified as needing additional focus. Although NWNPS serves a culturally and linguistically homogenous population, the proportion of students with English as an Additional Language (EAL) is increasing. These students, alongside high-ability learners and those with disabilities, require tailored supports to ensure equitable access to the curriculum. While partnerships with external agencies and internal structures like Individual Education Plans (IEPs) are in place, there is a need to strengthen systems for tracking student growth and ensuring early, effective interventions. Additionally, the implementation of the Disability Inclusion reforms and support for Education Support staff to access planning and role clarity are current areas for development. Meeting these challenges will be critical to ensuring that all students thrive academically, socially and emotionally.
Intent, rationale and focus	Intent Narre Warren North Primary School is committed to maximising learning outcomes and wellbeing for all students. The school aims to strengthen evidence-based, high-quality teaching and learning practices, ensuring every student can thrive. A key part of this vision includes embedding a whole-school approach to inclusion and engagement through a multi-tiered system of support (MTSS). This will ensure all students are connected to their learning and supported in their social and emotional development. To achieve these aims, the school will focus on building leadership capacity and enhancing staff capability to deliver consistent, rigorous instruction aligned with the updated Victorian Curriculum 2.0 and the Victorian Teaching and Learning Model (VTLM 2.0). Central to this is the development of student voice, agency, and

ownership of learning, supported by targeted instructional practices and meaningful feedback that empowers students to understand their progress and set personal goals.

Rationale
This direction is crucial as NWNPS continues to build on strong foundations in student achievement, particularly in literacy and numeracy. While many students are performing at or above expected levels, the review highlighted the need to further support high-achieving students and ensure consistent challenge and growth across all learning areas. The importance of aligning wellbeing with academic progress is also evident, with the review noting rising absenteeism, variability in student engagement, and the need for more consistent trauma-informed and inclusive teaching practices. By focusing on a clear instructional model and shared curriculum expectations, the school can provide equitable access and challenge for all learners. Strengthening leadership and collective efficacy among staff will ensure sustained improvement, while greater emphasis on feedback, student agency and parent partnerships will build a strong, connected school community that supports every child's learning journey.

Focus
Over the life of the 2025–2029 School Strategic Plan, NWNPS will prioritise teaching and learning, inclusion and wellbeing, leadership, and student engagement. The school will focus on embedding consistent, high-quality instructional practices that align with the updated VTLM 2.0 and Victorian Curriculum 2.0, ensuring every student is taught at their point of need. A whole-school approach to inclusion will be developed and implemented using the PCMS guide, alongside enhancements to the school's MTSS framework, to support students' connection, resilience and wellbeing. Leadership will also be a focus, with an emphasis on building mid-level leadership capabilities and strengthening shared accountability for student outcomes. Student engagement will be enhanced through inquiry-based learning, increased voice and agency, and meaningful opportunities to co-design learning experiences.

In the first two years (2025–2026), the school will prioritise strengthening teacher capacity through professional development and refining school-wide teaching and assessment practices. The implementation of a consistent curriculum structure, the development of an inclusion framework, and improved data literacy will be central to this phase. In the following two years (2027–2028), the focus will shift toward embedding and sustaining these practices, with particular attention on student agency, goal setting, and the use of data to inform teaching. Leadership capacity will be expanded, and inclusive practices will be embedded across all aspects of school life. By 2029, the school aims to see measurable growth in student achievement and wellbeing, including improved NAPLAN outcomes, stronger survey results from students and staff, and evidence of equity and excellence in learning outcomes for all students.

School Strategic Plan - 2025-2029

Narre Warren North Primary School (1901)

Goal 1	Maximise learning outcomes for all students.
Target 1.1	By 2029, the percentage of Year 3 students achieving exceeding proficiency in NAPLAN will increase. • Reading from 18 percent (2025) to 25 percent • Writing from 10 percent (2025) to 20 percent • Numeracy from 14 percent (2025) to 20 percent
Target 1.2	By 2029, the percentage of Year 5 students achieving exceeding proficiency in NAPLAN will be maintained or increase. • Reading at 25 percent (2025) • Writing from 6 percent (2025) to 20 percent • Numeracy from 16 percent (2025) to 20 percent.
Target 1.3	*By 2029, the percentage of Year 5 students achieving at or above relative growth in NAPLAN will increase. • Reading from 74 percent (2026) to 76 percent • Writing from 77 percent (2026) to 70 percent • Numeracy from 69 percent (2026) to 74 percent

Target 1.4	By 2029, the percentage of F-6 students demonstrating above-expected growth, as measured by teacher judgments (semester two to semester two), will increase. • Reading and viewing from 15 percent (2024) to 25 percent • Writing from 12 percent (2024) to 20 percent • Mathematics ** percent (2026) to ** percent. (**Placeholder target to be completed once Mathematics 2.0 data becomes available)
Target 1.5	By 2029, the positive percentage endorsement rate will be maintained or improved in the School Staff Survey factors. • Instructional Leadership from 86 percent (2024) to 90 percent • Academic emphasis from 74 percent (2024) to 78 percent • Guaranteed and viable curriculum at 90 percent (2024) Use of student feedback to inform teaching practice at 91 percent (2024).
Target 1.6	By 2029, the positive percentage endorsement rate will improve in the years 4-6 Student Attitudes to School Survey factors. • Stimulating learning from 77 percent (2024) to 80 percent • Student voice and agency from 60 percent (2024) to 70 percent.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Strengthen point of need learning through building a shared understanding of the Victorian Curriculum 2.0 continuum and the teaching of learning sequences.

pathways, incorporating extra-curricula programs	
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 pathways, incorporating extra-curricula programs	Embed quality, evidence-based teaching and learning practices in instruction, planning and assessment in line with Victorian Teaching and Learning Model (VTLM 2.0) and Positive Class Management Strategies.
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	
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	Embed a tiered, evidence based approach to further build leadership capabilities.

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	Maximise the wellbeing of all students.
Target 2.1	By 2029, the percentage of F-6 students with 20 or more days of absence will decrease from 50 percent (2024) to 38 percent.
Target 2.2	By 2029, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. • Emotional awareness and regulation from 67 percent (2024) to 73 percent • Sense of connectedness from 72 percent (2024) to 76 percent • Sense of confidence 67 percent (2024) to 75 percent • Teacher concern from 78 percent (2024) to 82 percent.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop a whole school approach to inclusion.
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	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance multi-tiered system of support (MTSS) in engagement, wellbeing and inclusion to ensure all students are connected.
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	