

# School Strategic Plan 2025-2029

Epping Primary School (5551)



Submitted for review by Barbara McKenzie (School Principal) on 07 May, 2025 at 04:33 PM

Endorsed by Losh Pillay (Senior Education Improvement Leader) on 07 May, 2025 at 06:59 PM

Endorsed by Illonna Evans (School Council President) on 18 May, 2025 at 01:32 PM

# School Strategic Plan - 2025-2029

Epping Primary School (5551)

<p><b>School vision</b></p>	<p>Epping Primary School is a dual campus primary school in the northern suburbs of Melbourne with a combined enrolment of 307. The school was created from the merger of Epping Primary School and Greenbrook Primary School on January 1st, 2012. Epping Primary School's community has a multi-cultural profile and a high level of perceived disadvantage. The school motto is "Making a Difference Together". Our educative purpose is to provide a learning environment that is both caring and challenging and that equips children of all abilities with the necessary skills and knowledge to become valued and productive members of the community. Our mission is "To inspire and empower our students to thrive as lifelong learners." As a result of the 2025 School Review, the school's vision/mission statement will be revisited with staff, students and the community to determine if this reflects beliefs and values or whether this needs to be changed or modified to reflect the work of the next four years. This will consultation will be done via surveys, focus groups and meetings.</p>
<p><b>School values</b></p>	<p>Epping Primary School's community has a multi-cultural profile and a high level of perceived disadvantage. The school values are Respect, Honesty, Persistence, Resilience and Responsibility and underpin the school's restorative practice process as well as the schools social and emotional learning program. The values link directly to the Berry St Education Model which is an educator-designed, evidence-informed framework that equips teachers with practical tools to create classrooms where every student feels safe, engaged, and ready to learn. As a result of the 2025 School Review, the school's values will be revisited with staff, students and the community to determine if this reflects the work of the next four years. This will consultation will be done via surveys, focus groups and meetings.</p>
<p><b>Context challenges</b></p>	<p>The 2020-2024 (SSP) first goal to improve numeracy outcomes for all students and the second goal to enhance literacy outcomes for all students was evaluated as not able to assess, with the targets for both goals unable to be measured due to the change in NAPLAN. The 2024 school performance report showed student literacy and numeracy outcomes were improving. The performance report for NAPLAN numeracy and reading, showed the percentage of students with high or medium growth was categorised in the high-performance group. In reading the percentage of Years 3 and 5 students in exceeding or strong was developing. In numeracy the percentage of Years 3 and 5 students in exceeding or strong was improving. Students at or above expected level according to teacher judgements was categorised as improving.</p> <p>The third goal was to improve student agency and voice in their learning. This goal was partially met, with 2 targets not achieved and one target fully achieved. The attitude to school survey (AtoSS) factor, Not experiencing bullying exceeded</p>

the 2024 target of 65%, achieving 92% positive endorsement. Stimulated learning decreased from 77% in 2021 to 73% in 2024. Student voice and agency positive endorsement in 2024 was 62%, below similar schools at 72%. The school's focus on building a positive student-centred culture, establishing a documented curriculum plan, assessment and shared pedagogical approaches for literacy and numeracy and the COVID-19 pandemic, saw the suspension of the student voice and agency as a focus.

The percentage above age expected level in reading and viewing was less than 10% in 2021 and 2024. The percentage of students achieving at or above expected growth slightly increased from 62% in 2021 to 64% in 2024. This was below the 2024 results for similar schools (78%) and state (86%). The panel found the percentage above age expected level in writing was less than 10% in 2021 and less than 10% in 2024. The percentage of students achieving at or above expected growth decreased from 62% in 2021 to 57% in 2024. This was below the 2024 results for similar schools (71%) and state (81%)

The percentage of Foundation to Year 6 students, according to Teacher judgement growth-time series, achieving at or above expected growth in reading and viewing increased from 60% in 2020-21 to 68% in 2023-24. The percentage of Foundation to Year 6 students achieving at or above expected growth in writing, increased from 57% in 2020-21 to 65% in 2023-24.

In considering the percentage of Foundation to Year 6 students according to teacher judgement who were above expected level in number and algebra, the percentage above age expected level in number and algebra was less than 10% in 2021 and was 11% in 2024. The percentage of students achieving at or above expected growth decreased from 64% in 2021 to 60% in 2024. This was below the 2024 results for similar schools (74%) and state (86%)

The percentage of Foundation to Year 6 students, according to Teacher judgement growth-time series, achieving at or above expected growth in number and algebra remained the same with 61% in 2020-21 and 2023-24.

#### Priority Groups: Equity Students

##### Reading

- In 2024, equity funded students performed well below non-equity students across all NAPLAN proficiency levels. For exceeding, equity students achieved 5%, with non-equity at 14%. For strong proficiency level, equity students achieved 16% and non-equity 33%. Developing, equity students achieved 47% and non-equity 29%. Needs additional support, equity students achieved 32% and non-equity 19%
- In 2024, equity students performed below the non-equity funded students across all proficiency levels. For exceeding, the equity students achieved 0%, non-equity 27%. For strong, equity students achieved 35% and non-equity 42%. Developing, equity students achieved 42% and non-equity 19%. Needs additional support, equity students achieved 12%

and non-equity 4%.

#### Writing

- In 2024, Year 3 equity funded students performed below the non-equity funded students. For exceeding, the equity students achieved 0%, non-equity 0%. For strong, equity students achieved 47% and non-equity 62%. Developing, equity students achieved 32% and non-equity 29%. Needs additional support, equity students achieved 21% and non-equity 10%
- In 2024, Year 5 equity funded students overall performed slightly below the non-equity funded students. For exceeding, the equity students achieved 0%, non-equity 7%. For strong, equity students achieved 65% and non-equity 71%. Developing, equity students achieved 24% and non-equity 7%. Needs additional support, equity students achieved 0% and non-equity 7%.

#### Numeracy

- In 2024, Year 3 equity funded students performed well below the non-equity funded students. For exceeding, the equity students achieved 0%, non-equity 5% (1). For strong, equity 25% and non-equity 60%. Developing, equity 35% and non-equity 30%. Needs additional support, equity 40% and non-equity 0%
- In 2023, Year 5 equity funded students overall performed below non-equity funded students. In 2024, Year 5 equity funded students overall performed well below the non-equity funded students. For exceeding, the equity students achieved 0%, non-equity 15%. For strong, equity students achieved 33% and non-equity 67%. Developing, equity students achieved 22% and non-equity 0%. Needs additional support, equity students achieved 33% and non-equity 11%.

#### Priority Groups: EAL

##### Reading

- In 2024, EAL students overall performed slightly below Not-EAL students. For exceeding, the EAL students achieved 0% and Not-EAL 17%. For strong, EAL students achieved 32% and Not-EAL 17%. Developing, EAL students achieved 32% and Not-EAL 44%. Needs additional support, EAL students achieved 27% and Not-EAL 22%
- In 2024, Year 5 equity funded students overall performed above the Not-EAL funded students. For exceeding, the EAL students achieved 15%, Not-EAL 17%. For strong, EAL students achieved 45% and Not-EAL 35%. Developing, EAL students achieved 30% and Not-EAL 26%. Needs additional support, EAL students achieved 5% and Not-EAL 9%.

##### Writing

- In 2024, Year 3 EAL funded students performed below the Not-EAL funded students. For exceeding, the EAL students achieved 0% and Not-EAL 0%. For strong, EAL students achieved 43% and Not-EAL 68%. Developing, EAL students achieved 38% and Not-EAL 21%. Needs additional support, EAL students achieved 19% and Not-EAL 11%
- In 2024, Year 5 EAL students performed slightly below the Not-EAL funded students. For exceeding, the EAL students achieved 0%, Not-EAL 8%. For strong, EAL students achieved 71% and Not-EAL 67%. Developing, EAL students achieved 19% and Not-EAL 8%. Needs additional support, EAL students achieved 5% and Not-EAL 4%.

	<p>Numeracy</p> <ul style="list-style-type: none"> <li>• In 2024 EAL funded students overall performed below the Not-EAL students. For exceeding, the EAL students achieved 5%, Not-EAL 0%. For strong, EAL students achieved 41% and Not-EAL 44%. Developing, EAL students achieved 23% and Not-EAL 44%. Needs additional support, EAL students achieved 27% were well below the Not-EAL at 11%</li> <li>• In 2024, Year 5 equity funded students performed above the Not-EAL funded students. For exceeding, the EAL students achieved 10%, Not-EAL 8%. For strong, EAL students achieved 60% and Not-EAL 48%. For developing, EAL students achieved 10% and Not-EAL 8%. Needs additional support, EAL 15% and Not-EAL 24%.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>The 2020-2024 SSP saw an emphasis on middle leaders' capabilities so that there was a strong curriculum and instructional focus. Regular leadership meetings were held. Leaders had ownership of the school improvement agenda. Leaders worked collaboratively to ensure planning and documentation was consistent. The school improvement team (SIT) ensured staff had line of sight from the SSP, the annual implementation plan (AIP), into classroom practice. There was a significant shift in the quality and scope of documentation across the school and the school had established evidence informed curriculum documentation and instructional models for literacy and mathematics. The school's current instructional model reflected the Victorian Teaching and Learning Model 2.0 elements of learning and teaching. The whole staff had collaborated in establishing a reading overview, a scope and sequence, a learning continuum and units of work that included hyperlinks to exemplary tasks examples.</p> <p>The school had established strong practice which addressed the department's teaching of reading priority through:</p> <ul style="list-style-type: none"> <li>• phonics/phonological awareness for Foundation to Year 2</li> <li>• spelling, which had a strong focus on vocabulary using morphology and etymology for Years 3 to 6</li> <li>• comprehension was included in planning documents.</li> </ul> <p>Since 2021, the school had implemented a systematic synthetic phonics program in Foundation to Year 2 which was based on the science of reading, strongly reflecting Victorian Department of Education's approach to the teaching reading. The school also implemented a systematic synthetic phonics intervention program at Year 1 and the speech therapist assistance (STA) program which was also based on a synthetic phonics approach.</p> <p>A guaranteed and viable curriculum across the school for the 8 key learning areas (KLAs) was developed and implemented. The school invested time and resources to enable collaborative teaching and learning practices. There was rigour in instructional and wellbeing practices. Year, term, and weekly planners had through lines from the SSP/AIP and were hyperlinked to the Victorian Curriculum (VC) content descriptors, the standards, the school's developmental curriculum and exemplars.</p>

There was focussed work on building a resilient and supportive environment for staff, students and families. This was achieved through regular check-ins on the psychological safety of staff and building relational trust through the PLCs. Analysis of PLC artefacts revealed a well-structured inquiry model that enabled a clinical analysis of data. PLC observations revealed targeted conversations around the data and high impact teaching strategies. For students and their families, the Berry Street model, consistent behaviour expectations, wellbeing practices and co-ordinated services had built a school environment underpinned by trust and safety.

The 2024 school performance grouping for attendance was developing. Further investigation of the data revealed a decline in student attendance. Leadership reported that during the 2020-2024 SSP period and at the time of the review, there was an increase in students presenting with social/emotional challenges and there was a correlating increase in their non-attendance and/or lateness. The students were identified through observation and behavioural adjustment data recorded in the school's management system. The school established absence processes and protocols to inform a strategic and tiered response so that the attendance and lateness rates improved for these students.

#### PRIORITY AREAS FOR 2025-2029 SSP:

The school had established a PLC model that interrogated data to ensure an improvement focus in student outcomes and growth. The instructional and pedagogical approaches were yet to be fully and consistently embedded. The next step for PLCs was to use evidence to inform teaching practice, particularly formative assessment, in differentiating tasks so that so there was learning challenge for students. Establishing learner dispositions for staff and students, that necessitated metacognitive feedback and reflection, would improve learning outcomes for all.

Feedback and reflection processes that improves teacher practice was identified as a focus for the next SSP. Strengthening the school's coaching and peer observation practices would leverage the capabilities of staff to measure their impact of their classroom practice on student learning outcomes.

During 2020-2024, the school focused on building stronger engagement and partnerships with families. The school successfully created a sense of connectedness across the two campuses and the fieldwork revealed the community were starting to see the two campuses as one school. Given the complex and rich diversity of its demographics the school will continue with its focus here and further work is needed to embed a sense of belonging and connectedness throughout the whole school community.

Learner agency was seen as a catalyst to students connecting to the learning in the classroom and across the school. A future focus will be learner agency so that it is understood and supported by staff, students and families. This was also thought to be a driver in student engagement and therefore, improve attendance.



# School Strategic Plan - 2025-2029

Epping Primary School (5551)

<b>Goal 1</b>	Maximise learning outcomes and growth in literacy and numeracy for all students.
<b>Target 1.1</b>	<p>By 2029, increase the 2024 percentage of students achieving the exceeding proficiency level:</p> <ul style="list-style-type: none"><li>• Year 3 reading from 10% to 15%</li><li>• Year 3 writing from 0% to 10%</li><li>• Year 3 numeracy from 3% to 10%</li><li>• Year 5 reading from 16% to 20%</li><li>• Year 5 writing from 4% to 10%</li><li>• Year 5 numeracy from 9% to 15%.</li></ul>
<b>Target 1.2</b>	<p>By 2029, increase the 2024 percentage of Foundation to Year 6 students achieving above age expected level (Teacher Judgement, Victorian Curriculum):</p> <ul style="list-style-type: none"><li>• reading and viewing from 8% to 15%</li><li>• writing from 5% to 10%</li><li>• *Maths 2.0 from xx% (202x) to xx%</li></ul> <p>*Placeholder target TBC when data available (anticipated 2025)</p>
<b>Target 1.3</b>	<p>By 2029, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"><li>• Using student feedback to improve practice from 18% to 50%</li><li>• Understand formative assessment from 36% to 50%</li></ul>

	<ul style="list-style-type: none"> <li>• Professional learning from peer observation from 9% to 50%</li> <li>• Seek feedback to improve practice from 45% to 65%.</li> </ul>
<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>	Build staff capability to activate student agency in classroom learning.
<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><b>Key Improvement Strategy 1.a</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 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>	Strengthen a consistent whole school approach to high-quality instructional practice through PLCs.
<p><b>Key Improvement Strategy 1.b</b></p>	

<p>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> 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 staff capabilities to ensure adjustments target the point of learning needs</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> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Goal 2</b></p>	<p>Strengthen wellbeing so that students are confident, connected and engaged learners.</p>
<p><b>Target 2.1</b></p>	<p>By 2029, increase the 2024 percentage positive endorsements on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 62% to 68%</li> </ul>

	<ul style="list-style-type: none"> <li>• Stimulated learning from 73% to 77%</li> <li>• Sense of connectedness from 73% to 77%</li> <li>• Help seeking from 68% to 72%.</li> </ul>
<b>Target 2.2</b>	<p>*Placeholder target to be confirmed when 2025 data available</p> <p>By 2029, increase the 2025 percentage positive endorsement on the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• School staff safety and wellbeing module from xx% to xx%</li> </ul>
<b>Target 2.3</b>	<p>By 2029, increase the 2024 percentage positive endorsement on the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 72% to 76%</li> <li>• Stimulating learning environment from 72% to 76%.</li> </ul>
<b>Target 2.4</b>	<p>By 2029, increase the 2024 average attendance rate from 84.2% to 88%</p>
<p><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</p>	<p>Stimulate and challenge students by developing student knowledge of agency and learner dispositions.</p>
<p><b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian</p>	

<p>Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><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</p>	
<p><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</p>	<p>Build student engagement through ownership and self-regulated learning.</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> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	