

School Strategic Plan 2025-2029

Spensley Street Primary School (3146)



Submitted for review by Richard Olsen (School Principal) on 02 April, 2026 at 01:58 PM

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School Strategic Plan - 2025-2029

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School vision	Our vision is to develop children who are confident in themselves and active in their community.
School values	<p>At Spensley Street Primary School we promote and sustain an inclusive, inspirational and robust community of students, staff, parents and carers. We take a whole-school approach to ensuring the wellbeing of our community.</p> <p>We provide diverse, challenging and child-centred learning programs to develop successful, lifelong learners. The educational, social, emotional and physical needs of the whole child are of primary importance.</p> <p>Our values are: Confidence: We focus our efforts on and get satisfaction from doing what we know matters. Curiosity: We respond with curiosity both to the world around us and ourselves. Kindness: We are kind to ourselves and to others.</p> <p>We value and promote student voice and agency to provide students with authentic experiences of self-advocacy and leadership. We want our students to develop a strong sense of social justice, and to acquire the knowledge, skills and confidence and think critically about their world.</p> <p>Our values are: Inclusive: We believe that there is strength and deeper understanding through diversity. Informed: We actively seek to understand our world and its people. Active: We take action when something needs to be done.</p>
Context challenges	<p>Spensley Street Primary School has a long history of offering a progressive education to the children in its care.</p> <p>Our multi-aged class structures group students of different ages together for learning, giving them opportunities to experience a range of social and working relationships. The multi-age environment promotes a strong sense of community and of taking responsibility for oneself and others. Students are grouped in multi-age home groups, located in four large purposefully designed learning areas, providing many opportunities to know each other and work together.</p> <p>Our school is a high achieving school with the Department of Education's School Performance Report consistently rating</p>

	<p>us as such, though there are opportunities to strengthen our programs particularly regarding wellbeing outcomes.</p> <p>An extensive consultation process was undertaken during the pre-review evaluation process where the following themes were identified:</p> <ol style="list-style-type: none"> 1. A deeper understanding of our whole child approach and the development of confident, caring, and resilient children. 2. The desire for our children to have deep and rich learning experiences. 3. A clearer understanding of how our teaching and learning approach aligns with explicit teaching of the Victorian Curriculum. <p>The school review panel recommends the following areas of focus be prioritised in the next SSP:</p> <ul style="list-style-type: none"> - the school's shared vision and pedagogical practices - instructional model for literacy and numeracy within an inquiry approach - assessment and reporting of knowledge, skills and capabilities - approach and framework for wellbeing and engagement - student agency in learning, engagement and wellbeing - staff wellbeing.
<p>Intent, rationale and focus</p>	<p>The intent of this strategic plan is to:</p> <ol style="list-style-type: none"> 1) strengthen our understanding of the broader developmental needs of the children of our school, and how we best cater to these needs, and 2) identify, communicate and implement our pedagogical approach to enable this. <p>As detailed in our vision and values our major developmental focus is to develop children who are personally and socially capable. We believe one of the most pressing needs for children not only at our school but also all schools are to have a strong sense of and understanding about personal wellbeing.</p> <p>Through the development of this strategic plan, we have identified three guiding principles which underpin our understanding of personal wellbeing.</p> <ul style="list-style-type: none"> • Commitment: Children who seek to take values driven actions in all situations. • Mindfulness: Children who notice themselves and stay in the present moment. • Acceptance: Children who view their past, future, and present experiences as they are and not as they think they must or should be. <p>The second part of our developmental focus is to develop children who are active members in the communities they are</p>

a part of. We believe that community mindedness is important in finding your place in the world, and it is also important for understanding, accepting, and celebrating others, especially those who are culturally different. Community mindedness is a bridge for understanding and connection.

Through the development of this strategic plan, we have identified three guiding principles which underpin our understanding of social wellbeing and community mindedness:

- Connection: Children who can establish strong and positive relationships with others to create a safe and affirming environment.
- Trauma Informed: Children who seek to understand and value others from their perspective and make accommodations for those who require them.
- Restorative Practices: Children who are accountable and empathic. They take responsibility for our actions and seek to repair relationships when required.

We are therefore prioritising identifying, documenting, and embedding a progressive education model that aligns with this developmental intent.

Through the development of this strategic plan, we have identified the goals for our pedagogical approach:

- Minds: Learning and development should be not just focussed on knowing, but also on what we can do, and who our children will become.
- Hearts: Learning which matters to the children, who have a say and are deeply intellectually and emotionally connected to their learning.
- Hands: Learning which occurs in a wide variety of ways using a variety of media and mediums to create authentic products.

Our priorities are to embed and document our pedagogical practices based on our teaching and learning guiding principles:

- Multi-age Inquiry: Teaching and learning that integrates all areas of the curriculum by focusing on real life activities which produce tangible and authentic outcomes.
- Contemporary Learning Spaces: Learning spaces which provide the resources and settings to enable us to engage in a wide variety of learning activities using a wide variety of tools and materials.
- Responsive Curriculum Design: Teaching and learning that is informed by and responds to what is happening in the world, our local community, and in the lives of our students.
- Knowing, Doing, and Being: Explicit teaching of curriculum (knowledge), skills (doing), and developing complex competencies (being).

- Team Teaching: Teachers working together to meet the learning and developmental needs of all the children in our school.

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Goal 1	To optimise learning growth for all students, in a multi-age inquiry setting.
Target 1.1	By 2029, increase the percentage of students in Reading and Numeracy against NAPLAN high relative growth in: <ul style="list-style-type: none">• Reading from 22% (2025) to 27%• Numeracy from 25% (2025) to 30%.
Target 1.2	By 2029, increase the percentage of students making more than 12 months growth according to teacher judgements, against the Victorian Curriculum for: <ul style="list-style-type: none">• Reading from 15% (2024) to 20%• Writing from 17% (2024) to 22%• Mathematics from 13% (2024) to 18%.
Target 1.3	By 2029, increase the percentage of positive responses to the School Staff Survey (SSS) for factors: <ul style="list-style-type: none">• Teaching and learning evaluation from 63% (2025) to 68%• Teaching and learning implementation from 67% (2025) to 72%• Teaching and learning planning from 53% (2025) to 58%• Teaching and learning practice improvement from 60% (2025) to 65%• Instructional Leadership from 35% (2025) to 40%.

<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>Refine, document and embed the school's shared vision and pedagogical practices.</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>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Collaboratively develop and embed an instructional model for literacy and numeracy within an inquiry approach.</p>
<p>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</p>	<p>Embed a consistent approach to assessing and reporting of knowledge, skills and capabilities.</p>
<p>Goal 2</p>	<p>Strengthen the engagement, wellbeing and sense of belonging for all students</p>
<p>Target 2.1</p>	<p>By 2029, increase the percentage of positive student responses to the Attitudes to School Survey (AtoSS) for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 68% (2025) to 73%

	<ul style="list-style-type: none"> • Student voice and agency from 65% (2025) to 70% • Teacher concern from 71% (2025) to 76% • School Connectedness from 75% (2025) to 80%.
Target 2.2	<p>By 2029, increase the percentage of positive responses to the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Participation and involvement from 64% (2024) to 69% • Stimulating learning environment from 72% (2025) to 78% • General Satisfaction from 79% (2025) to 84% • Student wellbeing and support from 73% (2025) to 78% • Teacher communication from 55% (2025) to 60%.
Target 2.3	<p>By 2029, increase the percentage of positive responses to the School Staff Survey (SSS) for the factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 61% (2025) to 66% • Trust in students and parents from 75% (2025) to 80% • School climate from 57% (2025) to 62% • Student feedback to improve practice from 65% (2025) to 70%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the opportunities for families and the school to work together to support students' engagement, sense of belonging and wellbeing.

<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.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>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>Clarify, communicate and embed a consistent tiered approach and framework for wellbeing and engagement.</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>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>Further develop student agency in learning, engagement and wellbeing.</p>
<p>Key Improvement Strategy 2.c</p>	

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion