

School Strategic Plan 2025-2029

Warrnambool West Primary School (0182)



Submitted for review by Karen Holdsworth (School Principal) on 03 November, 2025 at 03:14 PM

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Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	We educate and empower every student to know themselves, be themselves, and achieve success through respectful, inclusive and responsive learning. In a safe and supportive environment, we nurture lifelong learners who are resilient, connected, and inspired to grow, succeed and contribute to their school and community.
School values	<p>Warrnambool West's shared School values are:</p> <p>Safe- Everyone has the right to feel secure, cared for, happy and protected. Demonstrating and enacting positive behaviours to ensure the wellbeing of all.</p> <p>Respect- Respecting ourselves, others, and the environment around us. Encouraging and treating everyone with care, interest, and understanding.</p> <p>Inclusive- Demonstrating tolerance of all, accepting diverse opinions, cultures, religions, and languages.</p> <p>Learning- Lifelong learners who are encouraged to be confident, positive, persistent, and resilient, and to strive for personal best. We follow our school values, take pride in ourselves and school. We always try our hardest and encourage others to do so too.</p>
Context challenges	Strong community confidence in the school is reflected in a positive school wide culture with a pattern of increasing enrolments over the past five years. The commitment to a culture of collaboration, accountability, collegiality, high expectations and inclusion for all is reflected in positive learning and wellbeing outcomes. Wellbeing and learning are aligned with staff developing understanding of Disability Inclusion and adjustments in creating an environment that caters for diverse learners. The school is privileged to have an increasing number of students from families with a language other than English (EAL), and a significant enrolment of Aboriginal and Torres Strait Islander students (ATSI). Many students who have previously been supported under the Program for Students with Disabilities will continue to be supported under the Disability Inclusion funding model. The school also continues to be proactive in supporting neuro-diversity and students' emotional and social learning needs. An enhanced focus in the new strategic plan period will be partnering with community organisations to further support the health and wellbeing of our families and students. Moving forward Warrnambool West Primary School is well placed to provide point of need support for all students, including

	enrichment for those who are already exceeding the expected level of learning.
Intent, rationale and focus	<p>At Warrnambool West Primary School, we are dedicated to growing our school community and committed to working collaboratively in a respectful, safe and inclusive environment as learners.</p> <p>Continued improvement in student literacy and numeracy outcomes has been retained in the new strategic plan and this will be achieved through consistent teaching and learning practices across the school. It will be important to use evidence informed teaching strategies and ensure alignment with the Victorian Teaching and Learning Model to maximise student growth. This will build on the curiosity and creativity already evident in specialist teaching and the targeted explicit teaching in core classrooms. Achievement and wellbeing data will be used to further improve outcomes for all students reflecting their point of need. School wide processes will prioritise time for teachers to plan adjustments for individual students and monitor for impact. There will be an increased focus on supporting students to monitor their own growth, enhancing ownership, agency and motivation.</p> <p>The review affirmed high student engagement and an extensive, connected and efficient wellbeing program. Strong connections with families and community were highlights and the intention moving forward is to leverage these strengths to further cement the school wide community partnership.</p>

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Goal 1	Maximise student outcomes in all areas of curriculum with a focus on literacy and numeracy.
Target 1.1	<p>By 2029, increase the percentage of Year 5 students achieving NAPLAN benchmark growth in:</p> <ul style="list-style-type: none">• Reading from % (2025) to X%*• Writing from X% (2025) to X%*• Numeracy from X% (2025) to X%* <p>*Targets to be finalised in negotiation with SEIL once NAPLAN Benchmark Growth indicators and data are available</p>
Target 1.2	<p>By 2029, increase the percentage of Year 3 students in NAPLAN strong or exceeding proficiency levels in:</p> <ul style="list-style-type: none">• Reading from 65% in 2025 to 67%• Numeracy from 50% in 2025 to 53% <p>By 2029, increase the percentage of Year 5 students in NAPLAN strong or exceeding proficiency levels in:</p> <ul style="list-style-type: none">• Reading from 54% in 2025 to 60%• Numeracy from 54% in 2025 to 56%
Target 1.3	<p>By 2029, increase the percentage of Year 1 to 6 students making at or above expected growth in Victorian Curriculum 2.0 Levels, according to Teacher Judgements in:</p> <ul style="list-style-type: none">• Reading and Viewing from 75% (2024) to 77%• Mathematics from X% (2025) to X%*

	*Target to be aligned with the Victorian Curriculum 2.0 Mathematics data
Target 1.4	By 2029, increase the positive endorsement in the SSS Academic Emphasis factor from 79% in 2024 to 80%.
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	Refine the whole school approach to curriculum, pedagogy and assessment in line with the VTLM 2.0
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	Enhance teaching and learning through continued implementation of high functioning professional learning communities.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs	
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	Build the capacity of teachers to use student assessment data to optimise the learning outcomes of every student.
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Goal 2	Maximise the engagement and wellbeing outcomes of all students.
Target 2.1	<p>By 2029, increase the positive endorsement in the Attitudes to School Survey (AToSS) by Year 4 to 6 students for the following factors:</p> <ul style="list-style-type: none"> • Emotional regulation and awareness from 89% (2025) to 90% • Voice and Agency from 87% (2025) to 89% • Perseverance from 89% (2025) to 90%. <p>By 2029, maintain the positive endorsement by Year 4 to 6 students of the Sense of connectedness factor at 92% (2025)</p>
Target 2.2	By 2029, increase the positive endorsement in the School Staff Survey (SSS) Trust in students and parents factor from 76% (2024) to 80%.

Target 2.3	By 2029, increase the positive endorsement to the Parent and Caregiver Opinion Survey (PCGOS) Community Engagement factor from 79% (2024) to 85%
Target 2.4	By 2029, increase the student attendance rate from 87% (2024) to 89%.
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Establish and embed processes to gather and track student wellbeing data to inform interventions and improvements at the classroom and whole-school level.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.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 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate voice and agency to empower students as lifelong learners who are capable of setting goals and monitoring their own growth.

<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>Strengthen school partnerships with communities and families to support student health, wellbeing.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	