

# School Strategic Plan 2025-2029

Gladstone Views Primary School (5093)



Submitted for review by Alexander Mowat (School Principal) on 30 January, 2026 at 03:07 PM  
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Awaiting endorsement by School Council President

# School Strategic Plan - 2025-2029

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<b>School vision</b>	At Gladstone Views Primary School, we aim to create productive citizens of the future. In partnership with our community, we nurture every student to be literate, numerate, healthy, and socially responsible within a safe, supportive, and stimulating environment. Guided by our commitment to high-quality education and the FISO 2.0 pillars of Learning and Wellbeing, we inspire all students to achieve personal success. Our vision is shared, owned, and understood by our whole school community, shaping the way we learn, grow, and work together.
<b>School values</b>	At Gladstone Views Primary School, our values guide our decisions, actions, and interactions. We are Respectful, We are Safe, We are Kind, and We are Learners—these principles provide a foundation for how we work together, creating shared expectations and norms across our school community. By living these values every day, we remain focused on what truly matters: fostering a positive, inclusive, and supportive environment where every student can thrive. They shape our relationships, guide our choices, and help us act with integrity, empathy, and purpose, ensuring that our community continues to grow stronger together.
<b>Context challenges</b>	Our school faces several key challenges that require focused attention to strengthen leadership, teaching, and student outcomes. Developing the capacity of middle leaders and aspiring leaders, supported by clear leadership structures and processes, is essential to drive and monitor the impact of initiatives. Professional Learning Communities, peer observation, coaching, and mentoring will be refined to build instructional consistency and collaborative practice, supported by structured opportunities for teachers to share and reflect on pedagogical practice. Ensuring explicit, consistent approaches to English and Mathematics, aligned with the Victorian Curriculum 2.0 and a continuum of learning, remains a priority, with particular focus on increasing the engagement and achievement of male students. Enhancing teacher assessment and data literacy, including differentiation, moderation, and formative assessment, is critical to inform learning and ensure more students achieve expected growth. Strategic priorities include improving Year 3 and 5 NAPLAN growth in reading, writing, and numeracy, increasing the percentage of students from Year 1–6 assessed as ‘at or above’ expected growth against the Victorian Curriculum 2.0, and strengthening positive student perceptions of stimulated learning and cognitive engagement, as measured in the Attitudes to School Survey. Staff engagement in professional learning, peer observation, and collaborative practice will also be a focus, alongside initiatives to enhance student ownership of learning, wellbeing, parent partnerships, and overall attendance, ensuring all students have equitable access to high-quality learning experiences.

**Intent, rationale and focus****Intent**

Our school aims to strengthen leadership, teaching, and student outcomes to ensure all students, particularly male students, are fully engaged, achieving their potential, and developing ownership of their learning. We are committed to fostering a culture of high-quality instruction, collaborative professional practice, and wellbeing, underpinned by strong leadership, effective assessment, and meaningful partnerships with families and the wider community.

**Rationale**

This work is important because targeted leadership development, explicit teaching approaches, and refined assessment practices are central to improving student engagement and learning growth. Focusing on male student engagement, NAPLAN growth for Years 3 and 5, and increasing the proportion of students meeting or exceeding expected progress against the Victorian Curriculum 2.0 ensures equitable learning opportunities. Strengthening student agency, wellbeing, and parent partnerships supports holistic development and fosters confident, resilient learners. Embedding professional learning through peer observation, coaching, and collaborative practice builds staff capability and instructional consistency.

**Focus**

Over the next four years, the Strategic Plan will prioritise developing middle and aspiring leaders and strengthening leadership structures to monitor school initiatives. Professional Learning Communities, peer observation, coaching, and structured opportunities to share pedagogical practice will be refined to build instructional capacity and consistency. Explicit, evidence-based approaches to English and Mathematics, aligned with the Victorian Curriculum 2.0, will focus on increasing engagement and achievement, particularly for male students. Assessment and data literacy will be enhanced to improve teacher judgements, differentiation, moderation, and formative assessment, supporting improved student growth outcomes. Strategies will target Year 3 and 5 NAPLAN progress, increasing the percentage of students achieving expected growth, and improving positive student perceptions of stimulated learning. Student ownership of learning, leadership opportunities, wellbeing initiatives, parent partnerships, and attendance will be strengthened to ensure all students access high-quality, equitable learning experiences.

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<b>Goal 1</b>	Improve learning growth for every student in literacy and numeracy
<b>Target 1.1</b>	<p>By 2029, improve the percentage of students achieving NAPLAN Strong or Exceeding proficiency levels in:</p> <p>Year 3</p> <ul style="list-style-type: none"><li>• Reading from 56% (2025) to 64%</li><li>• Writing from 66% (2025) to 71%</li><li>• Numeracy from 34% (2025) to 40%</li></ul> <p>Year 5</p> <ul style="list-style-type: none"><li>• Reading from 67% (2025) to 72%</li><li>• Writing from 65% (2025) to 70%</li><li>• Numeracy from 51% (2025) to 56%.</li></ul>
<b>Target 1.2</b>	<p>*By 2029, increase the percentage of Year 5 students making at or above NAPLAN Benchmark Growth in:</p> <ul style="list-style-type: none"><li>• Reading from 73% in 2025 to %</li><li>• Writing from 62% in 2025 to %</li><li>• Numeracy from 67% in 2025 to %.</li></ul>
<b>Target 1.3</b>	<p>*By 2029, increase the percentage of Year 1 to 6 students assessed as being 'at or above' expected growth against Victorian Curriculum 2.0 according to teacher judgements (Semester 2 2024 to Semester 2 2025) in:</p> <ul style="list-style-type: none"><li>• Reading from 84% (2025) to 90%</li></ul>

	<ul style="list-style-type: none"> <li>• Writing from 73% (2025) to 83%</li> <li>• Mathematics 2.0 from 84% (2025) to 90%.</li> </ul>
<b>Target 1.4</b>	By 2029 improve the percentage of positive endorsement for Year 4-6 students for the factor of Stimulated Learning on the Attitudes to School Survey (AtoSS) from 77% (2025) to 82%.
<b>Target 1.5</b>	By 2029, improve the percentage of positive endorsement on School Staff Survey (SSS) for factors: <ul style="list-style-type: none"> <li>• Professional learning through peer observations from 75% (2025) to 80%</li> <li>• Time to share pedagogical practice from 70% (2025) to 75%.</li> </ul>
<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	Continue to refine and enhance leadership and organisational structures to support school improvement
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed staff capacity to consistently apply agreed teaching and learning practices
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices	Refine and embed staff capability to use data and assessment to inform teaching and address each student's point of need

<p>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>Improve student engagement and wellbeing</p>
<p><b>Target 2.1</b></p>	<p>By 2029, improve the percentage of positive endorsement for Year 4-6 students on the Attitudes to School Survey (AtoSS) for factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 79% (2025) to 84%</li> <li>• School connectedness' from 79% (2025) to 84%</li> <li>• Managing Bullying from 84% (2025) to 89%</li> <li>• Emotional Awareness and Regulation from 73% (2025) to 78%.</li> </ul>
<p><b>Target 2.2</b></p>	<p>By 2029, improve the percentage of positive endorsement on the School Staff Survey (SSS) for factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 80% (2025) to 85%</li> <li>• Trust in students and parents from 71% (2025) to 76%.</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2029, improve the percentage of positive endorsement on Parent/Caregivers/Guardians Opinion Survey (PCGOS) for factors:</p>

	<ul style="list-style-type: none"> <li>• Student motivation and support from 69% (2024) to 74%</li> <li>• Student Voice and Agency from 63% (2024) to 68%</li> <li>• Stimulating learning environment from 68% (2024) to 73%.</li> </ul>
<b>Target 2.4</b>	By 2029, reduce the percentage of Year F–6 students with 20 or more absent days from 39% (2024) to 34%.
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed multi-tiered systems of support to ensure all students are connected to their learning and supported in their wellbeing
<b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<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.b</b> The strategic direction and deployment of resources to create and reflect	
	Continue to strengthen partnerships with parents, carers and families.

<p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</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>	