

School Strategic Plan 2025-2029

Kilberry Valley Primary School (5350)



Submitted for review by Debra Ignace (School Principal) on 12 November, 2025 at 11:14 AM

Endorsed by Justine Smyth (Senior Education Improvement Leader) on 12 November, 2025 at 11:27 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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<p>School vision</p>	<p>"We take pride in our rich diversity, empower students to reach their full potential and inspire a passion for excellence through high expectations and quality learning experiences."</p>
<p>School values</p>	<p>Our Values KVPS's objective is to ensure all students leave our school with a practical understanding of the curriculum. Providing every student with knowledge, skills and attributes that will enable them to set and achieve ambitious personal and educational goals.</p> <p>Kilberry Valley Primary School's values are C.A.R.E.S which represents Cooperation – we work together and help each other, Acceptance – we embrace everyone and celebrate our diversity, Respect – we show consideration for others and our environment, Engagement – we are motivated and achieve our best and Safety – we look after ourselves and others.</p> <p>Our Motto Making the difference</p> <p>Our Purpose Kilberry Valley Primary School's mission is to provide students with the best possible foundation in life by providing a well-rounded education with a focus on quality learning experiences. This will allow opportunities for our students to live productive and responsible lives. KVPS is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students</p>
<p>Context challenges</p>	<p>Our Workforce Composition FTE: 39.56 (29.16 teaching/ 10.4 non-teaching) School Leadership Profile x1 Principal x1 Assistant Principal x3 Leading Teachers (wellbeing, student engagement, TnL)</p>

	<p>x6 Learning Specialists (literacy, numeracy, DI, DI, Operations, EAL) x1 MHiPs teacher x1 Business Manager</p> <p>Our School Size, Structure & Geographic Location</p> <ul style="list-style-type: none"> · At the end of 2024 we had 417 student enrolments. · We are located in the suburb of Hampton Park in the City of Casey. · In 2024 there were 21 classes and a range of Specialist classes offered including Visual Art, Performing Arts, Physical Education, Science and Values. In 2025 we have 19 classes and our specialist comprise of Performing Arts, Physical Education, Values (teaching pro social behaviours aligned to values) and introducing STEAM and Media/technology <p>Our Social and Enrolment Characteristics (2025)</p> <ul style="list-style-type: none"> · 43% of students were equity funded in 2025. · Our SFOE is high (.51) · We have a culturally diverse school population with 57% of students eligible for EAL funding. · 219 Males and 183 Females · 2% of our students identify as Aboriginal and/or Torres strait Islander · 9% of our students are likely to be of a refugee background · 5 students in Out of home Care
<p>Intent, rationale and focus</p>	<p>intent: Kilberry Valley Primary School is committed to improving student outcomes in literacy and numeracy through high-impact, evidence-based teaching practices. We aim to build a culture of excellence and inclusion where every student is supported, challenged, and engaged in their learning. Central to this is fostering strong community connections and prioritising student wellbeing.</p>

	<p>rationale: Strong literacy and numeracy skills are the foundation for all future learning. By focusing on explicit and responsive teaching, we can meet students at their point of need—whether they require targeted support or extension. As our community grows more diverse, building genuine partnerships with families and strengthening student wellbeing is essential for creating a safe, supportive, and inclusive environment where all students can thrive and reach their potential.</p> <p>Kilberry Valley Primary School will continue to prioritise student learning outcomes and wellbeing through evidence-based practices. Our focus areas include improving literacy and numeracy, implementing explicit and responsive teaching, supporting high-ability students, enhancing community engagement, and strengthening student wellbeing. These priorities will be addressed through a staged process over the four years of the Strategic Plan and will be reflected and updated annually through the Annual Implementation Plan (AIP).</p>
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Goal 1	Improve student learning outcomes in literacy and numeracy
Target 1.1	<p>By 2029, increase the percentage of P–6 students achieving at or above the age expected level against the Victorian Curriculum according to semester 2 teacher judgements for:</p> <ul style="list-style-type: none">• Reading and viewing from 70% to 75%• Writing from 57% to 68%• Mathematics 2.0 from 72% to 75%
Target 1.2	<p>By 2029, increase the percentage of students achieving medium or high relative growth in NAPLAN at or above similar schools:</p> <ul style="list-style-type: none">• Reading from 62% (2024 KVPS) to 74% (similar schools in 2025)• Writing from 61% (2024 KVPS) to 75% (similar schools in 2025)• Mathematics from 69% (2024 KVPS) to 76% (similar schools 2025) <p>Note: baseline data and targets to be inserted when benchmark growth data is available</p>
Target 1.3	<p>By 2029, increase the percentage of Year 3 students in the strong and exceeding proficiency levels of NAPLAN in:</p> <ul style="list-style-type: none">• Reading from 53% (2024) to 57%.• Writing from 57% (2024) to 72%.• Numeracy from 52% (2024) to 60%.

Target 1.4	<p>By 2029, increase the percentage of Year 5 students in the strong and exceeding proficiency levels of NAPLAN in:</p> <ul style="list-style-type: none"> • Reading from 57% (2024) to 61%. • Writing from 59% (2024) to 64%. • Numeracy from 46% (2024) to 54%.
Target 1.5	<p>By 2029, maintain the Year 4–6 percentage positive response score above 90% on the Attitude to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> • Stimulated learning (91% in 2024). • Student voice and agency (91% in 2024).
Target 1.6	<p>By 2029, increase the percentage positive response score on the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 66% (2024) to 75%. • Collective efficacy from 79% (2024) to 85%. • Professional learning through peer observation from 45% (2024) to 60%. • Understand formative assessment from 83% (2024) to 87%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Build teacher pedagogical content knowledge of the 2.0 English and Mathematics curriculum.

<p>pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.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 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build teacher capability to utilise data to embed responsive teaching practices.</p>
<p>Key Improvement Strategy 1.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 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	<p>Embed PLCs as the essential structure to develop high quality teacher practice.</p>

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Improve student wellbeing outcomes
Target 2.1	<p>By 2029, maintain the Year 4–6 percentage positive response score above 90% on the Attitude to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> • Sense of connectedness (91% in 2024). • Sense of confidence (93% in 2024). • Attitudes to attendance (96% in 2024).
Target 2.2	<p>By 2029, increase the percentage positive response score on the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • Trust in parents and students from 65% (2024) to 70%. • Parent and community involvement from 65% (2024) to 70%.
Target 2.3	By 2029, increase the percentage of P–6 students with 95% or higher attendance from 27% (2024) to 30%.
Target 2.4	By 2029, increase the percentage of P–6 students above the expected level in the Personal and Social Capability in the Victorian Curriculum from 3% (2024) to 7%.

<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Implement and embed evidence-based student wellbeing and engagement strategies and curriculum programs to support students to thrive.</p>
<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 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</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>Develop partnerships with parents and carers in the educative process to enhance student learning and wellbeing.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

