

# School Strategic Plan 2025-2029

Abbotsford Primary School (1886)



Submitted for review by Keith Mcneill (School Principal) on 17 November, 2025 at 10:26 AM

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Endorsed by Peter Emerson (School Council President) on 19 November, 2025 at 01:37 PM

# School Strategic Plan - 2025-2029

Abbotsford Primary School (1886)

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| <b>School vision</b>      | All students of Abbotsford Primary School will be kind local citizens and caring global thinkers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>School values</b>      | <p>The School Values that underpin the work of Abbotsford Primary School are: Curiosity, Challenge, Connectedness and Care.</p> <p>Curiosity means:</p> <ul style="list-style-type: none"><li>- Regarding differences as opportunities to understand new perspectives;</li><li>- Being open-minded and not making assumptions about how the world 'should' work.</li></ul> <p>Challenge means:</p> <ul style="list-style-type: none"><li>-Embracing every opportunity to grow, even when it seems difficult;</li><li>-Comparing yourself to who you were yesterday, not to who someone else is today.</li></ul> <p>Connectedness means:</p> <ul style="list-style-type: none"><li>-Being inclusive of others in the school community, valuing each other's backgrounds, perspectives and experiences;</li><li>-Showing responsibility for the school community and contributing in your own way.</li></ul> <p>Care means:</p> <ul style="list-style-type: none"><li>-Treating others the way you want to be treated;</li><li>-Going the extra mile to provide equitable access and giving a helping hand to those in need.</li></ul> |
| <b>Context challenges</b> | <p>The panel found that, in general, students at Abbotsford Primary School were articulate and strong communicators however, few opportunities for students to consistently influence curriculum design and to provide feedback on the impact of teaching and learning were observed. The panel determined that strengthening teacher knowledge and practice to activate learner agency would increase engagement and provide opportunities for students to self-regulate and discuss their learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                    | <p>The panel agreed that a whole-school instructional model was in place but inconsistently applied. A focus on explicit teaching within the instructional model was found, but opportunities for feedback on practice were not yet consistently embedded.</p> <p>The panel heard that over the SSP period the school continued to refine its Chinese curriculum. A major focus was completing the curriculum so that assessment and reporting could begin in 2024. The school also worked with academic experts to plan the next phase of curriculum development. In addition, a joint initiative with the department commenced to co-design a Bilingual Development Framework to support diverse language learners across bilingual schools.</p> <p>Being a small school, strong relationships between staff and students at Abbotsford Primary School were well developed, as staff took on different teaching roles and supported students across all year levels. The school engaged a range of school-wide programs for all students that promoted a positive and inclusive culture. These programs focused on positive behaviour, emotional regulation, school values, respectful relationships, and community connections.</p> <p>The school also fostered a supportive environment through whole-school events, buddy programs, a wellbeing centre, and active family engagement. Over the previous 2 years, there was a strong focus on community involvement, especially with a small but committed group of Chinese-speaking parents. Festivals and community events also played an important role at Abbotsford Primary School and included Lunar New Year, Dragon Boat Festival, Moon Lantern Festival, and the end-of-year picnic. Parent involvement was high, with families helping prepare students for performances, supporting fundraising, and joining in learning activities.</p> |
| <b>Intent, rationale and focus</b> | <p>Abbotsford Primary School has the ambitious aim of offering the best Chinese/English bilingual education globally. This is because the school firmly believes that every child in Australia deserves a bilingual education, for all the additional cognitive, social, emotional and economic benefits that come with an education that focuses on:</p> <ul style="list-style-type: none"> <li>-Equipping students with the capabilities to navigate seamlessly across linguistic and socio-cultural borders (“Learning about diversity”)</li> <li>-Empowering students to be leaders of their own learning (“Diversity in learning”)</li> <li>-Inspiring students to build and maintain global connections (“Globally informed”)</li> <li>-Instilling a culture of empathy and mutual respect for all students to embrace their unique identity (“Locally rooted”)</li> </ul> <p>Over the 2025 - 2029 strategic plan period, Abbotsford Primary School will continue refinement of its innovative bilingual curriculum with a specific focus on reviewing and updating the schools pedagogical model aligned to the implementation of the Victorian Teaching and Learning model 2.0. Development of a consistent approach to diagnostic, formative and summative assessment to differentiate learning, and developing a common approach to curriculum planning and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | <p>documentation across the school will also be key priorities for the school over the period. The school will also work to embed a whole school approach to inclusion, wellbeing and engagement through implementation of School Wide Positive Behaviour Support, a renewed focus on the Resilience, Rights and Respectful Relationships program and the newly introduced Positive Classroom Management Strategies.</p> |
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| <b>Goal 1</b>                                                                                                                                                                                                      | Optimise the learning growth of all students in a bilingual setting                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Target 1.1</b>                                                                                                                                                                                                  | By 2029, increase the percentage of Year 5 students achieving high growth in NAPLAN: <ul style="list-style-type: none"><li>• numeracy from 24% (average of 2023 and 2024) to 29% or above</li><li>• reading from 28% (average of 2023 and 2024) to 32% or above</li></ul>                                                                                                                                                                                 |
| <b>Target 1.2</b>                                                                                                                                                                                                  | By 2029, increase the percentage of students above age expected levels in teacher judgements from Foundation – Year 6: <ul style="list-style-type: none"><li>• Speaking and listening from 6% (2024) to 20% or above</li><li>• Mathematics 2.0 from 11% (2025) to 15% or above</li></ul>                                                                                                                                                                  |
| <b>Target 1.3</b>                                                                                                                                                                                                  | By 2029, improve the percentage of positive endorsement in the School Staff Survey for the following factors: <ul style="list-style-type: none"><li>• Formative assessment from 75% (2024) to 79% or above</li><li>• Understand how to analyse data from 75% (2024) to 80% or above</li><li>• Use a pedagogical model from 75% (2024) to 80% or above</li><li>• Professional learning through peer observations from 42% (2024) to 50% or above</li></ul> |
| <b>Key Improvement Strategy 1.a</b><br>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 | Develop, document and embed an agreed instructional model for literacy and numeracy                                                                                                                                                                                                                                                                                                                                                                       |

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| <p><b>Key Improvement Strategy 1.a</b><br/>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.b</b><br/>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>          | <p>Develop a consistent approach to diagnostic, formative and summative assessment to differentiate learning</p>                             |
| <p><b>Key Improvement Strategy 1.b</b><br/>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><br/>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>Further develop a common approach to curriculum planning and documentation across the school which reflects the needs of all students</p> |
| <p><b>Key Improvement Strategy 1.c</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary</p>                                                                             |                                                                                                                                              |

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| pathways, incorporating extra-curricula programs                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Key Improvement Strategy 1.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Goal 2</b>                                                                                                                                                                       | Empower all students to become confident, self-reliant and engaged learners                                                                                                                                                                                                                                                                                                                                                    |
| <b>Target 2.1</b>                                                                                                                                                                   | By 2029, improve the percentage of positive endorsement for the Attitudes to School Survey factors: <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 65% (2024) to 70% or above</li> <li>• Stimulated learning from 77% (2024) to 81% or above</li> <li>• Teacher concern from 63% (2024) to 70% or above</li> <li>• Emotional and relational engagement from 72% (2024) to 76% or above</li> </ul> |
| <b>Target 2.2</b>                                                                                                                                                                   | By 2029, improve the percentage of positive endorsement for the School Staff Survey factors: <ul style="list-style-type: none"> <li>• Promote student ownership of learning from 67% (2024) to 71% or above</li> <li>• Use of HITS from 75% (2024) to 79% or above</li> <li>• Instructional leadership from 75% (2024) to 79% or above</li> </ul>                                                                              |
| <b>Key Improvement Strategy 2.a</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Embed a whole school approach to inclusion, wellbeing and engagement                                                                                                                                                                                                                                                                                                                                                           |
| <b>Key Improvement Strategy 2.a</b>                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <p>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><b>Key Improvement Strategy 2.a</b><br/>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>                   |                                                                                                               |
| <p><b>Key Improvement Strategy 2.b</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Strengthen teacher knowledge and practice activating learner agency to increase engagement in learning</p> |
| <p><b>Key Improvement Strategy 2.b</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>     |                                                                                                               |