

School Strategic Plan 2025-2029

Chandler Park Primary School (5533)



Submitted for review by Steve Gammon (School Principal) on 08 December, 2025 at 10:33 AM
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School vision	Chandler Park Primary School is a caring and inclusive school where positive relationships, strong partnerships and a sense of belonging support every child to become an engaged and confident learner. Together with families, we nurture respectful, kind and resilient young people who take responsibility for themselves and their learning, and are prepared for a bright future.
School values	<p>At Chandler Park Primary School, our values guide the way we learn, interact and work together every day. They provide a shared foundation for decision-making and help us create a positive, consistent and supportive environment for all members of our community. Our values were developed through consultation with students, staff and families as part of our recent School Review and reflect what our community believes matters most for children to flourish.</p> <p>Respect We show respect by treating others, ourselves and our environment with fairness and care. Respect shapes how we build relationships, resolve challenges and contribute to a safe and welcoming school.</p> <p>Kindness We act with kindness by helping, including and supporting others. Kindness strengthens our sense of community and promotes positive interactions across all areas of school life.</p> <p>Resilience We practise resilience by persisting with challenges, learning from mistakes and celebrating growth. Resilience helps students develop confidence as learners and equips them to manage both academic and social demands.</p> <p>Responsibility We demonstrate responsibility by taking ownership of our actions, making thoughtful choices and contributing actively to our school community. Responsibility supports high expectations for behaviour, learning and participation.</p> <p>Together, these values create a culture of belonging, high care and high expectations. They underpin our work with students, guide our partnerships with families and ensure that our whole community remains focused on what matters most: every child learning, growing and thriving.</p>

<p>Context challenges</p>	<p>Chandler Park Primary School is a diverse, highly multicultural community with a significant proportion of students who speak a language other than English at home. Many families are newly arrived to Australia and require strong support with engagement, communication and navigating school processes. The school has a growing number of students with additional learning, behavioural and wellbeing needs, and an increasing percentage requiring Tier 2 and Tier 3 adjustments. These factors contribute to high levels of complexity in both classroom practice and whole-school operations.</p> <p>Enrolments have declined over recent years, creating budgetary pressure and requiring careful workforce planning to maintain high-quality teaching and specialist provision. The PRSE identified variability in curriculum knowledge, assessment literacy and instructional practice across the school, which impacts consistency and student outcomes. Strengthening teacher capability in the Victorian Teaching and Learning Model 2.0, explicit instruction, data use and intervention planning will be central to the school's improvement agenda.</p> <p>Wellbeing continues to be a significant need, with a notable number of students presenting with anxiety, dysregulation, trauma backgrounds and reduced readiness for learning. Staff report that this increasingly affects classroom flow and instructional time, highlighting the need for stronger Tier 1 practice, clearer behaviour systems and more cohesive implementation of MTSS. Strengthening partnerships with families, improving attendance, and building a consistent school culture anchored in shared values are essential to improving engagement, achievement and connectedness.</p>
<p>Intent, rationale and focus</p>	<p>Chandler Park Primary School aims to ensure that every student experiences high-quality teaching, strong engagement in learning and a deep sense of belonging. Our intent is to provide a consistent, evidence-informed instructional model across the school, supported by a clearly defined MTSS framework, so that all students can achieve high levels of growth in literacy and numeracy while also thriving socially and emotionally. We are committed to building a school culture anchored in our values of Respect, Kindness, Resilience and Responsibility, where high expectations are paired with high levels of support for students, staff and families.</p> <p>This intent is shaped by the findings of our Self-Evaluation and PRSE, which identified variability in curriculum knowledge, assessment literacy and instructional practice as key barriers to improved student outcomes. Staff also reported increased levels of student dysregulation and complex needs, highlighting the need for stronger Tier 1 behaviour systems, clearer routines and a more cohesive approach to intervention. Given our highly multicultural context and high proportion of EAL learners, strong communication, explicit teaching and a predictable learning environment are essential for ensuring equitable access to the curriculum.</p> <p>Over the next four years, our Strategic Plan will focus on three interrelated priorities:</p>

1. Strengthening Teaching and Learning

We will embed the Victorian Teaching and Learning Model 2.0 and explicit instruction across the school, supported by high-quality curriculum materials, coaching and collaborative PLT inquiry. We will build teacher expertise in using assessment to inform instruction and intervention, ensuring all students receive appropriately targeted teaching.

2. Improving Student Engagement, Wellbeing and Behaviour

We will implement a whole-school MTSS approach to learning and wellbeing, with clear Tier 1 expectations, consistent routines and early identification of students requiring additional support. Strengthening attendance systems and partnerships with families will be central to improving engagement and readiness for learning.

3. Building a Strong and Connected School Community

We will strengthen the school's culture by embedding our new values, improving communication with families and actively supporting community participation. A focus on relationships, inclusion and shared expectations will help create a safe and supportive environment for all learners.

Across the four years, the Strategic Plan will build teacher capability, ensure consistency of practice, and create the conditions for students to achieve strong academic growth and increased engagement. By maintaining a clear, aligned and sustained focus, the school will lift achievement, strengthen wellbeing and deliver on its vision for every child to learn, grow and thrive.

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<p>Goal 1</p>	<p>Improve literacy and numeracy outcomes for our students</p>
<p>Target 1.1</p>	<p>By 2029, increase the percentage of students in NAPLAN Exceeding proficiency level in Reading in:</p> <ul style="list-style-type: none"> o Year 3 from 4% in 2025 to 21% o Year 5 from 13% in 2025 to 19% <p>By 2029, increase the percentage of Year 5 students with meeting or above benchmark growth in NAPLAN Reading from XX% (2025) to XX%.*</p> <p>By 2029, increase the percentage of students At or Above expected growth in Reading according to Teacher Judgement (Years 1-6), from XX% in Semester 2 (2025) to XX% in Semester 2.**</p> <p>*Placeholder target to be determined when data is available</p> <p>**A target will be set to reflect increased accuracy in Teacher Judgement</p>
<p>Target 1.2</p>	<p>By 2029, increase the percentage of students in NAPLAN Exceeding proficiency level in Mathematics in:</p> <ul style="list-style-type: none"> o Year 3 from 2% in 2025 to 10% o Year 5 from 7% in 2025 to 10% <p>By 2029, decrease the percentage of students in NAPLAN Needs Additional Support proficiency level in Mathematics in:</p> <ul style="list-style-type: none"> o Year 3 from 15% in 2025 to 10% o Year 5 from 10% in 2025 to 9% <p>By 2029, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN Numeracy from XX% (2025) to XX%*</p> <p>By 2029, increase the percentage of students At or Above expected growth in Numeracy according to Teacher Judgement (Years 1-6), from XX% in Semester 2 (2025) to XX% in Semester 2**.</p>

	<p>*Placeholder target to be determined when data is available</p> <p>**A target will be set to reflect increased accuracy in Teacher Judgement</p>
Target 1.3	<p>By 2029, increase the percentage of students in NAPLAN Exceeding proficiency level in Writing in:</p> <ul style="list-style-type: none"> o Year 3 from 4% in 2025 to 10% o Year 5 from 9% in 2025 to 16%
<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>	Build alignment between the school's instructional model and the VTLM 2.0
<p>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</p>	Build a whole school approach to the planning and implementation of the Victorian Curriculum 2.0
<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>	
Key Improvement Strategy 1.c	Build capability of staff to use evidence to evaluate student learning, make informed adjustments and apply responsive teaching strategies

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Strengthen student engagement and wellbeing outcomes
Target 2.1	By 2029, increase the positive endorsement of the Attitude to School Survey (AtoSS) factors (Years 4-6): <ul style="list-style-type: none"> o Stimulated Learning from 71% (2024) to 76% o Motivation and Interest from 77% (2024) to 81%
Target 2.2	By 2029, increase the positive endorsement of the AtoSS factors (Years 4-6): <ul style="list-style-type: none"> o Not Experiencing Bullying from 79% (2024) to 82% o Sense of Connectedness from 74% (2024) to 77%
Target 2.3	By 2029, <ul style="list-style-type: none"> o the attendance rate will increase from 89% (2024) to 90% o the percentage of students with 20 or more absence days will decrease from 38% (2024) to 33%
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	Build staff capability and understanding of the Multi-Tiered System of Supports model, to improve learning and wellbeing outcomes for all students
Key Improvement Strategy 2.a	

<p>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 and implement a whole school, tiered and responsive framework that promotes student wellbeing, inclusion and equitable access to support and resources</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop and implement strategies that involve parents and carers as partners in their children's learning and wellbeing</p>