

School Strategic Plan 2025-2029

Lalor Gardens Primary School (5532)



Submitted for review by Frazer Thomas (School Principal) on 27 April, 2026 at 08:19 AM

Endorsed by Anthony Simone (Senior Education Improvement Leader) on 27 April, 2026 at 09:20 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	'Learn, Grow, Achieve; Together anything is possible'.
School values	We are learners, We are respectful We are responsible, We care for others and the environment,We are positive and we bounce back.
Context challenges	Lalor Gardens Primary School is located in the northwest area of Lalor close to the border with Epping and Thomastown. It is comprised of year levels from Foundation (Prep) to Year 6. The school's SFO is 0.5973 and the SFOE is 0.4525. Equity funding is utilised for staffing and resources to support student learning. There school's Annual EFT was 49 staff members with 29 teachers including PCOs and 20 ES staff. There are no Aboriginal Torres Strait Islander staff. The school is an accredited International School with students provided with comprehensive curriculum, engagement and wellbeing programs. The school's student population is expected to continue to grow throughout the next four years of a new Strategic Plan. Over 70% of our students are from Language Other Than English backgrounds and this diversity has enriched all aspects of our school life. This makes one of our greatest challenges ensuring our students are at standard or above across Literacy and Numeracy. Another key challenge is is families that are disadvantaged and/or refugee background. Our Koorie student attendance is less than non indigenous students.
Intent, rationale and focus	What are we trying to acheive? - Consistent, high level Pedaogogical practice across the whole school. - Inclusive classroom practice that allows all students to thrive and achieve. - Predominant focus on improving all student outcomes, with a specific focus on Mathmatics. - Consistent targeted PL for all staff. Why is it important? These are all pivotal to provide our students with the Literacy and Numeracy skills they require to be successful, not only in our school, but further in their education and to promote higher level job prospsects. Consistency is key for our staff and students to achieve our goals, we link this back regularly to The Cognbitive Load Theory.

	What are we prioritising? 1. Student Outcomes - increasing levels across all areas of Literacy and Numeracy. There will be a whole school focus on Maths/Numeracy. 2. Consistent teacher practice, through regular and targeted PL and whole school Observations. 3. Staff knowledge and understanding of using consistent and regular data to inform their teaching and learning.
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Goal 1	Optimise learning outcomes for all students.
Target 1.1	By 2029, increase the percentage of students achieving Exceeding or Strong Proficiency levels in NAPLAN: Year 3 • Reading from 63% (2025) to 71% • Writing from 72% (2025) to 80% • Numeracy from 59% (2025) to 67%. Year 5 • Reading from 61% (2025) to 69% • Writing from 66% (2025) to 74% • Numeracy from 58% (2025) to 66%.
Target 1.2	By 2029, increase the percentage of students across the school achieving at or above age expected level according to Teacher Judgement for: • Reading and Viewing from 35% (2025) to 50% • Writing from 40% (2025) to 50% • Mathematics 2.0 from 35% (2025) to 50%.
Target 1.3	By 2029, increase the percentage of students achieving NAPLAN High and Medium benchmark growth for: • Reading from 71% (2025) to 77%

	• Writing from 69% (2025) to 75% • Numeracy from 73% (2025) to 79% • Grammar and Punctuation from 88% (2025) to 94% • Spelling from 83% (2025) to 89%.
Target 1.4	By 2029, increase the percentage of positive endorsement on the School Staff Survey (SSS) for the factors: • Use data for curriculum planning from 88% (2025) to 92% • Understand how to analyse data from 85% (2025) to 92% • Plan differentiated learning activities from 42% (2025) to 80%.
Target 1.5	By 2029, increase the percentage of positive endorsement on the Attitudes to School Survey (AtoSS) for the factors: • Differentiated learning challenge from 87% (2025) to 90% • Effective classroom behaviour from 76% (2025) to 85%.
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	Build staff capacity to embed the instructional model with consistency, rigour and fidelity.
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	Build and embed staff capability to systematically use data and evidence to improve teaching, learning and wellbeing practices.
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.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 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c	Strengthen teacher practice to make adjustments to stretch, challenge and extend every student.

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	
Key Improvement Strategy 1.c 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	
Goal 2	Optimise wellbeing outcomes for all students
Target 2.1	• By 2029, increase the proportion of students with 95-100 % attendance from 25% (2024) to 26% • By 2029, decrease the percentage students with 20 or more absence days from 40% (2024) to 38%.
Target 2.2	By 2029, increase the percentage of positive endorsement on the Attitudes to School Survey (AtoSS) for the factors: • Resilience Normal to High from 3% (2025) to 10% • Managing bullying from 72% (2025) to 80%

	• Sense of connectedness from 75% (2025) to 82% • Student voice and agency from 64% (2025) to 70%.
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	Refine the Multi-Tiered System of Support (MTSS) model to support rigour and fidelity of implementation.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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 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 and embed staff understanding of student voice and agency to inform teaching, learning and wellbeing practices.
Key Improvement Strategy 2.b	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	
Key Improvement Strategy 2.c 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	Strengthen social awareness and self-regulation for all students.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

