

# School Strategic Plan 2026-2030

University Park Primary School (4945)



Submitted for review by Natalie Cummaudo (School Principal) on 25 March, 2026 at 03:24 PM

Endorsed by Davide Lombardi (Senior Education Improvement Leader) on 27 March, 2026 at 11:22 AM

Endorsed by Stephen Pighin (School Council President) on 31 March, 2026 at 06:04 PM

# School Strategic Plan - 2026-2030

University Park Primary School (4945)

<p><b>School vision</b></p>	<p>University Park Primary School’s vision is to develop independent, lifelong learners who are active, informed members of their community. The school’s mission statement ‘At University Park Primary School, we work collaboratively to ensure every individual learns to their full potential and is a respectful and responsible member of the school community’ highlights the important partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to creating an inclusive and safe school environment in which students can thrive academically, socially and emotionally, and are equipped with the necessary skills for continued success as they transition into secondary school.</p>
<p><b>School values</b></p>	<p>University Park Primary School’s values are:</p> <ul style="list-style-type: none"> <li>- Respect for self, others and property</li> <li>- Honesty through fairness and trustworthiness</li> <li>- Responsibility for one’s actions, for learning and for the environment.</li> <li>- Collaboration through a respectful, mutual exchange of ideas and being supportive of each other</li> <li>- Learning through curiosity, risk taking and persistence.</li> </ul> <p>The school values are expected to be modelled by all members of the school community, including staff, students and family members.</p> <p>UPPS staff believe in the capacity of every child to learn. We plan collaboratively to provide all students with educational experiences with an appropriate level of challenge. Planning is data informed, evidenced based, and follows a sequence of learning according to the Vic Curriculum, aligned with the VTLM 2.0.</p>
<p><b>Context challenges</b></p>	<p>As of March 2026, University Park PS has 203 students from a broad range of ethnic backgrounds, with approximately two thirds of students being from EAL backgrounds. The class structure consists of 2 small Foundation classes (13 + 14), and 3 grades at each of the 1/2, 3/4, and 5/6 composite year levels. A teaching staff of 18 are supported by 9 Education Support staff, with approximately 50% of the staffing profile working part-time.</p> <p>The leadership structure consists of a Principal, Assistant Principal - Teaching and Learning, and Wellbeing and Engagement Leading Teacher. A Literacy Intervention Teacher (classroom teacher range) collaborates with PLC leaders for each cohort, who are also supported by Literacy and Numeracy consultants, once weekly. The school also employs a</p>

	<p>Speech Therapist and Occupational Therapist once weekly.</p> <p>Teachers engage in collaborative planning, and are currently working towards full implementation of the VTLM 2.0.</p> <p>Students are offered 4 specialist subjects (Auslan, Art, Performing Arts and Phys Ed), once weekly each. Reading and Writing are taught as a literacy block over 2 sessions when possible, in addition to Numeracy, an Investigations cycle which covers the Humanities and Science, and Social Emotional Learning, which includes the Zones of Regulation, Health and Respectful Relationships. Additional programs include a fine motor program for all Foundation students; Bluearth for all grade 1/2 students and a select 3/4 group; Stefanie Alexander Kitchen Garden Program for all Grade 3/4 students; interschool sports for grade 5/6; UPPS Start program to commence the year at each year level; and end of year transition programs at all year levels.</p> <p>Teachers are trained in the Berry Street Educational Model, enabling a trauma aware approach to teaching and learning. A range of additional supports and interventions are available and allocated as required, including TalkBoost and Sounds Write intervention; Canine Comprehension dog therapy; I Can Mentoring program; and lunchtime clubs.</p> <p>Key challenges include:</p> <ul style="list-style-type: none"> <li>- Reviewing the leadership structure, clearly defining roles and providing professional learning to develop leadership capacity within the school, including Numeracy and Literacy Leaders.</li> <li>- Clarifying the roles and responsibilities of PLC Leaders, and building their capacity to lead data analysis and planning aligned with the VTLM and the school’s instructional model.</li> <li>- Ensuring oversight of PLC’s to monitor consistency and efficacy of teaching and planning over time.</li> <li>- Reviewing the PLC structure to ensure regular and effective analysis of data to address teaching practices and improve student learning outcomes.</li> <li>- Developing teacher capacity to effectively support differentiated instruction and responsive teaching in the classroom, including improved delivery of Tier 1 supports. This includes ensuring strategies and goals defined in IEPs are implemented consistently in the classroom.</li> <li>- Developing teacher capacity to flexibly assess for and implement tier 2 supports, making effective use of ES to support implementation and reducing reliance on consultants for this. This includes developing the roles of Literacy and Numeracy Leaders in the school to oversee data and effectively manage interventions.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>1. To build leadership capacity to drive data informed planning aligned with the VTLM 2.0 and the school’s aligned instructional models, by leveraging the knowledge and expertise of existing school staff through professional development. This will enable a sustainable model of leadership development, reducing reliance on external consultants,</p>

providing broader capacity for data monitoring and planning oversight across the school week, and ensures ongoing capacity building.

Early appointment of a Numeracy Intervention Leader to work alongside the Numeracy consultants as professional learning for data monitoring to inform intervention.

Accessing external professional learning through the Academy to build the leadership capacity of the Literacy and Numeracy Intervention leaders, to work towards leading teacher roles.

2. To revise the PLC meeting structure to ensure a regular, consistent and rigorous approach to analysing student data, and subsequent planning time to respond to the data. Identifying and addressing learning gaps earlier through classroom based tier 1 + 2 intervention strategies.

Ensuring leadership oversight of planning by the AP (Teaching and Learning) to support regular data enquiry and ensure planning aligns with VTLM and instructional models, responds to lead data and is reviewed and adapted as required, responding to formative assessment approaches.

3. To develop teacher capacity for responsive teaching. Effectively identifying and addressing student point-of-need in each lesson to support increased student engagement and increased rigour in student learning, through ongoing coaching and modelling available to all staff members.

Ensuring all teachers engage in reflective teaching practices for ongoing professional development, focussed on tracking student progress and building student capacity through increased fluency, mastery and application.

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<b>Goal 1</b>	Improve student learning outcomes.														
<b>Key Improvement Strategy 1.a</b> FISO 2.0 alignment: Documented teaching and learning program based on the Victorian Curriculum incorporating extra-curricula programs	Review and embed the instructional model to align with the VTLM (2.0).														
<b>Key Improvement Strategy 1.b</b> FISO 2.0 alignment: Documented teaching and learning program based on the Victorian Curriculum, incorporating extra-curricula programs	Embed the Victorian Curriculum 2.0 to ensure appropriate scope and sequencing of literacy and numeracy knowledge, understanding and skills.														
<b>Key Improvement Strategy 1.c</b> FISO 2.0 alignment: Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Maximise teacher capacity to use data to implement responsive teaching.														
<b>Target 1.1</b>	<b>By 2030, increase the percentage of students achieving Strong and Exceeding NAPLAN proficiency levels for:</b> <table border="1" data-bbox="651 1257 2123 1385"> <thead> <tr> <th data-bbox="651 1257 936 1294">Cohort</th> <th data-bbox="936 1257 1227 1294">Focus or factor</th> <th data-bbox="1227 1257 1473 1294">Baseline</th> <th data-bbox="1473 1257 1742 1294">Year</th> <th data-bbox="1742 1257 2123 1294">Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="651 1294 936 1385">Year 3</td> <td data-bbox="936 1294 1227 1385">Reading</td> <td data-bbox="1227 1294 1473 1385">57%</td> <td data-bbox="1473 1294 1742 1385">2025</td> <td data-bbox="1742 1294 2123 1385">61%</td> </tr> </tbody> </table>					Cohort	Focus or factor	Baseline	Year	Target	Year 3	Reading	57%	2025	61%
Cohort	Focus or factor	Baseline	Year	Target											
Year 3	Reading	57%	2025	61%											

	Year 5	Reading	63%	2025	67%
	Year 3	Numeracy	43%	2025	47%
	Year 5	Numeracy	54%	2025	58%
<b>Target 1.2</b>	<b>By 2030 increase the percentage of students achieving At and above NAPLAN Benchmark growth for:</b>				
	<b>Cohort</b>	<b>Focus or factor</b>	<b>Baseline</b>	<b>Year</b>	<b>Target</b>
	Year 3-5	Reading	xx%	202x	xx%
	Year 3-5	Numeracy	xx%	202x	xx%
	<b>Placeholder targets - to be determined once benchmark data becomes available.</b>				
<b>Target 1.3</b>	<b>By 2030, maintain the percentage positive endorsement to the Attitudes to School Survey factors:</b>				
	<b>Cohort</b>	<b>Focus or factor</b>	<b>Baseline</b>	<b>Year</b>	<b>Target</b>
	Year 4 -6	Stimulated learning	76%	2025	81%
	Year 4 -6	Effective teaching	81%	2025	85%
	Year 4 -6	Differentiated learning challenge	85%	2025	89%
	Year 4 -6	Motivation and interest	79%	2025	83%
<b>Goal 2</b>	Improve student wellbeing outcomes.				
<b>Key Improvement Strategy 2.a</b>	Activate student agency in learning, leadership and wellbeing to improve student engagement.				

<p>FISO 2.0 alignment: Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>											
<p><b>Key Improvement Strategy 2.b</b>  FISO 2.0 alignment: Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> <p>Documented teaching and learning program based on the Victorian Curriculum, incorporating extra-curricula programs</p> <p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen the multi-tiered systems of support to maximise student engagement and inclusion for all students</p>										
<p><b>Key Improvement Strategy 2.c</b>  FISO 2.0 alignment: Documented teaching and learning program based on the Victorian Curriculum, incorporating extra-curricula programs</p>	<p>Improve delivery of the SEL curriculum to support student wellbeing</p>										
<p><b>Target 2.1</b></p>	<p><b>By 2030, increase the percentage positive endorsement to the Attitudes to School Survey factors:</b></p> <table border="1" data-bbox="667 1249 2107 1367"> <thead> <tr> <th data-bbox="674 1254 891 1289">Cohort</th> <th data-bbox="965 1254 1234 1289">Focus or factor</th> <th data-bbox="1256 1254 1391 1289">Baseline</th> <th data-bbox="1525 1254 1603 1289">Year</th> <th data-bbox="1783 1254 1877 1289">Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="674 1310 797 1345">Year 4 -6</td> <td data-bbox="965 1310 1200 1345">Managing bullying</td> <td data-bbox="1256 1310 1323 1345">66%</td> <td data-bbox="1525 1310 1603 1345">2025</td> <td data-bbox="1783 1310 1850 1345">70%</td> </tr> </tbody> </table>	Cohort	Focus or factor	Baseline	Year	Target	Year 4 -6	Managing bullying	66%	2025	70%
Cohort	Focus or factor	Baseline	Year	Target							
Year 4 -6	Managing bullying	66%	2025	70%							

	Year 4 -6	Student voice and agency	62%	2025	66%
	Year 4 -6	School connectedness	71%	2025	75%
	Year 4 -6	Teacher concern	68%	2025	72%
<b>Target 2.2</b>	<b>By 2030, maintain the percentage of students with a 90% or higher attendance rate:</b>				
	<b>Cohort</b>	<b>Focus or factor</b>	<b>Baseline</b>	<b>Year</b>	<b>Target</b>
	Year F-6	Attendance rate	91%	2025	91%