

# School Strategic Plan 2025-2029

Sunshine Heights Primary School (4744)



Submitted for review by David Suter (School Principal) on 23 November, 2025 at 02:52 PM

Endorsed by Susanna Vermezovic (Senior Education Improvement Leader) on 27 November, 2025 at 09:11 AM

Endorsed by Emma Jackson (School Council President) on 05 December, 2025 at 09:08 AM

# School Strategic Plan - 2025-2029

Sunshine Heights Primary School (4744)

|                           |  |
|---------------------------|--|
| <b>School vision</b>      | Together, we create a community of belonging where knowledge and curiosity empower every child to thrive.  |
| <b>School values</b>      | <p>Mission: To deliver empowering world-class learning through expert teaching, deep knowledge, and a culture of curiosity and care, so every child grows as a confident learner who contributes positively to their local community and future world.</p> <p>Values Statement: Our work is grounded in Connection, Courage, Collaboration, and Commitment. We connect through inclusive relationships, act with courage to innovate, collaborate transparently to build shared expertise, and commit to equity and sustainability so that every learner — and every action — endures and thrives.</p>   |
| <b>Context challenges</b> | <p>Sunshine Heights Primary School is a proudly diverse learning community in Melbourne’s west, serving 358 students from a wide range of cultural and linguistic backgrounds. The school’s inclusive culture, strong sense of belonging, and community partnerships are defining features of its identity. Families value the school’s welcoming environment, high expectations, and commitment to every child’s learning and wellbeing.</p> <p>Over the past four years, the school has undertaken significant improvement work to align teaching and learning practices with research and departmental priorities, including the Victorian Teaching and Learning Model (VTLM 2.0) and the Department’s Reading Position Statement. A structured, evidence-informed approach to literacy and numeracy has been introduced, supported by professional learning, the Guiding Lights framework, and the development of consistent instructional practices.</p> <p>The review found that student outcomes in literacy and numeracy are improving, particularly in Year 5, but remain below expectations for some Year 3 cohorts. There is continued need to strengthen early foundational learning, consistency in assessment and feedback practices, and teacher data literacy. Attendance and chronic absenteeism also present ongoing challenges for a small but significant group of students.</p> <p>Sunshine Heights’ student population includes a high proportion of students with English as an Additional Language (EAL) and those receiving equity funding. These cohorts have shown strong growth, particularly in writing, but require ongoing targeted support in reading and numeracy. The school does not currently have a significant Koorie cohort but maintains a commitment to embedding Aboriginal perspectives through its Marrung plan and local partnerships.</p> <p>The wellbeing of students continues to be supported through a multi-tiered system of learning and wellbeing supports, a growing allied health team, and an inclusive school culture. The challenge moving forward is to deepen consistency of</p> |

|   |  |
|---|--|
|   | <p>Tier 1 classroom practices, enhance attendance and engagement, and continue building teacher capability to meet the needs of an increasingly diverse community.</p>   |
| <p><b>Intent, rationale and focus</b></p> | <p>Intent: What the school is trying to achieve<br/> Sunshine Heights Primary School aims to deliver empowering, world-class learning through expert teaching, deep knowledge, and a culture of curiosity and care. Over the next four years, the school will focus on embedding consistent, evidence-informed teaching and assessment practices across all classrooms; strengthening literacy and numeracy outcomes, particularly in the early years; and deepening students' sense of belonging, motivation, and agency as learners.</p> <p>The school's intent is that every student, regardless of background or starting point, experiences success, develops enduring knowledge and skills, and is empowered to imagine, create, and contribute to a better world.</p> <p>Rationale: Why this is important<br/> The 2025 school review identified that Sunshine Heights has made significant progress in building strong foundations for improvement. The school has embraced structured, evidence-informed teaching approaches aligned with the Victorian Teaching and Learning Model 2.0 and the Department's Reading Position Statement, resulting in improved outcomes, particularly in upper primary. However, variability in practice, early literacy outcomes, and teacher data literacy remain key areas for development.</p> <p>A sharper, more consistent approach to curriculum, pedagogy, and assessment will ensure all students benefit from high-quality instruction, targeted support, and a coherent learning journey across the school.</p> <p>Strengthening student engagement and wellbeing - particularly attendance, self-regulation, and motivation - will further enable academic and personal growth. Building upon a strong culture of care, inclusion, and community partnership will remain central to ensuring equity and sustainability in all improvement efforts.</p> <p>Focus: How the Strategic Plan will unfold over four years<br/> The next four years will focus on deepening, embedding, and sustaining the school's progress through three interdependent priorities:</p> <ul style="list-style-type: none"> <li>-Embedding excellence in teaching and learning</li> <li>-Implement a whole-school approach to literacy and numeracy based on structured, research-aligned practice.</li> <li>-Strengthen assessment and feedback processes to ensure clarity of learning progress and next steps for every student.</li> <li>-Build teacher expertise and shared efficacy through targeted professional learning, coaching, and collaboration.</li> <li>-Enhancing engagement, wellbeing, and attendance</li> <li>-Embed a consistent multi-tiered system of support for learning and wellbeing.</li> <li>-Strengthen student self-regulation, motivation, and attendance through evidence-based practices and partnerships with families.</li> <li>-Foster connection, courage, collaboration, and commitment through inclusive practices that celebrate diversity and belonging.</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>-Sustaining improvement through leadership, equity, and community</li><li>-Strengthen distributed leadership and role clarity to ensure sustainable, transparent improvement systems.</li><li>-Continue to build equity and accessibility into every aspect of school design; ensuring all students, families, and staff can thrive.</li><li>-Deepen partnerships with families, allied health, and community organisations to extend learning and wellbeing opportunities.</li></ul> <p>Across the life of the 2025–2029 plan, Sunshine Heights will focus on embedding and sustaining high-impact practices rather than initiating new ones; ensuring coherence, continuity, and collective confidence in every classroom.</p> |
|--|--|

# School Strategic Plan - 2025-2029

Sunshine Heights Primary School (4744)

|                   |  |
|-------------------|--|
| <b>Goal 1</b>     | Improve student outcomes in literacy and numeracy  |
| <b>Target 1.1</b> | <p>By 2029, increase the percentage of students achieving at the exceeding and strong proficiency levels in NAPLAN for:</p> <ul style="list-style-type: none"><li>• Year 3 reading from 58% (2025) to 65%</li><li>• Year 3 writing from 73% (2025) to 75%</li><li>• Year 3 numeracy from 51% (2025) to 60%.</li></ul> <p>and maintain:</p> <ul style="list-style-type: none"><li>• Year 5 reading at 80% (2025) or above</li><li>• Year 5 writing at 81% (2025) or above</li><li>• Year 5 numeracy at 78% (2025) or above.</li></ul> |
| <b>Target 1.2</b> | <p>By 2029, increase the percentage of Year 5 students achieving at or above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"><li>• numeracy from ...% (2026) to ...%.</li><li>• reading from ...% (2026) to ...%.</li></ul> <p><b>(to be confirmed)</b></p>  |
| <b>Target 1.3</b> | <p>By 2029, the percentage of students achieving at or above age expected learning growth based on teacher judgements to increase for:</p> <ul style="list-style-type: none"><li>• Years F to 6 reading and viewing from 65% (2024) to 75%</li></ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Years F to 6 mathematics xx% (Sem 2, 2025) to xx% (Sem 2, 2029).</li> </ul> <p><b>(to be confirmed)</b></p>  |
| <p><b>Target 1.4</b></p>   | <p>By 2029, increase the percentage positive endorsement for the following School Staff Survey factors:</p> <ul style="list-style-type: none"> <li>• Teacher collaboration from 60% (2025) to 70%</li> <li>• Guaranteed and viable curriculum from 72% (2025) to 82%</li> <li>• Moderate assessment tasks together from 65% (2025) to 80%.</li> </ul> |
| <p><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</p> | <p>Embed a whole school approach to literacy and numeracy curriculum.</p>   |
| <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/>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>Strengthen the effective delivery of the school's agreed instructional and assessment practices.</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.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><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>Build the capability of staff through a targeted approach to professional development.</p>  |
| <p><b>Key Improvement Strategy 1.c</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>                            |  |
| <p><b>Goal 2</b></p>   | <p>Increase engagement and wellbeing outcomes for every student.</p>   |
| <p><b>Target 2.1</b></p>   | <p>By 2029, increase the percentage positive endorsement for the following AtoSS factors:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and self-regulation from 76% (2025) to 80%</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• School connectedness from 78% (2025) to 82%</li> <li>• Motivation and interest from 77% (2025) to 80%.</li> </ul>   |
| <b>Target 2.2</b>   | By 2029, increase the school attendance rate from 86% (2024) to 90%.   |
| <b>Target 2.3</b>   | By 2029, increase the percentage positive endorsement for the following School Staff Survey factors: <ul style="list-style-type: none"> <li>• Academic emphasis from 61% (2024) to 70%</li> <li>• Collective efficacy from 80% (2024) to 82%.</li> </ul> |
| <b>Key Improvement Strategy 2.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed agreed strategies for students to be self-regulated and motivated learners.  |
| <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     |  |
| <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     | Embed multi-tiered systems of support for wellbeing.   |

**Key Improvement Strategy 2.b**  
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

