

School Strategic Plan 2025-2029

Carrum Primary School (3385)



Submitted for review by Clements Langford (School Principal) on 05 February, 2026 at 01:26 PM

Endorsed by Debby Chaves (Senior Education Improvement Leader) on 11 February, 2026 at 11:32 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	Carrum Primary School is a strength-based positive learning community that inspires possibilities and encourages curiosity, collaboration and excellence.
School values	Carrum Primary School is a community school that values the thoughts and opinions of all members of our school community. We understand the history of our school and embrace the influence this history has had on the culture of our school community. Our school motto of Strength, Honesty and Loyalty underpins all of our interactions with our school community. The staff continue to promote our school values to provide calm and supportive learning environment where children feel a strong sense of belonging. After a rigorous process of consulting students, staff, parents and the broader community (as part of the SWPB Framework) our school community has agreed on five core values that underpin the way we work and behave at our school. We are Carrum, we show: -Respect We act with positive intent We are inclusive We value each other's differences, input and strengths We actively listen to one another We support our colleagues through professional interaction We recognise the achievements of all We are trustworthy -Empathy We seek to understand different perspectives We acknowledge the feelings of others and self We build on each other's ideas We are approachable We are kind We develop positive relationships

	-Resilience We are willing to have a go and learn something new We identify the problem and work with others to find the solution We are flexible and adaptable We acknowledge when a mistake is made and look for ways to overcome We give and receive feedback in order to improve -Collaboration We build relationships with colleagues and community We support each other to get tasks done We all contribute and share the responsibility fairly We set goals and have a common purpose We make an effort to know what is happening across the school -Professionalism and Accountability We are prepared We are punctual We take responsibility for our actions We implement and support school and department policies We continually strive for improvement We are lifelong learners The school's work within the School Wide Positive Behaviour framework and the implementation of the Staff and Student Behaviour Matrices that provide clear guidance on the behaviours that are expected and celebrated at our school.
Context challenges	Carrum Primary School is a community focussed primary school situated at the southern end of the City of Kingston, where Patterson River meets Port Phillip Bay. The school was founded in 1901, and is proud of its self-sufficient farmlet/environment centre, gardens and wetlands that are highly valued aspects of the school's sustainability program. A total of 370 students were enrolled at this school in 2024, 203 female and 167 male (7% of students had English as an additional language and 1% were Aboriginal or Torres Strait Islander). In 2025 Carrum Primary School operates with 2

Principal class, 2 Learning Specialists, 2 Lead Teacher, 16 Full Time teachers, 6 Part Time Teachers, 10 Education Support Staff, 1 Administration Assistant and 1 Business Manager, providing a safe, happy, friendly and challenging learning environment, ideal for learning. A team of dedicated, experienced and caring teachers taught a comprehensive and balanced curriculum, with the main emphasis on the development of literacy and numeracy. The school is currently running sixteen classes as well as specialists in the Arts, PE, STEAM and Mandarin. The school prides itself on fostering positive student well-being, by facilitating the development of each child as an individual. We encourage students to take an active role in becoming responsible for their own learning. We develop the skills, values and attitudes to provide children with a framework for making positive contributions to their community. Our core purpose is to provide flexible differentiated learning programs that incorporate a variety of learning and teaching styles, catering for the diverse needs of our students.

Areas for development identified during the review included:

The Pre Review Self Evaluation (PRSE) noted both enabling factors and significant challenges which impacted on learning and wellbeing outcomes during the review period. These included:

- COVID-19 pandemic response of remote learning required rapid adaptation for staff, students and families, with ongoing challenges after returning to onsite learning, including increased screen time, negative online social incidents, and heightened emotional and behavioural issues.
- Workforce changes were impacted by a significant number of experienced staff retiring, leading to a period of rebuilding teaching capacity and leadership, which impacted the continuity and delivery of programs under the SSP.
- Assessment changes experienced with the shifts in NAPLAN reporting from bands to proficiency scales had limited the ability to measure progress against previous strategic plan targets, requiring adjustments to goal-setting and monitoring of student achievement.

School Practices-

Leadership-

Opportunities for improvement

- Further embed the PLTs, PLCs and SIT to drive enhancement of teaching strategy that best evoke the phase of the lesson, key knowledge, skill and capability acquisition. The panel recommends that the School Improvement Team more regularly review evidence of PLC and PLT impact on outcomes and consider how to build staff capability to understand and interpret data.
- Further develop, implement and embed a cycle of review and implementation which includes de-implementation. This means monitoring learning growth and attainment for every student across all learning areas.
- Further build leadership capabilities through the implementation of a tiered, evidence-based approach, including but not limited to succession planning and further strengthening mid-level leaders to drive the work.

Teaching and Learning-

Opportunities for improvement

- Clearly articulate and integrate the what, why and how of learning through the consistent implementation of effective, evidence-based practices, drawing on VTLM 2.0. Continued professional development through the learning elements of VTLM 2.0, will reinforce instructional strategies and curriculum viability.
- Deepen staff capability in utilising the Victorian Curriculum as developmental continuums, supported by vertical mapping, minimum standards, policy, and accurate assessment data.
- Strengthen and embed the two-hour P–2 literacy block, including a focused 25-minute daily session in systematic synthetic phonics to support the Big 6 components of literacy such as oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. This will scaffold student development in reading, writing, and speaking vocabularies aligned with English within the Victorian Curriculum.
- Continue to refine numeracy teaching practices by focusing on mathematical proficiencies within the Victorian Curriculum, encouraging mastery and the development of problem-solving skills and lifelong capabilities. Continued through a focused approach to build staff confidence.
- Build a comprehensive inquiry-based scope and sequence across all eight key learning areas and capabilities defined by the Victorian Curriculum.
- Promote sharing of practice through collaboration, peer observation, targeted feedback, and professional challenge. Establish and maintain a robust cycle of review and implementation, incorporating de-implementation as needed, to monitor and support learning growth for every student in all areas. Finally, refine learning and teaching strategies to promote equity for all students, including those who are neurodiverse, experience disadvantage, or represent a range of cultural backgrounds.

Assessment-

Opportunities for improvement

- Strengthen data literacy to ensure effective use of data for teaching practices, including tracking and celebrating growth and attainment.
- Develop and embed a teaching cycle supported by an assessment cycle to support data collection and moderation within PLC teams.
- Enhance teaching and learning structures to differentiate instruction, addressing gaps in learning and opportunities for extension in each class.
- Build students capacity to use their data to understand their learning needs, with support from parents and carers.

Engagement-

	Opportunities for improvement • Increase student participation in school decisions through platforms like Junior School Council and student-led meetings, fostering responsibility and leadership. Encourage students to help design their learning and use self-monitoring tools for engagement. • Strengthen family and community partnerships with more extracurricular activities, conferences, and events to support student wellbeing. Use open-ended tasks to boost critical thinking and positive attitudes toward school. • Improve equity in teaching for all students, including those with disabilities, neurodiversity, disadvantage, and diverse cultural backgrounds. • Refine attendance strategies, highlighting the importance of minimising unnecessary absences. Support resources- Opportunities for improvement • Ensure prompt support for students with diverse needs by establishing tiered support and timely interventions. • Enhancing and sharing policies and practices that foster inclusion throughout the school community. • Enhancing teachers' engagement with IEPs and advice to inform their teaching and learning programs, assessment practices, and the implementation of supports to ensure access and participation for all learners.
Intent, rationale and focus	• We provide a safe and stimulating learning environment that ensures all students can achieve their full potential and recognise and celebrate effort and achievement. • We provide all students with a balanced and flexible curriculum that develops their academic, social and emotional skills. • We foster close links with parents and the broader school community through our commitment to open and regular communications. • We welcome and encourage parent participation and contributions to our students' learning experiences where appropriate.

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Goal 1	Enhance the learning outcomes for all students.
Target 1.1	By 2029, increase or maintain the percentage of year 3 and 5 students' proficiency in NAPLAN in: Year 3 • Reading exceeding from 31% (2025) to 35% • Writing exceeding at 14% (2025) • Numeracy exceeding from 12% (2025) to 14% • Numeracy exceeding and strong from 65% (2025) to 72%. Year 5 • Reading exceeding from 39% (2025) to 41% • Writing exceeding from 14% (2025) to 16% • Numeracy exceeding from 10% (2025) to 15%.
Target 1.2	*By 2029, increase the percentage of year 5 students demonstrating high and medium growth in NAPLAN: • Reading from 81% (2025) to maintain above 80% • Writing from 87% (2025) to maintain above 85% • Numeracy from 73% (2025) to 80%. (*placeholder target to be finalised in negotiation with SEIL once 2025 benchmark growth data is available).

Target 1.3	By 2029, maintain or increase the percentage of foundation to year 6 students making 12 months learning growth or greater as measured by teacher judgement, semester 2, against the Victorian Curriculum 2.0: • Reading and viewing at 88% (2024) • Writing at 81 % (2024) • *Mathematics 2.0 from XX% (2025) to XX%. (*placeholder target to be finalised in negotiation with SEIL once 2026 benchmark growth data is available).
Target 1.4	By 2029, maintain the positive percentage endorsement rate in the Student Attitudes to School Survey factors: • Stimulating learning at 95% (2025) • Student voice and agency at 88% (2025).
Target 1.5	By 2029, maintain or increase the positive percentage endorsement rate in the in the School Staff Survey factors: • Instructional Leadership at 94% (2024) • Understanding how to analyse data at 88% (2024) • Understand curriculum from 80% (2024) to 89% • Academic emphasis from 78% (2024) to 80 % • Professional learning through peer observations from 64% (2024) to 70%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Strengthen consistent implementation of school's agreed instructional approaches through the Victorian Teaching and Learning Model (VTLM) 2.0 and Victorian Curriculum 2.0.

pathways, incorporating extra-curricula programs	
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	
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	Build staff capacity to use data and evidence to inform and evaluate student learning.
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 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	
	Further develop and embed shared instructional leadership.

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	
Goal 2	Optimise student capabilities to thrive.
Target 2.1	By 2029, the percentage of F-6 students with 20 or more days absent will decrease from 39% (2024) to 37%.
Target 2.2	By 2029, maintain the positive percentage endorsement rate in the Student Attitudes to School Survey factors. • Emotional awareness and regulation at 89% (2025) • Managing bullying at 87% (2025) • School connectedness at 91% (2025) • Perseverance at 89% (2025) • Teacher concern at 88% (2025).
Target 2.3	By 2029, the positive percentage endorsement rate will increase in the Parent/Guardian/Caregiver Opinion Survey factors: • Student connectedness from 80% (2024) to 88%

	• School communication from 82% (2024) to 86% • Teacher communication from 75% (2024) to 78% • Safety (all factors) from 79% (2024) to 81% • School pride and confidence from 80% (2024) to 82% • General school improvement from 58% (2024) to 60% • High expectations for success from 75% (2024) to 86%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further embed a multi-tiered system of support (MTSS) for all students.
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	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Building students' confidence and capabilities to take ownership of their learning and wellbeing.
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 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	