

School Strategic Plan 2026-2030

Chelsea Primary School (3729)



Submitted for review by Taylor Irish (School Principal) on 20 April, 2026 at 01:22 PM

Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 21 April, 2026 at 11:44 AM

Endorsed by Janosh Biczok (School Council President) on 23 April, 2026 at 06:19 PM

School Strategic Plan - 2026-2030

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School vision	<p>To build the capacity for all students to achieve personal excellence by developing their academic, social, emotional and creative potential.</p> <p>Our vision is to provide every student with a high-quality, engaging, and carefully sequenced education through an agreed instructional model, consistent lesson design, purposeful student engagement, and responsive differentiation practices. By aligning teaching approaches across the school, we create predictable and supportive learning environments where students can focus on learning and confidently build new knowledge and skills.</p> <p>To ensure success, we will foster an environment that promotes:</p> <p>High-quality teaching and learning that challenges and inspires A strong commitment to social and emotional learning for students and staff</p>
School values	<p>Relationships - we work together to achieve common goals Respect - we treat each other fairly and with courtesy Responsibility - we strive to achieve our best Resilience - we seek new challenges and learn from mistakes</p>
Context challenges	<p>Chelsea Primary School is located in the South Eastern Victoria Region, approximately 36km south of Melbourne. The school has experienced sustained enrolment growth, increasing to 408 students in 2026, and reflects a relatively low equity profile with an SFOE index of 0.2243. The student cohort includes 14 students identifying as Aboriginal and Torres Strait Islander and approximately 32 students identified as EAL, alongside a significant proportion of students requiring additional support, with 129 students identified within the NCCD.</p> <p>The school is supported by a strong staffing profile including two Principal Class members, two Learning Specialists (curriculum and mental health/wellbeing), three part-time learning tutors, and three learning intervention educators. Each classroom is supported by education support staff, reflecting a commitment to inclusive practice. The school currently operates 20 grades, supporting an increasingly complex and diverse student cohort.</p> <p>Chelsea Primary School has undergone significant improvement since 2019, with a strong and consistent focus on</p>

	<p>evidence-based explicit teaching practices, grounded in Explicit Direct Instruction (EDI), the Gradual Release of Responsibility, and cognitive science. This is supported by a school-wide positive behaviour framework (SWAPS), aligned with SWPBS, and a developing Multi-Tiered System of Supports (MTSS) across both learning and wellbeing.</p> <p>The school community is highly supportive and aligned to the school's vision of high expectations and continuous improvement, with strong programs in specialist areas including Visual Arts, Physical Education, and Japanese, as well as a focus on sustainability and student leadership.</p> <p>Key Challenges</p> <p>Based on the school's self-evaluation and review, key challenges include:</p> <ul style="list-style-type: none"> Strengthening a whole-school guaranteed and viable curriculum, including clear scope and sequence aligned to the explicit teaching model Sustaining consistency of high-quality instructional practice across all classrooms as the school continues to grow Extending high-ability students while continuing to support students performing below expected levels Further developing the Multi-Tiered System of Supports (MTSS), particularly in social and emotional wellbeing Improving assessment practices, including aligning teacher judgement with standardised assessment and strengthening whole-school data literacy Enhancing student voice, agency, and engagement, particularly in response to Attitudes to School Survey data Improving student attendance, with a continued focus on reducing unexplained absences and supporting students at risk of chronic absence Responding to increasing student complexity, including supporting EAL learners, Koorie students, and students with disabilities
<p>Intent, rationale and focus</p>	<p>To improve learning outcomes in literacy and numeracy for every student, and strengthen student wellbeing, engagement and attendance through consistent, evidence-based teaching and a whole-school approach to support.</p> <p>Rationale</p> <p>Chelsea Primary School has demonstrated strong and sustained learning outcomes, with high levels of growth in literacy and numeracy and an embedded whole-school instructional model based on explicit teaching.</p> <p>The review identified the need to consolidate and document a guaranteed and viable curriculum across all year levels, strengthen whole-school assessment practices, and build staff capability in analysing and using data to inform responsive teaching.</p>

In wellbeing, while strong systems are in place through a Multi-Tiered System of Supports (MTSS), student data highlighted areas for improvement in resilience, emotional regulation and attendance.

As the school continues to grow, there is a need to strengthen consistency of practice, build leadership capacity, and ensure all students are supported and extended through precise, evidence-informed teaching and targeted wellbeing supports.

Focus (4-year direction)

Over the next four years, Chelsea Primary School will prioritise:

Embedding a guaranteed and viable curriculum through whole-school scope and sequence, aligned curriculum documentation and consistent instructional practices

Strengthening teacher capacity to analyse and use data to drive responsive teaching and improve student outcomes

Building distributed leadership to support consistent, high-quality teaching and collaborative practice across the school

Embedding consistent whole-school approaches to wellbeing through MTSS, including improved data collection, monitoring and targeted support

Strengthening attendance processes and supports to improve student engagement and reduce absences

This work will be implemented through Professional Learning Communities (PLCs), instructional coaching, and a continued focus on explicit teaching aligned to the Victorian Teaching and Learning Model 2.0.

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Goal 1	Improve student learning outcomes.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen, document and embed a guaranteed and viable curriculum to enable high quality instructional practice.
Key Improvement Strategy 1.a 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 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 distributed leadership across the school to build collaborative and high-performing teams.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Strengthen teacher capacity to analyse and use data that results in responsive teaching.

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<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>																														
<p>Target 1.1</p>	<p>By 2030, increase the percentage of students achieving Strong and Exceeding NAPLAN proficiency levels:</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Focus or factor</th> <th>Baseline</th> <th>Year</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>Reading</td> <td>78%</td> <td>2025</td> <td>85%</td> </tr> <tr> <td>Year 5</td> <td>Reading</td> <td>87%</td> <td>2025</td> <td>92%</td> </tr> <tr> <td>Year 3</td> <td>Numeracy</td> <td>65%</td> <td>2025</td> <td>80%</td> </tr> <tr> <td>Year 5</td> <td>Numeracy</td> <td>82%</td> <td>2025</td> <td>90%</td> </tr> </tbody> </table>					Cohort	Focus or factor	Baseline	Year	Target	Year 3	Reading	78%	2025	85%	Year 5	Reading	87%	2025	92%	Year 3	Numeracy	65%	2025	80%	Year 5	Numeracy	82%	2025	90%
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<p>Target 1.2</p>	<p>By 2030, increase the percentage of students achieving Above age expected level according to teacher judgements, against the Victorian Curriculum 2.0 for:</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Focus or factor</th> <th>Baseline</th> <th>Year</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>P-6</td> <td>Reading</td> <td>43%</td> <td>2024</td> <td>55%</td> </tr> <tr> <td>P-6</td> <td>Writing</td> <td>29%</td> <td>2024</td> <td>40%</td> </tr> <tr> <td>P-6</td> <td>Numeracy</td> <td>42%</td> <td>2024</td> <td>55%</td> </tr> </tbody> </table>					Cohort	Focus or factor	Baseline	Year	Target	P-6	Reading	43%	2024	55%	P-6	Writing	29%	2024	40%	P-6	Numeracy	42%	2024	55%					
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Target 1.3	By 2030, increase the percentage positive endorsement to the School Staff Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Teachers	Teaching and Learning— Evaluation	88.2%	2025	90%
	Teachers	Teacher collaboration	74%	2025	80%
	Teachers	Guaranteed and viable curriculum	90%	2025	93%
All staff	School Climate	79.4%	2025	88%	
Goal 2	Increase student wellbeing outcomes.				
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed systematic processes to gather data and evidence to support the prioritisation, development and implementation of actions to support student wellbeing.				
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole-school approach to attendance with ongoing monitoring and implementation of supports for students to reduce the absence rates of students.				
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen staff teaching and learning practices that foster student achievement and wellbeing and activate student agency.				

Target 2.1	By 2030, increase the percentage positive endorsement of the Attitudes to School Survey factors:				
	Cohort	Focus area or factor	Baseline	Year	Target
	Boys	Student voice and agency	66%	2025	75%
	Girls	Stimulated learning	79%	2025	85%
	Boys	Stimulated learning	66%	2025	75%
	Students	Learning confidence	77%	2025	85%
	Girls	Perseverance	66%	2025	75%
	Boys	Perseverance	77%	2025	80%
Target 2.2	By 2023, decrease the percentage of student absence for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Years P–6	students absent 20 or more days	36%	2024	30%
	Years P–6	unapproved absences	4.7%	2024	3%