

School Strategic Plan 2025-2029

Tallangatta Primary School (1365)



Submitted for review by Alisha Watson (School Principal) on 05 August, 2025 at 01:47 PM

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Endorsed by Angus Beath (School Council President) on 12 August, 2025 at 12:07 PM

School Strategic Plan - 2025-2029

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School vision	Tallangatta Primary School's vision is to help students become kind, caring individuals who are lifelong learners. (Being reviewed in 2025)
School values	<p>The commonly shared values which form the basis of the school's action to enhance its vision and mission are staying safe, being a terrific learner, acting responsibly, choosing resilience and showing respect.</p> <p>These values then form the basis of our TPS STARS acronym:</p> <p>S: Stay Safe T: Be a Terrific Learner A: Act Responsibly & Show Respect R: Choose to be Resilient</p> <p>We act responsibly when we take ownership of our learning, actions and belongings. Students understand they have the ability to act indepently and make their own decisions. Students reflect on their actions to become independent individuals, with positive self-talk and support others in their growth journey.</p> <p>Resilience and the ability to bounce back from challenges and adversity improves learning and wellbeing. We encourage flexibility in thinking and attitudes, a positive growth mindset and a can do attitude.</p> <p>We respect ourselves, each other and our school environment and understand thaht our attitudes and behaviours have an impact on the people around us. Everyone has the right to learn and the right to be safe. We are accepting of others and their views and treat everyone fairly, regardless of gender, age, race, religion or disability. We are respectful when we are kind, polite, honest and thoughtful. We show respect when we treat ourselves, others adn the environment with care.</p> <p>(Being reviewed in 2025)</p>
Context challenges	Our school is situated in a small rural community, where we pride ourselves on fostering a safe, supportive, and inclusive environment that encourages students to achieve their best academically and in terms of wellbeing. We have a

	<p>dedicated and passionate staff team who work closely with families to support every child. While sport plays a significant role in our school culture, we also place strong value on a wide range of extracurricular opportunities to support student engagement and growth.</p> <p>From our recent self-evaluation and review, our key challenges include addressing the diverse learning needs of a small and varied student cohort, including very small Year 1 and Year 5 classes. These small cohorts present both opportunities for personalised learning and challenges in terms of peer interaction and collaborative learning. Ensuring consistent academic growth across all levels, particularly in literacy and numeracy, while also supporting the wellbeing of students in a small school setting remains a focus. Additionally, we are continuing to refine our approach to extension for high-ability students and ensure our practices are culturally responsive to the needs of any Koorie or refugee students who may join our community.</p>
<p>Intent, rationale and focus</p>	<p>Our school is striving to improve student learning outcomes in literacy and numeracy while continuing to nurture the wellbeing of every student. We aim to build strong, consistent teaching practices across all year levels and provide a learning environment where every child can thrive academically, socially and emotionally.</p> <p>As a small rural school, each student's progress matters deeply. Our self-evaluation highlighted variability in learning outcomes across year levels and the need for more consistent growth, particularly in cohorts with very small student numbers. Prioritising both academic achievement and wellbeing is critical to ensuring that all students, regardless of cohort size or background, feel known, valued and supported to succeed.</p> <p>Over the next four years, our Strategic Plan will focus on: Excellence in teaching and learning - Strengthen whole-school instructional practices with a clear focus on evidence-based approaches to literacy and numeracy. Build teacher capacity through professional learning, collaboration and coaching. Deepen our commitment to student wellbeing, with consistent whole-school approaches to behaviour, engagement and social-emotional learning. Ensure high-ability students are extended, and that inclusive practices support Koorie and refugee students, should they join our community.</p> <p>Our actions will be phased and deepened over time beginning with strengthening teacher practice and wellbeing systems, and progressively embedding data-informed approaches and student agency to drive continuous improvement.</p>

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Goal 1	Optimise student learning growth
Target 1.1	<p>By 2029, increase the percentage of students achieving Exceeding and Strong in NAPLAN for:</p> <ul style="list-style-type: none">• Year 3 Numeracy from 62% (2024) to 70%• Year 5 Numeracy from 44% (2024) to 60%• Year 3 Reading from 38% (2024) to 60%• Year 5 Reading from 44% (2024) to 64%
Target 1.2	<p>*By 2029, increase the percentage of students achieving high or medium benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none">• Numeracy from XX% (202x) to XX%• Reading from XX% (202x) to XX% <p>*Placeholder target to be confirmed when data available</p>
Target 1.3	<p>By 2029, increase the percentage of F-6 students achieving at or above age expected level for according to Teacher Judgement, against Victorian Curriculum for:</p> <ul style="list-style-type: none">• Reading and viewing from 81% (2024) to 90%• *Mathematics from xx% (202x) to xx% <p>*Placeholder target to be confirmed when data available</p>

Target 1.4	By 2029, increase the percentage of positive endorsement to the School Staff Survey factor: <ul style="list-style-type: none"> • Teaching and learning – evaluation module from 64% (2024) to 80%.
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	Develop document and embed whole school collaborative approached to consistent curriculum planning and instructional practices.
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.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	Develop document and embed whole school instructional models that promote high expectations in literacy and numeracy.

<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	
<p>Key Improvement Strategy 1.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</p>	<p>Strengthen teacher capability to utilise a range of assessment strategies to accurately determine and differentiate to meet student needs.</p>
<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>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on</p>	

student learning growth, attainment and wellbeing capabilities	
Goal 2	Strengthen student wellbeing outcomes
Target 2.1	<p>By 2029, increase the percentage of positive endorsement to the Parent/Caregiver/Guardian Opinion Survey (PCGOS) factors:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 59% (2024) to 75% • Promoting positive behaviour from 79% (2024) to 90%
Target 2.2	<p>By 2029, increase the percentage of positive endorsement to the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 54% (2024) to 75% • Managing bullying from 45% (2024) to 85% • School connectedness from 48% (2024) to 80% • Stimulated learning from 38% (2024) to 80% • Student voice and agency from 49% (2024) to 70% • Teacher – Student relations (whole domain) from 49% (2024) to 70%
Target 2.3	<p>By 2029, increase the percentage positive endorsement to the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Shielding/buffering from 57% (2024) to 77% • Collective efficacy from 65% (2024) to 85%
Key Improvement Strategy 2.a	

<p>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>Review and embed the school vision and values to build a culture of high expectations for both staff and students</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>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</p>	<p>Build the capability of staff to create and maintain a safe and orderly environment</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.b</p>	

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>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</p>	<p>Strengthen school policies and practices that promote inclusive positive behaviour and a safe environment</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	