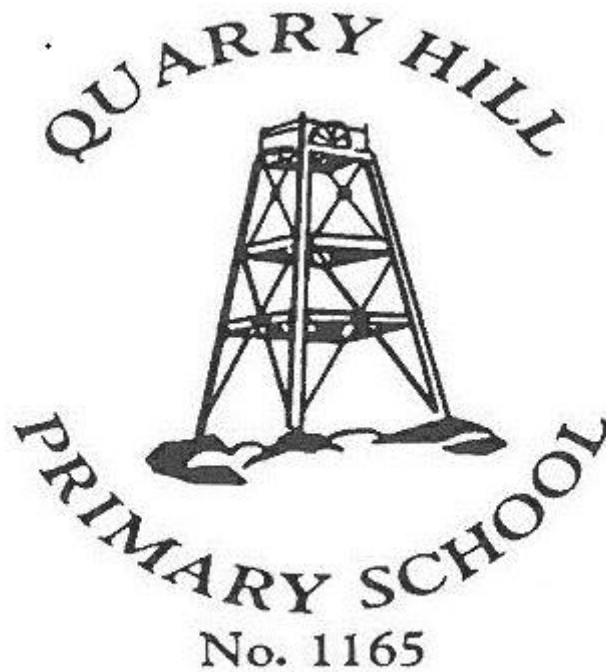


# School Strategic Plan 2026-2030

Quarry Hill Primary School (1165)



Submitted for review by Anne Rochford (School Principal) on 17 June, 2026 at 03:22 PM

Endorsed by Keith Perry (Senior Education Improvement Leader) on 17 June, 2026 at 05:31 PM

Endorsed by Andrew Ellis (School Council President) on 19 June, 2026 at 08:52 AM

# School Strategic Plan - 2026-2030

Quarry Hill Primary School (1165)

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School vision</b>      | Quarry Hill Primary School students are kind in the way they treat others, curious in the way they see the world, and brave in the way they chase their dreams. As students leave Quarry Hill Primary School, they are ready to step proudly into their next chapter.                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>School values</b>      | <p>Values</p> <p>1. Kind</p> <ul style="list-style-type: none"><li>• I understand that everyone is different</li><li>• I co-operate</li><li>• I respect myself, others and the environment</li><li>• I am community minded</li><li>• I belong</li></ul> <p>2. Curious</p> <ul style="list-style-type: none"><li>• I am a learner</li><li>• I seek knowledge</li><li>• I ask questions</li><li>• I explore and wonder</li><li>• I create</li></ul> <p>3. Brave</p> <ul style="list-style-type: none"><li>• I am honest</li><li>• I am independent</li><li>• I have high expectations</li><li>• I am resilient</li><li>• I am open to feedback</li></ul> |
| <b>Context challenges</b> | Quarry Hill Primary School's context is changing, with movement from a low to a medium SFOE band indicating increasing levels of social disadvantage within the community. Equity-funded students, including Aboriginal students, are currently achieving below the performance levels of their non-equity-funded peers, highlighting the need for targeted strategies to improve outcomes and close achievement gaps.                                                                                                                                                                                                                                 |

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <p>The school is also experiencing increasing enrolments of English as an Additional Language (EAL) students and students from refugee backgrounds, many of whom enter with limited or no English. This requires responsive, evidence-based approaches to language development, inclusion, and differentiated support to ensure equitable access to learning. At the same time, the school has a growing cohort of high-achieving students whose learning needs must be catered for through appropriate challenge, extension, and enrichment opportunities. This presents the ongoing challenge of simultaneously achieving excellence and equity, ensuring all students make strong learning growth regardless of their starting point, while enabling every learner to realise their potential.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Intent, rationale and focus</b> | <p>The review panel found that QHPS has a positive strategic direction that is well led by a coordinated leadership team. We have a very good internal capacity to implement the next strategic plan.</p> <p>Fully embedding elements of the VTLM 2.0 and implementing PCMS as well as a continued focus on embedding the current instructional model will be key areas of the next strategic plan to maximise student learning and engagement. It is important for us to develop greater consistency, reliability and moderation practices in assessment to ensure accurate monitoring of student progress; monitoring whole school teacher judgements in literacy and numeracy and reviewing the current assessment schedule assessment have commenced and are ongoing actions. Through the process of refining evidence based assessment processes we will also investigate leveraging technology to improve efficiency while maintaining rigorous assessment practices.</p> <p>The school has laid the foundations for a positive, safe and inclusive environment for students and staff. Building teacher capacity to confidently implement multi-tiered supports that respond to the diverse learning, wellbeing and engagement needs of students will be critical over the next strategic period. Key goals for the school include reducing achievement gaps for equity-funded students and Aboriginal and Torres Strait Islander students, while continuing to improve student attendance to ensure all learners are consistently engaged in and able to benefit from high-quality teaching and learning.</p> |

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|                                                                                                                                                                                                           |                                                                                                                                                                                      |                        |                 |             |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------|-------------|---------------|
| <b>Goal 1</b>                                                                                                                                                                                             | To improve student learning outcomes                                                                                                                                                 |                        |                 |             |               |
| <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                   | Embed a whole school teaching and learning approach that aligns to the VTLM 2.0 to improve the consistency of practice across all classrooms and support student outcomes.           |                        |                 |             |               |
| <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                   | Embed evidence-based English and Mathematics practices across F to year 6 to further enhance the teaching of English and Mathematics across the school and support student outcomes. |                        |                 |             |               |
| <b>Key Improvement Strategy 1.c</b><br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen data literacy for all teachers to inform curriculum planning and to improve teacher practice.                                                                             |                        |                 |             |               |
| <b>Target 1.1</b>                                                                                                                                                                                         | By 2030, increase the percentage of students achieving at or above NAPLAN Benchmark growth for*:                                                                                     |                        |                 |             |               |
|                                                                                                                                                                                                           | <b>Cohort</b>                                                                                                                                                                        | <b>Focus or factor</b> | <b>Baseline</b> | <b>Year</b> | <b>Target</b> |
|                                                                                                                                                                                                           | Year 5                                                                                                                                                                               | Reading                |                 |             |               |

|            |                                                                                                                                                     |                 |          |      |        |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------|------|--------|
|            | Numeracy                                                                                                                                            |                 |          |      |        |
|            | Year 5                                                                                                                                              |                 |          |      |        |
|            | *Placeholder target to be determined once data is available.                                                                                        |                 |          |      |        |
| Target 1.2 | By 2030, maintain or increase the percentage of students in exceeding NAPLAN proficiency levels across a three-year average for:                    |                 |          |      |        |
|            | Cohort                                                                                                                                              | Focus or factor | Baseline | Year | Target |
|            | Year 3                                                                                                                                              | Writing         | 9%       | 2025 | 10%    |
|            | Year 3                                                                                                                                              | Reading         | 27%      | 2025 | 27%    |
|            | Year 5                                                                                                                                              | Numeracy        | 21%      | 2025 | 24%    |
|            | Year 5                                                                                                                                              | Writing         | 20%      | 2025 | 20%    |
| Target 1.3 | By 2030, maintain or increase the percentage of students in strong and exceeding NAPLAN proficiency levels across a three-year average for:         |                 |          |      |        |
|            | Cohort                                                                                                                                              | Focus or factor | Baseline | Year | Target |
|            | Year 3                                                                                                                                              | Numeracy        | 73%      | 2025 | 76%    |
|            | Year 5                                                                                                                                              | Reading         | 80%      | 2025 | 80%    |
| Target 1.4 | By 2030, improve the percentage of students achieving above expected level according to teacher judgements against the Victorian Curriculum 2.0 in: |                 |          |      |        |
|            | Cohort                                                                                                                                              | Focus or factor | Baseline | Year | Target |
|            | Prep to 6                                                                                                                                           | Reading         | 28%      | 2025 | 30%    |

|                                                                                                                                                                                         |                                                                                                             |                          |                 |             |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------|-----------------|-------------|---------------|
|                                                                                                                                                                                         | Prep to 6                                                                                                   | Writing                  | 21%             | 2025        | 25%           |
|                                                                                                                                                                                         | Prep to 6                                                                                                   | Mathematics              | 20%             | 2025        | 24%           |
| <b>Target 1.5</b>                                                                                                                                                                       | By 2030, maintain the percentage of positive endorsement to the School Staff Survey factors:                |                          |                 |             |               |
|                                                                                                                                                                                         | <b>Cohort</b>                                                                                               | <b>Focus or factor</b>   | <b>Baseline</b> | <b>Year</b> | <b>Target</b> |
|                                                                                                                                                                                         | Staff                                                                                                       | Collective efficacy      | 90%             | 2025        | 90%           |
|                                                                                                                                                                                         | Staff                                                                                                       | Instructional Leadership | 90%             | 2025        | 90%           |
| <b>Goal 2</b>                                                                                                                                                                           | To maximise wellbeing and engagement for students                                                           |                          |                 |             |               |
| <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     | Embed multi-tiered systems of support to enhance student wellbeing and engagement.                          |                          |                 |             |               |
| <b>Key Improvement Strategy 2.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Implement whole school positive classroom management strategies to improve student learning and engagement. |                          |                 |             |               |
| <b>Target 2.1</b>                                                                                                                                                                       | By 2030, improve the percentage of positive endorsement to the School Staff Survey factor:                  |                          |                 |             |               |
|                                                                                                                                                                                         | <b>Cohort</b>                                                                                               | <b>Focus or factor</b>   | <b>Baseline</b> | <b>Year</b> | <b>Target</b> |

|                   |                                                                                        |                                            |                 |             |               |
|-------------------|----------------------------------------------------------------------------------------|--------------------------------------------|-----------------|-------------|---------------|
|                   | Staff                                                                                  | Use of student feedback to inform practice | 86%             | 2025        | 90%           |
| <b>Target 2.2</b> | By 2030, increase the percentage of positive endorsement to the AtoSS for the factors: |                                            |                 |             |               |
|                   | <b>Cohort</b>                                                                          | <b>Focus or factor</b>                     | <b>Baseline</b> | <b>Year</b> | <b>Target</b> |
|                   | Years 4 to 6                                                                           | Sense of connectedness                     | 81%             | 2025        | 85%           |
|                   | Years 4 to 6                                                                           | Teacher concern                            | 75%             | 2025        | 80%           |
|                   | Years 4 to 6                                                                           | Stimulating learning environment           | 80%             | 2025        | 85%           |