

School Strategic Plan 2026-2030

Kismet Park Primary School (5180)



Submitted for review by Samuel Carlton (School Principal) on 18 March, 2026 at 09:19 AM

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Awaiting endorsement by School Council President

School Strategic Plan - 2026-2030

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School vision	At Kismet Park Primary School, our vision is to ignite a passion for learning in every student and equip them with the skills, knowledge and mindset to thrive. This vision is underpinned by our shared school values of Be Your Best, Respect, Resilience and Kindness, which guide how we learn, interact and grow as a community. Our vision has been developed and strengthened through ongoing collaboration with students, staff and families, ensuring it reflects our community's aspirations and expectations. It is visible in our classrooms, embedded in our teaching practices and lived through our School-Wide Positive Behaviour Supports (SWPBS) framework. At Kismet Park, our vision is not just a statement, it is something we actively bring to life every day through high expectations, inclusive practices and a strong sense of belonging for all.
School values	At Kismet Park Primary School, our values of Be Your Best, Respect, Resilience and Kindness provide the foundation for all decision-making and actions across our school. These values were developed in 2025 through extensive consultation with students, staff and families, with over 1,200 community votes contributing to the final selection. This process ensured the values reflect the shared expectations and aspirations of our entire school community. They shape the way we work and learn together by creating clear, consistent expectations for behaviour, relationships and learning. Our values guide how we interact, support one another and respond to challenges, fostering a safe, inclusive and respectful environment. Our values are embedded in everyday practice through our teaching and learning programs, School-Wide Positive Behaviour Supports (SWPBS), and the way we recognise and celebrate positive behaviours. By living these values, our school community remains focused on what matters most, supporting every student to feel safe, connected and successful in their learning.

Context challenges	Kismet Park Primary School is a medium-sized suburban school in Sunbury with approximately 358 students and a low–medium SFOE profile. Following significant leadership and staffing changes, the school has focused on strengthening consistent whole-school practices in learning and wellbeing and is now well positioned and primed to move into its next phase of improvement. The 2026 School Review identified several key challenges. Student achievement in literacy and numeracy, while showing growth, remains below similar schools, with a need to increase the proportion of students achieving at strong and exceeding levels. Strengthening consistent, high-impact teaching practices, particularly differentiation to support and extend all learners, including high-ability students, is a priority. Student engagement is also an area for improvement, with AtoSS data showing declines in motivation, confidence and student voice. Attendance remains a concern, with a high number of students recording 20+ days absent, highlighting the need to further strengthen community expectations. In wellbeing, strong Tier 1 supports are in place through SWPBS and SEL; however, further work is required to embed a clear Multi-Tiered System of Supports (MTSS) and ensure consistent use of data to inform targeted interventions and extension.
Intent, rationale and focus	Intent Kismet Park Primary School aims to improve student learning and wellbeing outcomes by strengthening consistent, high-impact teaching practices and embedding a whole-school approach to engagement, inclusion and support. The school is committed to ensuring every student is supported, challenged and actively engaged in their learning. Rationale The 2026 School Review identified that while there are strong foundations in place, including positive school culture, SWPBS and collaborative staff practices, student achievement remains below similar schools and student engagement measures have declined. There is a need to improve consistency in instructional practice, strengthen differentiation, and enhance the use of assessment to better respond to student needs. In wellbeing, further clarity and consistency is required through a clearly defined Multi-Tiered System of Supports (MTSS). Focus Over the next four years, the school will focus on two key areas: Improving student learning outcomes through the development and embedding of a VTLM 2.0 aligned instructional model, strengthening teacher capability in formative assessment, and implementing consistent approaches to

	differentiation to support and extend all learners. Improving student wellbeing outcomes through embedding SWPBS, strengthening Social and Emotional Learning (SEL), and developing a clear MTSS framework to support targeted interventions and improved student engagement and attendance. This work will unfold through a staged approach, initially building staff capability and clarity of practice, followed by embedding consistency across the school, and ultimately refining and sustaining high-impact practices to maximise student outcomes.
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Goal 1	Improve student learning outcomes
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	Review, develop and embed a VTLM 2.0 aligned instructional model to improve teacher practice and 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	
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 the capacity of teachers to gather and use student assessment data to optimise the learning outcomes of every student
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary	

pathways, incorporating extra-curricula programs					
Target 1.1	By 2030, increase the percentage of students achieving Strong and Exceeding NAPLAN proficiency levels for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 3	Reading	68%	2025	73%
	Year 3	Writing	70%	2025	76%
	Year 3	Numeracy	62%	2025	66%
	Year 5	Reading	70%	2025	75%
	Year 5	Writing	69%	2025	73%
	Year 5	Numeracy	70%	2025	74%
Target 1.2	By 2030, increase the percentage of students achieving at and above age expected level according to teacher judgements, against the Victorian Curriculum 2.0 for:				
	Cohort	Focus or factor	Baseline	Year	Target
	P- 6	Reading and Viewing	72%	2025	85%
	P- 6	Writing	63%	2025	75
	P- 6	Mathematics 2.0	75%	2025	80
Target 1.3	By 2030, increase the percentage positive endorsement to the School Survey/ School Staff Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target

	staff	Feedback	66%	2025	70%
	staff	Academic Emphasis	61%	2025	70%
	staff	Time to share pedagogical content knowledge	44%	2025	70%
	staff	Instructional Leadership	89%	2025	92%
Goal 2	Improve student wellbeing outcomes				
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build and embed whole school approaches to strengthen engagement, health and wellbeing				
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.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion					
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	Review and enhance the whole school multi-tiered system of supports to inform interventions and improvements at the classroom and whole-school level				
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion					
Target 2.1	By 2030, increase the percentage positive endorsement to the Attitudes to School Survey factors:				
	Cohort	Factor Focus area or factor	Baseline	Year	Target
	Years 4-6	Managing bullying	72%	2025	76%
	Years 4-6	Sense of connectiveness	70%	2025	75%
	Years 4-6	Emotional regulation and awareness	73%	2025	76%
	Years 4-6	Perseverance	73%	2025	80%
Target 2.2	By 2030, increase the student attendance rate for:				
	Cohort	Focus or factor	Baseline	Year	Target
	P- 6	Attendance Rate	88%	2025	90%

