School Strategic Plan 2025-2029

Mulgrave Primary School (2172)

Submitted for review by Charles Spicer (School Principal) on 29 July, 2025 at 09:03 AM
Endorsed by Mark Flack (Senior Education Improvement Leader) on 29 July, 2025 at 12:43 PM
Awaiting endorsement by School Council President

VICTORIA State Government | Education and Training

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School vision	“To nurture a collaborative, engaging and resilient environment that enhances knowledge and supports social, emotional and academic growth; maximising our potential to become effective members of our learning community.”
School values	“Motivated, Persistent, Successful”
Context challenges	Mulgrave Primary School is located in the City of Monash approximately 28 kilometres south-east of the Melbourne Central Business District. The school was founded in 1879. The school was relocated to its current site in 1987. The school facilities include one main administrative building with office and staff facilities, a BER building with central open space and four other permanent teaching and learning spaces and 8 portable classrooms, with a new library, STEM centre and art room opening in late 2025. Together they house 20 classrooms and support our specialist program that includes Physical Education, STEM, Visual Arts, Performing Arts and Spanish. The school grounds include a football field, two soccer pitches and two hardcourts and a competition sized netball and basketball stadium. The stadium also includes a stage, canteen, change rooms and toilets. There are two adventure playgrounds and a sensory play space. The school’s running track is in the form of a map of the Australian mainland and recent buildings, including the stadium and library/STEM centre represent the form of their location in and around the map, representing the Great Barrier Reef and the mountain ranges of the red centre. Enrolments at the time of the review were approximately 421 students. Over the past four years, the school has had enrolments capped at a maximum of 66 students per year, which has seen our population remain steady. The Student Family Occupation (SFO) category was 0.2911 and the Student Family Occupation Education (SFOE) index was 0.2258 in 2025. The staffing profile of Mulgrave Primary School includes a principal, two assistant principals, a business manager, 24.27 teachers, 3.77 full time equivalent Education Support (ES) staff and two office administration staff. The school provides an approved curriculum framework differentiated to meet student needs. The school provides an accredited outside school hours care program.
Intent, rationale and focus	Mulgrave's intent has, for some time now, been meeting the "point of need" of each student academically, but also in terms of student agency and wellbeing. As we move into the next phase of our whole school development, we intend to achieve this goal by maximising the learning growth of every student in literacy and numeracy and empowering students as learners and strengthening wellbeing and community engagement.

The school has had a strong focus on developing consistent instructional models over the past four years, together with improved assessment practice to appropriately differentiate instruction. Classroom observations raised questions amongst panel members as to the degree to which learning was appropriately differentiated. From this, the final recommendations recognised the need for further differentiation at each student's 'point of need'. Over the next four years, considerable focus will be placed on ensuring consistency of practice and ensuring greater depth and fidelity is applied to differentiated teaching.

Over the next four years, the school will focus on developing a new shared instructional model and systems of curriculum delivery. Much of this work will be undertaken in conjunction with the statewide roll out of the Victorian Teaching and Learning Model 2.0 and the Victorian Curriculum 2.0. This work will include a focus on peer observations to improve the consistency of teacher practice, a focus on building teacher capacity through ongoing professional learning and improved data literacy for all teachers. The school will commence the plan by creating middle leadership teams to drive the new VTLM 2.0 teaching and learning focus.

A significant aspect of the strategic plan will be the development of middle leaders. Whilst the panel noted that this was something that the school was already doing well, it is a critical part of whole school improvement and as such, middle leaders will be given continued opportunities to improve their leadership skills and ability to deliver whole school curriculum improvements.

At the same time, we will be refining our approaches to wellbeing in order to further strengthen our approach and to align with the Department's new mental health and disability and inclusion initiatives. The school has already begun to identify strategies to develop student voice and leadership over the previous four years, particularly in regard to student wellbeing and inclusion. Whilst the review affirmed these as evident in the language of students and a range of opportunities provided to students, particularly through the student voice team and school leadership roles, the school recognises the importance of ongoing improvement in the areas of student voice and agency to support point of need and individual learning.

The school will continue to develop a multi-tiered system of support for students based on the School Wide Positive Behaviour Model. We will look to strengthen skills and knowledge in inclusive education and provide opportunities for staff to build their capacity to deliver these supports through collaboration with other schools and the regional office.

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Goal 1	Maximise the learning growth of every student in literacy and numeracy.
Target 1.1	By 2029 increase the percentage of year 3 students achieving **exceeding** NAPLAN proficiency levels for: • Reading from 13% (2024) to 25% • Writing from 6% (2024) to 14% • Numeracy from 6% (2024) to 18%. By 2029, increase or maintain the percentage of year 5 students achieving **exceeding** NAPLAN proficiency levels for: • Reading from 23% (2024) to 31% • Writing from 25% (2024) maintain/exceed • Numeracy from 16% (2024) to 18%.
Target 1.2	Placeholder target – to be confirmed when NAPLAN benchmark growth data baseline is available from 2025.
Target 1.3	By 2029, increase the percentage of students working above expected level as assessed by teacher judgements for: • Reading and viewing from 36% (2024) to 40% • Writing from 26% (2024) to 35% • Mathematics from 30% (2024) to 35%.

Target 1.4	By 2029, improve the percentage of positive responses for the following School Staff Survey factors: • Academic emphasis from 62% in 2024 to 75% • Guaranteed and viable curriculum from 76% in 2024 to 80% • Understand how to analyse data from 77% in 2024 to 85% • Professional learning through peer observations from 46% in 2024 to 60%
Target 1.5	By 2029, improve the percentage of positive responses for the following Attitudes to School Survey factors: • Teacher concern from 67% in 2024 to 74% • Differentiated learning challenge from 80% in 2024 to 85% • Stimulated learning from 77% in 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	Continue to build middle leaderships knowledge and skills to lead the implementation of evidence-based curriculum and assessment.
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	Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.

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.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to set challenging learning goals and monitor their own growth.
Goal 2	Maximise student wellbeing outcomes.
Target 2.1	By 2029, improve the percentage of positive responses for the following Attitudes to School Survey factors: • Managing bullying from 70% in 2024 to 78% • Sense of connectedness from 75% in 2024 to 80% • Resilience from 60% in 2024 to 70%.
Target 2.2	By 2029, improve the percentage of positive responses for the following School Staff Survey factors: • Trust in students and parents from 62% in 2024 to 71%.
Target 2.3	By 2029, maintain or decrease the percentage of students with 20+ days absence from 30% (2024).
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.

support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a coherent wellbeing curriculum that enables students to develop personal and social capabilities.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	