

School Strategic Plan 2025-2029

Mount Beauty Primary School (4644)



Submitted for review by Carolyn Serpell (School Principal) on 14 November, 2025 at 04:20 PM

Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 25 November, 2025 at 01:12 PM

Endorsed by Owen Davies (School Council President) on 27 November, 2025 at 01:08 PM

School Strategic Plan - 2025-2029

Mount Beauty Primary School (4644)

School vision	Mount Beauty Primary School empowers every student to be inquisitive and embrace learning, act with kindness, build resilience, and take pride in themselves, their school, and their community.
School values	<p>Pride: Show pride in your efforts and achievements. Do your best. Follow school expectations. Care for our equipment, resources, and environment.</p> <p>Kindness: Show kindness to yourself and others, by choosing positive and helpful words and actions.</p> <p>Resilience: Show resilience by not giving up when things get hard. Own your behaviour and choices. Manage your emotions. Solve problems. Ask for help when you need it.</p> <p>Respect: Show respect by treating everyone the way you want to be treated. Be kind, listen to others and accept that people may think, act or look differently to you. Respect everyone's right to learn and teach. Celebrate what makes us different. Care for our environment.</p>
Context challenges	<p>In 2025, our school moved from developing to improving in the annual school performance report, with our school's results above the state average in reading and numeracy Naplan results. Over the last two years, the school has worked to develop and embed a common teaching and learning model, based on the VTLM 2.0. The school has an established school improvement team who meets regularly to monitor and plan for progress against school goals, and this has been key in our school improvement. Although our school survey data for school connectedness is lower than state, it has improved significantly. Student voice and agency has also improved, though remains below state and similar schools, as does positive endorsement in emotional awareness and regulation.</p> <p>Despite this, our review noted that 'the school offers a supportive learning environment, with shared values that underpin agreed expectations of staff, students and the school community. Positive behaviour supports were in place, with well-established routines and cooperative behaviours observed in all classes. Students nominated peer friendships and relationships with teachers as strengths of the school.' As we have a large number of students with diverse needs, continuing to strengthen our approaches to supporting and managing challenging behaviours, will remain an ongoing focus. Strengthening student engagement and motivation, will also be key in achieving our goals and targets.</p>
Intent, rationale and focus	In the course of the next strategic plan, we will be working to build on the gains we have made to date. Further to the findings of the review, and the recommendations, this will include a focus on:

	<p>Strategic leadership to ensure clearly defined goals and priorities. Rationale: If the direction and deployment of resources is strategic and evidence-based, with clear and narrow actions that can be monitored for impact, the school is more likely to achieve agreed goals and outcomes.</p> <p>Consolidating and embedding a professional learning approach for delivery of a guaranteed curriculum. Rationale: If processes that promote effective collaborative inquiry and enable teachers to regularly reflect on, share and strengthen their curriculum knowledge and pedagogical practices are embedded, teachers' collective efficacy increases, and a guaranteed and viable learning pathway is more likely to be ensured for students.</p> <p>Strengthening our systematic use of assessment data to inform teaching and to monitor students' learning progression. Rationale: When teachers effectively collect, analyse and use data to inform planning for their teaching, students are provided with learning that responds to their point of need.</p> <p>Building whole school capability and consistency in implementing inclusive practices. Rationale: When students' learning, inclusion and wellbeing needs are identified and responded to through effective, whole school multi-tiered systems of support, they are better able to positively participate and engage in school.</p>
--	--

School Strategic Plan - 2025-2029

Mount Beauty Primary School (4644)

Goal 1	Maximise the learning growth and achievement of all students
Target 1.1	<p>By 2029, increase or maintain the percentage of students achieving the NAPLAN Strong or Exceeding proficiency level for:</p> <p>Year 3 Reading, maintain at 71% (2025)</p> <p>Year 5 Reading, from 71% (2025) to 80%</p> <p>Year 3 Numeracy, maintain at 76% (2025)</p> <p>Year 5 Numeracy, maintain at 77% (2025)</p>
Target 1.2	<p>By 2029, increase or maintain the percentage of students with medium or high relative growth in NAPLAN as shown:</p> <ul style="list-style-type: none">• Reading, maintain at 75% (2025)• Numeracy, maintain at 80% (2025) <p>By 2029, increase or maintain the percentage of students with the expected or above-expected learning growth, assessed by teacher judgements, as shown:</p> <ul style="list-style-type: none">• English, maintain at 85% (2025)• Mathematics, increase from 74% (2025) to 80%
Target 1.3	<p>By 2029, increase the percentage of positive endorsement for the following survey factors:</p> <p>Differentiated learning challenge in the Attitudes to School Survey (AtoSS) from 75% (2025) to 85%</p> <p>Instructional leadership in the School Staff Survey (SSS) from 36% (2024) to 80%</p>

<p>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</p>	Strengthen distributed leadership and collective responsibility through effective organisational design.
<p>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</p>	Embed structures and processes for quality teaching and learning.
<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.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>	Strengthen the systematic use of assessment data; to plan for improved student outcomes and to monitor progress against shared goals.
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices</p>	

to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Maximise students' wellbeing and engagement
Target 2.1	<p>By 2029, increase or maintain the percentage of positive endorsement for the following Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> • Attitudes to attendance from 82% (2025) to 85% • Sense of connectedness from 72% (2025) to 77% • Student voice and agency from 61% (2025) to 70% • Sense of inclusion from 87% (2025) to 89% • Emotional awareness and regulation from 66% to 75% • Stimulated learning from 75% (2025) to 80% • Managing bullying, maintain at or above 80% (2025).
Target 2.2	<p>By 2029, decrease the percentage of students with 20 or more days absent from 43% (2024) to 39%.</p> <p>By 2029, maintain the number of unapproved absence days at or below 4.3 days (2024).</p>
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement, embed and monitor contextualised multi-tiered systems of support.
Key Improvement Strategy 2.b	Engage students through authentic and challenging learning opportunities

<p>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 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	