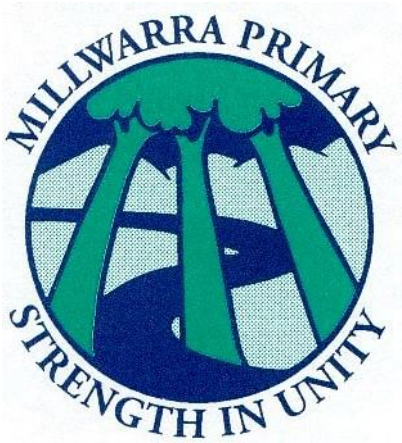
School Strategic Plan 2025-2029

Millwarra Primary School (5441)



Submitted for review by Melanie Hancock (School Principal) on 02 September, 2025 at 01:55 PM
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School vision	We believe that our united two campus school will provide a happy, safe and secure learning environment where students are valued and encouraged to maximise their potential within a supportive framework, that develops self motivation through the delivery of a stimulating and challenging curriculum. Our students will, through provision of a wide range of opportunities and experiences, develop skills and personal qualities, positive attitudes and values of a high standard that will equip them for future directions in life. At Millwarra Primary School excellence is achieved together in safe, stimulated and supportive environments.
School values	Millwarra embraces the following values to ensure excellence within our school - Resilience Respect Kindness Community
Context challenges	Millwarra Primary School faced several significant challenges regarding student learning outcomes and developing staff capabilities. The panel agreed that staff were not aligned in their approach to embedding a common instructional model that utilised high-impact teaching strategies (HITS) with a focus on differentiation for all students. A significant observation by the panel was that staff lacked a strong understanding of HITS. The panel recommended that the development of a common approach to curriculum planning and documentation, which incorporates consistent planning templates together with the refinement of the school's instructional model to align it with the VTLM 2.0, be an area for further investigation and prioritisation for the school. The panel found that some staff were differentiating instruction 'in the moment' based on their formative assessment practices. The panel observed that these differentiations were not included in their planners. Additionally, while some staff incorporated student voice for Individual Education Goals, they had not sought student input before developing topics or planners. The goal for students to achieve at or above expected levels in Reading, Writing, and Maths was not met, the panel observing that the school's NAPLAN results indicated a decline over the review period; Efforts to improve student learning outcomes through Professional Learning Communities (PLC) were completed, but this initiative reportedly presented significant challenges for the staff responsible for its implementation. Furthermore, the 2023 Staff Survey yielded mixed results, and the 2024 Staff Survey had an unfortunately low response rate of only two staff members, rendering its data unusable.

	The panel observed that Millwarra Primary School's literacy results during the review period presented a mixed picture. The panel noted that some of the cohort sizes were very small and expressed the view that caution needed to be exercised when making judgements based on small data sets. In 2024, the school's teacher judgement data for students in Foundation to Year 6, Semester 2 English, showed that 60% of students were at or above age expected level for Reading and Viewing, which was lower than similar schools (82%), network (85%), and state (86%) averages. Writing performance was identical, with 61% of students at or above age expected level, compared to 76% for similar schools, 79% for the network, and 81% for the state. Speaking and Listening results were stronger, with 83% of students at or above the age-expected level, although still slightly below those of similar schools (89%), the network (92%), and the state (92%). Examining the school's NAPLAN results, the panel noted that in 2024, year 5 Reading showed 67% of students were at the 'Exceeding' or 'Strong' proficiency levels, which was lower than similar schools (69%), the network (70%), and the state (73%). For Year 3 Reading in 2024, only 33% of students were at 'Exceeding' or 'Strong' levels, which is significantly lower than in similar schools (58%), the network (68%), and the state (69%). The mean scale score for Year 3 Reading increased from 360.5 in 2023 to 380.1 in 2024 but remained below the state mean. Similarly, the Year 5 Reading mean scale score increased from 458.7 in 2023 to 479.7 in 2024 but was still below the state mean. During the review period, Millwarra Primary School's numeracy results showed areas for improvement when compared to similar schools, network, and state averages. In 2024, teacher judgments for students in Foundation to Year 6, Semester 2 Mathematics 1.0, indicated that 72% of students were at or above age expected level in Measurement and Geometry, which was lower than similar schools (84%), network (87%), and state (86%). Similarly, in Number and Algebra, 70% of students were at or above age expected level, compared to 83% for similar schools, 85% for the network, and 85% for the state. Statistics and Probability showed that 64% of students were at or above the expected age level, which was also below similar schools (83%), the network (85%), and the state (86%). NAPLAN results for Numeracy in 2024 revealed that for Year 5, 60% of students achieved 'Exceeding' or 'Strong' proficiency levels, which was on par with similar schools (60%) but below the network (69%) and state (67%) averages. The mean scale score for Year 5 Numeracy increased from 456.2 in 2023 to 492.7 in 2024, closely aligning with the state mean of 493.8. However, the Year 3 Numeracy NAPLAN results in 2024 were lower, with only 33% of students reaching 'Exceeding' or 'Strong' levels, significantly below those of similar schools (59%), the network (64%), and the state (65%). The mean scale score for Year 3 Numeracy slightly decreased from 391.5 in 2023 to 389.0 in 2024, remaining below the state mean of 413.0. Millwarra Primary School's attendance and absenteeism data for 2024 revealed that 24% of students in Foundation to Year 6 achieved 95% or higher attendance, which was comparable to similar schools and the network average. Regarding absenteeism, 32% of students in Foundation to Year 6 had 20 or more absent days in 2024. This percentage was notably lower than similar schools (44%), the network (40%), and the state (39%). The average number of all absent

	days per student in 2024 was 27.7, an increase from 23.4 in 2023. Unapproved absences accounted for an average of 7.4 days per student in 2024. The panel agreed that this area should remain a focus in the next School Strategic Plan (SSP). The panel found that the complexities of being a two-campus school had a significant impact on the achievement of the SSP. Feedback from leadership and staff indicated that the lack of consistent meetings and clear expectations was a significant barrier to achieving student learning outcomes.
Intent, rationale and focus	The school review panel recommends the following areas of focus be prioritised in the next School Strategic Plan: • Literacy and numeracy, with a focus on improving, developing and embedding a consistent teaching and learning program. • Student voice, agency and leadership. • Staff collaboration and building their capacity to provide adjustments to meet student needs. • Consistent whole school approach to attendance, lateness, and expectations. These four areas are key to ensuring improvement across the curriculum at Millwarra Primary School. To improve the effectiveness of student learning and wellbeing we implement the following through leadership - • Structured meetings, scheduled planning, meetings and PLC norms and protocols • Teacher knowledge, PD/PL • Staff collaboration and inquiry • Roles and responsibilities • Instructional model • VTLM 2.0: Develop a pedagogical model. • Elements of learning • Develop, document, and embed a teaching and learning program that reflects the needs of students. • Common approach to curriculum planning and documentation across the school • Vision- people held to account, high expectations of every learner every day, expectations of students, teachers, parents/caregivers. To improve the effectiveness of student learning and wellbeing we implement the following through teaching and learning - • Build staff knowledge and capacity to provide universal adjustments to meet the needs of tier 1 and 2 students successfully. • Build staff capacity in explicit instruction for literacy and numeracy. • Scope and sequence • High expectations • Develop and implement a whole school literacy and numeracy plan. • Embed a whole school approach to numeracy.

	• Planning templates • Develop a common approach to curriculum planning and documentation. To improve the effectiveness of student learning and wellbeing we implement the following through assessment - • Data and evidence/Systems of monitoring • Teacher assessment and reporting • Review the assessment schedule • Build staff capacity in making formative and summative assessments • Systemised monitoring and feedback • Platform for recording student data and assessments To improve the effectiveness of student learning and wellbeing we implement the following through engagement- • MPS definition of agency, students knowing where they are in their learning, and what the next steps are in their learning. • Learning goals, engagement, and students monitoring their learning growth. • Transparency of data • Feedback from student to teacher • Structures for student leadership, student school council • Rewards • Communication with parents, newsletters, learning tasks, COMPASS. To improve the effectiveness of student learning and wellbeing we implement the following through support and resources- • Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion • Consistency • Review the development and refinement of IEPs • Whole school approach to attendance, lateness, and expectations • Embed a school-wide approach for students with disabilities/diverse learners/unfunded…those who get extra support…tier two. • Behaviour management • SWPBS School-wide positive behaviour framework • Consistent expectations regarding behaviour, dress etc. • Develop and embed a strategy to ensure the engagement and participation of Koorie learners/ vulnerable cohorts.

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Goal 1	Optimise the learning growth of all students.
Target 1.1	By 2029, increase the percentage of students assessed in the NAPLAN exceeding or strong proficiency levels in: Year 3 • Reading from 38% (2-year average 2023-24) to 58%. • Numeracy from 42% (2-year average 2023-24) to 59%. • Writing from 71% (2-year average 2023-24) to 78%. • Spelling from 34% (2-year average 2023-24) to 45% Year 5 • Reading domain from 58 % (2-year average 2023-24) to 70%. • Numeracy domain from 55% (2-year average 2023-24) to 65%. • Writing domain from 55% (2-year average 2023-24) to 66%. • Spelling domain from 53% (2-year average 2023-24) to 62%.
Target 1.2	By 2029, increase the percentage of students (Years 1 to 6) assessed as being at or above the expected level against the Victorian Curriculum according to teacher judgements in: • Reading and viewing from 65% (2023-24) to 75% • Writing from 71% (2023-24) to 80% • Mathematics 2.0 from 63% (2025) to 75%

Target 1.3	By 2029, increase the percentage of Year 5 students achieving at or above benchmark growth in NAPLAN for: • Reading from 63% (2025) to 70% • Writing from 38% (2025) to 50% • Numeracy from 75% (2025) to 82%
Target 1.4	By 2029, maintain or increase the percentage of positive responses to the following factors on the School Staff Survey: • Guaranteed and Viable curriculum at or above 85%. • Collective efficacy at or above 87%. • Academic emphasis at or above 70%. • Moderate assessment tasks together at or above 74%. • Collective focus on student learning at or above 90%. Note: The 2024 School Staff Survey results were unavailable, and since the school's 2023 results only had three respondents, the panel agreed to base its targets on Similar school results from 2024.
Target 1.5	By 2029, increase the percentage of positive responses to the following factors on the student Attitudes to School Survey: • Effort from 67% (2024) to 70%. • Sense of confidence from 74% (2024) to 77%. • Stimulated learning maintained at or above 94% (2024).
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 approaches to curriculum planning and instructional approaches.
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 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff to use evidence-based practice and to draw on research to inform their practice.
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	

Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Optimise student engagement and wellbeing.
Target 2.1	By 2029, maintain or increase the percentage of positive responses to the following factors on the Parent /Carer /Guardian Opinion Survey: • Student Agency and Voice at or above 80% (2024 similar schools). • Teacher communication at or above 80% (2024 similar schools). Note: The 2024 and 2023 Parent/Guardian/Caregiver Survey results were unavailable. Consequently, the panel agreed to base its targets on Similar school results from 2024.

Target 2.2	By 2029, maintain or increase the percentage of positive responses to the following factors on the student Attitudes to School Survey: • Emotional awareness and regulation at or above 80% (2024). • Managing bullying at or above 93% (2024). • School connectedness at or above 88% (2024). • Stimulated learning at or above 94% (2024). • Student voice and agency at or above 79% (2024).
Target 2.3	By 2029, maintain or increase the percentage of positive responses to the following factors on the School Staff Survey: • Use student feedback to improve practice at or above 80% (2024 similar schools). • Active participation in professional learning beat or above 80% (2024 similar schools). • Feedback at or above 80% (2024 similar schools). • Monitor effectiveness using data at or above 70% (2024 similar schools). Note: The 2024 School Staff Survey results were unavailable, and since the school's 2023 results only had three respondents, the panel agreed to base its targets on Similar school results from 2024.
Target 2.4	By 2029, increase the attendance rate from 86% (2024) to 92%.
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high	Strengthen and embed processes and practices that enhance student agency and active engagement with learning.

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
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	Develop a whole-school, multi-tiered approach to student wellbeing, engagement, and inclusion.
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.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	