

School Strategic Plan 2026-2030

Mount View Primary School (4923)



Submitted for review by Justine Mackey (School Principal) on 31 August, 2026 at 05:41 PM

Endorsed by Larissa Vesdrevanis (Senior Education Improvement Leader) on 31 August, 2026 at 06:12 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2026-2030

Mount View Primary School (4923)

School vision	Vision People who are motivated, compassionate, life-long learners helping to create a better and more peaceful world through intercultural understanding and respect Mission Mount View Primary School provides challenging and engaging programmes which promote inquiry and reflection to develop internationally minded citizens.
School values	At Mount View Primary School, we learn and practise positive behaviours every day to help everyone to build a safe, respectful and inclusive learning community. These values align with the International Baccalaureate (IB) Primary Years Program (PYP) Learner Profile. The IB Learner Profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. The Mount View Primary School Values are: Respect - Be kind, show care Respect means treating people, places, and things with care and kindness Learner Profile Attributes: Communicator, Caring, Balanced Responsibility - Be safe, think first Responsibility means we take responsibility for our actions by making good choices. Learner Profile Attributes: Principled, Thinker, Knowledgeable Inclusivity - Be inclusive, everyone belongs Inclusivity means we celebrate strengths and differences and ensure everyone feels they belong. Learner Profile Attributes: Risk taker, Reflective Courage - Be brave, bounce back Courage means we try new things and bounce back when faced with challenges. Learner Profile Attributes: Open minded, Inquirer

Context challenges	To provide consistent, high-quality practice throughout the school. This is underpinned by strengthening leadership at a whole school level and middle leadership within each teaching team.
Intent, rationale and focus	The school seeks to sustain high learning outcomes while strengthening consistency and student wellbeing across all classrooms and learning areas. The strategic plan prioritises leadership throughout the school to support continuous improvement. Student learning outcomes are strong and there is a positive and inclusive learning environment. This strategic plan aims to strengthen alignment between the instructional model, VTLM 2.0 and the PYP Framework. There is a focus on strengthening whole school positive behaviour and classroom management strategies. The school is committed to inclusion and making reasonable adjustments by implementing a multi-tiered system of support for learning, wellbeing and engagement. This strategic plan builds on strong foundations to ensure that teaching and learning, wellbeing and engagement is consistent, inclusive, and sustainable, with a clear focus on alignment, collaboration, and responsiveness to student needs.

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Goal 1	Improve student 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	Embed a whole school teaching and learning approach that aligns to the VTLM 2.0 and the PYP to improve the consistency of teaching practice across all classrooms.				
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	Develop and embed a leadership structure that builds collective ownership of strategic priorities to enhance whole school clarity and cohesion.				
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 staff capability to embed reasonable adjustments to ensure all children achieve their potential.				
Target 1.1	By 2030, increase the percentage of students achieving high relative growth for NAPLAN				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 5	Reading	36%	2025	38%
	Year 5	Numeracy	31%	2025	38%

Target 1.2	By 2030, increase or maintain the 3-year average percentage of students achieving exceeding NAPLAN proficiency levels for:				
	Cohort	Focus or factor	Baseline	Year	Target
	Year 3	Writing	22%	2025	24%
	Year 3	Reading	40%	2025	40%
	Year 3	Numeracy	40%	2025	40%
	Year 5	Writing	34%	2025	36%
	Year 5	Reading	50%	2025	50%
	Year 5	Numeracy	40%	2025	40%
Target 1.3	By 2030, increase or maintain the percentage of students achieving above age expected level according to teacher judgements, against the Victorian Curriculum 2.0 for:				
	Cohort	Focus or factor	Baseline	Year	Target
	F-6	Reading	44%	2025	44%
	F-6	Writing	28%	2025	30%
	F-6	Mathematics	33%	2025	35%
Target 1.4	By 2030, increase the percentage positive endorsement to the School Staff Survey (SSS) factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Staff	Collective Efficacy	72%	2025	81%
	Staff	Instructional leadership	51%	2025	65%

	Staff	Teacher collaboration 48%	2025	55%																									
Goal 2	To improve student wellbeing and engagement																												
Key Improvement Strategy 2.a 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 across the school to ensure appropriate and responsive teaching strategies that support all students are implemented to enhance student wellbeing and engagement.																												
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement whole school positive classroom management strategies to support positive student behaviour and strong peer-peer relationships both in and outside the classroom.																												
Target 2.1	By 2030, increase or maintain the percentage of positive endorsement to the Attitudes to School Survey factors: <table> <tr> <th>Cohort</th><th>Focus or factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr> <tr> <td>Years 4 to 6</td><td>sense of connectedness</td><td>80%</td><td>2025</td><td>80%</td></tr> <tr> <td>Years 4 to 6</td><td>stimulating learning environment</td><td>72%</td><td>2025</td><td>75%</td></tr> <tr> <td>Years 4 to 6</td><td>respect for diversity</td><td>68%</td><td>2025</td><td>75%</td></tr> <tr> <td>Years 4 to 6</td><td>emotional and relational engagement</td><td>70%</td><td>2025</td><td>77%</td></tr> </table>				Cohort	Focus or factor	Baseline	Year	Target	Years 4 to 6	sense of connectedness	80%	2025	80%	Years 4 to 6	stimulating learning environment	72%	2025	75%	Years 4 to 6	respect for diversity	68%	2025	75%	Years 4 to 6	emotional and relational engagement	70%	2025	77%
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	Cohort	Factor Focus area or factor	Baseline	Year	Target
	Teaching staff	use of student feedback to inform practice	46%	2025	60%
Target 2.3	By 2030 decrease the percentage of students with 20 or more days absent				
	Cohort	Factor Focus area or factor	Baseline	Year	Target
	F - Year 6	20+ absence days	30%	2025	28%