

School Strategic Plan 2025-2029

Milgate Primary School (5212)



Submitted for review by Marcus Wicher (School Principal) on 21 January, 2026 at 10:42 AM

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Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	To provide a dynamic, inclusive learning environment that challenges students to become inquirers, thinkers and caring young people who are able to interact in the global society with respect and intercultural understanding.
School values	Milgate Primary School's values are based on those from the International Baccalaureate (IB) Primary Years Program (PYP). 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. Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. Caring: commitment to service, and we act to make a positive difference in the lives of others and in the world around us. Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. Balanced: We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Context challenges	Our school operates within a diverse community, with student achievement data highlighting specific patterns and challenges across cohorts. Self-evaluation and review evidence indicates variation in student growth, particularly in literacy and numeracy. Reading data shows that male students demonstrate lower high and medium relative growth compared to females, both within the school and when compared to similar schools. In numeracy, female students are achieving lower outcomes, indicating a need for more targeted and responsive teaching approaches to support growth. While many students achieve well, high-ability learners are not always consistently extended, with opportunities for challenge and depth varying across classrooms. In addition, increasing wellbeing and behavioural needs continue to impact student engagement and teacher capacity. A key challenge moving forward is to strengthen consistent, high-quality teaching practices that respond to these cohort trends, support wellbeing, and ensure all students are appropriately challenged and supported to achieve strong learning growth.
Intent, rationale and focus	Intent: Our school is working to improve student learning outcomes by strengthening consistent, high-quality teaching and learning across Foundation to Year 6. The Strategic Plan aims to prioritise literacy and numeracy improvement, respond to identified cohort trends in reading and numeracy, and ensure high-ability students are consistently extended. Central to this intent is the establishment of clear, shared instructional practices, coherent curriculum progression, and the use of assessment to inform teaching. The school also seeks to embed wellbeing and inclusion as enablers of learning, while building leadership capability, collaborative culture, and strong partnerships with families to support student growth. Rationale: Self-evaluation and review data indicate variability in student growth and classroom practice, highlighting the need for greater coherence, consistency and collective responsibility. Strengthening alignment between curriculum, pedagogy and assessment will reduce unnecessary variation and support clearer progression of learning across year levels. Improving teacher capability to use assessment and data will ensure teaching is responsive and focused on growth over time. At the same time, increasing wellbeing and behavioural needs require consistent, tiered approaches that support engagement and access to learning without lowering expectations. Building instructional leadership, shared ways of working, and trust across the school community is essential to sustaining improvement and ensuring all students can achieve their full potential. The Strategic Plan will prioritise a small number of high-impact improvement areas, implemented progressively over four years to ensure depth, coherence and sustainability. Years 1–2: Establish strong foundations by embedding consistent, evidence-based instructional practices in literacy and numeracy; strengthening curriculum coherence and clear learning progressions; and aligning assessment practices to inform next teaching steps. Priority will be given to building teacher capability and ownership of data, improving

differentiation for both support and extension, and implementing consistent, tiered wellbeing and behaviour approaches that support engagement.

Years 3–4: Consolidate and refine practice through strengthened instructional leadership at all levels, clear role expectations and accountability, and sustained professional collaboration. The focus will shift to embedding shared language and ways of working, building collective efficacy and psychological safety, extending high-ability learners, and strengthening partnerships with families through improved communication about learning, progress and growth. Leadership succession and staff capability will be intentionally developed to ensure improvements are sustained beyond the life of the Strategic Plan.

Across all four years, the school will maintain a disciplined focus on improving teaching and learning, strengthening culture and collaboration, and ensuring wellbeing and community partnerships support equitable access to high-quality learning.

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Goal 1	To maximise the learning achievement and growth of all students.
Target 1.1	By 2029, increase the percentage of Year 3 students in the NAPLAN Exceeding proficiency level in: • Reading from 34% (2025) to a 2026 to 2029 average of 40% • Writing from 18% (2025) to a 2026 to 2029 average of 25% • Numeracy from 28% (2025) to a 2026 to 2029 average of 35%
Target 1.2	By 2029, increase the percentage of Year 5 students in the NAPLAN Exceeding proficiency level in: • Reading from 42% (2025) to a 2026 to 2029 average of 46% • Writing from 26% (2025) to a 2026 to 2029 average of 33% • Numeracy from 33% (2025) to a 2026 to 2029 average of 37%
Target 1.3	By 2029, decrease the percentage of Year 1 to 6 students making less than one Victorian Curriculum Level of learning progress in a school year in: • Reading and Viewing, from 10% (2024) to 5% • Writing, from 10% (2024) to 5%.

Target 1.4	*By 2029, increase the percentage of Year 5 students (e.g., meeting and/or above NAPLAN benchmark learning growth – TBC) in: • Reading from XX% (2026) to XX% • Writing from XX% (2026) to XX% • Numeracy from XX% (2026) to XX%. *Target placeholder to measure NAPLAN benchmark learning growth from when data are available.
Target 1.5	By 2029, increase the positive endorsement rate to the School Staff Survey academic emphasis factor from 60% (2024) to 70%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed the Milgate Primary School approach to the delivery of curriculum, the use of differentiated teaching approaches tailored to students’ individual needs.
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	Develop and embed school capability to use assessment and evidence of learning to inform teacher practice and monitor student growth against the Victorian curriculum.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect	Refine the school’s distributed leadership model that fosters lifelong learning enabling student and staff growth.

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Goal 2	To maximise student wellbeing, engagement, and inclusion.
Target 2.1	By 2029, increase or maintain the percentage of Year 4 to 6 students' positive endorsement to the following Attitude to School Survey (AtoSS) factors: • Emotional awareness and regulation from 78% (2025) to 80% • Managing bullying from 73% (2025) to 80% • Sense of connectedness from 74% (2025) to 85% • Stimulated learning from 79% (2025) to 81% • Student voice and agency at 72% (2025).
Target 2.2	By 2029, increase the percentage of Year 4 to 6 students' positive endorsement to the following items in the AtoSS effective classroom behaviour factor: • Students at this school treat each other with respect from 44% (2025) to 75% • Students at this school treat teachers with respect from 66% (2025) to 75%.
Target 2.3	By 2029, increase the Year F to 6 student attendance rate from 90.8% (2024) to 92%.
Target 2.4	By 2029, increase the positive endorsement in the Staff Opinion Survey factors: • The learning environment in my school is orderly and focused from 59% (2025) to 75%

	• Build resilience and a resilient, supportive environment for all from 61% (2025) to 75%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop staff capability to enhance student learning, connectedness, engagement and wellbeing.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance the whole school tiered model to strengthen student inclusion, engagement and 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	Strengthen partnerships with families and the wider community to enhance student learning and wellbeing.