School Strategic Plan 2026-2030

Serpell Primary School (5168)

Submitted for review by Kristele Efthimiou (School Principal) on 27 July, 2026 at 02:07 PM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 04 August, 2026 at 04:32 PM
Endorsed by Suhaila Abdelqader (School Council President) on 25 August, 2026 at 09:01 AM

VICTORIA State Government | Education and Training

School Strategic Plan - 2026-2030

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School vision	Serpell Primary School has a strong tradition and standing for achieving excellence in educational outcomes and for developing students who aspire to and achieve success across academic, artistic, civic and sporting pursuits. The school motto, 'Learning Caring Sharing', provides the foundation for the purpose and direction of all school endeavours. Our vision and mission, 'Empowering learners in a global community through educational excellence and personal growth', were developed through a collaborative process of community consultation and further articulate the core purpose of our teaching and learning programs. These guiding statements have underpinned the school's ongoing commitment to embedding intercultural understanding and global competencies across all aspects of school life. They inform the practices, protocols and learning experiences that characterise our daily work and support the development of culturally responsive students and staff. Our diverse community provides a significant strength in bringing this vision to life. The rich diversity of languages, cultures, ethnicities, religions and beliefs represented within our school enriches both the educational experience and the broader school community. It also provides authentic opportunities for students and staff to develop global perspectives and meaningful connections with local, national and international communities.
School values	Our school values of care, compassion, respect, integrity, responsibility, understanding, fair go, freedom, trustworthiness, honesty, tolerance and inclusion provide the moral foundation that guides our decision-making, relationships and daily practice. We are committed to meeting the current and future needs of our students by fostering global citizenship, intercultural understanding and the capabilities required to thrive in an increasingly interconnected world. High academic achievement is complemented by a comprehensive curriculum that provides all students with rich learning opportunities both within and beyond the classroom. Accreditation with the Council of International Schools (CIS) recognises that our school meets rigorous international standards in student safety and wellbeing, high quality teaching and learning, global citizenship and intercultural understandings. This is a mark of quality assurance and distinction. Our Strategic Plan is centred on sustaining high levels of academic achievement, strengthening the internationalisation of the curriculum, expanding opportunities for student agency, and building the capacity of highly effective teachers through a culture of continuous professional learning and improvement. Our guiding statements, of our motto and mission, underpin this commitment, shaping a collaborative culture where reflection, innovation and evidence-informed practice drive ongoing school improvement. Our school implements the Victorian Curriculum, and student achievement consistently reflects high levels of academic performance. NAPLAN results demonstrate sustained achievement above the state and similar school means across all

	learning domains and year levels, reflecting our school's unwavering commitment to excellence in teaching and learning. We value strong and productive partnerships with parents and the broader community, recognising that collaborative relationships are integral to student success. We are committed to providing a safe, inclusive and supportive learning environment where every student is respected, valued and empowered to participate fully in school life. Student voice is actively sought and informs decisions that affect their learning and wellbeing. We maintain a zero tolerance for child abuse and take proactive, evidence-informed measures to identify, minimise and respond to risks of harm, ensuring that child safety and wellbeing remain central to all aspects of school life.
Context challenges	We are committed to meeting the current and future needs of our students by fostering global citizenship, intercultural understanding and international connections. High academic achievement is complemented by a comprehensive curriculum that provides all students with rich learning opportunities both within and beyond the classroom. Our school also operates an International Student Program, welcoming fee-paying international students where vacancies exist across year levels. The demographic profile of the local community has changed significantly in recent years. Urban redevelopment within the City of Manningham has transformed traditional broad-acre residential areas into higher-density housing, including apartments, townhouses and smaller residential allotments. This growth has placed sustained pressure on student enrolments, resulting in the implementation of an enrolment plan, with applications for enrolment consistently exceeding the school's capacity. Despite this growth, our school continues to provide an expansive learning environment with outstanding recreational and sporting facilities, including a full-sized oval, basketball courts, playgrounds and play areas. School facilities include an administration building, stadium, hall, library, art rooms, music room, a covered outdoor learning area, forty-seven classrooms, staff facilities and a canteen. Students are organised into traditional year-level cohorts and benefit from contemporary learning environments supported by an extensive digital technology infrastructure. Teaching and learning programs are designed to provide differentiated instruction that engages, supports and challenges every learner. A broad range of enrichment opportunities is available for high-ability students, including robotics, 3D printing, the Victorian High-Ability Program, the International Competitions and Assessments for Schools (ICAS), Maths Olympiad and Australian Mathematics Competition (AMC), writing enrichment program, individual instrumental music tuition, performing arts, and an extensive and highly successful sporting program. Targeted intervention programs support students requiring additional assistance. Students learning English as an Additional Language (EAL) participate in small-group programs, with support tailored to their level of English proficiency. This is complemented by ongoing professional learning for all classroom teachers in EAL in the Mainstream Classroom program, strengthening their capacity to support students' acquisition of academic language within inclusive classroom settings. Small-group intervention in literacy and numeracy is also provided to ensure students receive timely and responsive support.

	In 2025, our school joined the New Metrics International Schools (NMIS) program, developed by the University of Melbourne in partnership with the Council of International Schools. This internationally recognised program seeks to define and assess the transferable capabilities and competencies that enable students to become confident, independent learners and effective global citizens. The initiative aligns closely with our school's strategic priorities in student wellbeing, agency and learner development. A core leadership team has undertaken professional learning and will embed the NMIS framework through our school's established Philosophy program. Future implementation will focus on strengthening student agency, collaboration and active citizenship as key capabilities for lifelong learning. Student wellbeing, inclusion and mental health remain central priorities for our school, recognising their critical role in student engagement, achievement and success. Our school has successfully transitioned to the Disability Inclusion model and continues to strengthen inclusive practice through professional learning in Multi-Tiered Systems of Support (MTSS) and the implementation of evidence-informed learning and wellbeing pathways. Dedicated wellbeing spaces, including an eSports room and a student sanctuary, further support students' social, emotional and behavioural development while promoting engagement and a strong sense of belonging.
Intent, rationale and focus	As our school enters its next phase of growth and improvement, the following strategic priorities will guide our work: Excellence in Literacy Develop curious, lifelong learners with strong academic capabilities, with a particular focus on improving writing achievement. Strengthen staff knowledge, pedagogical expertise and instructional practice in the teaching of writing to improve student learning outcomes. Continue the Collegiate Visit Program, a structured observation and feedback model that builds teacher capability and promotes the consistent implementation of high-quality, evidence-informed teaching practices. Implement the Victorian Teaching and Learning Model (VTLM) 2.0 to strengthen consistent, high-quality teaching and learning through a 'teaching to the top' approach. Use data to inform differentiated teaching, ensuring all students are appropriately challenged and supported, while promoting high growth in literacy, particularly in writing. Continue to collaboratively develop, document and embed evidence-informed instructional practices that respond to students' diverse learning needs. Strengthen EAL teaching and learning by continuing the implementation of ‘EAL in the mainstream classroom’ with ongoing professional learning focused on the Victorian EAL Continuum, ensuring consistent planning, documentation and use of appropriate adjustments for EAL learners. Extend and challenge high-ability students through differentiated learning opportunities and enrichment programs that promote high growth.

	Student Agency, Wellbeing and Engagement Empower all students to become curious, active and resilient learners through meaningful opportunities to develop agency and independence. Implement a consistent, whole-school approach to student agency that strengthens student voice, choice and ownership of learning. Enhance student wellbeing and engagement through the intentional development of agency, collaboration and active citizenship. Embed a Multi-Tiered System of Supports (MTSS) across our school, building staff capability to implement consistent protocols that respond to students' academic and wellbeing needs. Continue to build staff capability in the teaching of Philosophy, with all new staff undertaking Level 1 professional learning and nominated staff completing Level 2 accreditation to ensure the program's ongoing sustainability. Empower Middle leaders with professional learning to build staff capacity and knowledge of the capabilities and competencies through the New Metrics International Schools (NMIS) program. Collaboratively design, implement and refine the New Metrics International Schools (NMIS) framework to ensure a consistent whole-school approach. Develop students' transferable capabilities and global competencies to equip them with the knowledge, skills and dispositions required to thrive in school and beyond. Global Citizenship and Intercultural Understanding Continue to strengthen our Guiding Statements through an ongoing focus on intercultural understanding and global citizenship. Review and further develop opportunities arising from our sister school partnerships and international collaborations. Equip students with the knowledge, skills and dispositions to engage confidently with an increasingly interconnected global community.

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<table>
<tr><td>Goal 1</td><td>Improve student learning outcomes.</td></tr>
<tr><td>Key Improvement Strategy 1.a
Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</td><td>Review and enhance whole school professional learning delivered via the PLC structure, focusing on high ability students and the use of data to support improved, evidenced-based practice to enhance student learning for all students.</td></tr>
<tr><td>Key Improvement Strategy 1.b
Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</td><td>Collaboratively develop, document and embed whole school, evidence informed instructional practices designed to support high-ability students to support and extend all students at their point of need.</td></tr>
<tr><td>Target 1.1</td><td>By 2030, increase the percentage of students achieving exceeding NAPLAN proficiency levels for:
<table>
<tr><th>Cohort</th><th>Focus</th><th>Baseline</th><th>Year</th><th>Target</th></tr>
<tr><td>Year 3</td><td>Reading</td><td>53%</td><td>2025</td><td>56%</td></tr>
<tr><td>Year 5</td><td>Reading</td><td>52%</td><td>2025</td><td>60%</td></tr>
<tr><td>Year 3</td><td>Writing</td><td>30%</td><td>2025</td><td>38%</td></tr>
<tr><td>Year 5</td><td>Writing</td><td>47%</td><td>2025</td><td>50%</td></tr>
<tr><td>Year 3</td><td>Numeracy</td><td>53%</td><td>2025</td><td>55%</td></tr>
<tr><td>Year 5</td><td>Numeracy</td><td>59%</td><td>2025</td><td>61%</td></tr>
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<tr><td>Target 1.2</td><td>By 2023, increase the percentage of staff positive responses to the Staff Satisfaction Survey factors:
<table><tr><th>Group</th><th>Factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Staff</td><td>Professional safety</td><td>52%</td><td>2025</td><td>60%</td></tr><tr><td>Staff</td><td>Psychological safety</td><td>59%</td><td>2025</td><td>64%</td></tr></table></td></tr>
<tr><td>Goal 2</td><td>The panel found that student wellbeing, from a student and parent perspective, was generally a strength of the school, with mostly stable results. However, there has been a three-year decline in some AtoSS factors around the learning environment and student engagement and agency. The school has been proactive in addressing this decline by working with students and it is hoped this data will improve, however, the panel recommends that the school review its multi-tiered system of wellbeing supports and build teacher capacity to improve student engagement.</td></tr>
<tr><td>Key Improvement Strategy 2.a
Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</td><td>Develop and embed a multi-tiered system of wellbeing supports to enhance student sense of belonging and connectedness to school.</td></tr>
<tr><td>Key Improvement Strategy 2.b
Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</td><td>Strengthen and embed school-wide systems that support student’s social and emotional wellbeing and engagement to enhance and sustain a safe and inclusive learning environment.</td></tr>
<tr><td>Target 2.1</td><td>By 2030, increase the percentage of positive endorsement to the Attitudes to School Survey factors:
<table><tr><th>Cohort</th><th>Factor</th><th>Baseline</th><th>Year</th><th>Target</th></tr><tr><td>Year 4 - 6</td><td>Managing bullying</td><td>76%</td><td>2025</td><td>80%</td></tr></table></td></tr>
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	Year 4 - 6	Student voice and agency	72%	2025	77%
	Year 4 - 6	School connectedness	84%	2025	86%
	Year 4 - 6	Stimulated learning	83%	2025	86%
Target 2.2	By 2030, maintain the percentage of students with a 90% or higher attendance rate at 94%.				
Target 2.3	By 2030, increase the percentage of positive endorsement to the Parent/Caregiver/Guardian Opinion Survey factors:				
	Cohort	**Factor**	**Baseline**	**Year**	**Target**
	Parents	Managing bullying	72%	2025	77%
	Parents	Not experiencing bullying	61%	2025	69%