

School Strategic Plan 2025-2029

Mooroolbark College (8071)



Submitted for review by Ann Stratford (School Principal) on 12 May, 2026 at 12:02 PM

Endorsed by John Roberts (Senior Education Improvement Leader) on 12 May, 2026 at 02:26 PM

Endorsed by Julie Medlin (School Council President) on 23 July, 2026 at 02:11 PM

School Strategic Plan - 2025-2029

Mooroolbark College (8071)

School vision	Mooroolbark College is a place that inspires discovery, encourages students to value and seize opportunities, and fosters growth through a strong connection between wellbeing and learning. Mooroolbark College has a highly integrated House system that supports strong connections between students, staff and families, helping to build a genuine sense of belonging within the College community. At the heart of the House system is the belief that every Mooroolbark College student should have a significant adult in their school life. This connection is developed through staff taking the time to know each student as an individual and supporting their wellbeing and learning. In this way we can support students to maximise their learning outcomes, whilst as a College, student wellbeing continues to be a priority. House System Our House system reflects the College's commitment to inclusion, teamwork, and shared responsibility. Each House draws inspiration from nature and Wurundjeri Country: • Baan – Water Represents living in harmony with all creatures. Individuals with different strengths and personalities work together respectfully to create a balanced, supportive community. • Biik – Earth Symbolises connection to country, resilience, and growth. Students are encouraged to give their best, while the strength of community supports everyone's journey. • Darrang – Tree The tree's canopy represents a nurturing and inclusive environment. Every student and staff member is valued, respected, and plays a vital role in the College community. • Ngawan – Sun The Sun embodies resilience, nurturing, acceptance, and self-belief. It reminds students to approach life with determination and a positive spirit. Our approach connects students with their own learning, their peers, and the wider College community.
----------------------	--

School values	Our four core values guide everything we do at Mooroolbark College. • Respect – Thinking and acting in ways that consider the rights and feelings of oneself and others. • Endeavour – Persistently striving for excellence and reaching one’s full potential. • Resilience – Embracing challenges with a positive attitude and learning from mistakes. • Compassion – Demonstrating kindness and care in interactions with others. Having clearly defined College values helps create a shared culture and consistent expectations for both students and staff. When values are visible and actively reinforced, they influence behaviour, relationships and decision-making across the school community. For students, clear values help establish an understanding of what it means to be a positive and contributing member of the College community. They support the development of respectful relationships, encourage students to take responsibility for their learning, and promote attitudes that value persistence, kindness and personal growth. For staff, College values help shape a consistent and supportive approach to teaching, wellbeing and student engagement. They provide a framework that guides professional interactions, classroom practices and the ways in which staff support students both academically and personally. Over time, the consistent reinforcement of shared values helps build a strong and positive culture within the College. It ensures that decisions, behaviours and relationships are aligned with the principles that the school community believes are most important, supporting both learning and wellbeing across all aspects of school life.
Context challenges	Mooroolbark College operates within a diverse and evolving community, where increasing cultural diversity enriches the school environment while also presenting important considerations for practice. Supporting students from a broad range of cultural, linguistic and educational backgrounds requires a highly responsive and inclusive approach to teaching, wellbeing and engagement. Ensuring that all students feel a strong sense of belonging and are able to access learning at their point of need is an ongoing priority. At the same time, the size of the College presents challenges in maintaining consistent whole-school approaches across teaching, assessment, classroom management and student wellbeing. Variability in practice can impact the student experience, particularly in relation to expectations, feedback and engagement. Strengthening consistency is therefore critical to ensuring equity for all students, regardless of class, subject or year level. The College continues to focus on embedding shared instructional practices aligned to VTLM 2.0, supported by collaborative planning, consistent use of data and agreed approaches to behaviour and wellbeing. Ensuring coherence across a large staff cohort requires sustained professional learning, strong leadership alignment and clear systems. In this context, the House system plays an important role in strengthening connections, supporting

	student wellbeing and ensuring every student is known and supported by a significant adult within the College community.
Intent, rationale and focus	What is your school trying to achieve? (intent) Mooroolbark College will continue to focus on maximising student learning growth and wellbeing through the implementation of consistent, whole-school approaches aligned to the Victorian Teaching and Learning Model (VTLM) 2.0. The College will develop, document and embed collaborative instructional practices to ensure teaching meets students at their point of need, supported by a guaranteed and viable curriculum. A strong focus will be placed on strengthening assessment and reporting practices to ensure feedback is timely, meaningful and informed by data. The College will embed consistent, evidence-based approaches to positive classroom management and student wellbeing, grounded in the values of Respect, Endeavour, Resilience and Compassion. Through the House system, the College will ensure all students are connected, supported and able to engage positively in their learning. Why is this important? (rationale) Improving student learning outcomes and wellbeing requires consistent, evidence-based whole-school practice. Alignment to VTLM 2.0 will strengthen instructional practices and ensure teaching is responsive to student learning needs. A consistent approach to curriculum planning, assessment and reporting will enable accurate identification of student progress and support targeted intervention. Strengthening teacher capability in the use of data will improve the quality of feedback and instructional decision-making. Consistent classroom management practices, underpinned by College values, are essential to creating safe, orderly and inclusive learning environments. A sustained focus on resilience, positive behaviour and wellbeing, supported through the House system, will strengthen student engagement, attendance and connectedness, and improve outcomes across all areas of schooling. What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus) The College will prioritise the implementation of two interrelated goals: maximising student learning outcomes and maximising student wellbeing. This will be achieved through the development, documentation and embedding of consistent, whole-school approaches to teaching and learning aligned to VTLM 2.0, including collaborative planning, a guaranteed and viable curriculum, and agreed instructional practices that ensure students are supported at their point of need. The College will strengthen assessment and reporting practices, with a focus on the effective use of data to inform teaching, monitor progress and provide meaningful feedback to students. In addition, a consistent approach to positive classroom management will be embedded across the College, alongside targeted strategies to develop student resilience, positive behaviour and wellbeing. The House system will continue to play a central role in promoting student

	connectedness, engagement and a strong sense of belonging, ensuring every student is supported by a significant adult and positioned to achieve success in their learning and future pathways.
--	--

School Strategic Plan - 2025-2029

Mooroolbark College (8071)

Goal 1	To maximise student learning growth.
Target 1.1	Placeholder—NAPLAN Benchmark growth target to be determined when baseline data becomes available.
Target 1.2	By 2029, the percentage of students who achieved strong or exceeding NAPLAN results in Year 7, who achieve strong or exceeding results in Year 9, will increase in: • Reading from 78% (2025) to 83% • Writing from 87% (2025) to 90% • Numeracy from 80% (2025) to 85%.
Target 1.3	By 2029, • the VCE mean all studies score will increase from 28.16 (2024) to 30 • the percentage of VCE study scores that are 37 or above will increase from 7.8% (2024) to 9%.
Target 1.4	By 2029, maintain the percentage positive response rate on the Attitudes to School Survey (AtoSS) for: • Stimulated learning at 65% (2025) • Differentiated learning challenge at 66% (2025) • High expectations for success at 76% (2025).

Target 1.5	By 2029, increase or maintain the percentage positive response rate on the School Staff Survey (SSS) for: • Understand how to analyse data from 43% (2025) to 50% • Collaborate to plan curriculum at 84% (2025).
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 and consistent approaches to high quality planning and shared instructional approaches to meet students at their point of need aligned to the VTLM 2.0
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.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	
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	Strengthen teacher capacity to utilise and embed a range of assessment and reporting strategies to provide meaningful feedback that is data informed.

Goal 2	To maximise student wellbeing.
Target 2.1	By 2029, decrease the average number of days absent, per student per year, from 37 days (2024) to 32 days.
Target 2.2	By 2029, maintain the percentage positive response rate on the Attitudes to School Survey (AtoSS) for: • Sense of connectedness at 58% (2025) • Effective classroom behaviour at 65% (2025) • Managing bullying at 60% (2025) • Attitude to attendance at 78% (2025) • Normal and high resilience at 72% (2025).
Target 2.3	By 2029, increase the percentage positive response on the School Staff Survey for: • Academic emphasis from 32% (2025) to 40% • Believe student engagement is key to learning from 77% (2025) to 82%.
Key Improvement Strategy 2.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	Embed a consistent approach to positive classroom management strategies, aligned to the VTLM 2.0.
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 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement consistent strategies that foster resilience, positive behaviour and wellbeing.
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.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Refine transitions, pathways and wellbeing programs to promote connectedness and engagement.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	