

School Strategic Plan 2026-2030

Rosebud Primary School (2627)



Submitted for review by Rhiannon Birkill (School Principal) on 19 August, 2026 at 10:04 AM

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School Strategic Plan - 2026-2030

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School vision	Rosebud Primary School's vision is to create a positive and personalised learning environment where every student celebrates success. With a strong focus on personalisation and student agency, Rosebud Primary School continues to be 'the HEART of the community'. We instil our values of Honesty, Effort, Attitude, Respect and Teamwork in all that we do, providing rich, engaging learning experiences where all students feel valued. We are dedicated to fostering an environment that supports students in achieving their personal best, driven by high expectations and a commitment for all students to reach their potential. In our pursuit of educational excellence, Rosebud Primary School is dedicated to nurturing a dynamic learning environment, where each student is guided to realise their full academic, social, and emotional potential. Through a robust performance and development framework, our teachers engage in continuous improvement aligned with our school strategic plan and annual implementation plan. Collaborative efforts among educators within year-level teams, under the guidance of coordinators and leadership, exemplify our unwavering commitment to achieving excellence at every level. We place significant emphasis on professional growth and ensuring that our staff are equipped with the latest pedagogical insights and best-evidence practices. Our instructional model emphasises personalised learning experiences, with the Learner Cycle framework empowering students to take ownership of their educational journey. Rosebud Primary School remains steadfast in its dedication to upholding the principles of HEART (Honesty, Effort, Attitude, Respect, Teamwork) in all facets of our educational endeavours, ensuring that each student is equipped with the skills, knowledge and values necessary to thrive in an ever-changing world.
School values	At Rosebud Primary School, our HEART values guide the way we learn, work and grow together. They shape how we treat others, how we approach challenges and how we contribute to our school community. Honesty - We are truthful, trustworthy and take responsibility for our words and actions.

	Effort - We give our best, persevere when things are challenging and take pride in our learning and achievements. Attitude - We approach each day with a positive mindset, embrace challenges and believe in our ability to learn and improve. Respect - We value ourselves, others and our environment. We listen, include others and treat everyone with kindness and care. Teamwork - We work together, support one another and recognise that we achieve more when we learn and grow as a team. Our HEART values are the foundation of who we are as a school community and help us to be the best learners, leaders and people we can be.
Context challenges	Rosebud Primary School is a vibrant community school located on the Mornington Peninsula, approximately 100 kilometres from Melbourne. Established in 1873, the school currently serves a community of approximately 524 students and is strongly connected to the local Rosebud community. The school has experienced significant growth and change in recent years, with a strong focus on strengthening teaching and learning, student wellbeing and consistency of practice across the school. Through the 2026–2030 Strategic Plan, the school has identified two key priorities: improving learning outcomes and improving wellbeing outcomes. A continued focus on the Victorian Teaching and Learning Model 2.0, Science of Reading, evidence-informed assessment and targeted intervention supports the school's commitment to achieving strong learning growth for every student. Rosebud Primary School has a strong culture of wellbeing, underpinned by its HEART values of Honesty, Effort, Attitude, Respect and Teamwork. Student agency and personalisation are central to the school's approach, with students provided with opportunities to develop leadership, participate in sporting and cultural activities, engage in the Arts and access a range of wellbeing and enrichment programs. The school benefits from strong parent and community partnerships, including connections with local community organisations and businesses. Families are valued as partners in their children's learning and wellbeing, contributing to a welcoming, inclusive and connected school community.
Intent, rationale and focus	Intent: Rosebud Primary School is committed to improving learning and wellbeing outcomes for every student through high-quality, evidence-informed teaching and strong, consistent whole-school practices. We aim to build student agency, personalise learning and ensure every student is supported to achieve their potential.

Rationale:

To ensure consistency in teaching and learning, respond effectively to student needs and strengthen learning growth across all cohorts. A shared approach to instruction, assessment and wellbeing will support greater engagement, inclusion and achievement for every student.

Focus and Strategic Direction:

Over the four-year Strategic Plan, the school will prioritise strengthening teaching practice through the Victorian Teaching and Learning Model 2.0, Science of Reading and the effective use of assessment and data. We will continue to embed strong intervention and extension practices, strengthen student agency and personalisation, and build consistent whole-school wellbeing and behaviour practices. Through collaborative planning and professional learning, staff will work together to continuously improve practice and maximise outcomes for every student.

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Goal 1	Improve student learning outcomes
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	Refine sustainable structures that drive quality practices to enhance a whole school learning culture.
Key Improvement Strategy 1.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen consistency of whole school teaching, learning and assessment practices. to improve student outcomes
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	

Target 1.1	By 2030, maintain/increase the percentage of students achieving Strong and Exceeding NAPLAN proficiency levels for:				
	Cohort	Focus	Baseline	Year	Target
	Year 3	Reading	76%	2025	80%
	Year 3	Writing	82%	2025	85%
	Year 3	Numeracy	74%	2025	78%
	Year 5	Reading	86%	2025	88%
	Year 5	Writing	63%	2025	70%
	Year 5	Numeracy	82%	2025	85%
Target 1.2	*By 2030, increase the percentage of students achieving xxx benchmark NAPLAN growth:				
	Cohort	Focus	Baseline	Year	Target
	Year 5	Reading	XX	2026	XX
	Year 5	Writing	XX	2026	XX
	Year 5	Numeracy	XX	2026	XX
	*Target placeholder to be updated when data becomes available.				
Target 1.3	By 2030, maintain the percentage of students achieving At and above age expected growth according to teacher judgements, against the Victorian Curriculum for:				
	Cohort	Focus	Baseline	Year	Target
	Years 1-6	Reading and viewing	83%	2025	83%+
	Years 1-6	Writing	86%	2025	86%+

	Years 1-6	Mathematics	86%	2025	86%+
Target 1.4	By 2030, maintain/increase the percentage positive endorsement to the School Staff Survey factors:				
	Cohort	Factor	Baseline	Year	Target
	Staff	Instructional leadership	94%	2025	94%+
	Staff	Academic emphasis	72%	2025	78%
Target 1.5	By 2030, increase the percentage positive endorsement to the Parent/Caregiver/Guardian Opinion Survey factors:				
	Cohort	Factor	Baseline	Year	Target
	Parents	Teacher communication	69%	2025	74%
	Parents	Stimulating learning environment	82%	2025	84%
Goal 2	Improve student wellbeing outcomes				
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen tiered responses for learning and wellbeing to improve engagement and inclusion.				
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					

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	Strengthen use of feedback to and from students to foster student efficacy.				
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school					
Target 2.1	By 2030, maintain/increase the percentage of positive endorsement for the Attitudes to School Survey factors:				
	Cohort	Focus or factor	Baseline	Year	Target
	Years 4-6	Emotional awareness and regulation	79%	2025	83%
	Years 4-6	Managing bullying	85%	2025	88%
	Years 4-6	Sense of connectedness	85%	2025	88%
	Years 4-6	Stimulated learning	94%	2025	94%+
	Years 4-6	Student voice and agency	84%	2025	86%
Target 2.2	By 2030, maintain the percentage positive endorsement to the Parent/Caregiver/Guardian Opinion Survey factors:				
	Cohort	Focus or factor	Baseline	Year Target	
	Parents	Not experiencing bullying	65%	2025 70%	
	Parents	Managing Bullying	75%	2025 80%	

Target 2.3	By 2030, decrease the percentage of student with 20 or more absent days:			
	Cohort	Factor	Baseline	Year Target
	Years F-6	20 or more absent days	45%	2025 40%
Target 2.4	By 2030, increase the student attendance rate:			
	Cohort	Factor	Baseline	Year Target
	Years F-6	Attendance rate	88%	2025 90%