School Strategic Plan 2025-2029

Briar Hill Primary School (4341)

Briar Hill
Primary School

Submitted for review by Rowan Kayll (School Principal) on 04 November, 2025 at 04:48 PM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 25 November, 2025 at 04:01 PM
Awaiting endorsement by School Council President

VICTORIA State Government | Education and Training

School Strategic Plan - 2025-2029

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School vision	The Briar Hill Primary School Community believes that holistic education entwines the gifts brought by the head, heart and hands of every person. We aspire to create an educational environment that supports our students, and the school community, in a lifelong journey of self-development, discovery and growth.
School values	The values of our school community, as documented in the “Kindness Framework” are reflected in our behaviour and our decisions, and shape our interactions. 1. Be KIND to yourself 2. Be KIND to others 3. Be KIND to the environment 4. Be the learning KIND 5. Be the achieving KIND 6. Be the community KIND
Context challenges	Context: Briar Hill Primary School (Briar Hill PS) was established in 1927. The school is located in a mainly residential area in the North Eastern Metropolitan region of Melbourne. The school runs a Steiner Inspired program that is supported by the school community. The majority of students in the school live outside of the immediate area as it is a school of choice for those families who value a Steiner Inspired curriculum. Enrolments have increased from 175 in 2018 to 201 in 2025 Parents are highly involved in a range of activities including membership of the School Council and its sub-committees. Parents assist the school in a number if different ways - in classroom learning, excursions, working bees, fundraising and family social events such as the Spring Fair. As the Parents choose this school their values are closely aligned with those of the school. As a result the school is a happy and supportive community who care about the school. Key Challenges for the school: • The school attracts high achieving students through the Steiner Inspired programs and we must ensure that we continue to extend children who are in the top 25% of student achievement • Our NAPLAN student growth data has always been high, and the challenge will be maintaining this • We need to maintain the emphasis on the Steiner Inspired Curriculum as a viable a future focussed curriculum that is relevant to modern Australia

Intent, rationale and focus	Every student has the right to a quality education, and Briar Hill Primary School is committed to improving the learning and wellbeing outcomes of every student. We maximise the opportunities for all students for their future. Briar Hill Primary School is prioritising quality and consistent teaching practices over the next four years. It has been recognised in our School Review that Briar Hill PS should: Maximise the learning growth and achievement of all students; • Renew and embed the school's agreed philosophy and approaches underpinned by its vision and values • Build whole school capability in the use of data to inform best practice across the school • Embed, with fidelity, an agreed instructional model, to ensure high-quality, evidence-based teaching and learning in classrooms • Explicit teaching in literacy and numeracy Maximise students' wellbeing and engagement; • Strengthen whole school practices that support students' engagement in school • Enhance and embed multi-tiered systems of support that respond to students' learning and well-being needs • Improve student attendance • Increase student agency in learning

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Goal 1	Maximise the learning growth and achievement of all students.
Target 1.1	By 2029, maintain or increase the percentage of students in the following proficiency levels for NAPLAN: Year 3: Exceeding or Strong • Reading from 61% (2024) to 80% • Numeracy from 65% (2024) to 80% Year 3: Exceeding • Reading from 15% (2024) to 25% • Numeracy from 7% (2024) to 20% Year 5: Exceeding or Strong • Reading at 86% (2024) • Numeracy at 81% (2024) Year 5: Exceeding • Reading Maintain above 30% • Numeracy from 0% (2024) to 20%
Target 1.2	By 2029, Maintain the percentage of students meeting or above NAPLAN benchmark growth in • Reading from XX% (2025) to XX% • Numeracy from XX% (2025) to XX%. *Targets to be finalised in negotiation with SEIL once 2025 NAPLAN benchmark growth data available in 2026.

Target 1.3	By 2029, increase the percentage of students making expected or above expected learning growth, as assessed by teacher judgements against the Victorian Curriculum: • Reading and Viewing (Years 1 to 6), from 78% (2024) to 85% • Mathematics 2.0** (Years 1 to 6), from XX (2026) to XX. **Placeholder target to be finalised once S2 2026 assessments are available.
Target 1.4	By 2029, maintain or increase the percentage of positive endorsement for factors of the Attitudes to School Survey as shown: • stimulated learning at or above 82% (2024). • differentiated learning challenge from 80% (2024) to 85%. • sense of confidence at or above 76% (2024).
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	Renew and embed the school's agreed philosophy and approaches, underpinned by its vision and values.
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	Build whole-school capability in the use of data to inform best practice across the school.
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	
Key Improvement Strategy 1.c 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, with fidelity, an agreed instructional model, to ensure high-quality, evidence-based teaching and learning in all classrooms.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	Maximise students' wellbeing and engagement.
Target 2.1	By 2029, maintain or increase the percentage of positive endorsement against the following factors of the Attitudes to School Survey: • Emotional awareness and regulation from 69% (2024) to 75% • Normal-high resilience at or above 75% (2024) • Sense of connectedness at or above 76% (2024) • Sense of inclusion at or above 86% (2024) • Managing bullying from 72% (2024) to 75% • Student voice and agency from 65% (2024) to 70%.
Target 2.2	By 2028, increase the average attendance rate (Prep to year 6), from 87.2% in 2024, to 90%.

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	Strengthen whole-school practices that support students' engagement in school.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	Enhance and embed multi-tiered systems of support that respond to students' learning and wellbeing needs.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	