

School Strategic Plan 2025-2029

Boneo Primary School (1184)



Submitted for review by Marija Pandza (School Principal) on 21 January, 2026 at 10:43 AM

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School vision	<p>Vision: At Boneo Primary School, we grow every learner through excellence in learning, wellbeing and belonging.</p> <p>Mission statement: Through evidence-informed teaching and strong relationships, we create a safe, inclusive environment where every learner is challenged, supported and able to thrive.</p>
School values	<p>The school's values provide a clear foundation for decision-making and action, guiding how we prioritise what matters most in our daily work. It shapes the way we work together by establishing shared expectations, behaviours and norms that support respectful relationships, collaboration and collective responsibility. By consistently referencing our values, we maintain a strong and unified focus on what is important for our students, ensuring learning, wellbeing and achievement remain at the centre of everything we do.</p> <p>Our school values are:</p> <p>Respect In everything we do, we recognise the worth, quality and importance of others, regardless of their differences.</p> <p>Empathy In everything we do, we will seek to understand another person's situation, feelings and motives.</p> <p>Determination In everything we do, we understand that achieving our personal goals will take time and effort.</p>
Context challenges	<p>Boneo Primary School is a vibrant community school located on the Mornington Peninsula, approximately 82 kilometres from the Melbourne CBD. Established in 1873 and relocated to its current site in 1921, the school currently caters for approximately 330 students. The majority of students travel to school by car, with a small number of families accessing the shared Cape Schanck bus service in conjunction with local secondary schools.</p> <p>The school has experienced a period of significant change, including leadership transition, alongside the completion of a School Review in late 2025 with a clear focus on strengthening instructional practice and maximising learning growth for all students.</p>

	<p>The school's self-evaluation and review identified key challenges in achieving consistent, high-quality teaching and learning across the school. Changes in both staffing and educational directives have contributed to variability in instructional practice and assessment approaches. While student achievement and engagement remain positive across most cohorts, the review highlighted the need to strengthen consistency and coherence in teaching practice to ensure sustained learning growth for all students, including high-ability learners. The review also identified the need to further embed targeted differentiation and extension, strengthen culturally responsive practices, and ensure equitable access to learning for all cohorts. The school requires a renewed emphasis on building shared understandings, consistency in teaching and learning, and the alignment of practice across the school.</p> <p>The school offers a broad range of enrichment and extracurricular opportunities designed to enhance student engagement and wellbeing. These include sporting programs, beach and ocean-based learning experiences connected to the school's physical location, an environmental program, a comprehensive camping program and an optional annual Snow Camp. Students are encouraged to develop leadership skills through roles such as School Captains, House Captains, a range of student leadership opportunities and Junior School Council representatives from Year 1 to Year 6. Student wellbeing is supported through a range of structured programs, including Ready to Learn, a whole-school House system and a designated Friday afternoon wellbeing focus. A strong emphasis on the Arts provides opportunities for students to participate in instrumental music, band, choir and the annual school production. Senior students also engage in elective-style workshops through the TREC program, including photography, dance, Human Powered Vehicle and coding.</p> <p>Boneo Primary School benefits from parent and community involvement and a shared commitment to the school's values, which underpin a culture of high expectations for learning and behaviour, and the school aims to strengthen these connections. Parents are viewed as partners in learning, contributing to a welcoming, inclusive and supportive school environment.</p>
<p>Intent, rationale and focus</p>	<p>Intent The school is seeking to maximise learning growth and achievement for every student through the implementation of a consistent, evidence-informed instructional model. This includes strengthening teacher capability, improving the use of assessment and data to inform planning, and ensuring learning is differentiated and responsive to individual student needs.</p> <p>Rationale This focus is critical to reducing variability in teaching and learning, building collective efficacy and ensuring all students experience equitable access to high-quality instruction. Strengthening consistency and responsiveness in practice will support improved learning outcomes, enhance engagement and wellbeing, and ensure that priority cohorts are effectively supported and challenged.</p>

Focus and Strategic Direction

Over the four-year Strategic Plan period, the school will prioritise the development and embedding of a guaranteed and viable curriculum, underpinned by high-impact teaching strategies and aligned assessment practices. Professional Learning Communities (PLCs), coaching and observation and collaborative planning structures will be strengthened to support continuous improvement in teaching practice. A deliberate focus will be placed on using data to monitor student progress, inform targeted interventions and extensions, and evaluate impact. Alongside this, the school will continue to strengthen wellbeing and inclusion practices to ensure all students feel connected, supported and empowered to achieve their full potential.

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Goal 1	Maximise the learning growth of all students.
Target 1.1	By 2029, increase the percentage of Year 5 students assessed with medium or high growth in NAPLAN: <ul style="list-style-type: none">• Reading from 74% (2025) to 76%• Writing from 59% (2025) to 72%• Numeracy from 68% (2025) to 74%
Target 1.2	By 2029, increase or maintain the percentage of students in the strong and exceeding proficiency levels of achievement in Year 3 and 5 NAPLAN in: <ul style="list-style-type: none">• Year 3 reading from 84% (2025) to 86%• Year 5 reading from 64% (2025) to 72%• Year 3 writing at 90% (2025)• Year 5 writing from 55% (2025) to 70%• Year 3 numeracy at 88% (2025)• Year 5 numeracy from 63% (2025) to 70%
Target 1.3	By 2029 increase the percentage mean of students in Year 1 to 6 achieving at or above expected growth as measured by teacher judgements in: <ul style="list-style-type: none">• Reading and viewing from 66% (2023-24) to 74% (2027-28)• Writing from 67% (2023-24) to 74% (2027-28).

	<ul style="list-style-type: none"> • *Mathematics 2.0 from xx% (2025-26) to xx% (2027-28) <p>*Placeholder target to be confirmed when data is available</p>
<p>Target 1.4</p>	<p>By 2029, increase the percentage of positive staff endorsement in the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 46% (2025) to 65% • Instructional leadership from 69% (2025) to 75% • Use pedagogical model from 75% (2025) to 82% • Professional learning through peer observation from 20% (2025) to 60% • Use evidence to inform teaching practice from 80% (2025) to 84%
<p>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</p>	<p>Develop rigour and consistency of instructional practices and responsive teaching.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect</p>	<p>Strengthen professional learning communities and implement a coaching and observation process for all staff.</p>

<p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build staff capability to effectively use data and evidence to inform planning and assessment to meet the needs of all students.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.d 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</p>	<p>Build the capability of all leaders to effectively implement change and improvement.</p>
<p>Goal 2</p>	<p>Strengthen student wellbeing and engagement in learning.</p>

<p>Target 2.1</p>	<p>By 2029, increase the percentage of positive student responses in the Year 4 to 6 Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Motivation and interest from 64% (2025) to 70% • Sense of connectedness from 64% (2025) to 70% • Attitudes to attendance from 72% (2025) to 78% • Effective classroom behaviour from 65% (2025) to 72% • Managing bullying from 56% (2025) to 64%
<p>Target 2.2</p>	<p>By 2029, increase the percentage of positive endorsement in the SSS for the factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 74% (2025) to 80% • Trust in students and parents from 59% (2025) to 66% • Teacher collaboration from 40% (2025) to 56%
<p>Target 2.3</p>	<p>By 2029, increase the percentage of positive endorsement in the Parent/Guardian/Caregiver Opinion Survey for the factors:</p> <ul style="list-style-type: none"> • Student connectedness from 78% (2025) to 88% • Teacher communication from 59% (2025) to 68% • Promoting positive behaviour from 76% (2025) to 82%
<p>Target 2.4</p>	<p>By 2029, the average student attendance percentage will increase in:</p> <ul style="list-style-type: none"> • Year Foundation to Year 6 from 87.4% (2024) to 89%

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and implement a whole school multi-tiered approach to support student learning, inclusion and wellbeing.</p>
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Refine and implement a consistent whole school approach to behaviour management, classroom routines and practices.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	