School Strategic Plan 2025-2029

Hartwell Primary School (4055)

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VICTORIA State Government | Education and Training

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School vision	Our vision for Hartwell Primary School is to personalise learning for each student and to create a learning community of lifelong learners. We are committed to ensuring the growth of the 'whole child' - cognitively, socially, emotionally, culturally and physically by providing a teaching and learning environment where all students succeed. To realize this vision, we have identified Key Improvement Strategies to 'maximise growth for all students' and to 'maximise inclusion and wellbeing' for all students.
School values	Our Hartwell community has identified the following values as being pivotal for success: Respect: showing respect for yourself, others and the environment Empathy: using your emotional intelligence to actively show concern for the wellbeing of yourself and others Co-Operation: working collaboratively to achieve common goals, providing support for others, and engaging in peaceful resolution of conflict Integrity: being consistently trustworthy and honest, committing to do the right thing Optimism: using a growth mindset to develop a positive outlook
Context challenges	The key challenges for the school are: 1 - To maximise growth for all students in student literacy and numeracy. 2 - To maximise wellbeing and inclusion for all students to thrive and belong in the learning environment. 3 - To develop systems that deepen student understanding/thinking and develop an intrinsic motivation for learning. 4 - To build teacher capability to implement 'responsive' teaching strategies. 5 - To ensure students build skills and understandings in order to be able to contribute and respond positively to future life challenges and opportunities. 6 - To maximise and strengthen parent/family/community partnerships that supports students for learning and welbeing within the learning environment.
Intent, rationale and focus	INTENT: 1 - Continue to develop and build strong collaboration in the Professional Learning Teams and Hartwell's learning spaces and continue to build strong leadership, consistent teaching and learning practices to be responsive to student need and maximise growth for teaching and learning and wellbeing. 2 - Develop strategies for integrating assessment into the learning and teaching process to challenge and motivate the learner.

	3 - To continue to provide strong programs that enable students to develop skills and understandings for cognitive, social, emotional, cultural and physical growth. RATIONALE: 1 - Whilst the review identified excellent collaboration and strong practices in Teaching and Learning we would expect our data to remain at a consistent level with the majority of students achieving in the strong and exceeding band. 2 - We recognise that the development of responsive teaching strategies would encourage students to justify their thinking and enhance intrinsic motivation to drive themselves deeper into their learning. 3 - To continue to refine and develop strategies and sytems for the 'whole child' (inclusive practices) to enable them with lifelong learning assets and skills. PRIORITIES: 1 - The continuation of developing a professional learning environment with a focus on the four questions (DuFour): What do the students need to know and be able to do? How will know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? 2 - Reviewing current assessment practices and putting in place assessment across the school that will enable teachers to: Discuss and clarify with the students/learners what are the learning goals and the success criteria 'Humanise' the data through the use of data walls. 3 - Areas identified to continue the development of Health and Wellbeing and Inclusive practices: Review and refinement of current practices: Restorative Practices, Social Skills, The Resilience Project, Cyber Safety and Respectful Relationships Targeted PL for staff/students/parents/community to support the understanding of these areas (above) Build strong leadership and practices for Disability Inclusion, Mental Health and Wellbeing, EAL and Koorie.

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Goal 1	Maximise learning growth for all students.
Target 1.1	By 2029, increase the percentage of students achieving the NAPLAN Exceeding proficiency level in: • Year 3 NAPLAN Writing from 18% (2025) to 30% • Year 5 NAPLAN Writing from 24% (2025) to 30%. By 2029, decrease the percentage of students achieving the NAPLAN Developing proficiency level in: • Year 3 NAPLAN Spelling from 19% (2025) to 10% • Year 5 NAPLAN Spelling from 16% (2025) to 10%.
Target 1.2	By 2029, increase the percentage of students working above age expected level against the Victorian Curriculum according to teacher judgements in: • Year 3 Writing from 41% (2025) to 50% • Year 5 writing from 43% (2025) to 50%.
Target 1.3	By 2029, increase the positive endorsement in the Attitude to School Survey (AtoSS) for factors: • Motivation and Interest in the Learner Characteristics and Disposition module from 82% (2025) to 88% • Effort in the Teacher-Student Relations module from 85% (2025) to 90%.
Target 1.4	By 2029, increase the positive endorsement in the School Staff Survey (SSS) for factors:

	• Professional learning targeted to improve literacy and numeracy in the Teaching and Learning - Planning Module from 81% (2025) to 90% • Professional learning through peer observation in the Teaching and Learning – Practice Improvement module from 70% (2025) to 80%.
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	Adapt and refine the whole school approach to literacy practices.
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	Continue to build the capability of teachers to use data to inform the teaching and learning.
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.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to build and implement responsive teaching strategies.
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Goal 2	Maximise inclusion and wellbeing for all students.
Target 2.1	By 2029, increase the positive endorsement in the Parent/Caregiver/Guardian Opinion Survey (PCGOS), Community Engagement module for factors: • Parent/caregiver/guardian support in learning from 75% (2025) to 85% • School communication from 82% (2025) to 90%.

Target 2.2	By 2029, increase the positive endorsement in the Attitude to School Survey (AtoSS) for factors: • Teacher concern in the Teacher-Student Relations module from 79% (2025) to 80% • I know what to do if I experience racism in the Not Experiencing Racism module from 87% (2025) to 90% • Respect for diversity in the School Safety module from 86% (2025) to 90% • Managing bullying in the School Safety module from 84% (2025) to 90%.
Target 2.3	By 2029, increase the positive endorsement in the School Staff Survey (SSS) for factors: • Professional learning to improve practice in the Teaching and Learning – Evaluation Module from 90% (2025) to 95% • Use student feedback to improve practice in the Teaching and Learning – Evaluation Module from 90% (2025) to 95% • Staff professional safety in the School Staff Safety and Wellbeing Module from 61% (2025) to 70%.
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	Develop, implement and embed multi-tiered systems of support.
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.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
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 the partnership between school and family to increase transparency of learning.
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.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.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	Streamline communication systems for all stakeholders.
Key Improvement Strategy 2.c	

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	