

School Strategic Plan 2025-2029

Hillsmeade Primary School (5482)



Hillsmeade
Primary School

• Growing and Learning Together •

Submitted for review by Linda Buckeridge (School Principal) on 12 November, 2025 at 04:43 PM

Endorsed by Justine Smyth (Senior Education Improvement Leader) on 17 November, 2025 at 10:04 PM

Awaiting endorsement by School Council President

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School vision	At Hillsmeade Primary School, we aim to continually grow and learn together by supporting individual abilities and excellence in academic achievement, celebrating diverse backgrounds and cultures and becoming global citizens prepared for the needs and expectations of our ever changing society.
School values	Hillsmeade Primary School has three core values that underpin all we do. These are: Kindness Respect Resilience
Context challenges	<p>Hillsmeade Primary School is situated in Narre Warren South, 52 kilometres south-east of Melbourne. All 765 students are valued within a safe, supportive and stimulating school environment where each child is encouraged to reach their full potential. We promote and encourage independence, active participation and leadership within our school and the local community. At Hillsmeade Primary School we have 38% of students that have English as an Additional Language and 1% ATSI (Aboriginal and Torres Strait Islander) students. In 2024, Hillsmeade PS had three funded international students. Students are provided additional enrichment opportunities including: student leadership, incursions, excursions, cross country, access to special extra-curricular events and inter school sports. Our Early Learning Centre (ELC) caters for 3 and 4 year old kindergarten children and long day care and has the current independent assessment rating of 'Exceeding'. Our Out of School Hours Care program provides further community support for our families and the school has a joint use agreement with the City of Casey for the use of the neighbouring sports grounds. Parent participation on School Council, as volunteers and in support of community events is a vital part of school life. The Parent Opinion Survey average percent endorsement for 2024 was 78.7%. In 2024 the primary school staffing profile included 4 Principal class officers, 3 Leadership staff, 50 Teaching staff and 33 Education Support staff. The ELC and OSHC staffing profile included 1 Centre Director and 23 staff, inclusive of teachers and Education Support. Hillsmeade Primary School is an outstanding educational facility that offers students a wide range of opportunities where students, staff and the community feel welcome, included and proud of being a part of our school. The overall data trend for the school demonstrates continuous improvement, exemplified by the 2024 Staff Survey results indicating that 88.7% of staff demonstrated positive endorsement of the school, compared with a state average of 77.7%.</p> <p>The school's current key challenges include building upon the established wellbeing and inclusion approaches, that have been a focus over the last 4 years. The purpose behind this was to provide a safe, orderly and calm environment to</p>

	<p>enable effective teaching and learning to occur. It has ensured ALL students feel connected, including priority cohorts and the diverse multicultural community. With teaching and learning, we continue to develop our mathematics approach based on 'Top 10' and in English the Department's priorities of P-2 Phonics, the Big 6 in reading and having consistency in the way each subject area is taught. We need to develop our knowledge, understanding and implementation of the Victorian Curriculum 2.0, in conjunction with the VTLM 2.0. Although we have created the Hillsmeade Instructional Model based on the VTLM 2.0, it is about ensuring they are aligned and that all facets are living and breathing across the school with staff and students. Documentation has been a key area for improvement, as well as the enhancement of assessment and reporting strategies, tools and approaches.</p>
<p>Intent, rationale and focus</p>	<p>Intent: We are trying to achieve growth in learning for all students, whilst maintaining a safe, calm and orderly learning environment. We aim for Hillsmeade to be an authentically inclusive school community, with a wide variety of supporting factors to make this happen.</p> <p>Rationale: This is important to ensure that every student at Hillsmeade feels they belong and that they experience success and growth in the learning. It is also important for staff to be well informed, valued and connected, which then also impacts the student outcomes.</p> <p>Focus: Teaching and Learning approaches alignment to the VC 2.0 and VTLM 2.0 and continuing to build the wellbeing and inclusion approaches across the school. But overall, we prioritise our students and their growth in their learning, socially and emotionally and their connection with school.</p>

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Goal 1	To maximise student learning growth and achievement for all students
Target 1.1	By 2029, increase the percentage of students achieving in the strong or exceeding NAPLAN proficiency level in: Year 3: <ul style="list-style-type: none">• reading from 66% (2025) to 70%• writing from 77% (2025) to 81%• spelling from 61% (2025) to 66%• numeracy from 61% (2025) to 66% Year 5: <ul style="list-style-type: none">• reading from 74% (2025) to 78%• writing from 75% (2025) to 79%• spelling from 66% (2025) to 72%• numeracy from 73% (2025) to 77%
Target 1.2	By 2029, increase the percentage of students achieving high benchmark growth in NAPLAN: <ul style="list-style-type: none">• reading from 25% (2025) to 35 %• spelling from 25% (2025) to 35%
Target 1.3	By 2029, decrease the percentage of students achieving low benchmark growth in NAPLAN:

	<ul style="list-style-type: none"> • reading from 26% (2025) to 18% • spelling from 35% (2025) to 27%
Target 1.4	<p>By 2029, increase the percentage positive endorsement in the School Staff Survey for the factor:</p> <ul style="list-style-type: none"> • academic emphasis from 75% (2024) to 79%
Target 1.5	<p>By 2029, maintain the 2025 percentage positive endorsement in the Attitudes to School Survey for the factor:</p> <ul style="list-style-type: none"> • differentiated learning challenge maintain at 91%.
<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 and embed a documented teaching and learning program based on the Victorian Curriculum 2.0, VTLM 2.0, incorporating extra-curricular program.</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.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on</p>	

<p>student learning growth, attainment and wellbeing capabilities</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>Refine systems and practices to support ongoing data analysis to build consistency in teacher practice.</p>
<p>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</p>	
<p>Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>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</p>	
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to</p>	<p>Strengthen the instructional leadership approach to learning and wellbeing.</p>

strengthen students' participation and engagement in school	
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	Enhanced wellbeing and engagement for all students
Target 2.1	By 2029, increase the percentage positive endorsement in the School Staff Survey (SSS) for the factors: <ul style="list-style-type: none"> • professional learning through peer observation from 55% (2024) to 59% • seek feedback to improve practice from 82% (2024) to 86%
Target 2.2	By 2029, increase the 2025 percentage positive endorsement in the Attitudes to School Survey for the factors: <ul style="list-style-type: none"> • sense of connectedness from 86% (2025) to 90% • student voice and agency 78% (2025) to 82% • motivation and interest 84% (2025) to 88%
Target 2.3	By 2029, reduce the percentage of 20+ student absent days from 46% (2024) to 39%.
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect	Enhance the school's sense of community, with a focus on engagement and attendance.

<p>shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<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>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 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen student agency and voice to promote active participation in learning.</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>Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	<p>Build teacher knowledge and practice supporting student learning growth.</p>

expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.c 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	