

# School Strategic Plan 2025-2029

Hawkesdale P12 College (5434)



**HAWKESDALE  
P12 COLLEGE**

Submitted for review by John Ralph (School Principal) on 25 January, 2026 at 02:47 PM

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# School Strategic Plan - 2025-2029

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<b>School vision</b>	<p>The 2026 Strategic School Review highlighted the need to refresh our school vision, and the importance of involving all school stakeholders as co-authors in this process. Consultation with staff, students and families began in term three of 2025 via a range of class discussions, meetings and workshops and focussed on the key question: 'How do we want our school to be?' Our refreshed school vision is a work in progress at the present point, with agreement amongst stakeholders that the new vision should reference the core principles of:</p> <ul style="list-style-type: none"><li>- building high expectations</li><li>- enjoyment of learning</li><li>- providing a safe and supportive environment</li><li>- fostering kindness, curiosity and confidence</li><li>- preparing students for success and life beyond the school gates</li><li>- finding belonging</li><li>- creating a sense of calm and fairness.</li></ul>
<b>School values</b>	<p>At Hawkesdale P12 we show respect by using positive language when talking with others, through active listening and participation, and by being kind to everyone around us</p> <p>At Hawkesdale P12 we show responsibility by being prepared for learning and attempting all activities in a timely manner, taking ownership of the actions we take and their consequences, and by looking after our school environment</p> <p>At Hawkesdale P12 we show resilience by learning from our mistakes and having a growth mindset, by trying our best and getting things done even when they feel difficult, and by being adaptable to change.</p>
<b>Context challenges</b>	<p>Our school has a long history of providing strong educational and wellbeing outcomes for students; students have access to a wide range of camps, excursions, sporting and outdoor education opportunities, as well as authentic vocational and pathways opportunities. Our school has invested in structured literacy and maths enquiry approaches to boost literacy and numeracy outcomes for our primary students, as well as VCE enquiry projects and systems to build stronger senior school results. Core and elective subjects provide a broad coverage of Year 7-10 literacy, numeracy and interest-based learning, with the addition of TAFE, work experience, work placements and external studies opportunities for students in Years 10-12. Post-COVID student health and wellbeing remained a priority throughout the previous Strategic Plan, with the introduction of structures, systems and processes to integrate wellbeing into the curriculum and classroom practice, and to drive a safe, inclusive school environment. Key DET priorities - the implementation of the</p>

Senior Secondary Reform, the Vic Curriculum 2.0, the explicit teaching practices of the Victorian Teaching and Learning Model 2.0, structured literacy and the Vic Reading Position, the Disability Inclusion model for supporting individual student needs, and comprehensive resourcing to address mental health and wellbeing for primary and secondary students - are all well underway (and in the case of the SSR and structured literacy, wholly implemented). Programs that support student agency and engagement are a vibrant part of our school, and include Hands on Learning, Student Voice, the LBGTQIA+ Skittles group, a Nurture Space, the Karrang Thookay indigenous student team, primary school buddies, ADVANCE and the Hawkesdale Volunteers team. Connections into the community through volunteering, shared commemorations, vocational activities and a colourful social media presence are valued by our school and community. We are committed to the Victorian Education State vision: to deliver excellence in every classroom in every corner of the state.

Despite these positive efforts, the 2025 School Performance Report noted a range of learning and wellbeing challenges for our school. While generally displaying stability or minor decline over the period of the last Strategic Plan, NAPLAN results in 2025 were Medium or Developing in terms of strong or exceeding results and high or medium relative learning growth. NAPLAN relative growth data averages between 2021 and 2024 have generally been lower than similar and statewide schools. Wellbeing measures around managing bullying, school connectedness, stimulated learning, student voice and emotional regulation were noted as Developing for Year 4-6 and some secondary cohorts in 2025, while school connectedness and sense of agency was noted as Medium for Year 7-12 students. Attendance rates remained stable and similar to other system measures for Year P-6 and 7-12 cohorts at our school in 2025. While it was pleasing to note Improving and High performance for our VCE groups in 2024-25 around mean VCE study scores, VCE and VCEVM certificate completions and positive endorsement of school stage transitions, there is a lot of work that needs to be done to address the variability of NAPLAN, VCE and student wellbeing results observed across the last Strategic Plan period.

Priority cohorts that will require continued focus in the new Strategic Plan will include our Indigenous students, EAL students, Out of Home Care students and Equity students. The SRR noted that the percentage of students enrolled and presenting with a disability and additional adjustment needs had increased from 24% in 2021 to 47% of students in 2025 - a significant demographic change, and one that has happened against a background of transitioning from PSD to the DI model, the adoption of multi-tiered systems of wellbeing and learning support, collaboration with DET SSS and allied health professionals, targeted ES staff support, and ongoing resourcing to support increasing student wellbeing and learning needs. Building the capacity of staff to cater for individual adjustments and behaviours of concern across their classes and year levels will be a significant priority over the coming four years. A relentless focus on inclusive teaching and learning is vital for the improvement success of all students, and it is important that high ability students are known and nurtured also. Promoting opportunities and involvement in physical activity for all students will be a priority focus in this Strategic Plan period; physical activity perception measures have been variable and declining over time, and have

	<p>been consistently below all similar, network and statewide results for the period of the last Strategic Plan.</p> <p>A key challenge for improvement highlighted during the 2025 SSR process was the importance of consistent practices and systems across our school; strong and ongoing consistency, clarity and communication will be vital in ensuring future school improvement across the period of the new Strategic Plan. Every student in every class should experience clear and consistent learning expectations, and clear and consistent instructional practices; every student in every class should be aware of and able to put into practice expected positive behaviours within a context of known and consistent staged responses. These are the strong foundations that will allow our students to become more effective learners into the future.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The intent of the next Strategic Plan is to create a new school vision, and to bring this vision to life through consistent, clearly communicated and predictable whole-school practices and systems; we intend for our school to be a place of high expectations and where there is enjoyment of learning; a safe and supportive environment that fosters kindness, curiosity and confidence; a place where students are prepared for success and life beyond the school gates; and a place where there is a sense of calm and fairness and where everyone can find belonging. Every student in every class should experience clear and consistent learning expectations, and clear and consistent instructional practices; every student in every class should be aware of and able to put into practice expected positive behaviours within a system of known and consistent staged responses.</p> <p>We intend to shift teaching practice by building a consistent whole-school instructional model with knowing student needs and explicit teaching at the centre, and featuring appropriate task challenge and opportunities for students to respond and to be an integral part of the feedback cycle. We intend to build teacher collaboration and support around the use of data to better inform instructional planning and student adjustments, and through greater opportunities for peer observation, mentoring and classroom data walkthroughs. We intend to build teacher capacity in monitoring and assessment through improved use of formative assessment, thorough curriculum documentation and deliberate strategies to track student learning and to make responsive adjustments as needed. We intend to provide leadership within our school and community through maintaining clarity of vision, aligning all activities to AIP goals and actions, providing routine instructional observation and feedback and by fostering accurate and timely communication and connections with our school community.</p> <p>This intent is important; there are multiple opportunities for improvement highlighted by the SRR in the core FISO elements of leadership, teaching and learning, assessment, engagement and supports and resourcing, and each of these opportunities will make our school a better place to teach and learn once they are part of daily school routines. We want our students to grow and thrive, and for our community to be partners in this - we all share a moral obligation to make our school the best place for learning and wellbeing improvement that it can possibly be.</p>

A range of opportunities for improvement as highlighted in the 2025 Strategic School Review report will be priorities over the course of the new Strategic Plan; these will include:

**Leadership:**

- Continue to review and improve the leadership structure and processes
- Collaborate with the school community to develop a shared vision
- Establish a coaching model and processes for peer observations to grow staff capability
- Build the capability of PLC leaders and embed the application of a consistent, structured data-driven improvement cycles.

**Teaching and Learning:**

- Continue to document and develop shared understanding and schoolwide application of the curriculum across all learning areas and to fully reflect the Victorian Curriculum 2.0.
- Continue to develop and embed the college's instructional models, with reference to the VTLM 2.0
- Formalise processes to support teacher collaboration and the use of data to inform curriculum planning and differentiate learning to meet each student's point of need.

**Assessment:**

- Continue to support the use of meaningful, insightful data to inform future teaching; formalise processes for formative assessment and moderation, student self-assessment and feedback
- Build staff capacity in the schoolwide collection, collation, display and analysis of learning and wellbeing data
- Further develop teacher capability in using data to differentiate learning, make effective adjustments and continually improve teaching and wellbeing practice.

**Engagement:**

- Increase student engagement and sense of responsibility for their learning
- Continue to improve student attendance
- Strengthen school wellbeing and learning partnerships with parents and families.
- Strengthen family communication and connections.

**Support and Resources:**

- Continue to develop and embed the SWPBS framework, Respectful Relationships program and DI model
- Support and reinforce positive behaviour and build student capability to maximise physical and mental health, wellbeing and academic growth

- Continue to review and improve processes to collect, collate and analyse wellbeing and priority cohort data to continually reflect on and improve wellbeing approaches
- Continue to improve student attendance through ongoing targeted intervention
- Further develop partnerships with parents and external organisations to support student learning and wellbeing.

A 4-Year Improvement Plan is currently under development, and will expand upon the implementation of our two Strategic Plan Key Improvement Strategies: (1.a) Collaboratively develop and embed agreed clear and consistent whole school approaches to curriculum planning and evidence-based, data-informed instructional practice; and (1.b) Strengthen partnerships between the home and school.

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<b>Goal 1</b>	Increase student learning growth
<b>Target 1.1</b>	<p>By 2029, increase or maintain the NAPLAN 3-year average percentage of students meeting or above benchmark growth in:</p> <p>Years 3-5:</p> <ul style="list-style-type: none"><li>• Reading from 66% (2023-25) to 70%</li><li>• Writing from 72% (2023-25) to 75%</li><li>• Numeracy from 58% (2023-25) to 65%</li></ul> <p>Years 5-7:</p> <ul style="list-style-type: none"><li>• Reading from 67% (2023-25) to 70%</li><li>• Writing from 70% (2023-25) to 75%</li><li>• Numeracy from 75% (2023-25) to 80%</li></ul> <p>Years 7-9:</p> <ul style="list-style-type: none"><li>• Reading maintained 75% (2023-25)</li><li>• Writing from 68% (2023-25) to 70%</li><li>• Numeracy maintained 80% (2023-25).</li></ul>
<b>Target 1.2</b>	<p>By 2029, maintain the 3-year average percentage of students completing Year 12 VCE and Year 11 and 12 VPC at or above 95% (2025).</p>

<b>Target 1.3</b>	<p>By 2029, increase the percentage of positive endorsement for Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 64% (2024) to 75%</li> <li>• Effective teaching time from 61% (2024) to 75%.</li> </ul>
<b>Target 1.4</b>	<p>By 2029, increase the percentage positive endorsement for Parent/Caregiver/Guardian Opinion Survey (PCGOS) factors:</p> <ul style="list-style-type: none"> <li>• Teacher communication from 48% (2024) to 70%</li> <li>• Effective teaching from 53% (2024) to 75%</li> <li>• Parent participation and involvement from 59% (2024) to 70%.</li> </ul>
<b>Target 1.5</b>	<p>By 2029, increase the percentage positive endorsement for the School Staff Survey (SSS) modules:</p> <ul style="list-style-type: none"> <li>• School climate from 53% (2024) to 65%</li> <li>• Teaching and learning – planning from 49% (2024) to 80%</li> <li>• Teaching and learning – implementation from 48% (2024) to 75%</li> <li>• Teaching and learning – practice improvement from 45% (2024) to 75%.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Collaboratively develop and embed agreed clear and consistent whole school approaches to curriculum planning and evidence-based, data-informed instructional practice.
<b>Key Improvement Strategy 1.a</b>	

<p>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><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.b</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</p>	<p>Strengthen partnerships between the home and school.</p>
<p><b>Key Improvement Strategy 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Goal 2</b></p>	<p>Strengthen the capacity of students to be active, healthy, engaged and resilient community members</p>
<p><b>Target 2.1</b></p>	<p>By 2029, decrease the combined average percentage of Prep to Year 6 and Year 7 to 12 students who are absent for more than 20 days per year from 44% (2024) to 40%.</p>

<b>Target 2.2</b>	<p>By 2029, increase the percentage of positive endorsement for Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 53% (2024) to 60%</li> <li>• Physical activity from 37% (2024) to 60%</li> <li>• Community connections from 48% (2024) to 65%</li> <li>• Resilience from 52% (2024) to 70%</li> <li>• Self-regulation and goal setting from 53% (2024) to 60%.</li> </ul>
<b>Target 2.3</b>	<p>By 2029, increase the percentage positive endorsement for Parent/Caregiver/Guardian Opinion Survey (PCGOS) factors:</p> <ul style="list-style-type: none"> <li>• Managing bullying from 52% (2024) to 62%</li> <li>• Promoting positive behaviour from 50% (2024) to 70%</li> <li>• Student motivation and support from 52% (2024) to 65%</li> <li>• Confidence and resiliency skills from 60% (2024) to 70%.</li> </ul>
<b>Target 2.4</b>	<p>By 2029, increase the percentage positive endorsement for School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning from 44% (2024) to 65%</li> <li>• Use student feedback to improve practice from 53% to 65%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high	Continue to develop agreed processes and expectations to support inclusion, positive behaviour and a safe environment.

<p>expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.b</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</p>	<p>Increase student voice, ownership of and engagement in their learning and wellbeing.</p>
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	