

School Strategic Plan 2025-2029

Bell Primary School (4309)



Submitted for review by Emma Heywood (School Principal) on 22 January, 2026 at 07:40 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 30 January, 2026 at 01:51 PM
Awaiting endorsement by School Council President

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<p>School vision</p>	<p>Bell Primary School is a caring community that fosters a love of learning in young people. At school and beyond, students are confident to think critically and empowered to thrive in a rapidly evolving world. We are grounded by our school values of Resilience, Creativity, Curiosity, Collaboration and Respect that establish clear expectations around the attitudes and behaviours that support a positive and productive learning community.</p>
<p>School values</p>	<p>Resilience – We embrace challenges and persist through difficulties. We learn from setbacks and bounce back with confidence. Creativity – We are open to new ideas and explore innovative ways to solve problems. Curiosity – We approach learning with enthusiasm and a desire to explore new and challenging ideas. Collaboration – We work together, share knowledge, and support one another to achieve common goals. Respect – We value individuality and inclusiveness, foster a safe and welcoming environment, and care for the world around us.</p>
<p>Context challenges</p>	<p>The current challenges for Bell Primary School can be clearly identified across student learning outcomes, teaching and learning practice, leadership capability, student agency, wellbeing and inclusion and parent/carer and community partnerships.</p> <p>Student Learning Outcomes Literacy and Numeracy improvement remains inconsistent, with the previous Strategic Plan goal only partially achieved and some targets not assessable. Variability in teaching practice, particularly in the use of formative assessment, differentiation and appropriate challenge, continues to limit consistent student growth. Assessment accuracy and data literacy require strengthening, including moderation processes, teacher judgement and the purposeful use of data to inform instruction. In addition, alignment with system level reforms presents an ongoing challenge, specifically the consistent implementation of the Victorian Teaching and Learning Model 2.0, full alignment with Victorian Curriculum 2.0 and a shared understanding of the learning continuum from Foundation to Year 6.</p> <p>Teaching and Learning Practice Teaching practice across the school remains inconsistent, particularly in the use of agreed instructional models and clarity around when and how to implement the exploratory lesson structure. Formative assessment practices lack rigour in some classrooms, reducing the effectiveness of targeted teaching and intervention. While feedback and goal setting</p>

	<p>are evident, they require greater breadth across learning areas and precision to support students in clearly identifying next learning steps and deepening engagement. Opportunities for peer observation, coaching and mentoring can be challenging to facilitate and make the overall impact of professional learning on classroom practice difficult.</p> <p>Leadership and Capability Building Although leadership structures are well established, middle leadership capacity, particularly for new leaders, requires further development. Instructional leadership oversight needs to be strengthened to ensure improvement initiatives are consistently implemented and embedded across the school. Leaders also require increased opportunities to develop their skills through professional learning, coaching, mentoring and the leadership of structured improvement cycles.</p> <p>Student Agency and Voice Student leadership opportunities have expanded in recent years; however, there is scope to refine and deepen student leadership, strengthen authentic partnerships between students and staff and increase student ownership and agency in learning.</p> <p>Student Wellbeing and Inclusion The school maintains a strong and positive wellbeing culture; however, staff confidence in supporting neurodiverse students varies. Greater consistency and a shared understanding of neurodiversity and behaviour management practices require ongoing refinement to ensure consistency across classrooms. Student attendance is a concern for particular priority cohorts and individuals with higher absence rates, requiring targeted strategies.</p> <p>Parent and Community Partnerships Learning partnerships with parents/carers are strong however strengthening parent/carer understanding of curriculum, assessment and learning progress and supports implemented, particularly for neurodiverse learners or those not achieving at the expected level remains a priority.</p>
<p>Intent, rationale and focus</p>	<p>Intent: To move Bell Primary School from strong foundations to consistent, high-impact practice by strengthening instructional leadership, embedding evidence-based teaching and assessment approaches, empowering students as active learners and leaders, and sustaining inclusive wellbeing practices that support engagement, achievement and attendance for all students.</p> <p>Rationale: The school review and analysis of NAPLAN and school-based assessment data demonstrate that Bell Primary School has made positive progress in student achievement, with many students performing in the strong and exceeding bands.</p>

The school has also established a positive, inclusive culture supported by collaborative professional learning structures, a clear instructional focus and a multi-tiered wellbeing system. However, the review identified that variability in practice continues to limit consistency and impact across the school. In particular, there is a need to:

- Strengthen middle leadership capacity to ensure sustained instructional improvement
- Refine peer observation, coaching and mentoring to improve classroom practice
- Embed a shared and consistent instructional model aligned to the VTLM 2.0
- Deepen understanding of the Victorian Curriculum 2.0 and the continuum of learning
- Improve assessment and data literacy to enhance differentiation, challenge and accuracy of teacher judgements
- Further develop student empowerment, voice and leadership
- Continue embedding wellbeing and inclusive practices, integrating academic and social-emotional supports
- Strengthen learning partnerships with parents/carers and address student attendance for priority cohorts/individuals

Addressing these areas will enable the school to consistently deliver high-quality teaching and learning, enhance student engagement and wellbeing and ensure sustained improvement aligned with system priorities.

Focus:

The next School Strategic Plan will prioritise the following interconnected focus areas:

1. Leadership and Professional Practice

- Build capacity of middle leaders and provide pathways for aspiring leaders.
- Strengthen peer observation, coaching and mentoring to improve instructional practice.
- Embed improvement cycles aligned to VTLM 2.0 as core school practice.

2. Teaching and Learning

- Strengthen explicit teaching approaches, including the teaching of Reading and phonics (Foundation–Year 2).
- Improve clarity and consistency in the use of instructional and exploratory teaching approaches.

3. Curriculum, Assessment and Data Literacy

- Implement Victorian Curriculum 2.0 with fidelity and shared understanding through scope and sequence documentation.
- Strengthen understanding of the continuum of learning to support challenge and differentiation.
- Improve assessment practices, including formative assessment, moderation and accuracy of teacher judgements.

4. Student Empowerment and Leadership

- Refine feedback, goal setting and engagement strategies to increase student ownership of learning.
- Deepen student leadership opportunities to strengthen student voice and partnerships with staff.

5. Wellbeing, Inclusion and Engagement

- Continue embedding a multi-tiered system of support for wellbeing, engagement and learning.
- Strengthen staff capability in differentiation and inclusive practices.
- Refine and embed restorative behaviour approaches.
- Improve student attendance, particularly for priority cohorts and/or individuals at risk of disengagement.

6. Partnerships with Parents

- Strengthen learning partnerships with parents/carers to support student learning, wellbeing and inclusion.
- Build shared understanding of curriculum, assessment and wellbeing approaches.

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Goal 1	Maximise learning growth for every student in literacy and numeracy
Target 1.1	<p>By 2029, maintain or increase the percentage of Year 3 and 5 students achieving NAPLAN 'exceeding' proficiency level in:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading maintained at 41% (2025)• Writing from 5% (2025) to 15%• Numeracy from 16% (2025) to 24%. <p>Year 5</p> <ul style="list-style-type: none">• Reading maintained at 36% (2025)• Writing increase from 15% (2025) to 22%• Numeracy increase from 14% (2025) to 22%.
Target 1.2	<p>*By 2029, increase the percentage of students achieving expected NAPLAN benchmark growth in:</p> <ul style="list-style-type: none">• Reading from xx% (202x) to xx%• Writing from xx% (202x) to xx%• Numeracy from xx% (202x) to xx%.
Target 1.3	By 2029, increase the percentage of Year 1 to 6 students assessed as being 'at or above' expected growth according to teacher judgement against Victorian Curriculum 2.0

	<ul style="list-style-type: none"> • Reading from XX% (Sem 2, 2024 - Sem 2, 2025) to XX% (Sem 2, 202x – Sem x 202x) • Writing from XX% (Sem 2, 2024 - Sem 2, 2025) to XX% (Sem 2, 202x – Sem x 202x) • *Mathematics 2.0 from xx% (Sem x, 2025) to xx% (Sem x) *Placeholder target to be confirmed when data available.
Target 1.4	By 2029, improve the percentage of positive endorsement for Year 4 to 6 students to the Attitudes to School Survey (AtoSS) for the factor 'stimulated learning' from 71% (2025) to 78%.
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	Continue to refine and enhance leadership and organisational structures to support school improvement.
Key Improvement Strategy 1.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed staff capability to consistently apply agreed teaching and learning practices.
Key Improvement Strategy 1.c	

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Refine and embed staff capability to use data and assessment to monitor learning growth and inform teaching at each student's point of need.</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.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Goal 2</p>	<p>Improve student engagement and wellbeing</p>
<p>Target 2.1</p>	<p>By 2029, improve the percentage of positive endorsement for Year 4-6 students to the Attitudes to School Survey (AtoSS) for factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 70% (2025) to 75% • School connectedness from 79% (2025) to 84% • Managing Bullying from 83% (2025) to 88% • Emotional Awareness and Regulation from 74% (2025) to 78%.
<p>Target 2.2</p>	<p>By 2029, improve the percentage of positive endorsement on School Staff Survey (SSS) for factors:</p>

	<ul style="list-style-type: none"> • Professional learning through peer observations from 17% (2025) to 27% • Use student feedback to improve practice from 65% (2025) to 70%.
Target 2.3	<p>By 2029, improve the percentage of positive endorsement on Parent/Carers/Guardians Opinion Survey (PCGOS) for factors:</p> <ul style="list-style-type: none"> • Managing Bullying from 81% (2024) to 86% • Student Voice and Agency from 72% (2024) to 78%.
Target 2.4	<p>By 2029, reduce the percentage of Foundation to Year 6 students with 20 or more absent days from 29% (2024) to 25%.</p>
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Refine and embed multi-tiered systems of support to ensure all students are connected to their learning and supported in their wellbeing.</p>
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.a	

<p>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 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>Continue to develop a shared understanding and activate practices for student empowerment and engagement</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>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

