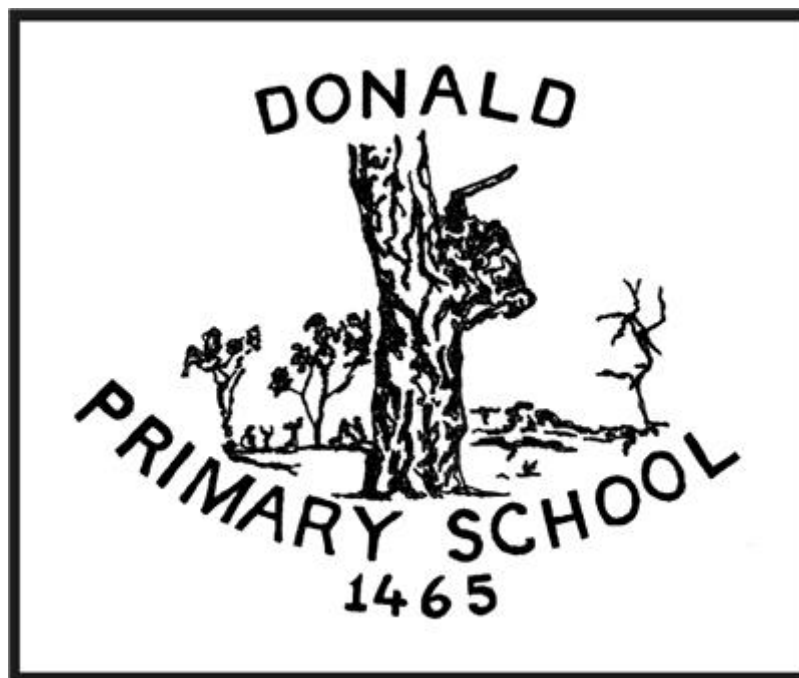


School Strategic Plan 2024-2028

Donald Primary School (1465)



Submitted for review by Gavin Young (School Principal) on 02 April, 2025 at 04:12 PM

Endorsed by Therese Allen (Senior Education Improvement Leader) on 02 April, 2025 at 04:18 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

Donald Primary School (1465)

School vision	Our vision is to develop the whole child, academic child, staff development and community. At Donald Primary School we work together to develop the mental health, social, emotional and physical well being of individuals in a safe, caring and supportive environment. We provide relentless, consistent academic rigour to cater for every child's needs. Our belief is that every child can learn and experience success. We create opportunities for staff to share professional development in and outside of school as a whole staff/individual to enhance the knowledge of current/future trends in education. We encourage, involve and celebrate our school. We are open to having the outside in, and explore and utilise resources both within and beyond the community to meet our needs.
School values	Donald Primary School's historic motto is to 'Play the Game.' This infers that all associated with the school need to have a go, give their best efforts, follow the school rules, be fair, set goals and be an inclusive team player. Our students ,staff and community are familiar with our school values which are the A, B, C, D and E of Donald Primary School. A is for Attitude, B is for Bouncing Back, C is for Communication, D is for Decisions and E is for Empathy. These values are taught and experienced through our weekly Values Clubs sessions and form the base of our expected behaviours and traits and Donald Primary School.
Context challenges	The school is located in the township of Donald, which is approximately 250 kilometres north-west of Melbourne. The township has a population of 1500 people. The school opened in 1874, and retains some of the original infrastructure from that time. In 2024, the schools enrolment was 87. The school's ICSEA was 960. The school's staffing consisted of a Principal, three full time equivalent (FTE) teaching staff, 5 part time teaching staff, one full-time Business Manager and 5 part time education support staff. The school employed a Wellbeing Chaplin for three days a fortnight, a part time gardener and a Technical Support allocation for three hours per week. Donald Primary School's socio-economic profile is changing as a result of general population shift and an increase in transient families moving into the community. In any of our composite class there may be a variance in learning ability of 3-4 years, with some students requiring extension work and others needing modified learning tasks. A challenge for the school is to provide the consistent protocols across all classrooms that many of students require to feel calm and engaged. School Leadership guides the implementation of instructional models, curriculum documents, assessment schedules and scope and sequences to enable our teachers to effectively scaffold their lesson tasks appropriately.
Intent, rationale and focus	Our 2024 School Review Panel recommended that Donald Primary School need to embed a more distributed leadership structure to facilitate the achievement of it schools goals and focus areas which were;

Maintain the school's high levels of achievement in English and Mathematics

Further develop and align classroom practices to enable the implementation of departmental initiatives

Establish consistency of practice across the school through the development of agreed instruction models.

Implement a school-wide approach to improving student engagement and wellbeing.

We have adjusted our Staff Meeting/PLC structure to ensure we collaborate to maintain high expectations of our students and our staff. From mid-way through last year one of our experienced teachers has returned to the school as a part-time leading teacher and has been pivotal in constructing our PLC processes which have already started to address our focus areas. Some refinements that will be prioritised are the use of Department Initiatives such as the HITS and Victorian Teaching and Learning Model and how they can be used to mould our teaching practices. Formalising consistent protocols across the school is going to be effective for learning engagement but also the wellbeing of our students, particularly transient kids or those with learning difficulties who initially may be finding school challenging. A priority in English and Mathematics is to ensure consistent data is collated and used to form scaffolded tasks for our students. A rationale for this is that our 2024 NAPLAN results remained strong but the growth from Year 3 to 5 wasn't as high as expected. The review panel recommended a more formal approach to our student engagement and wellbeing procedures. Initiatives such as DI and MiHPS roles, our returning Occupational Therapist one day a week and incorporating Respectful Relationships into our wellbeing work will all contribute to this. Student Engagement and Agency is an area we will develop later in 2025 as we use provide our staff on PD on how to enable our students to be more informed of their learning progress, learn how to form effective SMART goals and accept constructive feedback on their progress.

School Strategic Plan - 2024-2028

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Goal 1	Maximise the learning growth for all students in Literacy and Numeracy.
Target 1.1	By 2028, maintain the 2024 percentage of year 3 students achieving NAPLAN Exceeding or Strong proficiency levels: • Reading at 80% • Writing at 90% • Numeracy at 70%
Target 1.2	By 2028, maintain the 2024 percentage of year 5 students achieving NAPLAN Strong and Exceeding proficiency levels: • Reading at 89% • Writing at 89% • Numeracy at 78%.
Target 1.3	By 2028, increase the percentage of students achieving above expected growth (Teacher Judgement - Time Series; baseline Semester 1, 2024*): • Reading and viewing from 26% (Semester 1, 2024) to 30% • Writing from 8% (Semester 1, 2024) to 15% in 2028 • *Mathematics from xx% (Semester 1, 202x) to xx% (TBC when Maths 2.0 data becomes available)

Target 1.4	By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): • Academic emphasis from 64% to 70% • Moderate assessment tasks together from 40% to 60% • Collaborate to plan the curriculum 60% to 80% • Professional learning through peer observation from 40% to 60%.
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	Develop, document and embed agreed instructional models
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	Build staff capacity to use evidence-based practice for teaching and learning.
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 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 staff capacity to analyse and use learning data to inform teaching practices and scaffold learning.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d	Develop and embed whole school practices in curriculum planning, assessment and documentation.

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.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	
Goal 2	To optimise the wellbeing of all students.
Target 2.1	By 2028, the 2023 percentage of students with 20+ days of absence will decrease from 36% to 30%.
Target 2.2	By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS, years 4 to 6): • School connectedness from 78% to 80% • Student Voice and Agency from 56% to 67% • Stimulated learning from 75% to 80% • Motivation and interest from 73% to 80%
Target 2.3	By 2028, increase the 2024 percentage positive endorsement on the SSS: • School Climate Domain - Trust in Students and Parents factor from 68% to 80%.

Target 2.4	By 2028, maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): • Parent and Community Engagement domain - Teacher Communication factor at 81%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review, refine and embed targeted intervention practices and protocols that promote attendance.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
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	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity to develop student voice and agency.
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 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	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the leadership structure and staff capacity to support inclusion and wellbeing.
Key Improvement Strategy 2.c 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	

