School Strategic Plan 2025-2029

Donburn Primary School (5019)

Submitted for review by Suzanne Fuller (School Principal) on 28 November, 2025 at 04:01 PM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 14 January, 2026 at 12:52 PM
Awaiting endorsement by School Council President

VICTORIA State Government | Education and Training

School Strategic Plan - 2025-2029

Donburn Primary School (5019)

School vision	We strive to create a vibrant, engaging and safe environment that grows in harmony with our community and celebrates every child's unique strengths. Our vision is to develop critical learners and passionate thinkers who can move fluidly and confidently across cultures, equipped with the skills, curiosity and resilience needed to thrive in an ever-changing world.
School values	Donburn Primary School has established shared values and a common language that clearly outline our expectations for every member of our community. We pride ourselves on providing a safe, supportive learning environment where students are respectful, engaged and positive learners. At Donburn, we strive for our students to be: Safe – caring for themselves and others. Respectful – showing consideration for all members of our school community. Positive Learners – embracing challenges and striving for continuous improvement.
Context challenges	The School Review Panel recommends the following key directions for Donburn Primary School's next School Strategic Plan: Improving literacy outcomes with a focus on Reading, Writing, Speaking and Listening. Making appropriate adjustments for all learners, including EAL and students with additional needs Continue to prioritise student wellbeing Putting processes in place to improve Assessment and align with VTLM 2.0 Evidence driven delivery of curriculum at point of need Embedding multi-tiered levels of support

Intent, rationale and focus	The school's intent is to make data driven decisions about what is taught and how it is taught to cater for all students including high performing. It is important because it will improve outcomes and engagement levels and will allow every child to achieve their full potential. In learning, we are prioritising: Year 1 – Evaluating and refining the Assessment Schedule, build staffs data literacy and evaluate and refine current instructional models; Year 2 – Further differentiation, individual tracking of all students to inform teaching and refine instructional models in line with VTLM 2.0; Year 3 – Embed instructional models in line with VTLM 2.0 and evaluate existing excellence and challenge programs; Year 4 – Establish excellence and challenge programs in all areas. The school's intent is to improve the following areas of the Attitudes to School Survey: School Connectedness, Sense of Confidence, Respect for Diversity and Managing Bullying. It is important to provide a safe and inclusive environment for all students so they can learn and thrive. In wellbeing we are prioritising: Year 1 - *Establish a culture that values diversity and inclusion for everyone in our school community; *Develop a common language, understanding and strategies to make informed judgements in terms of student wellbeing; *Explore whole school tiered approaches to wellbeing and inclusion. *Re-introduction of The Resilience Project. Year 2 - *Develop a whole school tiered approach to wellbeing and inclusion; *Relaunch SWPBS. Year 3 *Continue to embed the whole school tiered approach to wellbeing and inclusion. Year 4 - *Established whole school tiered approach to wellbeing and inclusion.

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Goal 1	To optimize and accelerate the learning growth for every student
Target 1.1	By 2029, increase the average percentage of students achieving the NAPLAN Exceeding proficiency level for: • Year 3 Writing from 21% (2023-25) to 28% (2026-29) • Year 5 Writing from 29% (2023-25) to 36% (2026-29).
Target 1.2	By 2029, improve the percentage of students achieving 'High Benchmark Growth' • in NAPLAN reading from xx% to xx% - (to be confirmed when further data is available'.) • in NAPLAN writing from xx% to xx% - (to be confirmed when further data is available'.)
Target 1.3	By 2029 increase the percentage of Year F-6 students assessed as being above expected Victorian Curriculum (VC) Levels in: • writing from 33% in 2025 to 41% • speaking and listening from 21% in 2025 to 29%
Target 1.4	By 2029, the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey (AtoSS) measures: • Stimulating Learning from 72% in 2025 to 80% • Effective Teaching Time from 75% in 2025 to 83%

Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and refine assessment strategies to enhance and effectively track student growth across the school
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	
Key Improvement Strategy 1.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 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent school based instructional practices aligned with the Victorian Teaching and Learning Model (VTLM) 2.0.
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.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	Build the Donburn Primary School approach to delivery of curriculum, the use of differentiated teaching programs, and strategies tailored to students individual learning needs.
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.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	Build and implement a whole school leadership model that fosters lifelong learning and leads to student and staff growth.
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 2	To maximise student wellbeing, engagement, and inclusion

Target 2.1	By 2029, the percentage endorsement for the following School Staff Survey (SSS) Principal/Teacher factors: • Understand how to analyse data will improve from 73% in 2024 to 81%. • Use student feedback to improve practice will improve from 82% in 2024 to 90%.
Target 2.2	By 2029, the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey (AtoSS) measures: • Sense of Connectedness to increase from 73% in 2025 to 81% • Perseverance to increase from 67% in 2025 to 75%. • Managing Bullying to increase from 69% in 2025 to 77%. • Respect for Diversity to increase from 69% in 2025 to 77%.
Target 2.3	By 2029, decrease the percentage of Year F-6 students with 20+ days absent from 31% in 2024 to at or below 27%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school tiered approach to 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	Develop a common language understanding and strategies to make informed judgements in terms of student wellbeing.

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	Establish a school culture that values diversity and inclusion.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	