

Palmerston District Primary School

North/Gungahlin



School Strategic Plan 2026-2029

Our vision, mission and values

Vision

Every learner is known, supported, and engaged through high-quality teaching at their point of need.

Mission

To build a connected community where every learner receives high levels of support, agency, and belonging.

Values

- Be connected
- Be kind
- Be curious
- Be inclusive
- Be resilient

Our improvement priorities

Priority 1: Improve student growth in reading

The statement below details our vision for how this priority will impact student outcomes.

- Students will see themselves as successful readers.
- Students will receive quality feedback through conferencing to support and improve their reading and set their learning goals.
- Students will benefit from differentiated, explicit and scaffolded teaching and be appropriately challenged.
- Students will have the knowledge and skills to select and use appropriate reading strategies.
- Students will benefit from Professional Learning Communities (PLCs) that are utilised as a forum to discuss student learning data and to plan for future reading goals and learning experiences.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Improve student growth from year 3 to 5 in NAPLAN Reading (increase in the percentage of students moving from <i>Needs Additional Support</i> to <i>Developing</i> , or moving from <i>Developing</i> to <i>Strong</i> , or moving from <i>Strong</i> to <i>Exceeding</i>).	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN Overview.	2025 Year 3 Baseline Needs Additional Support – 17% Developing – 19% Strong – 43% Exceeding – 21% 2025 Year 5 Baseline Needs Additional Support – 18% Developing – 15% Strong – 52% Exceeding – 15%
Decrease the percentage of Year 3 students in the <i>Needs Additional Support</i> proficiency level in NAPLAN Reading to 12%. This target was set by averaging the percentage of Year 3 students in <i>Needs Additional Support</i> proficiency level in NAPLAN Reading for all ACT public schools over the past three years.	NAPLAN data available on Teaching and Learning Dashboard – NAPLAN Overview.	Baseline of 19% was determined by averaging the percentage of Year 3 students in the <i>Needs Additional Support</i> proficiency level in NAPLAN Reading for the school over the past three years.

Target or measure	Source	Starting point
Increase the percentage of Year 5 students in the <i>Exceeding</i> proficiency level in NAPLAN Reading to 25%. This target was set by averaging the percentage of Year 5 students in <i>Exceeding</i> proficiency level in NAPLAN Reading for all ACT public schools over the past three years.	NAPLAN data available on Teaching and Learning Dashboard – NAPLAN Overview	Baseline of 17% was determined by averaging the percentage of Year 5 students in the <i>Exceeding</i> proficiency level in NAPLAN Reading for the school over the past three years.
Increase the percentage of year 1 students who are fluent decoders to 60%.	Year 1 Phonics Check	In 2025, 49% of year 1 students were fluent decoders.
Increase the number of students progressing from D to C and C to B for English.	A-E Data sets	Baseline to be determined Semester 2, 2026.
Increase the percentage of Year 1 to 6 students in quartiles 3 and 4 in PAT Reading. Year 1 & 2 30% in quartile 3 and 30% in quartile 4 Years 3 to 6 30% in quartile 3 and 28% in quartile 4.	Australian Council for Educational Research (ACER) PAT Reading Longitudinal Report data.	2025 Year 1 & 2 PAT Reading 24.3% in quartile 3 and 24.8% in quartile 4 2025 Years 3 to 6 PAT Reading 25.5% in quartile 3 and 23.5% in quartile 4.

Perception data

Target or measure	Source	Starting point
Increase to 85% the percentage of students with a strong response for the 'Teachers in the classroom' domain which measures students' perceptions of how effective teachers in the classroom are as school leaders, by asking students to agree with the following statements: <i>'Teachers represent our school values'</i>, <i>'Teachers are good role models of how to learn'</i>, <i>'Teachers support students being better learners'</i>, <i>'Teachers make</i>	Annual Climate Survey (Students)	Baseline data of 79% was determined by averaging the percentage of students with strong Teachers in the classroom over the past 3 years.

Target or measure	Source	Starting point
<i>every student feel like they belong in class', and 'Teachers create a sense that we are all learning together as a group'.</i>		
Increase the percentage of students with strong Academic Emphasis to 90% or more. This domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and the belief by teachers that every student can be a success.	Annual Climate Survey (Students)	Baseline data of 86% was determined by averaging the percentage of students with strong Academic Emphasis over the past 3 years.
The percentage of staff with strong Shared Values and Approach will increase to 85%. This domain measures perceptions of concepts such as students and staff working together towards the same goals, clear expectations and rules based on values and goals that are well understood. This target was set by averaging the percentage of staff with a strong score from similar schools over the past 3 years.	Annual Climate Survey (Staff)	Baseline of 76% was determined by averaging the percentage of staff with strong Shared Values and Approach over the past 3 years.
Increase the percentage of students who agree/strongly agree: Q1. I am a capable reader. Q2. I am a successful reader. Q3. I get feedback through conferencing with my teacher to improve my reading. Q4. I set reading goals with my teacher.	School-based student survey	Baseline to be determined Term 3 2026.
Increase the percentage of teachers who agree/strongly agree they feel confident in using a range of	School-based teacher survey	Baseline to be determined Term 3 2026.

Target or measure	Source	Starting point
teaching practices to improve student reading.		
School process data		
Target or measure	Source	Starting point
Increase teacher capability in explicitly teaching reading.	School-based classroom observations using the Palmy Pollinator Lesson Observation Guide	Baseline to be determined Term 4 2026.
Increase average self-evaluation to 'embedding' in Data used to focus and drive collaborative improvement and evaluate impact on learning.	PLC Maturity Matrix	Self-evaluation against the PLC Maturity Matrix in 2025 indicates an average assessment at the 'evolving' phase across all Professional Learning Communities.

Our key improvement strategies

- Strategy 1:** Codesign and embed a whole school approach to teaching and learning.
- Strategy 2:** Through our PLC build the collective capacity of staff in reading and spelling instruction.
- Strategy 3:** Monitor student growth through the establishment of a school-based assessment framework.

Endorsement

This Strategic Plan has been endorsed electronically by our Principal, Executive Education Leader and School Board.

Principal

Name: Greg Terrell

Date: 27/07/2026

Executive Education Leader

Name: Stephen Gwilliam

Date: 28/07/2026

School Board

Members of School Board	• Elspeth Langford (Board Chair) • Lewis Bengé (Parent Rep) • Tara Adcock (Parent Rep) • Bushra Sarfraz (Parent Rep: Board Elected) • Sara Hornby (Teacher Rep) • Eloise Eldridge (Teacher Rep) • Calvin Kang (Business Manager: Returning Officer)
-------------------------	---

Date: 27/08/2026