

Charnwood-Dunlop School

Belconnen



School Strategic Plan 2025-2027

Our vision, mission and values

Vision

As a collaborative learning community, we value positive relationships that maximise and support the wellbeing and learning of all community members.

**Updated school vision currently in development.*

Mission

We provide high quality education in an inclusive environment that values diversity

Values

Positive Behaviour for Learning Values:

- Safe
- Respectful
- Learners

Our improvement priorities

Priority 1: Increase individual student growth in reading across all year levels

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

Our vision for how this priority will impact student outcomes:

- Students will receive evidence based explicit reading instruction which responds to student need
- Students will receive timely, specific feedback about their reading to build their skills
- Students will have the opportunity and time to practise reading daily
- Students will be engaged and successful readers
- Students will be exposed to and have access to quality literature/authentic texts daily
- Students reading will improve.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Increase % of students in year 3 achieving 'strong' and 'exceeding' results to 49% in NAPLAN reading	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN Overview.	Year 3 Baseline data of 40% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Reading from 2023 – 2025.
Increase % of students in year 5 achieving 'strong' and 'exceeding' results to 58% in NAPLAN reading		Year 5 Baseline data of 51% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Reading from 2023 – 2025.
Match the national median scaled score in PAT Reading in all year levels (1-6) Year 1 – 84.2 Year 2 – 101.1 Year 3 – 118.0 Year 4 – 120.9 Year 5 – 125.8 Year 6 – 128.8	Australian Council for Educational Research (ACER) PAT Maths Longitudinal Report data	Median scaled score in PAT Reading across 1-6 in 2025 Year 1 – 72.6 Year 2 – 91.5 Year 3 – 109.3 Year 4 – 113.6 Year 5 – 118.7 Year 6 – 116.6

Target or measure	Source	Starting point
To be determined once baseline data is gathered	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) distribution report	Baseline to be determined in term 4, 2025

Perception data

Target or measure	Source	Starting point
100% of students have daily opportunities to read	School based student perception survey	51.4% of students reported reading in their classroom daily (T3, 2025 – interview with 71 students)
100% of students conference/talk with their teacher about their reading weekly	<p><i>Questions:</i></p> <p><i>What helps you with your reading?</i></p> <p><i>How often do you have the opportunity to read in your classroom?</i></p> <p><i>How often do you talk to your teacher about your reading?</i></p> <p><i>How do you know when you are getting better at reading?</i></p>	6.9% of students reported conferencing/talking with their teacher about reading regularly (T3, 2025-interview with 61 students)
100% of teachers provide their class with explicit reading instruction each day	School based teacher perception survey	54.2% of teachers provide their class with explicit reading instruction each day (T3, 2025 – interview with teaching staff)
100% of teachers work with small groups or individuals for explicit reading instruction regularly	<p><i>Questions:</i></p> <p><i>How often do you provide your class with explicit reading instruction?</i></p> <p><i>How often do you work with small groups of individuals for explicit reading instruction?</i></p>	83.3% of teachers work with small groups or individuals for explicit reading instruction regularly
100% of teachers provide students with the opportunity to practise the skill of reading in their classroom each day	<p><i>How often do your students have the opportunity to practise the skill of reading in your classroom?</i></p>	50% of teachers provide students with the opportunity to practise the skill of reading in their classroom each day
100% of teachers read aloud to their students each day	<p><i>How often do you read aloud to your students?</i></p>	66.7% of teachers read aloud to their students each day (T3, 2025 – interview with teaching staff)

Target or measure	Source	Starting point
Increase number of parents/carers that agree/strongly agree with this statement to 80%	Annual School Satisfaction Survey	2025 School Based Satisfaction Survey results
Increase number of staff that agree/strongly agree with this statement to 80%	<p><i>Questions:</i></p> <p>Parent questions <i>The school provides sufficient opportunities and resources to help me support my child's reading progress. (5 point scale)</i></p> <p>Staff questions <i>The professional learning opportunities and resources provided to me by the school has supported my teaching of reading? (5 point scale)</i></p> <p>Student question The feedback my teacher gives me helps me to know how to improve my reading. (5 point scale)</p>	<p>8.4% of parent/carers agree/strongly agree with this statement</p> <p>65.1% of staff agree/strongly agree with this statement</p> <p>57.3% of students strongly agree/agree with this statement</p>

School process data

Target or measure	Source	Starting point
<p>All staff will demonstrate growth in targeted areas of the PLC Maturity Matrix by advancing at least one phase for the target elements identified below</p> <p>Target element</p> <p><i>Data used to focus and drive collaborative improvement and evaluate impact on learning</i> <i>Building practice excellence</i> <i>Curriculum planning and assessment</i></p>	PLC Maturity Matrix	Baseline determined through individual teacher self-evaluation of their perception of PLC maturity levels for their PLTs

Our key improvement strategies

Strategy 1: Implement a consistent and systematic approach to the teaching of reading across K-6

Strategy 2: Build teacher capability to provide targeted and timely feedback to students about their reading

Strategy 3: Implement consistent structures across the school to support the teaching of reading

Endorsement

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

Principal

Name: Julia Ison

Date: 19/11/2025

Executive Education Leader

Name: Danielle Porter

Date: 19/11/2025

School Board

Members of School Board	<ul style="list-style-type: none">• Sam Smith• Carlie Kelly• Jantiena Batt• Tracy Donnellan• Karrina Patterson• Jessica Ascione• Danielle Porter
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Date: 19/11/2025