

Gowrie Primary School

Tuggeranong

School Strategic Plan 2025-2029

Our vision, mission and values

Vision

'Seeking today's opportunities -Meeting tomorrow's challenges'

Mission

The Gowrie Primary school community will provide quality education in a secure and caring background where children, teachers and parents can work together as a team, and where children are respected and their skills are seen and developed. Together we will seek paths that will give students the power to aim for a happy and enjoyable life as caring and responsible people.

Values

At Gowrie Primary School the following core values are the basis for school life:

EVERYONE COUNTS

- **C**ooperates
- **O**wns their own behaviour
- **U**nderstands and accepts diversity
- **N**ever gives up
- **T**reats others with respect and friendliness
- **S**upports

Our improvement priorities

Priority 1: Improve student achievement in writing

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

- Students will be empowered to explore and celebrate their writing by engaging with topics that reflect their own interests, identities, and choices.
- Students will build a strong understanding of the writing process through a consistent and explicit structure, such as the Writers' Workshop model, which supports their growth as confident, independent writers.
- Students will improve their writing through timely, constructive feedback provided during regular one-on-one conferencing with their teacher, supporting ongoing reflection and refinement.
- Students will take ownership of their learning with clearly displayed individual writing goals, learning intentions, and success criteria that guide their progress and help them track their development.
- Students will be supported and appropriately challenged through writing instruction that is differentiated, explicitly taught, and scaffolded to meet their unique learning needs.
- Students will benefit from teachers collaborating in Professional Learning Communities (PLCs), where writing data is analysed to track progress and inform targeted teaching that supports every learner's growth.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Increase the percentage of Year 5 students in the <i>Strong</i> and <i>Exceeding Proficiency</i> levels in NAPLAN Writing to 85%	NAPLAN data available on Teaching and Learning Dashboard - NAPLAN Overview	Baseline of 68% determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding proficiency</i> levels in NAPLAN writing from 2023-2025
Maintain, or increase the percentage of Year 3 students in the <i>Strong</i> and <i>Exceeding Proficiency</i> levels in NAPLAN Writing	NAPLAN data available on Teaching and Learning Dashboard - NAPLAN Overview	Baseline of 83% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding proficiency</i> levels in NAPLAN writing for the school year over the past two years

Perception data

Target or measure	Source	Starting point
Increase the percentage of K-6 students with positive responses to the K-2 and 3-6 Student Perception Writing Surveys to 80%	K-2 Student Writing Perception Survey	Baseline determined through K-2 Student Writing Perception Survey Student Survey Focus Areas (a) see themselves as confident writers, (b) receive timely, constructive feedback to improve their writing, (c) co-create individual writing goals, learning intentions, and success criteria with their teachers, (d) feel supported and challenged in writing lessons K-2: Average positive student responses for all questions 72 % 3-6: Average positive student responses for all questions 67 %
Maintain 100% positive teacher responses for Teacher Perception Survey for confidence in writing pedagogical approaches	Teacher Perception Survey	Teacher Survey Focus areas - Supporting students to create individual writing goals, learning intentions and success criteria - Providing writing instruction that is differentiated, explicitly taught, and scaffolded to meet student need - Delivering the Writers' Workshop model - Providing timely, constructive feedback to students during one-on-one conferencing Teachers 100% positive teacher responses for all domains
Increase the percentage of students with strong <i>Emotional Engagement</i> to 62%. This target was set by averaging the percentage of students with strong Emotional Engagement from same school type over the past three years.	Annual Satisfaction and Climate Survey (Students) Domain Group: Engagement and Support Domain: Emotional Engagement	Baseline data of 53% was determined by averaging the percentage of students with strong <i>Emotional Engagement</i> over the past three years.

Target or measure	Source	Starting point
Emotional Engagement includes concepts such as students enjoying the work they do in class and feeling excited about their work. It also addresses levels of student interest in what they are learning and their perception of how much fun learning in class is.		

School process data

Target or measure	Source	Starting point
Increase the average proficiency level of teachers to provide effective feedback to students.	School-based classroom observations based on the Classroom Practice Continuum of the AITSL standard 5.2 'Provide feedback to students on their learning' (1= Beginning, 2= Proficient, 3= High accomplished, 4=Lead)	Baseline to be determined in Semester 1, 2026
Increase average self-evaluation in the key element of Data used to focus and drive collaborative improvement and evaluate impact on learning to embedding	PLC Maturity Matrix	Baseline of <i>Emerging</i> for the key element of: Data used to focus and drive collaborative improvement and evaluate impact on learning determined through averaging self-evaluation for semester 2 2025

Our key improvement strategies

Strategy 1: Embed effective and consistent differentiation practices in writing across all classrooms

Strategy 2: Enhance formative assessment practices across the school

Endorsement

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

Principal

Name: Simon Smith

Date: 02/07/2026

Executive Education Leader

Name: Steve Collins

Date: 08/09/2026

School Board

Members of School Board	• Alice Buck (Board Chair) • Kerri Holloway (Parent representative) • Chao Beer (Parent representative) • Angela Miners (Teacher Representative) • Amanda Horne (Teacher Representative)
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Date: 15/06/2026