

Duffy Primary School

South/Weston



School Strategic Plan 2025-2028

Our vision, mission and values

Vision

Our vision is to build an inclusive community that equips lifelong learners to thrive in an evolving world.

Mission

At Duffy, we empower learners through purposeful and authentic experiences, working in partnership with families and the wider community. As a professional learning community, we prioritise collaboration and strive to deliver high-quality teaching practices that value agency and voice. We hold high expectations for each student, believing in their potential for success. To ensure their achievements, we create a safe and supportive environment that nurtures their emotional wellbeing, encourages exploration, and lays the foundation for both academic achievement and personal growth.

Values

- Be Respectful
- Be Responsible
- Be Inclusive

Our improvement priorities

Priority 1: To increase student outcomes in Mathematics

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

- Students will develop positive mathematical mindsets, empowering them to share their knowledge and understanding as mathematical thinkers.
- Students will experience daily differentiated Mathematics learning experiences, through explicit instruction, review and independent practice.
- Students will have strong number fluency, enabling them to confidently and flexibly apply mathematical reasoning and understanding in problem solving.
- Students will learn and use consistent mathematical vocabulary (meta-language and terms) to build, communicate, and apply their understanding of mathematics.
- Students will benefit from the purposeful collection and analysis of data that tracks individual progress, enabling teachers to deliver targeted instruction and monitor growth over time.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Increase the percentage of Year 3 students achieving 'Strong' and 'Exceeding' results to 75% in NAPLAN Numeracy	NAPLAN data available on Teaching and Learning Dashboard – NAPLAN Overview	Year 3 Baseline data of 64% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Numeracy from 2023 – 2025.
Increase the percentage of Year 5 students achieving 'Strong' and 'Exceeding' results to 85% in NAPLAN Numeracy		Year 5 Baseline data of 70% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Numeracy from 2023 – 2025.
Increase the percentage of students in Years 1-6 achieving in the <i>upper</i> and <i>upper-mid quartiles</i> (quartiles 3 and 4) to 80% when compared to the Australian 2019 Mathematics norms	Australian Council for Educational Research (ACER) PAT Maths Longitudinal Report data Baseline calculated using 2023-2025 PAT Maths data compared to the ACER Australian 2019 Maths norms	Years 1 and 2 33.6% achieving in the <i>upper quartile</i> (Q4) 35.1% achieving in the <i>upper-mid quartile</i> (Q3) Years 3-6 students 37.8% achieving in the <i>upper quartile</i> (Q4) 31.1% achieving in the <i>upper-mid quartile</i> (Q3)

Perception data

Target or measure	Source	Starting point
<p>Increase in the percentage of teachers who agree/strongly agree they feel confident in</p> <p>(a) Their own pedagogical content knowledge (subject matter and how I teach)</p> <p>(b) Delivering differentiated mathematics learning experiences planned to meet individual student need,</p> <p>(c) Using a consistent common language and approach for the teaching of number,</p> <p>(d) Analysing and using student data to target instruction to students' point of need and monitor growth.</p>	School based teacher survey	<p>Baseline determined using staff confidence survey responses from 2025.</p> <p>Agree or strongly agree responses</p> <p>A) Content knowledge 90%</p> <p>B) Differentiation 90%</p> <p>C) Consistent language 90%</p> <p>D) Analysing student data 90%</p>
<p>Increase the percentage of students that identify as a Mathematician and enjoy maths to 85%</p>	School based Student survey	<p>Baseline determined using semester 1 student survey results from 2025</p> <p>1. Students identifying as a mathematician 45%</p> <p>2. Students that enjoy Maths 57%</p> <p>45% percentage of students who identify as a Mathematician (Semester 1 2025)</p> <p>57% percentage of students enjoy Maths (Semester 1 2025)</p>
<p>Increase the percentage of students with strong <i>Emotional Engagement</i> to 75%.</p>	Annual Satisfaction and Climate Survey	<p>Baseline of 55.6 % determined by averaging the percentage of students with strong <i>Emotional Engagement</i> over the past three years.</p>
<p>Increase the percentage of students with strong <i>Shared Values and Approach</i> to 81%.</p>	Annual Satisfaction and Climate Survey	<p>Baseline data of 72% was determined by averaging the percentage of students with strong <i>Shared Values and Approach</i> over the past three years.</p>
<p><i>Emotional Engagement includes concepts such as students enjoying the work they do in class and feeling excited about their work and the level of interest students have in what they're learning.</i></p> <p><i>The Shared Values and Approach 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.</i></p>		

School process data

Target or measure	Source	Starting point
100% of Teachers of Mathematics move through the identified steps in the Steplab 'Instructional Coaching Platform'	Steplab	Baseline to be determined in Semester 1, 2026.

Our key improvement strategies

Strategy 1: Teachers plan responsively using student data to ensure that all learners are met at their point of need

Strategy 2: Embed the Evidence Informed Teaching Strategies of Differentiation and Feedback into every classroom

Endorsement

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

Principal

Name: Katie Smith

Date: 03/12/2025

Executive Education Leader

Name: Belinda Fenn

Date: 16/02/2026

School Board

Members of School Board	<ul style="list-style-type: none">• Dan Heap• Chris Curran• Bijaya Archarya• Rachel Pummeroy• Catherine Moore
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Date: 03/12/2025