

# Florey Primary School

Belconnen



# School Strategic Plan 2026-2028

## Our vision, mission and values

### Vision

Our vision at Florey Primary School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practise the core values of the school: respect, tolerance & inclusion, and excellence.

### Mission

Our mission is to enable all learners' access to learning through the provision of:

- Differentiated, in-depth and cohesive learning programs aligned to year level content and achievement standards informed by the Australian curriculum
- Highly effective teachers, focussed on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence-based practices, coaching and mentoring and collaboration
- A quality inclusive learning environment that is responsive to student voice
- Enriching, engaging resources
- Opportunities for community and parents to participate in learning and decision-making partnerships

### Values

- Respect
- Tolerance & Inclusion
- Excellence

## Our improvement priorities

**Priority 1:** Strengthen academic achievement in Mathematics for all students.

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

- Students will see themselves as successful mathematicians who are confident and curious problem solvers.
- Students will have the knowledge and skills to select and use Concrete Representational Abstract (CRA) as effective strategies to solve problems, understand new concepts, and make sense of their learning.
- Students will engage in differentiated, explicit and scaffolded mathematical instruction that meets them at their point of need and supports them to confidently progress in their learning.
- Students will receive quality feedback through conferencing and formative assessment that helps them understand their strengths, identify next steps, and take ownership of their mathematical learning.
- Students will engage and benefit from daily review of mathematical concepts, strengthening their understanding and reinforcing learnt skills.

## Targets and measures

### Student learning data

Target or measure	Source	Starting point
Increase % of students achieving 'strong' and 'exceeding results in NAPLAN Numeracy to: Year 5: 65 % in Strong and Exceeding Year 3: 60 % in Strong and Exceeding	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN Overview	Baseline data determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Numeracy from 2023 – 2025 Year 5: 56% in Strong and Exceeding Year 3: 49% Strong and Exceeding
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 60% 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	<b>Years 1 and 2</b> 23.2% achieving in the <i>upper quartile</i> (Q4) 26.3% achieving in the <i>upper-mid quartile</i> (Q3)  <b>Years 3-6 students</b> 25.3% achieving in the <i>upper quartile</i> (Q4)

Target or measure	Source	Starting point
		24% achieving in the <i>upper-mid quartile</i> (Q3)

**Perception data**

Target or measure	Source	Starting point
Increase the percentage of students in the strong proficiency to 70% within the Emotional Engagement	School Climate Survey Domain Group: Engagement & Support Domain: Emotional Engagement	2025 School Climate Survey results show 59% of students with strong responses (a decrease of 5% from 2024)  13% of students with weak responses (an increase from 7% in 2024)
Increase student, staff and family responses to  Academic Emphasis Students 95% Staff 95% Parents/Carers 90%  Emotional Engagement Students: 70%	School Climate Survey Domain Group: School Climate  Domains: Academic Emphasis Emotional Engagement	Baseline determined by averaging the 2023-2025 Climate Survey Data  Academic Emphasis Students 90% Staff 91% Parents/Carers 79%  Emotional Engagement Students: 62%
Increase % of student who agree, or strongly agree that Teachers give useful feedback to 80%	Annual School Satisfaction Survey	Baseline determined by calculating average student responses from 2023 -2025  Teachers give useful feedback 74%

**School process data**

Target or measure	Source	Starting point
Improve teachers' formative assessment practices	School-based classroom observations based on AERO's Formative Assessment Rubric, administered termly	Baseline to be determined in Semester 1, 2026
Increase from 'emerging' to 'evolving' in the PLC key element of	Semesterly self-evaluation against the ACT Education Directorate's Professional Learning Community Maturity Matrix.	Baseline determined through school leader evaluation using Professional Learning Community

Target or measure	Source	Starting point
Data used to focus and drive collaborative improvement and evaluate impact on learning		(PLC) maturity levels for the key element  Data used to focus and drive collaborative improvement and evaluate impact on learning

**Priority 2: Strengthening students’ Social and Emotional capabilities**

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

- Students will build stronger relationships with teachers and peers.
- Students will demonstrate increased resilience, problem-solving, and self-management skills.
- Students will engage in positive help-seeking behaviours that reduce conflict and escalate support.
- Students will show improved classroom behaviour and social interactions, including reduced bullying.
- Students will achieve stronger academic outcomes as a result of feeling safe, connected, and ready to learn.

**Targets and measures**

**Student learning data**

Target or measure	Source	Starting point
Reduce the percentage of negative incidents both minor and major by 10% per year for the duration of the strategic plan.	SAS Student Administration System- Wellbeing	Negative incidents increased by 7% in 2023, 13% in 2024, and 48% in 2025.

**Perception data**

Target or measure	Source	Starting point
Increase the percentage of student's responses to positive affect, resilience, classroom disruption, victimisation by 10%	Annual School Climate and Satisfaction Survey (students)	In 2025, student resilience and positive affect decreased by 3-4%. Classroom disruption increased by 5% and reports of never feeling victimised increased by 9%.
Increase the percentage of strong student responses by 10% in the domains of: Positive Affect, Resilience, Classroom Disruption and Victimisation	School Climate Survey	Baseline determined by averaging the strong responses to the following domains from 2023-2025  Challenging Behaviours: Classroom disruption 47 % Victimisation 22%  Wellbeing: Resilience 27%

Target or measure	Source	Starting point
		Positive affect 44%
Increase the number of students who feel safe, who are resilient and use help seeking skills.	Resilience, Rights and Respectful Relationships survey	Baseline data and targets to be determined in early 2026.

**School process data**

Target or measure	Source	Starting point
		School Review data: The school provided evidence of a Social and Emotional Learning (SEL) schedule. Alignment of this work to Positive Behaviours for Learning (PBL) or Zones of Regulation was not evident. Staff and students shared a desire for a renewed and aligned approach. Baseline data and targets to be determined in early 2026.
An increase of survey responses to high and very high in the School Wellbeing Survey.	The School Wellbeing Survey Check. Survey at the beginning and end of each year. Wellbeing Hub	
Increase the percentage of positive acknowledgements given by teachers by 25%.	Internal PBL staff survey	In 2025 surveys showed that 50% of staff handed out 0-1 Dojo Points per child per day

## Our key improvement strategies

**Strategy 1: Establish consistent evidence-based learning methods in Mathematics**

**Strategy 2: Establish a holistic and evidence-based approach to Social and emotional wellbeing**

## Endorsement

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

### Principal

Name: Karen Murray

Date: 01/12/2025

### Executive Education Leader

Name: Danielle Porter

Date: 01/12/2025

### School Board

Members of School Board	<ul style="list-style-type: none"><li>• Latoya Marks</li><li>• Gay Roberson</li><li>• Raymond Tan</li><li>• Shasha McKinnon</li><li>• Emily Konig</li><li>• Belinda Sapteski</li></ul>
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Date: 02/12/2025