

School Strategic Plan 2025-2029

Dinjerra Primary School (5450)



Submitted for review by Natalie Vulic (School Principal) on 04 February, 2026 at 05:23 PM

Endorsed by Karen Harris (Senior Education Improvement Leader) on 04 February, 2026 at 10:18 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	Dinjerra Primary School is a vibrant and collaborative learning community on Wurundjeri land and Bunarong land, which delivers powerful learning for empowered lives. MOTTO: Powerful Learning for Empowered Lives SCHOOL MISSION (what we aim to achieve): Our mission is to nurture and graduate empowered students who are academically proficient and socially aware, ready to take proactive roles in their lives. Our graduates will embody a passionate desire to learn and grow, driven by a strong sense of purpose and positive values. They will be bold explorers and creators, using their imagination to generate new ideas, while thinking critically and solving complex problems. Our graduates will demonstrate bravery and resilience, showing grit and determination when facing challenges. They will value and embrace diversity, using their collaborative skills to work effectively with others. Our graduates will appreciate the natural world and show a genuine commitment to human and environmental sustainability. Their contributions will positively impact the community and the world around them.
School values	SCHOOL VISION (HOW we will achieve our mission): Our Students Will: - Be academically and socially confident - Demonstrate a desire and passion for learning - Show courage when setting SOARing self expectations - Set personal goals and make plans for action - Celebrate achievements with a sense of pride - Dare to explore new opportunities with a growth mindset - Explore, investigate and reason to ensure the best possible outcomes - Appreciate and take care of the natural world

Embrace and acknowledge diversity with an open minded point of view
Contribute positively to the greater community

Our Staff Will:

Set and maintain high expectations for all students

Foster the relationship between adults and children, demonstrating the underlying belief that individual student / teacher relationships and connections set the foundations for the greatest opportunities for growth and development.

Work collaboratively as a Professional Learning Community in order to ensure all students learn at their personal optimal levels.

Be informed by data and use this information to make the best possible decisions in regards to student learning and wellbeing

Communicate with parents / families and guide adults in how to support their children with their learning.

Our Families Will:

Set and maintain high expectations for their children

Commit to a partnership with the school in order to support their child/ren in their learning and wellbeing.

*We refer to 'best practice' in Education to design and implement optimal learning experiences for our students. The staff work collaboratively to build high-quality curriculum and agreed upon practices. We have a valuable connection with our families and offer a variety of ways for families to contribute to the school community.

SCHOOL VALUES:

As a vibrant community at Dinjerra Primary School, we value:

-Learning for SUCCESS

-Learning with OPTIMISM

-Learning as an ADVENTURE

-Learning as a RESPONSIBILITY

Our values are unpacked through the School Wide Positive Behaviours (SWPBS) Matrix and mottos. This matrix is based on our school values of Success, Optimism, Adventure and Responsibility. The acronym of these values make up the word SOAR. With SOARing in mind, we are able to guide students through 'powerful learning' so that they can live 'empowered lives'.

At Dinjerra Primary School, personalised learning is a major aspect and driver in our curriculum. When students have individual goals they have identified and are aspiring to, a positive correlation is seen in student agency, stimulation and

	motivation in learning, and an overall contributor to Wellbeing. Goal setting is evident through all of our four School Values. Having an engaging goal, making a plan of action, demonstrating discipline and effort, using a growth mindset, and celebrating successes, are all ways that humans can learn, grow and take pride in their achievements.
Context challenges	CURRENT CONTEXT: The school identified several factors that impacted learning and wellbeing outcomes. The contextual enablers that supported the school in learning and wellbeing outcomes included: Developing, documenting and implementing a guaranteed and viable curriculum for the 8 key learning areas. This has supported a consistent and guaranteed curriculum at each year level. Design and embedding of Dinjerra Primary School Workshop Models for reading, writing and numeracy through high level professional learning and collaborative processes. These instructional models have supported consistency of delivery in classrooms. Development of the Dinjerra Primary School guided reading structure. Staff undertook significant professional development to further understand high quality guided reading practices. This included ensuring that data was regularly captured and stored to support student tracking. Collaboration with consultants. The school has employed both writing and numeracy consultants to further enhance teacher capabilities. Creating the Environment for Learning (CTEFL) is a documented start up program that commences at the start of the school year. During this time practices, routines and procedures are revisited or established, both within and beyond the classroom environment. CHALLENGES: The contextual barriers that impacted the learning and wellbeing outcomes were: Remote learning in 2021. This impacted the school's capacity to undertake much needed collaborative professional learning. It also impacted student learning and wellbeing data and absence targets. EAL students transitioning to the school from Western Language School at different times during the year. The Western Language school supports students who are new to Australia, and once the students have established some language skills they transition to local schools. This means that induction processes have needed to be developed to support both student learning and wellbeing, particularly when there are language barriers.

	PLC processes were not fully implemented due to time constraints and a focus on developing other areas. The school has attempted to refresh their PLC model but see it as an area for future ongoing focus. PRIORITY COHORTS: Priority Cohorts The school currently supports a growing number of English as an Additional Language (EAL) students due to its proximity to the Western Language school. There are 104 EAL students, almost 50% of the school population. EAL students did not perform as well as non-EAL students in all NAPLAN Year 3 areas and Year 5 Numeracy. There are 10 Koorie students in the school. The number of students in this cohort has doubled over the past 4 years. Achievement patterns for these students ranged from 'developing' to 'exceeding'. There are 68 equity funded students in the school. These students were at or above non-equity funded students in all areas except NAPLAN Year 3 reading.
Intent, rationale and focus	The school review panel recommends the following areas of focus be prioritised in the next SSP: -instructional practices with a focus on consistency -middle leadership roles to enhance Professional Learning community (PLC) practices across the school -assessment with a focus on diagnostic data analysis, formative and summative assessment to support differentiated teaching -student voice and agency, building understanding of agency, as well as goal setting and co-created curriculum -improved attendance and the introduction of a tiered approach to absences.

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Goal 1	Improve learning outcomes for all students
Target 1.1	By 2029 increase the percentage of Year 5 students achieving above NAPLAN benchmark growth in: • Reading from x% (2025) to x% • Writing from x% (2025) to x% • Numeracy from x% (2025) to x% *Targets to be finalised in negotiation with SEIL once NAPLAN Benchmark Growth data is available
Target 1.2	By 2029 increase the percentage of Year 3 students in NAPLAN strong and exceeding proficiency levels in: • Reading from 63% (2025) to 75% • Writing from 86% (2025) to 90% • Numeracy from 52% (2025) to 75%.
Target 1.3	By 2029 maintain or increase the percentage of Year 5 students in NAPLAN strong and exceeding proficiency levels in: • Reading - maintained at 90% (2025) • Writing - increase from 76% (2025) to 90% • Numeracy - maintained at 80% (2025).

Target 1.4	By 2029, improve the percentage of positive endorsement to the School Staff Survey (SSS) factors: • Teacher collaboration from 66% (2025) to 76% • Staff Trust in colleagues from 69% (2025) to 82% • Understand how to analyse data from 64% (2025) to 78% • Moderate assessment tasks together from 64% (2025) to 85%.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Further improve instructional practices to ensure a consistent approach to teaching and learning is embedded in the school.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen a distributed leadership model to enhance PLC practices across the school.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian	

Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen school-wide approaches to diagnostic, formative and summative assessment to inform and differentiate learning.
Goal 2	Improve wellbeing outcomes for all students
Target 2.1	By 2029, increase Year 4 to 6 student positive endorsement for the following AtoSS factors: • Student Voice and Agency from 79% (2025) to 90% • Perseverance from 83% (2025) to 90% • Sense of Confidence from 83% (2025) to 90%.
Target 2.2	By 2029, decrease percentage of Year F to 6 students absent for more than 20 days from 36% (2024) to 30%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine a whole school approach to activating student voice and agency in learning and wellbeing.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to	Review and revise current approaches to school attendance.

strengthen students' participation and engagement in school	
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