

School Strategic Plan 2018-2022

Mackellar Primary School (5297)



Submitted for review by Matthew Borg (School Principal) on 05 December, 2018 at 08:57 AM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 06 December, 2018 at 09:11 PM
Endorsed by Sophie Akamatis (School Council President) on 21 February, 2019 at 07:32 PM

School Strategic Plan - 2018-2022

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School vision	Mackellar Primary School aims to provide a rigorous curriculum in a safe, caring and engaging learning environment for all students. We are committed to supporting our students to reach their full potential and achieve their personal best. We will encourage a sense of self-worth and self-awareness to enable our students to contribute as confident, community minded lifelong learners.
School values	<p>Respect The learning community of Mackellar Primary School values respect of self and others outside and within the learning environment. We believe in valuing differences and celebrating the diversity of our community through respectful interactions with each other.</p> <p>Honesty The learning community of Mackellar Primary School values honesty and we focus on being open, trustworthy and truthful in all our interactions together.</p> <p>Cooperation The learning community of Mackellar Primary School values the relationships built within and outside the community. We recognise that by working together we can achieve much more than we do on our own. We believe that cooperation is a key element to building relationships and we foster understanding and tolerance while demonstrating compassion and empathy for others.</p> <p>Learning The learning community of Mackellar Primary School embraces life long learning. Learning is at the core of everything we do and as a community we encourage each other to strive to achieve our personal best.</p> <p>Responsibility The learning community of Mackellar Primary School believes that we should strive to be responsible citizens who can make a positive contribution to our community. We believe in taking responsibility for our actions, resolving differences and developing resilience.</p>

Context challenges

Mackellar Primary School is located in the City of Brimbank in the south-western suburbs of Melbourne approximately 28 kilometers from the Melbourne Central Business District. The school was founded in 1991.

The school grounds include a central core building with administration, digital learning and specialist spaces and classrooms. There is an additional block with open learning and classroom spaces and an indoor multi-purpose hall and performance space. The grounds include multiple playgrounds, kitchen garden, two basketball and netball courts and an all-weather oval and athletics track. Enrolments during 2018 were approximately 436 students. The Student Family Occupation (SFO) index was 0.6133 and the Student Family Occupation Education (SFOE) index was 0.52 in 2017–18. The staffing profile of Mackellar Primary School includes a Principal and Assistant Principal, 24.36 teachers, 28.75 full time equivalent Education Support (ES) staff and 3.0 office administration staff. The school provides an approved curriculum framework differentiated to meet student needs. The school provides an accredited Out of School Hours Care Program and the wellbeing program is supported by a primary welfare officer.

The school developed three specific programs to increase student collaboration and engagement:

The Hive - STEM Maker space

In this space students collaborate to plan, construct and display projects using digital technology. Skills required included design technology, and critical and creative thinking. Students learned coding, game design, robotics, construction and engineering.

Kitchen Garden and Food Technology,

Students work in groups to grow and harvest produce from the kitchen garden, develop healthy eating menus and cook foods from a range of cultures. Collaboratively they learn about the foods they ate, further develop the language and skills of cooking and those of collaboration and cooperation.

Student and parent focus groups confirm that students find the HIVE and Food Technology programs very engaging and that the projects undertaken are often the subject of discussions at home allowing parents to understand more about their child's learning. These are highlights that align with the Framework for Improving Student Outcomes (FISO) dimensions of Empowering students and building school pride and Building communities.

BYO iPad

The 1:1 BYOIPAD program seamlessly enables the integration of technology across the curriculum. It amplifies communication between students, parents and teachers, collaborative learning through technology and it is a means of storing student work and creating portfolios.

The level of collaboration in which students engage in each of these areas and the competence with which they used devices is exemplary. Teachers comment on the opportunities the BYOD program provides for them to differentiate the curriculum, provide self-paced learning for students and provide feedback to students using multiple modes; visual, spoken, text. Percentile rankings on the student Attitudes to School Survey rate motivation and interest the highest of all factors.

Social and Emotional Capabilities

The school has implemented a range of programs within the Kids Matter primary framework to develop positive and respectful behaviours for all members of the school community. The initiative supported development in the FISO dimensions of Health and Wellbeing and Setting expectations and promoting inclusion. Curriculum was reviewed to include resilience, rights and respectful relationships across eight topics: emotional literacy, personal strengths, positive coping, problem-solving, stress management, help seeking, gender and identity and positive gender relationships. The school has linked with other community and education partners to investigate factors influencing mental health and wellbeing.

In discussions with students, the panel found students articulated the concepts within the social and emotional learning (SEL) curriculum, understood the values of the school and described the behaviours that were expected of them. After undertaking observations across the school, the panel concluded that the learning environment was calm, orderly and respectful. Student leaders, staff and parents talked about the importance of the students displaying respectful behaviour, particularly older students who saw themselves as role models in the school. Initiatives to support the development of social and emotional capabilities aligned with the FISO dimension of Health and Wellbeing.

Quality Teaching and Learning

The school prioritised mathematics as an improvement focus and developed structures and processes that provided a guide for other areas of strategic improvement. Leadership identified their key actions as:

Engaged with consultants or experts in the field to support the professional learning for all staff.

Resourced the school's improvement strategy and developed a safe adult learning environment.

Documented and developed the collective knowledge and understanding of the curriculum scope and sequences from Foundation to Year 6 and beyond.

Built teacher collaboration to develop a shared and agreed understanding of the skills and dispositions learners were to acquire and the evidence that would demonstrate this; what learners were able to make, say, do or write.

Developed proficiency scales and the associated assessments that demonstrated student learning growth and allowed the monitoring and tracking of growth over time.

Provided the coaching and support for teachers to implement agreed whole-school approaches and refine their instructional and assessment practices.

In discussions with leadership, the panel agreed that the model for improvement had been adapted and used for other improvement initiatives, including literacy. The school's mathematics curriculum and assessments processes were clearly documented. The panel recognised the improved performance of students in numeracy in year 5 NAPLAN and greater consistency between reported grades for teacher judgements in number and algebra and NAPLAN numeracy. The highlight was aligned with the FISO priority area of Excellence in Teaching and Learning.

Our challenges:

	<p>GVC for Writing We need to develop the GVC to extend to Writing and system of improvement developed in reading and numeracy had not yet been developed in writing. Teachers and leaders recognise the need to document a guaranteed and viable writing curriculum, agreed whole-school approaches to the teaching of writing and assessment processes to increase the accuracy and consistency of assessment between classes. We need to refine and co-construct writing progressions, common instructional approaches and consistency in assessment to impact and improve student learning outcomes in writing.</p> <p>PLC and DATA As a school our data inquiry processes to triangulate data, track growth patterns and moderate assessment to ensure the accuracy and consistency of teacher judgements are in the early stages of implementation. Although we have introduced professional learning community processes it has yet to develop a culture of rigorous data analysis to plan for improved growth or reflect on the impact of teaching. As a leadership team we have identified the need to extend the curriculum continua to include levels 7 and 8 in order to cater for the full range of student abilities. While improvements have occurred in achievement in reading and numeracy, a higher than desirable number of students who were above the expected level were making low relative growth. The leadership of PLCs to lead data inquiry processes is a priority over the next four years.</p> <p>Student Agency school had implemented a range of initiatives to provide for student voice, agency and leadership in learning. Initiatives implemented to improve student engagement and wellbeing had increased opportunities for students to be engaged</p>
<p>Intent, rationale and focus</p>	<p>Key directions for the next School Strategic Plan: To improve achievement and growth in literacy and numeracy student outcomes</p> <p>FISO focus: Building Practice Excellence (BPE) Curriculum Development and Assessment (CDA) Building Leadership Teams (BLT)</p> <p>KIS: Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom. Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching. Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that spotlights essential learnings, learning progression and informs systems of intervention.</p> <p>Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.</p>

Develop systems and processes that enable students to track and measure their own learning growth.
Develop a climate for learning and learning and assessment tools to empower students to be reflective and self-regulated learners.

To improve student voice, agency and leadership in learning

KIS:

Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.

Develop systems and processes that enable students to track and measure their own learning growth.

Develop a climate for learning and learning and assessment tools to empower students to be reflective and self-regulated learners.

To improve the wellbeing of all students

KIS

Engage the school community in the development and implementation of school-wide values.

Strengthen the engagement of the parents/carers in their student learning.

Implement School-wide Positive Behaviours as a framework for student wellbeing

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Goal 1	To improve achievement and growth in literacy and numeracy student outcomes.
Target 1.1	By 2022, improve year 5 NAPLAN medium and high growth in reading from 59% to 80%, in writing from 62% to 75% and in numeracy from 77% to 85%.
Target 1.2	By 2022, improve the percentage of year 5 students in the top 2 bands of NAPLAN for reading from 15% to 30%, in writing from 6% to 15% and in numeracy from 18% to 25%.
Target 1.3	By 2022, improve the percentage of year 5 students in the top 4 bands of NAPLAN for reading from 68% to 80%, in writing from 78% to 85% and in numeracy from 80% to 85%.
Target 1.4	By 2022, reduce the variation between teacher judgements and NAPLAN assessments to 10% or less using the panorama report for reading, writing and numeracy at years 3 and 5.
Target 1.5	By 2022 increase the percentage positive endorsement on the staff survey (principal and teachers) for: <ul style="list-style-type: none">• Trust in Colleagues from 59% to 80%• Teacher Collaboration from 67% to 85% and• Collective Efficacy from 66% to 85%

Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.
Key Improvement Strategy 1.b Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.
Goal 2	To improve student voice, agency and leadership in learning.
Target 2.1	By 2022 increase the positive response rate on the student attitudes to school survey for: <ul style="list-style-type: none"> • Student voice and agency from 84% to 90% • Inclusion from 84% to 90% • Sense of confidence from 75% to 90%
Target 2.2	By 2022 increase the percentage positive endorsement on the staff survey: teaching and learning module for: <ul style="list-style-type: none"> • Use student feedback to improve practice from 50% to 80%.
Target 2.3	By 2022 increase the percentage positive response rate on the parent opinion survey for: <ul style="list-style-type: none"> • The school provides my child with opportunities to build his/her confidence from 82% to 90%.

Key Improvement Strategy 2.a Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop systems and processes that enable students to track and measure their own learning growth.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop a climate for learning and learning and assessment tools to empower students to be reflective and self-regulated learners.
Goal 3	To improve the wellbeing of all students.
Target 3.1	By 2022 increase the percentage positive response on the student attitudes to school survey for: <ul style="list-style-type: none"> • Advocate at School from 84% to 90% • Sense of Inclusion from 84% to 90% • Effective Classroom Behaviour from 78% to 85% and for • Resilience from 77% to 85%
Target 3.2	By 2022 increase the percentage positive response on the parent opinion survey for: <ul style="list-style-type: none"> • Promoting positive behaviour from 88% to 95%
Target 3.3	By 2022 increase the percentage positive endorsement on the staff opinion survey (Principal and teachers) for:

	<ul style="list-style-type: none"> • Collective efficacy from 66% to 80%
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.
Key Improvement Strategy 3.b Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen the engagement of the parents/carers in their student learning.