

School Strategic Plan 2022-2026

Mackellar Primary School (5297)



Submitted for review by Simon McGlade (School Principal) on 27 July, 2023 at 09:48 AM

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<p>School vision</p>	<p>Mackellar Primary School's Vision for Learning is: Empowering Global Citizens. To support this, four pedagogical principles leverage off of our school mascot, the bee. They are: Bee Connected, Bee Curious, Bee Challenged and Bee Creative.</p>
<p>School values</p>	<p>The school's values are:</p> <ul style="list-style-type: none"> - Respect: Caring for ourselves (self-respect), caring for others' right to belong and feel safe and caring for our environment. - Learning: What we know and understand, how we use what we know and how we engage in the world. - Teamwork: Collaborating with others to achieve shared goals. - Resilience: Our ability to cope during challenging times, using our strengths and how we grow from difficulties.
<p>Context challenges</p>	<p>Mackellar Primary School's school vision for learning, coupled with our four pedagogical principles, were formed as part of our work in the IDEAS (Innovative Designs Enhancing Achievement in Schools) process over the past two years. This work saw the introduction of an IDEAS School Management Team (ISMT) to lead the staff through this work. As we have moved beyond the initiate, discover and envision stages of the process, to now focus on the actioning and sustaining phases, symbolically our ISMT will also evolve into a Vision for Learning Team. This team will ensure these pedagogical principles are embedded within all elements of curriculum delivery, planning, assessment and evaluation. Achievement of our vision through these research-based principles provides the foundation upon which the capacity of teachers to deliver a consistent, high-quality curriculum, in English and mathematics, but also across all curriculum areas, is built. Our challenge in this work, as evidenced in our Staff Opinion Data, is to ensure we work collectively and inclusively with an emphasis on not only providing opportunity for involvement, but a compelling climate in which involvement is the norm rather than the exception.</p> <p>Throughout the previous strategic period, the school successfully developed a guaranteed and viable curriculum by way of school-wide documentation (Teaching and Learning Plan) supported by instructional practices including timetabled PLC planning, coaching, professional development, learning walks and the feedback that is inherent in these practices. Our challenge throughout this next strategic period will be to ensure the Teaching and Learning Plan remains a 'living' document. The ability for this document to remain relevant lies in its frequent and deliberate use at PLC meetings, leadership meetings and with individual teachers making regular and concerted use of the supporting resources which accompany it. As it is updated to support changes in school design, DE or VCAA requirements, subsequent adaptations to instructional practices will need to occur to support these.</p> <p>GOAL ONE: Our first goal of this revised school strategic plan has as its priority maximising the achievement of every student in English and mathematics. With a high proportion of students from culturally, linguistically, and socio-economically diverse backgrounds, an ever-</p>

present challenge for achieving this goal will be to ensure our curriculum delivery continues to be scaffolded within and across year levels, differentiated with multiple points of entry, and consistent between classrooms and year levels. To do so, we remove unnecessary barriers to achievement through ongoing professional learning, coaching, learning walks, PLC inquiry units, regular moderation and various leadership groupings (PLC leaders & Executive leadership). In addition, and as far as budgets and staffing allow, providing a range of data driven and targeted intervention and extension programs in English and mathematics.

GOAL TWO:

With the inclusion and funding for Mental Health in School Leaders, the Schools Mental Health Fund and Disability Inclusion, an exciting and additional challenge for Mackellar Primary School will be to best use these resources to meet our goal of improving student wellbeing outcomes. Using the National Consistent Collection of Data (NCCD) as a base result, coupled with teacher knowledge of students, we will be able to target these resources to students with wellbeing and academic needs, acknowledging the inextricable link between the two, across a spectrum of supports such as wellbeing programs (e.g., Art/Music Therapy, SEASONS), school-based personnel (Education Support staff/ tutors) or allied health staff (speech therapists/ psychologists). To support this work, it may be necessary to align more personnel to administration within the DI workforce to assist with the creation of Disability Inclusion Profiles, staffing organization, SSGs and Tier 3 funding applications to ensure support gets to where it is most needed, and in a timely manner.

GOAL THREE:

It was clear throughout the review process that whilst our focus during the previous strategic period had shifted to building teacher capacity across a range of curriculum areas, this was done so by also shifting time and focus away from enhancing student agency. Our challenge during this next strategic period in empowering students to be active and engaged learners, will be to engage with the student body and provide them with greater agency in their learning: agency within student goal setting, curriculum implementation and choice, as well as an expanding contribution to local and community stakeholders. A large component of this pre-work has already been undertaken through considerable professional development in English and Mathematics, leading to student goal setting being the next step in our journey. A challenge for the expansion of agency into other curriculum areas will be assisted through the creation of a Learning Specialist Role (Student Agency) to enhance inquiry learning being undertaken in Humanities, Health and Science.

In relation to specific cohorts within the school, cultural safety and learning agency amongst our Koorie students will continue to see contributions from the KESO Regional workforce as the 'experts' in assisting us to provide culturally rich, stimulating and appropriate experiences for these students, as well as providing knowledge and understanding for non-Koorie students. For high ability students, our challenge is to deepen and expand their core knowledge in English and Mathematics, and extend these students into 'exceeding' levels of NAPLAN, and its equivalent teacher judgement scores.

Finally, providing a rich and relevant induction/reinduction program and capacity building program for teachers and ES staff returning to the workforce post leave is crucial to ensuring continuity and enhanced collective efficacy into the longer term.

Intent, rationale and focus

Student academic learning over the next four years will be symbiotic with student wellbeing, in that success or otherwise in one may be the direct result of success or otherwise in the other. As such, and where possible, equal weighting of school operations, resources and/or personnel will be provided for each.

Academically, the school has set targets it believes are challenging, yet achievable for students in English and Mathematics, yet which also require teachers to work on developing, refining and reflecting upon their own practice. As such, we have set a modest, yet important, improvement target regarding student feedback to influence teacher practice. We are firmly of the belief that 'students as partners in learning' is important for improving achievement through enhanced lesson planning, delivery and reflection by teachers. Specifically in English, we will continue and deepen our pedagogical focus on explicitly teaching English in a scaffolded (year by year), connected (seamless two hour literacy block) and differentiated (multiple entry points) format providing for remediation, reinforcement or extension as appropriate. In Mathematics, we will continue and deepen our pedagogical focus on problem-based mathematics, focusing on the four big ideas in maths, year level pacing guides and differentiation of work with more formative assessment in favour of summative. In both English and Mathematics, over the coming four years we will aim for teachers at Mackellar Primary School to be increasingly skilled at utilising multiple sources of feedback and data to inform their instructional practice.

The structured and consistent use of student feedback will be a developing area for teachers to integrate into their classroom processes across all curriculum areas. Teachers will aim to establish authentic relationships with their students that promote genuine two-way communication in regard to student learning and progress. Mackellar Primary School will ensure student voice is actively encouraged in the classroom and daily operation of the school, and that students develop greater agency in their learning. With greater agency comes greater autonomy of their learning and self-determination as students co-construct success criteria, establish learning goals and partner with teachers in taking responsibility for achieving those goals. As agency is developed in inquiry units across subjects including Health, Science and Humanities, students will become fluent in seeking information or finding solutions to problems which require implementation of desired outcomes, and which allow students to make sense of the world on their own terms rather than it being determined by others.

With the addition by the Department of Education of Mental Health in School Leaders, the School Mental Health Fund and our transition to Disability Inclusion, our capacity to positively influence student wellbeing and inclusion will never be as great as it is in this current strategic period. Mackellar Primary School will maintain its unwavering focus on School-wide Positive Behaviour Supports (SWPBS) and Rights, Resilience and Respectful Relationships (RRRR), yet will now be able to further assist students in both tiers two and three in being included and supported to maximise their achievement. To support both agency development and student wellbeing, parents and community stakeholder involvement will be crucial. School improvement will be seen as a shared endeavour amongst all members of the school community with parent participation strongly forged through the Education and Community Engagement sub-committee of school council, parent assistance with learning in classrooms and greater parental involvement in school events and days of significance.

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Goal 1	To maximise the learning and achievement of every student in English and mathematics.
Target 1.1	By 2026, maintain or improve the percentages of Year 3 and Year 5 students in the top two achievement levels of NAPLAN reading, writing and numeracy. (NAPLAN target to be confirmed)
Target 1.2	By 2026, maintain or improve the percentage of Year 5 students achieving above benchmark growth for NAPLAN reading, writing and numeracy. (NAPLAN target to be confirmed)
Target 1.3	By 2026, reduce the percentage of students F-6 achieving below the expected level, based on teacher judgements for: <ul style="list-style-type: none">• Reading and Viewing from 20% in 2022 to 15%• Writing from 20% in 2022 to 15%• Number & Algebra from 17% in 2022 to 15%.
Target 1.4	By 2026, increase the percentage positive endorsement for the School Staff Survey (SSS) for the following factors:

	<ul style="list-style-type: none"> • Collective efficacy from 65% in 2022 to 70% • Use student feedback to improve practice from 75% in 2022 to 78%.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capability to analyse and use learning and wellbeing data.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher capability to effectively differentiate teaching and learning.
Key Improvement Strategy 1.c 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	Embed teacher capability to evaluate their impact on learning through the PLC process.
Goal 2	To improve student wellbeing outcomes.
Target 2.1	By 2026, improve the percentage positive endorsement for the School Staff Survey (SSS) in the following factors: <ul style="list-style-type: none"> • Trust in students and parents from 61% in 2022 to 65% • Parent and community involvement from 65% in 2022 to 68%.

Target 2.2	<p>By 2026, improve the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors:</p> <ul style="list-style-type: none"> • Sense of confidence from 72% in 2022 to 75% • Managing bullying from 73% in 2022 to 77%.
Target 2.3	<p>By 2026, improve the percentage positive endorsement for the Parent Opinion Survey (POS) for the following factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 76% in 2022 to 80% • General school satisfaction from 73% in 2022 to 80%.
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Enhance community engagement in student learning and wellbeing.
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Further develop and implement resilience strategies to build and strengthen positive relationships.
Goal 3	To empower students to be active and engaged learners.

Target 3.1	<p>By 2026, improve the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 54% in 2022 to 64% • Stimulated learning from 76% in 2022 to 80%.
Target 3.2	<p>Improve the percentage positive endorsement for the School Staff Survey (SSS) promote student ownership of learning factor from 79% in 2022 to 80% or greater.</p>
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Develop and implement a whole school understanding and approach to student agency in learning.</p>
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Develop and evaluate student ownership of their learning.</p>