

2026 Annual Implementation Plan

for improving student outcomes

Mackellar Primary School (5297)



Submitted for review by Simon McGlade (School Principal) on 13 November, 2025 at 02:21 PM

Endorsed by Davide Lombardi (Senior Education Improvement Leader) on 27 January, 2026 at 12:43 PM

Self-evaluation summary

FISO 2.0 outcomes	Learning			Wellbeing	
	Embedding			Excelling	
FISO 2.0 core elements	Leadership	Teaching and learning	Assessment	Engagement	Support and resources
	Excelling	Embedding	Embedding	Embedding	Embedding

Future planning for 2026	In 2026, Mackellar Primary School will continue to build on the strong foundations established through the current Strategic Plan, with a focus on embedding excellence, consistency, and sustainability across all areas of practice. The school will further strengthen its commitment to student voice, agency and leadership, ensuring that students are active partners in their learning through greater participation in PLC inquiry cycles, structured feedback processes, and co-designed learning opportunities. These initiatives will enhance student engagement and ownership while deepening teacher capacity to respond to student needs with precision and confidence. A continued emphasis on English and Mathematics achievement will remain central to the school's improvement agenda. The collaborative work between English and Mathematics Learning Specialists will be further refined to ensure explicit instruction, goal setting, and data-informed teaching are embedded in every classroom. The school will continue to consolidate recent gains in Reading and Writing, while implementing targeted strategies to extend high-achieving students and provide strong intervention support for those requiring additional assistance. These actions align closely with FISO 2.0 priorities of Learning and Wellbeing and Assessment for Learning, ensuring all students experience measurable growth and success. To sustain these achievements, the school will focus on system alignment and workforce development. This will include integrating key frameworks such as Student Maps, Disability Inclusion Profiles (DIPs), School-Wide Positive Behaviour Support (SWPBS), and Respectful Relationships (RRRR) under a cohesive instructional model. Professional learning will continue to be strategically
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	planned, with a strong emphasis on coaching, mentoring, and leadership development, particularly for graduate and early-career teachers. Strengthening community partnerships will remain a priority, ensuring that the values of respect, responsibility, and inclusion continue to underpin the school's culture and its connection with the broader community. Through these priorities, Mackellar Primary School will continue to deliver high-quality teaching, strong student outcomes, and a positive, connected learning environment that reflects its commitment to continuous improvement and excellence.
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	Key Improvement Strategies	Is this KIS selected for focus this year?
To maximise the learning and achievement of every student in English and mathematics.	Yes	By 2026, maintain or improve the percentages of Year 3 and Year 5 students in the top two proficiencies of NAPLAN reading, writing and numeracy. • Improve Year 3 Reading to 64% by 2026 • improve Year 3 Writing to 73% by 2026 • Maintain Year 3 Numeracy at 56% or > by 2026 • Maintain Year 5 Reading at 66% or > by 2026 • Improve Year 5 Writing to 71% by 2026 • Maintain Year 5 Numeracy at 59% or > by 2026	Strengthen teacher capability to analyse and use learning and wellbeing data.	Yes
		By 2025, maintain or improve the percentage of Year 5 students achieving High Relative Growth for NAPLAN reading and numeracy. • Increase high relative growth in Reading to 21% by 2025 • Maintain high relative growth in Numeracy at 27% or > by 2025	Enhance teacher capability to effectively differentiate teaching and learning.	Yes
		By 2026, reduce the percentage of students F-6 achieving below the expected level, based on teacher judgements for: • Reading and Viewing from 20% in 2022 to 15% • Writing from 20% in 2022 to 15% • Number & Algebra from 17% in 2022 to 15%.	Embed teacher capability to evaluate their impact on learning through the PLC process.	Yes

		By 2026, increase the percentage positive endorsement for the School Staff Survey (SSS) for the following factors: • Collective efficacy from 65% in 2022 to 70% • Use student feedback to improve practice from 75% in 2022 to 78%.		
To improve student wellbeing outcomes.	Yes	By 2026, improve the percentage positive endorsement for the School Staff Survey (SSS) in the following factors: • Trust in students and parents from 61% in 2022 to 65% • Parent and community involvement from 65% in 2022 to 68%.	Enhance community engagement in student learning and wellbeing.	Yes
		By 2026, improve the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: • Sense of confidence from 72% in 2022 to 75% • Managing bullying from 73% in 2022 to 77%.	Further develop and implement resilience strategies to build and strengthen positive relationships.	Yes
		By 2026, improve the percentage positive endorsement for the Parent Opinion Survey (POS) for the following factors: • Parent participation and involvement from 76% in 2022 to 80% • General school satisfaction from 73% in 2022 to 80%.		
To empower students to be active and engaged learners.	Yes	By 2026, improve the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: • Student voice and agency from 54% in 2022 to 64% • Stimulated learning from 76% in 2022 to 80%.	Develop and implement a whole school understanding and approach to student agency in learning.	Yes

		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.	Develop and evaluate student ownership of their learning.	Yes
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Define actions, evidence of change and tasks

Goal 1	To maximise the learning and achievement of every student in English and mathematics.	
KIS 1.a	Strengthen teacher capability to analyse and use learning and wellbeing data.	
Actions	Strengthen teachers' capability to interpret and use learning and wellbeing data to inform evidence-based planning, pedagogy and intervention across the school.	
Evidence of change	- PL planner indicating data literacy upskill. - Student selection processes for MTSS - Minutes from MTSS meetings. - PLC minutes regarding topic selection, teacher capacity building and impact of inquiry.	
Tasks		People responsible
- Conduct staff PL and the analysis, interpretation and use of data - Use data to inform selection of students for Multi-Tiered Student Supports across P-6 in 2026. - Select students for MTSS using Student Maps, SFOE status and disadvantage indicators. - Establish MTSS meetings fortnightly to ensure planning, accountability, moderation, impact and summative assessments. - Use student map data to inform selection of PLC inquiry topics for staff capacity building.		✓ Leadership team ✓ Literacy leader ✓ Mental health and wellbeing leader ✓ Numeracy leader ✓ PLC leaders ✓ Teacher(s)
KIS 1.b	Enhance teacher capability to effectively differentiate teaching and learning.	
Actions	Strengthen teacher expertise in planning and delivering differentiated learning, including scaffolds, adjustments and extension, to ensure equitable access and challenge for all students.	
Evidence of change	- Unit and weekly planners in Maths and English demonstrate evidence of VTLM components CFU, retrieval practise, routines and engagement norms and knowledge rich curricular materials. - Documentation regarding consultant plans, PL planner, meeting minutes and observation notes/videos etc... - Learning walk observation templates, learning specialist timetables and focus.	

	- Updates of the Teaching and Learning Plan incorporating VTLM components as above. - Data and assessments leading to student selection in MTSS and impact of intervention. - PLC inquiry documentation, PL planner and annotated moderation rubrics/ work samples.	
Tasks		People responsible
- Engage an English and Maths consultant to build capacity emphasising VTLM essentials. - Review and update curriculum documentation to include VTLM components and DE lesson plans. - Learning Specialists coach teachers on VTLM strategies and components. - Learning Walks to observe and provide feedback on PL uptake, strategies and components. - Collect assessment data on daily reviews, checks for understanding and opportunities to respond. - Ensure moderation is embedded in team planning cycles and whole school PL following established protocols.		☑ Leadership team ☑ Literacy leader ☑ PLC leaders ☑ Teacher(s)
KIS 1.c	Embed teacher capability to evaluate their impact on learning through the PLC process.	
Actions	Strengthen the PLC process to use multiple sources of evidence, including student feedback, to assess impact on learning and inform teacher growth.	
Evidence of change	- PLC inquiry cycle documentation incorporating VTLM 2.0 and Nathaniel Swain. - Learning walk feedback with a VTLM 2.0 - Student contributions to PLC inquiries (feedback) - Data sets on PLC foci assessing impact on learning.	
Tasks		People responsible
- Provide and unpack professional reading to all teachers 'Harnessing The Science of Learning' by Dr Nathaniel Swain. - Implement strategies from Swain's work including CFU, Retrieval Practice, Routines and Engagement Norms, knowledge rich curricular materials - Have two leaders attend 'Leading Instructional Excellence' at The Academy led by Dr Nathaniel Swain - Include student feedback as part of the PLC inquiry process to assess the impact of inquiries and learning. - PLC leaders observe PLC meetings in another cohort with the assistant principal for comparison of PLC leadership.		☑ All staff ☑ Assistant principal ☑ Leadership team ☑ PLC leaders

- Senior leaders, attend, observe and provide feedback and coaching to middle leaders about their role in leading a PLC.	
Goal 2	To improve student wellbeing outcomes.
KIS 2.a	Enhance community engagement in student learning and wellbeing.
Actions	Strengthen partnerships with families and community organisations to promote shared responsibility for student learning and wellbeing through consistent communication, collaboration and participation in school programs.
Evidence of change	- Accurate logging of student behaviour data, with a decline in major incidents. - Attendance rates of parent support group involvement. - Allied health timetables and evidence of impact. - PL calendar including SWPBS and PCMS. - Case management minutes from MHiPS.
Tasks	People responsible
- Provide opportunities for parental engagement in various forms throughout the year (camps, excursions, expos, art show) - Provide opportunities for parent education/support through programs such as The Fathering Project, Parenting Insights - Establish parent support group meetings and involve guest speakers (Nurses, DV workers, career counsellors etc...). - Leverage off current SWPBS success to incorporate all elements of PCMS (Modules 7&8). - Engage a social worker to support families experiencing challenges, student counselling, friendship supports and trauma informed practice. - Provide professional learning for staff by the social worker on relevant topics.	✓ Allied health ✓ Leadership team ✓ Wellbeing team
KIS 2.b	Further develop and implement resilience strategies to build and strengthen positive relationships.
Actions	Strengthen and embed resilience and relationship-building strategies through authentic partnerships with parents, carers and community organisations to ensure consistent messages, shared language and aligned approaches that support student wellbeing and learning.

Evidence of change	- PL planner demonstrating implementation of PCMS - MHiPS minutes, actions and outcomes. - MTSS framework and implementation of such through allied health timetables, teacher intervention groups and staff upskilling. - Profiles include ROSIs from an expanded number of personnel including OT, EYT and social worker. - Data from intervention groups.	
Tasks		People responsible
- Correlate alignment between SWPBS and PCMS elements and upskill staff on the differences between the two. - Extend the scope and size of the wellbeing team to include an occupational therapist, an Early Years teacher and a social worker to assist with student supports both with learning and wellbeing. - Implement a multi-tiered student support framework that identifies student needs and implements appropriate supports accordingly. - Expand MHiPS team and case management to include all allied health/intervention leaders.		✓ Allied health ✓ Disability inclusion coordinator ✓ Leadership team ✓ Mental health and wellbeing leader ✓ Wellbeing team
Goal 3	To empower students to be active and engaged learners.	
KIS 3.a	Develop and implement a whole school understanding and approach to student agency in learning.	
Actions	Further embed a whole-school approach to student agency by strengthening teacher expertise, engaging families and the community, and fostering consistent student-driven inquiry across all learning areas.	
Evidence of change	- Record of PL delivered to staff on student led inquiries. - Student inquiries show evidence of collaboration with stakeholders/ parents and /or other students. - Continued strong parental attendance at school events (Harmony Day), involvement in student inquiries and class activities (camps, excursions).	
Tasks		People responsible
- Lead the student inquiry process independently from external consultants as the final stage of our exit plan and upskilling of in-house specialists. - Maintain at least quarterly PL regarding student led inquiries hosted by Mackellar staff and led by Learning Specialist.		✓ Leadership team ✓ PLC leaders ✓ SWPBS leader/team

- Seek collaborations with stakeholders such as educational settings, community groups, parents and other stakeholders for student led inquiries. - Build on past successes of parental involvement in school events, student inquiries and class activities. - Provide opportunities for students displaying a particular strength in one or more curriculum areas to participate in our High Abilities Program.		☒ Teacher(s)
KIS 3.b	Develop and evaluate student ownership of their learning.	
Actions	Embed a whole-school approach to student goal setting to strengthen student ownership and track learning progress in English and Mathematics.	
Evidence of change	- Goal creation protocol finalised and implemented across all curriculum areas. - Learning walk feedback and coaching notes. - PLC minutes indicating goal setting as an actioned agenda item. - Employment of an EYT.	
Tasks		People responsible
- Develop a framework for goal creation, formative check-ins and summative assessment in reading, writing, oral language and mathematics. - Engage an Early Years Teacher (ES1-3) to support students in their first years of schooling with specialised supports beyond the scope of an aide. - Offer a range of supports for disadvantaged students with Tier 1 and 2 strategies (e.g. phonics, maths focus groups, social skill groups). - Attend PLC meetings for grade Prep, 1 and 2 teams and contribute to all facets of the work in line with ES 1-3 role description.		☒ Leadership team ☒ Learning specialist(s) ☒ PLC leaders ☒ Teacher(s)