

# **McKinnon Primary School 4366**

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## **School Strategic Plan 2008 -2011**



<b>Endorsement by School Principal</b>	SIGNED..... NAME...Ms Sandra Myrwoda..... DATE.....
<b>Endorsement by School Council</b>	SIGNED..... NAME...Mr Peter Saba..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
<b>Endorsement by Regional Director (or nominee)</b>	SIGNED..... NAME..... DATE.....

# School Profile

<p><b>Purpose</b></p>	<p>McKinnon Primary School's purpose is to provide the best possible education for every student in an exciting, challenging and rewarding environment and to be at the leading edge of learning through a committed staff which maintains the highest standards of knowledge, skill and care for students.</p>									
<p><b>Values</b></p>	<p>The school values the dignity and worth of each individual within a democratic and caring environment. To achieve this, our school community aims to provide and foster programs and practices that are based upon the following:</p> <p style="text-align: center;"><b><i>CARING TRUST FRIENDSHIP RESPECT SHARING</i></b></p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td data-bbox="432 718 750 1203"> <p><b>Caring</b></p> <p><b>Sharing, Understanding, Thoughtful</b></p> <ul style="list-style-type: none"> <li>• Being aware of each others needs to be safe</li> <li>• Helping others Caring for others feelings and their work</li> <li>• Comforting and listening to others</li> <li>• Showing kindness</li> </ul> </td> <td data-bbox="750 718 1068 1203"> <p><b>Trust</b></p> <p><b>Honesty, Reliable, Believing</b></p> <ul style="list-style-type: none"> <li>• Knowing you have someone to confide in</li> <li>• Feeling safe</li> <li>• Telling the truth</li> <li>• Acting responsibly</li> <li>• Looking after each other</li> </ul> </td> <td data-bbox="1068 718 1386 1203"> <p><b>Friendship</b></p> <p><b>Giving, Happiness, Fun</b></p> <ul style="list-style-type: none"> <li>• Encouraging others positively</li> <li>• Helping one another</li> <li>• Making others feel happy</li> <li>• Having fun with others</li> <li>• Enjoying the company of others</li> </ul> </td> <td data-bbox="1386 718 1704 1203"> <p><b>Respect</b></p> <p><b>Listening, Kindness, Manners</b></p> <ul style="list-style-type: none"> <li>• Caring for other's property and the environment</li> <li>• Believing in yourself and others</li> <li>• Treating everyone the way you like to be treated</li> <li>• Appreciating differences</li> <li>• Listening to each other</li> </ul> </td> <td data-bbox="1704 718 2058 1203"> <p><b>Sharing</b></p> <p><b>Fairness, Helping, Including</b></p> <ul style="list-style-type: none"> <li>• Taking turns</li> <li>• Working with others</li> <li>• Sharing ideas, thoughts and feelings</li> <li>• Happy to share</li> <li>• Asking others to join in</li> </ul> </td> </tr> </table>					<p><b>Caring</b></p> <p><b>Sharing, Understanding, Thoughtful</b></p> <ul style="list-style-type: none"> <li>• Being aware of each others needs to be safe</li> <li>• Helping others Caring for others feelings and their work</li> <li>• Comforting and listening to others</li> <li>• Showing kindness</li> </ul>	<p><b>Trust</b></p> <p><b>Honesty, Reliable, Believing</b></p> <ul style="list-style-type: none"> <li>• Knowing you have someone to confide in</li> <li>• Feeling safe</li> <li>• Telling the truth</li> <li>• Acting responsibly</li> <li>• Looking after each other</li> </ul>	<p><b>Friendship</b></p> <p><b>Giving, Happiness, Fun</b></p> <ul style="list-style-type: none"> <li>• Encouraging others positively</li> <li>• Helping one another</li> <li>• Making others feel happy</li> <li>• Having fun with others</li> <li>• Enjoying the company of others</li> </ul>	<p><b>Respect</b></p> <p><b>Listening, Kindness, Manners</b></p> <ul style="list-style-type: none"> <li>• Caring for other's property and the environment</li> <li>• Believing in yourself and others</li> <li>• Treating everyone the way you like to be treated</li> <li>• Appreciating differences</li> <li>• Listening to each other</li> </ul>	<p><b>Sharing</b></p> <p><b>Fairness, Helping, Including</b></p> <ul style="list-style-type: none"> <li>• Taking turns</li> <li>• Working with others</li> <li>• Sharing ideas, thoughts and feelings</li> <li>• Happy to share</li> <li>• Asking others to join in</li> </ul>
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<b>Environmental Context</b>	<p>McKinnon Primary School is set amongst both old and new homes with an ever-increasing population of young families returning to the area.</p> <p>Students come from families who are both progressive and committed to ensuring their children receive the best education available. The school community has a background of cultural and religious diversity from various parts of the world – England, Russia, China, Greece, Ukraine, Italy, Sweden, Israel and Japan.</p> <p>The school has experienced a steady growth in enrolments which, at this time, stands at around 660 students. Historically there has been a predominance of boys at McKinnon and currently boys represent approximately 54% of the school population.</p> <p>The school population consists of approximately 16% of students from families in receipt of Educational Maintenance Allowance and 19% from language backgrounds other than English (LOTE). McKinnon Primary School receives no additional funding for Special Learning Needs.</p> <p>The school’s modern and refurbished buildings provide flexible learning areas based around a central area in which a wide variety of activities can take place simultaneously.</p>
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# Strategic Intent

	Goals	Targets	Key Improvement Strategies
<p><b>Student Learning</b></p>	<ul style="list-style-type: none"> <li>• <b>To improve students ability to use a range of subject-specific knowledge, concepts and skills in order to develop a deeper understanding of transdisciplinary themes</b></li> <li>• <b>Improve student outcomes in writing and spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increase the <i>Stimulating Learning Environment</i> score and the <i>Learning Confidence</i> score to &gt;4 by 2011</li> <li>• By 2011, 90% of deemed capable students will be rated A,B or C in Spelling and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen explicit teaching in order to attain more purposeful learning</li> <li>• Improve curriculum planning through the implementation of the Primary Years Program, ensuring alignment with the V.E.L.S</li> <li>• Establish a collective accountability for assessment and monitoring of all individual students, cohorts of students and the whole school</li> <li>• Strengthening specialised programs to support students identified with specific educational needs</li> </ul>

	Goals	Targets	Key Improvement Strategies
<b>Student Engagement and Wellbeing</b>	<ul style="list-style-type: none"> <li>To strengthen student's personalised, intellectual and social engagement in learning</li> </ul>	<ul style="list-style-type: none"> <li>Increase the mean score in <i>Student Relationships</i> variable in the <i>Attitude to School</i> survey to 4.25 or more by 2011</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen a culture of high expectations for all members of the school community</li> <li>Implement the P.Y.P Learner Profile to develop student skills in inquiring, communicating, caring and being reflective</li> <li>Introduce the Digital Excellence Program to further engage students in all areas of the curriculum</li> </ul>

	Goals	Targets	Key Improvement Strategies
<b>Student Pathways and Transitions</b>	<ul style="list-style-type: none"> <li>To improve each student's pathway through the school from Prep to Year 6 with a focus on personal learning</li> </ul>	<ul style="list-style-type: none"> <li>To ensure continuous effective learning and a sense of wellbeing as students' progress from year to year</li> <li>At least 80% of students will be achieving the expected standard or better in the Personal Learning Domain of the VELs</li> <li>A target of at least 6.0 on the 7 point scale for Transition in the Parent Opinion Survey</li> </ul>	<p><b>In addition to the key strategies suggested for Student Learning:-</b></p> <ul style="list-style-type: none"> <li>Ensure that the <i>Personal Learning</i> domain of the VELs is developed and strengthened in curriculum planning, particularly across Years 4-6</li> <li>Optimise opportunities for parents to connect with their children's school programs and activities</li> </ul>

## SCHOOL STRATEGIC PLANNER 2008 - 2011: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	VELS	Actions	Achievement Milestones (Changes in practice and behaviours)
<b>Student Learning</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Investigate an inquiry approach to learning with a particular focus on the Primary Years Program</li> <li>▪ Continue to implement the D.I.P.L program to support writing and spelling development</li> <li>▪ Extend the literacy intervention program to two Reading Recovery teacher and withdrawal support groups for students with specific needs at all levels of the school</li> <li>▪ Establish a coaching and mentoring program in teaching and learning</li> <li>▪ Collecting data and considering research on most effective school structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teachers having an explicit understanding and articulation of effective teaching and learning strategies in writing and spelling</li> <li>▪ A sequential uniform program and approach to writing and spelling from Prep to Year 6</li> <li>▪ For teachers to have a comprehensive understanding of inquiry learning</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Extensive Professional Development to ensure a deep understanding of inquiry learning</li> <li>▪ Work collaboratively in teams to develop one transdisciplinary Unit of Inquiry at each level</li> <li>▪ Continue to monitor and support all students Particularly those with specific educational needs</li> <li>▪ Continue the coaching and mentoring program in teaching and learning</li> <li>▪ Implement a school structure of single grade levels</li> <li>▪ Ensure the school structure provides for team planning in a collaborative manner with the support of the P.Y.P co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teachers having an explicit understanding and articulation of effective teaching and learning strategies in writing and spelling</li> <li>▪ A sequential uniform program and approach to writing and spelling from Prep to Year 6</li> <li>▪ For teachers and students to have a comprehensive understanding of inquiry learning practices</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue extensive Professional Development to ensure a deep understanding of inquiry learning</li> <li>▪ Continue to work collaboratively in teams to develop one transdisciplinary Unit of Inquiry at each level</li> <li>▪ Continue to monitor and support all students Particularly those with specific educational needs</li> <li>▪ Continue the coaching and mentoring program in teaching and learning</li> <li>▪ Continue to ensure the school structure provides for team planning in a collaborative manner with the support of the P.Y.P co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teachers having an explicit understanding and articulation of effective teaching and learning strategies in writing and spelling</li> <li>▪ A sequential uniform program and approach to writing and spelling from Prep to Year 6</li> <li>▪ For teachers and students to have a comprehensive understanding of inquiry learning</li> <li>▪ A sequential inquiry program implemented across the school including all domains of the V.E.L.S</li> <li>▪ For reflection to be an embedded practice for all students and teachers</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Continue extensive Professional Development to ensure a deep understanding of inquiry learning</li> <li>▪ Continue to work collaboratively in teams to develop one transdisciplinary Unit of Inquiry at each level</li> <li>▪ Seek accreditation through the I.B.O</li> <li>▪ Reflect on all Units of Inquiry and revisit with new understandings</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teachers having an explicit understanding and articulation of effective teaching and learning strategies in writing and spelling</li> <li>▪ A sequential uniform program and approach to writing and spelling from Prep to Year 6</li> <li>▪ For teachers and students to have a comprehensive understanding of inquiry learning</li> </ul>



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<b>Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)</b>	<b>VELS</b>	<b>Actions</b>	<b>Achievement Milestones (Changes in practice and behaviours)</b>
<b>Student Engagement and Wellbeing</b>	Year 1	<ul style="list-style-type: none"> <li>Collaboratively develop and publish a whole school scope and sequence of behaviours and personal learning skills expected at each level</li> <li>For teachers to research and discuss the characteristics of good learners</li> <li>To implement the Digital Excellence Program across the school through a team teaching approach enhancing both student and teacher competencies in I.C.T</li> </ul>	<ul style="list-style-type: none"> <li>The school leadership team articulates and models the belief that all students can and will achieve</li> <li>The school leadership team articulates and models the characteristics of good learners</li> <li>Student engagement is increased through the explicit teaching of I.C.T through the Digital Excellence Program</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Embed a culture of high expectation through implementing the whole school scope and sequence of behaviours and personal learning skills expected at each level</li> <li>Introduce the P.Y.P learner profile</li> <li>To continue to implement the Digital Excellence Program across the school through a team teaching approach enhancing both student and teacher competencies in I.C.T</li> </ul>	<ul style="list-style-type: none"> <li>The school has an articulated culture that all students can and will achieve</li> <li>The school articulates the characteristics of a good learner</li> <li>Aspects of the Digital Excellence Program are embedded, where relevant to the curriculum</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Embed, assess and report on high expectation through implementing the whole school scope and sequence of behaviours and personal learning skills expected at each level</li> <li>Introduce the P.Y.P learner profile and incorporate the profile into teaching and learning practices</li> <li>To continue to implement the Digital Excellence Program across the school through a team teaching approach enhancing both student and teacher competencies in I.C.T</li> <li>Showcase student learning through class, school and community celebrations</li> </ul>	<ul style="list-style-type: none"> <li>The school has an embedded culture of high expectations</li> <li>The Learner Profile is embedded in all teaching and learning practices</li> <li>Aspects of the Digital Excellence Program continue to be embedded, where relevant to the curriculum</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Embed, assess and report on high expectation through implementing the whole school scope and sequence of behaviours and personal learning skills expected at each level</li> <li>Introduce the P.Y.P learner profile and incorporate the profile into teaching and learning practices</li> <li>To continue to implement the Digital Excellence Program across the school through a team teaching approach</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on and revise the practices</li> <li>All programs are reflected upon to see to what extent the Learner Profile is effective</li> <li>Aspects of the Digital Excellence Program continue to be embedded, where relevant to the curriculum</li> </ul>

		enhancing both student and teacher competencies in I.C.T ▪ Showcase student learning through class, school and community celebrations	
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Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	VELS	Actions	Achievement Milestones (Changes in practice and behaviours)
<b>Student Pathways and Transitions</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop agreed “handover” protocols to support the transition of students from one year level to the next, including sharing of information and reports [better use of data].</li> <li>▪ Consider the use of digital portfolios to assist in tracking students’ progress.</li> <li>▪ Continue the very successful Term 4 whole school transition program</li> <li>▪ Transition co-ordinators to contact kindergartens and secondary schools to gain an understanding of the cohort coming into the school and moving on to secondary</li> <li>▪ Develop a survey to gather background information on 2009 Prep children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students begin the school year confident and engaged in their learning</li> <li>▪ Teachers have a comprehensive understanding of where each child in their grade is performing at</li> <li>▪ Students with specific educational needs are monitored and catered for</li> <li>▪ Year 7 students begin their secondary schooling confidently</li> <li>▪ Prep teachers have a comprehensive understanding of the students entering the school</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Continue to implement the agreed “handover” protocols to support the transition of students from one year level to the next, including sharing of information and reports [better use of data].</li> <li>▪ Implement digital portfolios to assist in tracking students’ progress</li> <li>▪ Continue the very successful Term 4 whole school transition program</li> <li>▪ Transition co-ordinators to contact kindergartens and secondary schools to gain an understanding of the cohort coming into the school and moving on to secondary</li> <li>▪ Implement survey to gather background information on 2009 Prep children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students begin the school year confident and engaged in their learning</li> <li>▪ Teachers have a comprehensive understanding of where each child in their grade is performing at</li> <li>▪ Students with specific educational needs are monitored and catered for</li> <li>▪ Year 7 students begin their secondary schooling confidently</li> <li>▪ Prep teachers have a comprehensive understanding of the students entering the school</li> </ul>
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