

School Strategic Plan 2022-2026

McKinnon Primary School (4366)



Submitted for review by Suzanne Khatib (School Principal) on 23 June, 2023 at 10:49 AM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 28 July, 2023 at 05:30 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

McKinnon Primary School (4366)

School vision	<p>McKinnon Primary School is committed to developing internationally minded learners in a safe and nurturing environment, where students are empowered to develop 21st century skills and attitudes.</p> <p>The teaching and learning culture at McKinnon Primary School inspires learners to inquire, reflect and understand in an inclusive and safe environment.</p> <p>An ongoing partnership between home and school is established and nurtured for every child to foster their social, emotional, physical, intercultural and academic development. Each child is supported to reach their full potential.</p> <p>Students are motivated to become active life-long learners who develop respect, compassion, caring and understanding for their role as global citizens.</p>
School values	<p>McKinnon Primary School's values are core guiding principles that match the International Baccalaureate Learner Profile.</p> <p>The Learner Profile: Caring, Open-Minded, Courageous, Thinkers, Inquirers, Reflective, Knowledgeable, Principled, Communicators and Balanced.</p> <p>We also have school wide behavioural expectations which promote the following values:</p> <ul style="list-style-type: none">*Be Safe*Be Caring*Be Respectful*Be a Learner
Context challenges	<p>Once known as Ormond East Primary when it opened in 1930, McKinnon Primary School is part of the City of Glen Eira located in the south-eastern suburb of Ormond. In 2023 the enrolments profile is listed as 807 students. 311 students speak a language other than English at home. 178 of these students were born in Australia, however, speak a language other than English at home.</p> <p>The curriculum framework at McKinnon Primary School reflects the requirements of the Victorian Curriculum and the framework of the International Baccalaureate Primary Years Programme. The school gained authorisation to deliver the International Baccalaureate (IB), Primary Years Programme (PYP) in 2011 which ensures that learning is rich, engaging, concept-based and incorporates global perspectives.</p> <p>Specialist subjects include physical education, visual arts and performing arts and Chinese (Mandarin) as the language other than English (LOTE). In 2023, STEM (Science, technology, engineering and mathematics) has been successfully introduced as a new specialist area.</p>

	<p>Although student outcomes across all areas are considered high, the school is committed to:</p> <ul style="list-style-type: none"> • Improving the consistency of instructional approaches to ensure maximum growth for all students, regardless of where they sit on the learning continuum. This will be achieved with refining the practice of differentiation and advancing implementation of the evidence-based practices such as the high impact teaching strategies. • Continually striving to refine practices in numeracy to enhance student engagement ensuring learning tasks are rich, collaborative, hands on and apply to a variety of real-world applications. The school aims that all students explore and see the beauty of mathematics and develop a love and aptitude for numeracy. • maximising opportunities for student voice and agency by increasing opportunities for students to be more agentic in their learning as well as defining what this means for students, staff and families. Student agency will be increased through goal-setting, feedback so that students understand their next steps in learning. • Reengaging the community with a focus on parents and carers as partners in learning and wellbeing. Re-establishing active parent and community engagement to support improved student engagement with learning and positive wellbeing.
<p>Intent, rationale and focus</p>	<p>McKinnon PS has been identified as a high performing school and always aim to ensure maximum growth for all students across all learning areas is achieved. Our school aims to prepare all our students for their futures, academically, physically, socially, and emotionally so they can be happy, independent, and confident individuals who make positive contributions to their community.</p> <p>Our next level of work is to enhance consistent school wide practice and processes in specific areas. A key focus will be to further embed the Professional Learning Communities (PLC) for collaborative inquiry into planning for teaching and modelling of effective practice and the use of observation and feedback.</p> <p>We will continue to regularly revisit the McKinnon Primary School Instructional Model to ensure all teacher practice aligns and incorporates the high impact teaching strategies (HITS) and is applied across different curriculum areas.</p> <p>We seek to create greater opportunities for student voice and agency which are embedded in teaching and learning and life at school. This will include the development of a shared, consistent and publicised definition of student agency.</p> <p>Throughout the School Strategic Plan, we will implement and monitor the improvement of the following strategies:</p> <ul style="list-style-type: none"> * Enhance the capability of all teachers to consistently deliver the school's instructional model * Further develop teacher capability to inform differentiated teaching and learning practices * Embed the Professional Learning Communities (PLC) initiative across the school. * Define and develop an agreed whole school approach to support student voice and agency in learning. * Develop teacher capability to support voice and agency. * Strengthen staff capability to understand and support student health and wellbeing needs * Embed the Professional Learning Communities (PLC) initiative across the school.

School Strategic Plan - 2022-2026

McKinnon Primary School (4366)

Goal 1	To maximise the learning growth of every student.
Target 1.1	By 2026, the percentage of Year 5 students achieving above benchmark growth in NAPLAN will increase in: <ul style="list-style-type: none">• Writing from 29% (2021) to 33%
Target 1.2	By 2026, the percentage of Year 5 students achieving below benchmark growth in NAPLAN will decrease in: <ul style="list-style-type: none">• Reading from 21% (2021) to 15%• Writing from 17% (2021) to 10%• Spelling from 25% (2021) to 15%
Target 1.3	By 2026, the percentage of Year 1 to 6 students making above expected growth against the Victorian Curriculum (Semester 2 2021 to Semester 2 2022) will increase in: <ul style="list-style-type: none">• Reading and Viewing from 15% to 19%• Writing from 12% to 20%• Number and Algebra from 26% to 30%
Target 1.4	By 2026, the percentage of staff reporting positive endorsement on the School Staff Survey (SSS) will increase in the following factors:

	<ul style="list-style-type: none"> • Academic emphasis (School climate) from 66% (2022) to 72% • Understand how to analyse data (Teaching and Learning: Evaluation) from 64% (2022) to 72%
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	Enhance the capability of all teachers to consistently deliver the school's instructional model
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop teacher capability to inform differentiated teaching and learning practices
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 the Professional Learning Communities (PLC) initiative across the school.
Goal 2	To improve student voice and agency in learning.
Target 2.1	By 2026, the percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) will increase in the following factors: <ul style="list-style-type: none"> • Student voice and agency from 54% (2022) to 65% • Motivation and interest from 71% (2022) to 80% • Self-regulation and goal setting from 76% (2022) to 84%.

Target 2.2	<p>By 2026, the percentage of staff reporting positive endorsement on the SSS teaching and learning module (evaluation) will increase in the following factor:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 73% in (2022) to 85%
<p>Key Improvement Strategy 2.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</p>	Define and develop an agreed whole school approach to support student voice and agency in learning.
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Develop teacher capability to support voice and agency.
Goal 3	To improve the health and wellbeing of all students.
Target 3.1	<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement on the AtoSS will increase in the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 63% (2022) to 70% • Sense of confidence from 70% (2022) to 78%
Key Improvement Strategy 3.a	Strengthen staff capability to understand and support student health and wellbeing needs

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and enhance response to intervention approaches, curriculum and supports.</p>