

Mackenzie State Primary School Annual Implementation Plan 2022

School Improvement Priorities 2022

| Vision Mission & Values | Explicit Improvement Agenda |
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| <p>Vision: Collective Efficacy. It takes a community to educate a child.</p> <p>Mission: Making thinking visible for deeper learning</p> <p>Core Value: Inclusive Mindset</p> | <p>Improve Student Achievement in English</p> <p>By the end of 2022 we will improve student achievement in reading and writing across the curriculum through consistent pedagogical practices. 96% of students achieving a C or above and 65% of students achieving a B or above in English. To promote a community of well-being through consistent school-wide practices.</p> |

Strategy 1. Continue to Extend Collective Efficacy Across Small School Cluster

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|-----------------|------------------------------|
| Maintain Executive Coach role as part of school's Leadership Team & Small School Cluster | Dec 2022 | Dec 2022 | Principal |
| Embed professional learning based around planning and implementation of the Australian Curriculum across Small School Cluster | Planning & moderation embedded | Throughout 2022 | Executive Coach Principal |
| Increase teacher capability across the Small School Cluster in strategies to ensure student success in Australian Curriculum reading and writing using the work of Cameron & Dempsey, Seven Steps, Writer's Toolkit, CAFÉ, Daily Five & Bump it Up Walls | 96% students achieving C 65% achieving a B | Throughout 2022 | Executive Coach Principal |
| Increase teacher capability across the Small School Cluster in use of data sets Early Start, the Literacy Continuum and OneSchool records as tools to critically identify areas of need for individual students and develop meaningful plans, that are documented, to ensure success for all students | 100% engagement in all Year levels | Throughout 2022 | Executive Coach Principal |
| Regular Small School Cluster leadership team meetings | Coaching & Mentoring | Once a Term | Executive Coach Principal |

Strategy 2: Developing Teacher Capability through Data Literacy & Embedding Key Pedagogical Practices

| Actions | Targets | Timelines | Responsible Officer/s |
|---|------------------------------|-----------|---|
| Develop leadership team roles and responsibilities and grow middle leadership capability | Leadership Team developed | Ongoing | Student Engagement Coach Digital Pedagogies Coach PBL Coach Principal Executive Coach |
| Develop teacher capability to critically analyse and triangulate current school data sets through planning processes and professional development | 100% Teacher engagement | Ongoing | |
| Develop the role of a Speech Language Pathologist to provide coaching and mentoring for staff to effectively support the school's Reading, Writing and Spelling Framework and Phonemic Awareness | 100% Teacher Engagement | Ongoing | |
| Make clear links to Case Management processes, marker students and student goal setting to provide differentiated practices to keep students engaged and successful | 100% Teacher Engagement | Ongoing | |
| Consistent utilisation of support staff to ensure the success of all students in key Literacy Blocks across the early years | 100% Teacher Aide Engagement | Ongoing | |
| Refine Student Services processes to establish a whole school vision for inclusion to ensure line of sight between data collected and appropriate provision of support, extension, PBL processes and well-being | 100% Teacher engagement | Ongoing | |
| Utilise the Metro Behaviour Team to assist in the analysis of school trends, identify problems of practice and provide individual teacher feedback in use of essential skills | 100% Staff engagement | Ongoing | |

Endorsement This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P and C President



Assistant Regional Director