

Mackenzie State School 2026 - 2029 SCHOOL STRATEGIC PLAN

School profile

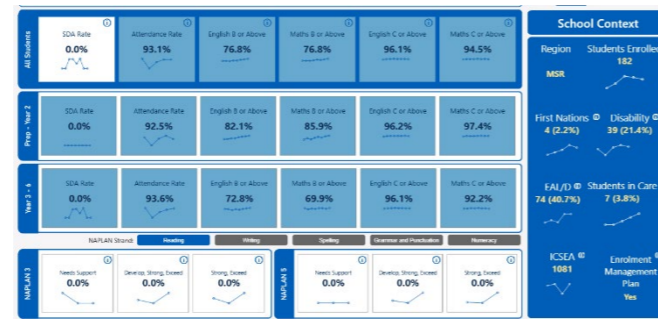
MySchool

Mackenzie State Primary School offers a unique educational opportunity for your child. We specialise in high quality teaching and curriculum delivery through understanding and responding to each child's capabilities and needs. Our school highly values integrity, honour and personal achievement. We believe that every child can succeed and we create a positive, safe and supportive environment that allows students to thrive.

Mackenzie State Primary School continues to build a reputation for delivering outstanding educational opportunities to every child in our community. Alongside our school's academic curriculum, with high expectations for each student, we offer a creative and rich extra-curricular program including instrumental music, drama, sport and physical activity, student leadership projects, French language and digital technology studies. From Prep to Year 6, students participate in many of these engaging opportunities that also offer pathways to programs at nearby Mansfield State High School and Rochedale State School.

At Mackenzie, your child's education takes place within our new, high quality primary campus that offers outstanding facilities and resources to help inspire your child's love of learning. Our team partners closely with our parents and carers, and the wider school community, including our cluster schools, specialist and support staff, and other curriculum and teaching leaders, to continuously work to ensure the best possible learning environment for your child to succeed.

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	183
Aboriginal students and Torres Strait Islander students	2.2%
Students with disability	20.8%
Index of Community Socio-Educational Advantage (ICSEA) value	1081



Motto, Vision and Expectations

Motto

Honour before Honours

Vision

A vibrant learning community where every child is valued and is inspired to succeed, so that together, we can thrive in an exciting and ever-changing future.

SOAR expectations

- being Safe and making good choices
- being On-task, ready and responsible for learning
- having an Attitude of honour by valuing and including others
- showing Respect to our classmates, teachers, staff, school, community, environment and to ourselves.



Brighter Futures: Educational achievement



Belonging and engagement



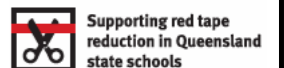
School improvement strategies

Key Improvement Strategies

- Broaden planning processes focussing on embedding the teaching of reading through the AC to promote a clear and consistent school-wide approach to reading instruction **Domain 6: Systematic curriculum delivery**
- Embed opportunities for discussions and collaborations among teaching staff focussed on evidence-informed pedagogies to support collective understanding and selection of effective pedagogies for all learning areas **Domain 8: Effective pedagogical practices**
- Prioritise professional learning opportunities for staff aligned with analysing contemporary reading data to monitor students' literacy progressions and identify next steps in teaching and learning **Domain 2: Analysis and Discussion of data**
- Systematically enact agreed collegial engagement processes and practices to ensure all teachers receive feedback to support them in the continuous development of their teaching practice **Domain 5: An expert teaching team**
- Further review roles and responsibilities of all staff aligned with the AIP priorities to clarify accountabilities for progressing the improvement agenda **Domain 1: An Explicit Improvement Agenda**

Reduction of red tape in day-to-day work, planning and processes include:

- Streamlining of whole school data plan to ensure purposeful use of data and storage points to ensure consistency of collection and use across classrooms.
- Provide and protect time for collaboration, planning and pedagogy by guaranteeing dedicated cross school collaborations for professional learning and curriculum planning, ensuring teachers have uninterrupted time together for high-impact work.
- Streamline reporting to parents/carers by requiring only behaviour and effort comments from a comment bank and a general overall comment supported by clear guidelines for each semester (e.g. Sem 1 moving forward comments) and exemplars that limit written comments to essential, high-value feedback.
- Clearly defining thresholds for Oneschool behaviour entry and what constitutes teacher-managed versus leadership-managed behaviour.
- Clearly define contact with parents with communication around business hours and response time.
- Reduce doubling up of information in planning documentation.



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Priority Focus 1: Educational Achievement Empowering through learning:

Our strategies

Reading

- Broaden planning processes focussing on embedding the teaching of reading through the Australian Curriculum to promote a clear and consistent school-wide approach to reading instruction
- Prioritise professional learning opportunities for staff aligned with analysing contemporary reading data to monitor students' literacy progressions and identify next steps in teaching and learning.
- Systematically enact agreed collegial engagement processes and practices to ensure all teachers receive feedback to support them in the continuous development of their teaching practice.

Digital learning

- Create a vision and plan for digital learning, considering allocations for digital resources and staff capability development, to enhance the use of technology in teaching and learning
- Collaboratively investigate effective pedagogies for digital learning to enhance collective capability in using technology in teaching and learning

Our success measures

Performance

- Develop a clear and consistent approach to reading instruction.
- Implement and analyse reading data to respond to student's needs.
- Review and refine collegial engagement processes ensuring teachers receive feedback around their teaching.
- Develop school scope and sequence of digital learning P – 6
- Identify and effectively use relevant technologies across learning areas

Phases	2026	2027	2028	2029
Developing				
Implementing	✓			
Embedding		✓		
Reviewing			✓	

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Developing				
Implementing	✓			
Embedding		✓		
Reviewing			✓	

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Developing		✓	✓	
Implementing				✓
Embedding				
Reviewing				

Priority Focus 2: Inclusion & Belonging Empowering through connection:

Our strategies

Inclusion

- Broaden secondary school transitions processes, including investigating potential shared programs and initiatives, to maximise opportunities for students to engage successfully in their new learning context.

Belonging

- Systematically enact agreed whole-school belonging and wellbeing initiatives to embed a shared language and consistent practices for supporting student engagement and wellbeing
- Systematically enact consistent induction processes for beginning and early career teachers to support their successful participation in and contribution to school and system priorities
- Further review roles and responsibilities of all staff aligned with the AIP priorities to clarify accountabilities for progressing the improvement agenda

Our success measures

Performance

- Initiate and develop shared programs and initiatives between local high schools and Mackenzie
- Strengthen a sense of belonging for staff, students and community
- Build emotional literacy and link strategies to the Personal and Social Capability and Health Curriculum using SWITCH4schools
- Strengthen processes for induction.
- Clarify and communicate school-based roles and responsibilities and accountabilities.

Behaviour

Leaders will:

- Be a visible presence, actively connecting with students, families and the wider community.
- Celebrate staff and student achievements, including those who exceed expectations.
- Lead inclusive events that strengthen relationships and reinforce the school's identity as a nurturing, high-performing community.
- Engage parents, carers and community partners to build shared commitment to school priorities.

Phases	2026	2027	2028	2029
Developing	✓			
Implementing		✓	✓	
Embedding				✓
Reviewing				

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Embedding			✓	
Reviewing				✓

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Embedding				✓
Reviewing				

Priority Focus 3: Engagement Empowering through agency:

Our strategies

Differentiation

- Strengthen teachers' capability in analysing, triangulating and disaggregating key student achievement data sets to support differentiation and targeted teaching and learning.
- Strengthen planning for differentiation for high-achieving students to ensure all students are appropriately engaged, challenged and extended in their learning.
- Embed opportunities for discussions and collaborations among teaching staff focussed on evidence-informed pedagogies to support collective understanding and selection of effective pedagogies for all learning areas.
- Implement a process for evaluating the impact of school-funded positions, with clear measures related to staff capability and student outcomes, to ensure resource allocations achieve intended results

Our success measures

Performance

- Further refine analysis and triangulation student achievement data sets to support differentiation and targeted teaching and learning.
- Further refine planning adjustments for highly capable students to ensure engagement and challenge
- Further embed the whole school's pedagogical practices for learning across learning areas
- Develop practices that measure the impact for school funded roles

Behaviour

Leaders will:

- Maintain strategic consistency while adapting to change when needed.
- Model strong data literacy by learning alongside staff and demonstrating the impact of data-informed decisions.
- Implement and quality-assure the P-6 framework to strengthen staff capability and teaching precision.
- Align the school's data plan to priorities to ensure purposeful, impactful data collection.

Phases	2026	2027	2028	2029
Developing				
Implementing	✓	✓		
Embedding			✓	
Reviewing				✓

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<p>Behaviour</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Be visible instructional leaders, actively engaging in planning and classroom practice. • Ensure a clear line from planning to practice through consistent quality assurance. • Implement and monitor the P-6 framework to strengthen staff capability and teaching precision. • Allocate resources responsively based on identified needs. • Celebrate achievements regularly. • Strengthen pedagogical practice by clearly communicating the school's approach and providing targeted professional learning. <p>Staff will:</p> <ul style="list-style-type: none"> • Demonstrate leadership, innovation and high-quality teaching that inspires learning. • Create engaging, stimulating learning environments with high expectations and evidence-based practice. • Commit to ongoing collaborative learning, consistent expectations and reflective professional dialogue. <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate mastery through authentic application of knowledge and skills. • Think creatively and critically, expressing ideas confidently across different media. • Collaborate effectively and act on feedback. <p>Resourcing</p> <ul style="list-style-type: none"> • Access to regional Professional Development for facilitator of Digital Learning • Continued upgrading of technology • TRS days, three times a year to allow DIBELS data collection • TRS days to allow staff Setting Performance Goals meetings 		<ul style="list-style-type: none"> • Design and promote learner-engagement strategies and support staff to embed them effectively. <p>Staff will:</p> <ul style="list-style-type: none"> • Explicitly teach and model SOAR expectations. • Demonstrate calm, consistent adult behaviour and foster strong, positive relationships. • Use the Switch4Schools platform daily. • Maintain clear, effective communication with all stakeholders. • Implement accountability systems that support an inclusive and supportive learning environment. <p>Students will:</p> <ul style="list-style-type: none"> • Show pride in themselves, their class, and their school by demonstrating respect. • Take responsibility for their actions and repair harm where needed. • Show kindness and contribute positively to the school community. <p>Parents/Carers will:</p> <ul style="list-style-type: none"> • Take an active interest in their child's learning. • Be aware of and support the school's SOAR expectations. • Be a positive role model and encourage their children to display our Motto/Vision and SOAR expectations at all times. <p>Resourcing</p> <ul style="list-style-type: none"> • Provide staff with text <i>Belonging in Schools</i> Fisher at al • Dr Justin Coulson • SWITCH4schools 		<ul style="list-style-type: none"> • Regularly review data use and refine practices to drive targeted improvements. • Celebrate staff expertise and promote the sharing of effective practice across teams. <p>Staff will:</p> <ul style="list-style-type: none"> • Use assessment practices that empower students to lead their own learning. • Use meaningful data to reflect on practice, track progress and set goals. <p>Students will:</p> <ul style="list-style-type: none"> • Apply their knowledge and skills confidently in meaningful, real-world tasks. • Think creatively and critically, expressing ideas with clarity across different media. • Work collaboratively and use feedback to improve. <p>Resourcing</p> <ul style="list-style-type: none"> • 4 x TRS days for each staff member to allow for attendance at End of Term Planning and Moderation Days • 2 TRS days/semester days to allow for maths moderation (1/2 day for each juncture each semester) 	
<p>Approvals</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>					
Principal	P&C/School Council	School Supervisor – Daniel Duke	