



Mackenzie State Primary School

Strategic Plan 2022 - 2025

Vision

Mackenzie State Primary School is 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.

Values

At Mackenzie, we SOAR by:

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

School Priorities

Precision - Together we are Strong

Long-term targets/desired outcomes				
1. Staff at Mackenzie Primary School are provided differentiated professional learning opportunities to strengthen staff capability in analysis of data sets to reflect on practice and inform future teaching and learning. The whole school-school data plan provides a consistent point of truth.				
Strategies	2022	2023	2024	2025
Develop clear, measurable and achievable targets for student outcomes to measure the short-, mid- and long-term improvement and success of the EIA.	✓	✓	✓	✓
Review the whole-school data plan to include the purpose and use of data, responsible officers, and storage points to build consistency of collection and use across classrooms.		✓	✓	✓
Provide differentiated professional learning opportunities to strengthen staff capability in analysis across a range of data sets to reflect on practice and inform future teaching and learning.	✓	✓	✓	✓



**Queensland
Government**



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School Priorities

Alignment - Together we Achieve

Long-term targets/desired outcomes

1. Teachers at Mackenzie Primary School plan and implement the Australian Curriculum, with consistent expectations for unit planning across all learning areas. Student goals and feedback are aligned to achievements standards.

Strategies

	2022	2023	2024	2025
Strengthen staff understanding of the whole-school approach to pedagogy, to develop consistency of practice across classrooms.		✓	✓	✓
Embed whole-school expectations for the development of individual student goals and student feedback in alignment with visible learning practices and achievement standards.	✓	✓	✓	✓
Strengthen teacher capability in planning and implementing the Australian Curriculum, with consistent expectations for unit planning across all learning areas.	✓	✓	✓	✓

Inclusion - Together we Belong

Long-term targets/desired outcomes

1. Teachers at Mackenzie Primary School are making relevant adjustments to units and assessment tasks. Differentiation within curriculum units for support and extension is documented consistently. ISP's are reviewed regularly and targeted intervention programs are developed to support & extend students

Strategies

	2022	2023	2024	2025
Collaboratively develop a shared understanding of the whole-school vision for inclusion.		✓	✓	✓
Strengthen teacher capability in creating adjustments to curriculum units and assessment tasks to create resources that are locally relevant and engaging to student interests and needs.	✓	✓	✓	✓
Develop systematic processes for the identification, development, implementation and review of Individual Support Plans (ISP) and targeted intervention programs.	✓	✓	✓	✓
Develop consistent expectations for the planning, documentation and implementation of differentiation within curriculum units for support and extension.	✓	✓	✓	✓





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Intentional Collaboration - Together we are Learners

Long-term targets/desired outcomes				
1. A collegial engagement framework, formalised induction process and a strengthened referral process exists to support staff and student well-being, learning and behaviour at Mackenzie Primary school.				
Strategies	2022	2023	2024	2025
Strengthen staff understanding of their roles, responsibilities and accountabilities in enacting the strategies and actions in the EIA.		✓	✓	✓
Collaboratively develop a framework to document the school's practices in student and staff wellbeing.		✓	✓	✓
Provide systematic opportunities to develop staff understanding of the processes for school budgeting and resourcing.		✓	✓	✓
Collaboratively develop a long-term plan for upgrade and extension of school resources and facilities to meet the changing needs of the school community.			✓	✓
Formalise and embed processes for the induction of new staff members to build consistency of teaching and learning practices for all staff members.	✓	✓	✓	✓
Strengthen staff understanding of student referral processes and embed systematic processes for the collaborative review of individual student needs for wellbeing, learning and behaviour support.	✓	✓	✓	✓
Explore opportunities for strengthened partnerships between local schools, businesses and ECEC service providers.	✓	✓	✓	✓
Collaboratively develop a collegial engagement framework to formalise processes for collaborative capability development.		✓	✓	✓

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.


Principal


P and C / School Council


Assistant Regional Director

