

Macgregor Primary School

Belconnen



School Strategic Plan 2025-2029

Our vision, mission and values

Vision

'Linked by Learning ... Experience, Expression and Excellence', students striving to develop to their full potential, learn respect for self, for others and the environment, whilst striving in harmony to prepare for a challenging future.

Mission

We will do whatever it takes, to ensure all students achieve success in their schooling.

Values

We are Safe, Respectful, Responsible Learners.

Our improvement priorities

Priority 1: Improve student outcomes in writing

The statement below details our vision for how this priority will impact student outcomes.

- Students will see themselves as successful writers.
- Students will receive quality instruction (Explicit Instruction writing lessons) and quality feedback through common formative assessments.
- Students will have the knowledge and skills to select and use appropriate writing strategies.
- Students will benefit from Professional Learning Communities (PLCs) that are utilised as a forum to discuss student learning data and to plan for future writing goals and learning experiences.

Targets and measures

Student learning data

Target or measure	Source	Starting point
<p>SL1): Increase the percentage of Year 5 students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Writing to 67%. This target was set by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Writing in ACT Public Schools over the past two years.</p>	<p>NAPLAN data available through Leadership Dashboard</p>	<p>Baseline of 54% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Writing for the school over the past two years.</p>
<p>SL2): Increase the percentage of Year 3 students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Writing to 76%. This target was set by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Writing in ACT Public Schools over the past two years.</p>	<p>NAPLAN data available through Leadership Dashboard</p>	<p>Baseline of 61% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Writing for the school over the past two years.</p>

Target or measure	Source	Starting point
<p>SL3): Increase the percentage of Year 5 students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Grammar and Punctuation to 63%. This target was set by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Grammar and Punctuation in ACT Public Schools over the past two years.</p>	<p>NAPLAN data available through Leadership Dashboard</p>	<p>Baseline of 57% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Grammar and Punctuation for the school over the past two years.</p>
<p>SL4): Increase the percentage of Year 3 students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Grammar and Punctuation to 53%. This target was set by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Grammar and Punctuation in ACT Public Schools over the past two years.</p>	<p>NAPLAN data available through Leadership Dashboard</p>	<p>Baseline of 36% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Grammar and Punctuation for the school over the past two years.</p>

Perception data

Target or measure	Source	Starting point
<p>P1): Increase the percentage of students with strong Academic Emphasis to 88% or more. This target was set by taking the highest score for the school over the past 2 years. <i>The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and the belief by teachers that every student can be a success.</i></p>	Annual Satisfaction and Climate Survey: Students	Baseline data of 86.5% was determined by averaging the percentage of students with strong Academic Emphasis over the past 2 years.
<p>P2): Increase the percentage of students who agree/strongly agree they receive feedback through conferencing with their teacher to support and improve their writing and set their learning goals.</p>	School-based student survey	Baseline to be determined Term 4 2024.
<p>P3): Increase the percentage of students who agree/strongly agree they receive feedback that helps them to improve their writing.</p>	School-based student survey (Years 3-6)	Baseline to be determined Term 4 2024.
<p>P4): Increase the percentage of teachers who agree/strongly agree they feel confident teaching writing using practices that improve student outcomes.</p>	School-based teacher survey (Years 3-6)	Baseline to be determined Term 4 2024.

School process data

Target or measure	Source	Starting point
Increase average self-evaluation from 'Emerging' to 'Evolving' in Data used to focus and drive collaborative improvement and evaluate impact on learning.	PLC Maturity Matrix	Self-evaluation against the PLC Maturity Matrix in 2024 indicates an average assessment at the 'Emerging' phase across all Professional Learning Communities

Our key improvement strategies

Strategy 1: Establish a coherent vision for teaching and learning ‘Literacy at Macgregor’ (writing focus).

Strategy 2: Develop teacher capability to deliver high impact writing lessons.

Endorsement

This Strategic Plan has been endorsed electronically by our Principal, Executive Education Leader and Board Chair.

Principal

Name: Chris Shaddock

Date: 03/12/2024

Executive Education Leader

Name: Sam Seton

Date: 05/12/2024

Board Chair

Name: Duncan Beard

Date: 03/12/2024