

Margaret Hendry School

North/Gungahlin



School Strategic Plan 2026-2029

Our vision, mission and values

Vision

Margaret Hendry School is a community of empowered learners who are inspired to become the innovators of the future.

Mission

To provide excellent, fair, and equitable learning opportunities where every child and young person receives an excellent education, supported by highly skilled professionals.

Values

At Margaret Hendry School, our school Pillars for Learning underpin all ways of being, doing and knowing. In essence, these pillars are our school values that guide and support all stakeholders of our school community. Our Pillars are Love, Connect, Collaborate and Grow.

Our improvement priorities

Priority 1: Improve children's outcomes in reading

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

- Children will see themselves as successful readers.
- Children will benefit from teachers' understanding of evidence-based reading instruction and from the delivery of explicit and sequential reading instruction.
- Children will receive quality instruction (PreLit, UFLi, Reading Fluency, Spelling Mastery lessons) and quality, targeted feedback through common formative assessments (Dibels progress monitoring).
- Children will have the knowledge and skills to select and use appropriate reading strategies.
- Children will benefit from Professional Learning Communities (PLCs) that are utilised as a forum to discuss student learning data and to plan for future reading goals and learning experiences.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Increase the percentage of year 1 students who are fluent decoders.	Year 1 Phonics Check	In 2025, 51% of year 1 students were fluent decoders.
Increase the percentage of Year 1 to 6 students in quartiles 3 and 4 in PAT Reading. Year 1 & 2 30% in quartile 3 and 25% in quartile 4 Years 3 to 6 27% in quartile 3 and 27% in quartile 4.	Australian Council for Educational Research (ACER) PAT Reading Longitudinal Report data.	2025 Year 1 & 2 PAT Reading 26.7% in quartile 3 and 23.3% in quartile 4 2025 Years 3 to 6 PAT Reading 24.1% in quartile 3 and 24.4% in quartile 4.
Decrease the percentage of year 3 students in <i>Needs Additional Support</i> for NAPLAN Reading to 12%. This target was set by averaging the percentage of year 3 students from all ACT public schools in <i>Needs Additional Support</i> from 2023 – 2025.	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN Overview.	Baseline data of 17% was determined by averaging the percentage of students in the <i>Needs Additional Support</i> proficiency levels in NAPLAN Reading from 2023 – 2025.

Target or measure	Source	Starting point
Increase the percentage of year 5 students in <i>Exceeding</i> for NAPLAN Reading to 19%. This target was set by averaging the percentage of year 5 students from similar schools in <i>Exceeding</i> from 2023 – 2025.	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN Overview.	Baseline data of 9% was determined by averaging the percentage of students in the <i>Exceeding</i> proficiency levels in NAPLAN Reading from 2023 – 2025.

Perception data

Target or measure	Source	Starting point
Increase the percentage of students who view themselves as capable and successful readers Q1. I am a capable reader Q2. I am a successful reader	School based student survey	To be set in semester 2, 2026.
Increase the percentage of teachers who feel confident and independent in delivering high quality reading instruction, underpinned by a strong understanding of the content. Q1. How confident are you in your application and understanding of the Margaret Hendry reading processes and philosophy?	School based teacher survey	To be set in semester 2, 2026.
Increase to 81% the percentage of students with a strong response for the 'Teachers in the classroom' domain which measures students' perceptions of how effective teachers in the classroom are as school leaders, by asking students to agree with the following statements: 'Teachers represent our school values', 'Teachers are good role models of how to learn', 'Teachers support students being better learners', 'Teachers make every student feel like they belong in class', and 'Teachers create a sense that we are all learning together as a group'.	Annual Climate Survey	Baseline data of 76% was determined by averaging the percentage of students with a strong response over the past two years.

School process data

Target or measure	Source	Starting point
By the end of the plan, 100% of the agreed reading practices will be implemented in classrooms.	School based walkthrough observation records	To be determined in semester 2, 2026
Increase average staff evaluation from to excelling in "Building PLCs through a culture of collaboration for improvement".	PLC maturity matrix	Baseline data of evolving was determined in term 1, 2026.
Improve teachers explicit teaching practices.	AERO Explicit Teaching Rubric	To be determined in term 2, 2026.

Our key improvement strategies

- Strategy 1:** Build a school vision of what high quality reading instruction looks like at Margaret Hendry School.
- Strategy 2:** Build on our PLT model to deepen staff knowledge and practice in providing high quality reading instruction.

Endorsement

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

Principal

Name: Kate Flynn

Date: 22/06/2026

Executive Education Leader

Name: Stephen Gwilliam

Date: 28/07/2026

School Board

Members of School Board	• Americo Alvarenga • Jen Voysey • Brayden Hoskins • Toni Constable • Natalie Leighton • Kate Flynn
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Date: 17/06/2026