



McLaren Flat Primary School is a high performing school that improves the educational attainment and well-being of children and young people in our community. At McLaren Flat, we work to foster lifelong learning and a commitment to the values of Resilience, Responsibility, Pride, Respect and Honesty. We strive to provide an, nurturing, caring and connected environment that supports equitable access to a relevant, challenging curriculum for all students. We have a commitment to supporting students develop high level of proficiency in literacy and numeracy skills; and to develop positive attitudes towards others, themselves, the environment, and learning in a fun, fair, safe and inclusive school environment. At McLaren Flat, they are all our children and we strive to be a great place to learn.

| <p>What we want to do. How we will do it.</p>   | <p>FOCUS AREA 1: NUMERACY</p> <ol style="list-style-type: none"> Number Place Value Problem Solving | <p>FOCUS AREA 2: LITERACY</p> <ol style="list-style-type: none"> Reading Writing Spelling | <p>FOCUS AREA 3: COLLECTIVE WELLBEING</p> <ol style="list-style-type: none"> Building Belonging Learner Agency Cognitive Engagement Productive Partnerships | <p>FOCUS AREA 4: INCLUSION</p> <ol style="list-style-type: none"> Visuals & Timetables Zones of Regulation Regulation Spaces Morning Meetings Priority Learners |
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| <p>OUR PURPOSE <i>What it is that we want to do & achieve</i></p> | <p>At MFPS, everyone is a mathematician. We will implement a <i>consistent, high quality, R-6 Mathematics curriculum incorporating HITS; explicitly taught high level Mathematical vocabulary, thinking and core skills; with the support for students to develop and achieve individual numeracy goals, which will increase the number of students R-6 achieving and maintaining grade level or higher in numeracy.</i></p> | <p>At MFPS Improving reading skills is fundamental to promoting equity and excellence, and building strong learner agency, engagement and participation in the life of the school . We will have a consistent, high-quality R-6 English curriculum incorporating HITS; focus on explicit teaching and modelling of high level vocabulary, spelling, punctuation, grammar, and composition skills; and to support students in developing individual literacy goals, which will increase the number of students R-6 achieving at grade level or higher status in Literacy: Reading, Writing and Spelling.</p> | <p>MFPS is a great place to learn. We will continue to <i>maintain our local culture, practice and community connections that foster an improved sense of collective wellbeing</i> through bespoke, contextualised and relevant actions which will support belonging, agency and a positive learner identity in a fun, fair, safe, inclusive and connected school environment. Families are connected to the learning and are active, purposeful and valued participants in the learning conversation.</p> | <p>At MFPS, they are all our kids. We will implement <i>consistent, high quality and evidence based practices that support inclusion through collaboration, building learner agency and regulation in a contextualised, relevant and bespoke way which will build equity and excellence and support every student to effectively participate and engage in a fulfilling and rewarding school experience.</i></p> |
| <p>AREAS OF IMPACT <i>What our impact will look like</i></p> | <p>We will collaboratively identify what the specific criteria for success will be in each of our focus areas. We will describe what our educators will be doing and we will describe what it is our learners will be able to do, understand and know and how these things will be evident.</p> | | | |
| <p>OUR DATA STORY: <i>The evidence we will collect to track, monitor and measure our impact</i></p> | <p>We will use a range of measures to track and monitor our progress: Including student learning data – formal and informal, summative and formative assessments; and student goals. We will analyse a range of data sets including WEC, attendance, behaviour and inclusion (NCCD and OCOP) data, supported by local and external observations, walkthroughs, curriculum and pedagogy partnering, student interviews and dialogues, learning conversation notes and parent feedback.</p> | | | |
| <p>LEVERS FOR IMPACT <i>The resources and actions we will put in place to have impact.</i></p> | <p>We will strategically allocate and connect resourcing decisions (financial, human, physical and time) to achieving our agreed goals and outcomes. This includes a professional learning focus – Pupil Free Days, TEAMS+, Staff Meetings, Staff PDPs, Instructional Leadership and Walkthroughs, Curriculum Partnering, ORBIS, Portfolio networks and PLCs; as well as human resourcing – Teacher, SSO, PCW, Volunteer, Leadership and External Supports; and financial resources being directed towards defined and clear learning and wellbeing goals.</p> | | | |
| <p>REFLECT & REVIEW: <i>Our processes to monitor progress & impact</i></p> | <p>Through a rigorous process of regular data analysis; as well as collaborative reflection, discussion, audit and review; we will continually evaluate our impact, monitor improvements and adjust our key drivers to ensure we remain focussed on working towards and achieving our 4 key goals and outcomes.</p> | | | |
| <p>ESR INTEGRATION: <i>Aligning our work with key domains of the ESR Framework</i></p> | <p>We will maintain a focus on self-reviewing, monitoring and developing our whole school practices around continuous improvement using the core foundations of the ESR Framework – Expert Teaching, Conditions for Optimal Learning, Quality Leadership and Quality School Improvement Planning. This Plan links the three central domains of the ESR framework into each of our focus areas.</p> | | | |
| <p>DfE INTEGRATION: <i>Aligning our work with key domains of the Strategy for Public Education</i></p> | <p>The DfE strategy for Public Education provides another foundational layer to our work at McLaren Flat Primary School. Our work at the Flat will be led by the guiding principles of Collective Responsibility; Learning Systems; Evaluating for Impact; Tight and Flexible; and Trust and Verify. This element of our local plan will ensure we are aligned with the DfE’s areas of impact – Wellbeing, Equity and Excellence, Learner Agency and Effective Learners and utilising our shared system and people levers for impact.</p> | | | |