Macgregor Primary School 2015-2018 School Plan

Belconnen Network

Endorsement by School Principal

Name: Lana Read

Signed _Lana Read_   Date: _3/12/14_

Endorsement by School Board Chair

Name: Ben Naughton

Signed _[signature]_   Date: _3/12/14_

Endorsement by School Network Leader

Name: Anne Huard

Signed _[signature]_   Date: _3/12/14_

School Context

Macgregor Primary School is a rapidly growing school and is the community heart of the suburb. In addition to the population increase, the demographic and multi-cultural composition of the school has also changed over the past four years. The school has seen major renovations, a building upgrade and expansion; and also a sustained focus on academic growth. Now a professional learning community, all educators are committed to collaboration, a focus on learning and a focus on results. The school maintains an inclusive and values-based mission and vision, embracing and valuing difference and placing a strong emphasis on achieving success, for all students. Academic results are improving, trending upwards for the past 5 years, with high levels of growth recorded (through NAPLAN results) from years 3-5. There is still much work to be done.

Self-assessment of the school was conducted as part of the 2014 external validation process, using local and national and international assessment tools. These included the National School Improvement Tool (NSIT), the National Safe Schools Framework Tool (NSSF) and the Professional Learning Community implementation continuum and checklist. In addition, school satisfaction and school climate surveys were used to gauge levels of satisfaction from students, staff and parents.

Results from all self-assessments were pleasing, with commendations from the NSIT around the establishment of systematic, research based whole school approach to school improvement and collaboration being embedded across the school. Key recommendations included the improvement of staff capacity to differentiate the curriculum and to use data to improve practice, as well as the improvement of coaching practice.

The NSSF tool identified strengths in eight of the nine criteria, with recommendation that the school would benefit from evaluating the level of staff knowledge and skills to enhance the safety and wellbeing of students and enhance the school capacity to respond to possible situations of child maltreatment, discrimination, harassment, aggression, violence and bullying.

The school improvement plan will be reviewed at regular intervals over the next four years, during scheduled staff meetings, executive meetings and meetings of the school board and P&C.

Strategic Priority 1: Improve literacy and numeracy outcomes for all students.

Desired Outcome
- Increase the number of students achieving at high levels in literacy and numeracy.
- Decrease the number of students not reaching minimum literacy and numeracy standards.
- Increase staff capacity to plan and deliver a highly differentiated curriculum to meet student need.
- Preschool meets National Quality Standards.

Performance Measures
- The proportion of students in the top and bottom two bands of NAPLAN. (Years 3 and 5)
- The proportion of students who achieve expected growth or better in PIPS Reading and Numeracy.
- The proportion of students achieving PM Benchmarks (kindergarten – year 6)
- The proportion of students at or above proficiency using the Dibels Data System (reading).
- Preschool achieves 'meeting or exceeding' ratings in NQS.

Key Improvement Strategies
- Improve the ability of all educators to provide effective differentiation within their classrooms (first tier).
- Improve second tier intervention and enrichment strategies across the school.
- Research and implement a third tier of intervention.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance.

National Quality Standard Area covered by this priority

QA1: Education Program and Practice.

1.2: Educators and coordinators are focussed, active and reflective in designing and delivering the program for each child.

QA7: Leadership and service management.

7.1: Effective leadership promotes a positive organisational culture and builds a professional learning community.

Strategic Priority 2: Enhance the school's environment and culture to improve the safety, wellbeing and engagement of students and staff along with the engagement levels of parents.

Desired Outcome

- Increased levels of 'perceived support and safety' by students at the school.
- Increased sense of 'school identification and belonging' for all stakeholders.
- Improved 'behavioural engagement' of students.
- Further develop partnerships with parents in the education of their children.

Performance Measure

- Proportion of student satisfaction related to feeling safe at school.
- Proportion of student and parent satisfaction in relation to management of student behaviour *(School Satisfaction Survey).*
- Proportion of student and staff satisfaction pertaining to belonging and connection to school. *(School climate survey school satisfaction survey)*
- Proportion of parent satisfaction related to community partnerships being highly valued. *(School satisfaction survey)*

Key Improvement Strategies

- Use relevant data, to develop targeted programs, policies and procedures to enhance school climate.
- Further strengthen partnerships with parents and carers in the education of their children.
- Plan for staff workload and wellbeing to be a high priority.

Links to Directorate Strategic Plan

High expectations, High performance; Connecting with Families and the Community.

National Quality Standard Area covered by this priority

QA2   Children's Health and Safety

2.1   Each child's health is promoted

QA3   Physical Environment

3.1   The design and location of the premises is appropriate for the operation of a service.

3.3.1   Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

QA5   Relationships with children

5.1   Respectful and equitable relationships are developed and maintained with each child.

5.2   Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.