



# Macgregor Primary School Annual Action Plan Report 2017

## **School Context:**

Macgregor Primary School is in the final year of the 2014-2018 Strategic Plan. The two main priorities; 'Improve literacy and numeracy outcomes for all students' and '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' have been clearly articulated and on a regular basis been provided to staff and parents. The focus on literacy and numeracy has been significant with teachers undertaking a wide range of targeted professional learning. We have continued to embrace our Multicultural and Aboriginal and Torres Strait Islander communities and to build positive community and whole school partnerships.

## **Methodology:**

Executive staff from 2017 began the review process, and this was completed by the 2018 executive team. Whole school learning data is collected across the school year at different points including PIPS, BEE Spelling, PM Benchmarks, Probe, Count Me in Too, Middle Years Mental Computation, Criterion Reference Tool, and SENA. The Macgregor School Leadership team have used the data tracker to record and analyse data trends.

A notable limiting factor in the data was that only a small number of staff completed the Staff Satisfaction Survey, which may have compromised the validity of the data.

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

<b>NAPLAN</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Year 3 Reading Proportion of students in the top 2 bands</b>	<b>44.3% (31 students)</b>	<b>47.7% (31 students)</b>	<b>28.4% (17 students)</b>
<b>Year 3 Numeracy Proportion of students in the top 2 bands</b>	<b>27.9% (20 students)</b>	<b>27.7% (18 students)</b>	<b>24.2% (15 students)</b>
<b>Year 5 Reading Proportion of students in the top 2 bands</b>	<b>31.9% (14 students)</b>	<b>40% (18 students)</b>	<b>30.3% (20 student)</b>
<b>Year 5 Numeracy Proportion of students in the top 2 bands</b>	<b>25.6% (12 students)</b>	<b>15.5% (7 students)</b>	<b>19.4% (13 students)</b>

On reflection, the decline in aspects of the mean Naplan data is difficult to analyse as the goals compare different cohorts. For future Annual Action Plan it is suggested that targets focus on year 3-5 growth data to minimise the variables. It has been noted that the gaps in growth data are most significant at the top and bottom end of the curve, suggesting that a continued whole school focus on differentiation could be effective.

Increase the mean score in NAPLAN reading, years 3, from 414 (2016) to 420 (directorate target 420+/-24)

	2016	2017	% Difference
mean score	414	377.7	-8%

Increase the mean score in NAPLAN reading, years 5, from 508 (2016) to 510 (directorate target 494 +/-24)

	2016	2017	% Difference
mean score	508	490.3	-3%

Reduce the gap between a student's entry PM benchmark and the end of year grade level PM benchmark for those students participating in RTI / Minilit program by 25%

20 students across the school participated in minilit. Of these students 18 (90%) increased their PM benchmark score. The average increase was 4.7 levels for these students. At the end of 2017 the gap between PM benchmark had reduced (on average) to 7.6. Students demonstrated a reduced gap in their scores from the beginning of the year. On reflection, the early intervention strategy of resourcing the MiniLit program has had significantly positive results.

### **Professional Learning Focus**

At the beginning of the school year, all staff participated in Professional Learning related to Sheena Cameron and Louise Dempsey's 'The Writing Book' to ensure that explicit skills and knowledge were shared amongst staff, across all year levels P-6. This learning was well received and continued to be expanded upon regularly throughout the year in both Professional Learning Team (PLT) meetings and whole school staff meetings. In addition to this, writing was a major focus for the action research which was conducted by staff. Book boxes were purchased for each student to support teachers in the administration and physical resource set up and allowing students agency over their book choices and learning.

The Principal and Deputy Principal were engaged in the Belconnen Network of Schools, 'Learning Walks and Talks'. These collaborative meetings enabled school leaders to engage in professional discussions about best practices in literacy and provide feedback to teacher and Principal

colleagues. Macgregor Primary School hosted a 'Learning Walk and Talk' and had school leaders from six Belconnen schools. The teachers were congratulated on both their lesson delivery and classroom environments and were very pleased to receive feedback from school leaders in other schools.

Throughout 2017, staff have been involved in whole school and personalised professional learning, delivered by both internal and external experts. Whole school professional learning included: Positive Behaviours for Learning, Australian Curriculum, Google Apps for Education (GAFE), Staff Well-being, Data and NAPLAN interrogation, Diabetes Online, Professional Learning Communities, Reading records protocols, Restorative practices, Science Technology Engineering Arts and Maths, re(solve), Early Years Writing Project and MindUp curriculum. The senior staff (teachers in year 3-6) attended the Middle Years Mental Computation (MYMC) professional development whilst the junior staff (teachers in year P-2) participated in Count Me In Too (CMIT) professional development. Several staff also attended targeted professional learning related to Dyslexia and Significant Reading Difficulties, Count Me In Too and MiniLit. These programs and strategies are documented in teacher programs and evident in classroom practices.

Macgregor was one of six schools invited to participate in the pilot of the Early Years Literacy Project (now known as Essential Literacy Practices). This involved significant engagement with professional learning delivered by Christine Topfer for staff in years P-2. Each teacher undertook an action research focus to improving their skills and understanding in best practice literacy. This involved observation of lessons taught by experts, Learning Walk and Talks, external PL as well as extensive professional reading.

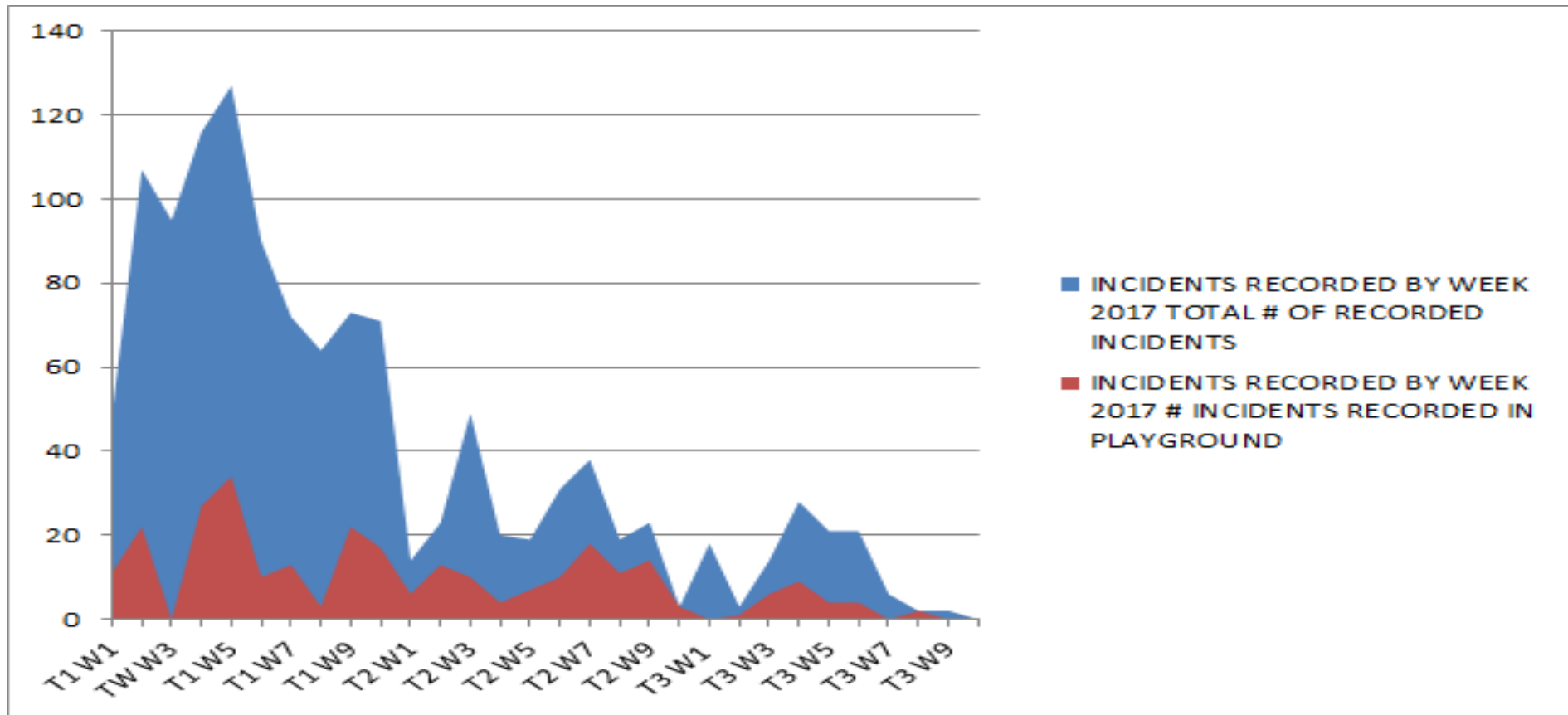
Staff and the School Leadership Team also participated in a range of Principals as Numeracy Leaders (PANL) training. The PANL program is designed to develop the capabilities of school leaders as effective numeracy leaders. It is anticipated that this work will be shared with staff and be evident in the numeracy practices in classrooms in 2018.

During whole staff meetings, Macgregor staff reviewed data collection procedures and created an agreed upon assessment schedule to outline what whole school data would be collected at each point during the year. In 2017, teachers used Lyn Sharratt's Venn Diagram to provide a visual depiction of the reading data gathered each term. Coaching, mentoring, observation and feedback documentation (15 Minute Feedback & Learning Walks and Talks) is used by staff on a regular basis. During PLT meetings, executive staff led teams through the Directorate resources, Great Teachers by Design, Great Teaching by Design and the National Schools Improvement Tool. These resources became tools for professional discussion and reflection.

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.

### Targets

Targets: By the end of 2017:



The implementation of Positive Behaviours for Learning (PBL) which is called Wellbeing at Macgregor (W@M) has been highly successful. The program was implemented collaboratively with staff and students including the staff at our after school care program and our community. The program required explicit teaching to students around expected behaviours along with building student agency such as peer mediators. The students were involved in the creation and production of a series of [video clips](#) to support the explicit lessons. The W@M team is focussed on embedding whole school practices around the implementation of PBL and authentic data collection.

Increase proportion of students who indicate they feel safe at this school by 5% *School Satisfaction Survey (SSS)*.

2016 average rating = 3.7

2017 average rating = 3.6

Student Climate Survey

	2016	2017	Difference
I feel safe at my school	31% agree, 34% strongly agree = 65% total	41% agree, 24% strongly agree = 65%	0%

Increase proportion of parents who believe student behaviour is managed well at this school by 5% and the proportion of students who believe student behaviour is managed well at this school by 5% (SSS).

2016 AR 3.9

	2016	2017	Difference
Student behaviour is well managed at this school.	36% agree, 36% strongly agree = 72%	31% agree, 29% strongly agree = 60%	-12%

Increase the proportion of parents who 'agree' or 'strongly agree' that community partnerships are valued and maintained by 5% (SSS).

	2016	2017	Difference
Community partnerships are valued and maintained.	44% agree, 38% strongly agree = 82%	51% agree, 31% strongly agree = 82%	0%

### Progress

At the time the School Satisfaction Survey was undertaken, the responding data indicated that there had been no substantial change in the perceived safety, well-being and engagement of students, staff and parents.

Throughout 2017, Macgregor staff continued to review and revise existing student welfare and management protocols within the school. Macgregor Primary School continued to implement Positive Behaviours for Learning (PBL) from term 4, 2016. PBL is a system recommended, research based framework designed to promote positive behaviours in classrooms and all other school settings. Over the course of the year, the PBL team has been established and renamed W@M – Well-being at Macgregor. One hundred percent of staff, including administration and support staff, have pledged a full commitment to this program. During staff

meetings, staff worked collaboratively to develop shared beliefs and identify clear whole school behavioural expectations in all school settings.

Over 2017, staff worked with the school board and the P&C to develop a community engagement plan. There was an increase in the number of parent workshops delivered throughout the year, by both internal and external agencies. Workshops delivered by internal staff were offered as a repeat session the following term, to increase access to all members of the community. Parent workshop topics included reading, writing, numeracy, anxiety, grief, healthy eating and protective behaviours.

To ensure the safety and wellbeing of all students Macgregor Primary School has instituted a series of highly efficient strategies for transitions. The establishment of playgroups on site at Macgregor Preschool has significantly improved the three year olds to transition to formal education in the Preschool setting. During term 4 the Preschool teachers and children have weekly sessions in the Kindergarten classrooms and this transition strategy has proved to be very positive for the children starting school the following year. Similarly the year 6 teachers work conscientiously to ensure that the year 6 students transition comfortably to their new high school setting.

Staff well-being has also been a focus area for 2017. A dedicated workload committee meet each term throughout the year. Daily mindfulness practices are a feature of each classroom, and mindfulness strategies are also incorporated into weekly meetings.

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