Macgregor Primary School

Network: Belconnen

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2020 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Further developing the social culture and learning climate of classrooms, playgrounds and shared spaces within the school

- Further development of the school's RTI processes to identify student need

- Development of a Cultural Integrity Team

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2020 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Development and implementation of targeted numeracy and writing teaching cycles to improve learning growth
- Development and implementation of whole school numeracy and writing assessments
- A standing agenda item at each School Board meeting provided for progress on the school's Action Plan was. The school's newsletter featured school improvement updates to provide families with details of the school's actions throughout the year
- Continuation of extensive mentoring and guidance for the large proportion of new educators
- All teachers engaged action learning projects linked to strategic plan outcomes

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Development of a range of enrichment, extension and talent opportunities for students
- Development of an 'in-school' mentoring program for children who identify as being Indigenous
- Development of a blended learning pedagogical approach for students in Year 6

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- Response to Intervention processes have been moulded to identify priorities and meet the point of need

Reporting against our priorities

Priority 1: *Build on the writing capabilities of all students*

Targets or measures

By the end of 2023 we will achieve:

- *Reduce the proportion of students in the bottom two bands to be less than 5% of the year 3 cohort and less than 10% of the year 5 by the last two years of the plan*
- *Increase the proportion of students in the top two bands for both year 3 and year 5 to be a mean of 36% by the last two years of the plan*
- *85% of Macgregor Primary School's year 5 student cohort will achieve at or above expected growth from year 3 to year 5 in writing (in school match) by the last two years of the plan*
- An increase of 15% of year 3 and year 5 students at or above year level expectation for writing by the last two years of the plan
- *All class teachers report clear knowledge of the school's preferred writing pedagogy, with clarity about how to support individual student growth by the last two years of the plan*
- Every teacher (100%) has a personal-professional goal to build their own capacity in an identified area of writing that aligns with the school's 'agreed practices' document

In 2020 we implemented this priority through the following strategies.

- Embed a consistent approach to writing instruction across the school
- Teachers are supported to focus on the development of their knowledge and skills to improve student learning through enrichment, extension, learning support and student-centred learning opportunities

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
NAPLAN Bottom 2 Bands Year 3	9.7%	10%	Not available			5%
NAPLAN Bottom 2 Bands Year 5	22.2%	22%	Not available			10%
NAPLAN Top 2 Bands Average Year 3 and 5	21.15%	22.5%	Not available			36%
NAPLAN Writing Growth	58%	58.7%	Not available			85%
School Based Writing Analysis Tool	No data	No data	Baseline data collected			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher Confidence Data	76%	98%	96%			100%

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School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher Personal Development Plan	Various	100%	100%			100%

What this evidence tells us

- NAPLAN point-in-time assessment that assists Macgregor Primary School to monitor and evaluate student achievement was not facilitated during 2020 due to the COVID-19 pandemic and this has interrupted our whole school and individual student data tracking
- System data alone does not provide 'real-time' or continual data analysis. NAPLAN data alone suggests the school is not tracking well to reach the five-year target. It has led us to develop another source of data as the school based writing analysis tool was cumbersome and did not provide quantitative data. A school writing progressions tracker has been developed based reflecting the 'National Literacy Learning Progression – Writing'. Student progress has been mapped for 2020 as a baseline
- Teacher confidence in using agreed pedagogy in the teaching of writing and confidence in analysing student writing skills to support student progress increased by 25% over the school year. This is a greater improvement than was seen in the previous year and is close to the confidence data result of 2019
- Due to reduced data availability in writing, a focus on the analysis of reading data using the 'Progressive Achievement Test (PAT)' has shown:
  - Significant whole school decrease (more than 50%) in the number of students below reading benchmarks
  - Whole school increase in number of students at or above benchmark (approximately 17%)
  - Reduction in number of students below benchmark in all cohorts (For example, year 2 2019 - Year 3 2020, Year 3 2019 - Year 4 2020 etc)
  - Increase in number of students at or above reading benchmark across all cohorts
  - Increase in number of students above reading benchmark in Year 3 2019-Year 4 2020 (current year 4) cohort
- Finalising the development of whole school 'Shared Beliefs and Practices of Literacy' teaching and assessment documents, reflect our joint learning and ensures that our classroom practices are grounded in evidence based practice and consistent across the school
- Our school based data also shows a significant shift in teacher confidence to analyse student writing from 28.1% (teachers could do it confidently or teach others how to analyse student writing) to 56.3%.

What implications does this evidence have for your next Action Plan?

- Use of diagnostic writing assessment tasks followed by targeted teaching to sharpen our focus on writing skills for particular sets of students
- Further focus on the differentiated approach to writing through the 'gradual release of responsibility' model (modelled, shared, guided and independent)
- Further development of a teacher coaching and feedback program
- Tracking of data sets and individual student growth using our 2020 school developed tracking tool

Our achievements for this priority

Aligning teacher capacity

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- Teachers are now using baseline measurement tools to monitor longitudinal data at all year levels to measure writing growth
- All new staff members attended professional learning in 'Early Years Literacy Practices'. This professional learning highlighted best practice strategies for the teaching of writing and the effective use of resources
- Progression writing anchor charts have been developed to assist individual students and their teachers in the development and achievement of personalised writing goals
- Further reference texts were purchased for teachers to access across the school

Partnering with families

- Reading parent information sessions were delivered to families at the commencement of 2020
- In response to the COVID-19 pandemic, remote learning lessons in reading and writing were delivered using Google classroom with a variety of explicit lessons recorded using screencastify and online literacy activities with provision of school purchased subscriptions
- A Street Library was established on the school's main street

Challenges we will address in our next Action Plan

- Building a strong and process driven leadership team
- Implementing a renewed teacher coaching and feedback program
- Macgregor Primary School will participate in the Education Directorate's phase 10 Early Years Literacy Initiative in 2021
- We have engaged in 'learning walks and talks' providing feedback to teachers with other schools in our cluster
- Supporting Macgregor Primary's evidence-based agreed literacy practices being adopted and consistently implemented by classroom teachers across the school

Priority 2: *Build on the numeracy capabilities of all students*

Targets or measures

By the end of 2023 we will achieve:

- Reduce the proportion of students in the bottom two bands to be less than 5% of the year 3 cohort and 10% of the year 5 cohort by the last two years of the plan
- *Increase the proportion of students in the top two bands to be at least 40% of the cohort by the last two years of the plan*
- *70% of Macgregor Primary School's year 5 student cohort will achieve at or above expected growth from year 3 to year 5 in numeracy (in school match) by the last two years of the plan*
- *An increase of 15% (to achieve 62%) of students at or above Stanine 5 (40th percentile) by the last two years of the plan*
- *All class teachers report clear knowledge of the school's preferred numeracy pedagogy, with clarity about how to support individual student growth by the last two years of the plan*
- *Every teacher (100%) has a personal-professional goal to build their own capacity in an identified area of numeracy*

In 2020 we implemented this priority through the following strategies:

- Embed a consistent approach to mathematical instruction across the school

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- Teachers are supported to focus on the development of their knowledge and skills to improve student learning through enrichment, extension, learning support and student-centred learning opportunities

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
NAPLAN Bottom 2 Bands Year 5	20.7%	27%	Not available			10%
NAPLAN Bottom 2 Bands Year 3	13.1%	23%	Not available			5%
NAPLAN Top 2 Bands % Year 5 and 3	21.6%	17%	Not available			40%
NAPLAN Growth	44%	52.3%	Not available			70%
PAT Stanine Data	54%	51%	54%			62%

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher Confidence Data	82%	96%	97%			100%

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher Professional Development Plan	Various	100%	100%			100%

What this evidence tells us

- NAPLAN point-in-time assessment that assists Macgregor Primary School to monitor and evaluate student achievement was not facilitated during 2020 due to the COVID-19 pandemic and has interrupted our whole school data tracking and individual student data tracking
- Teacher confidence in using agreed numeracy pedagogy increased by 16% over the school year
- A focus on student assessment data in mathematics using the 'Progressive Achievement Test (PAT)' has shown:
  - Whole school decrease in the number of students at or above benchmark
  - Decrease in number of students below benchmark from Year 3 2019 - Year 4 2020 (current year 4 cohort)
  - Decrease in number of students below benchmark from Year 5 2019- Year 6 2020 (current year 6 cohort)
  - Increase in number of students at or above benchmark in the same cohorts as above
  - All year groups have achieved above the 2019 school average excepting Year 5

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

What implications does this evidence have for our next Action Plan?

- This data shows that we need to continue our focus on Mathematics but there is a need to balance this priority against the priority of improving student achievement in writing
- Our next Action Plan will build on the achievements made this year. There will be a greater focus on the teaching of Mathematics in the junior years as the data suggests an improvement requirement for focus between years 1 and 3
- We will introduce a mathematics checkpoint assessment that assesses the Australian Curriculum mathematical skills of each child at their current year level twice a year. This will assist teachers with their programming and targeted teaching
- Development of a mathematical tracking tool based on the National Numeracy Learning Progressions to track individual student growth and analyse whole school data sets
- Implement consistent mathematics concrete materials across the school to promote mathematical fluency, reasoning, problem solving and understanding.

Our achievements for this priority

Aligning teacher capacity
- Teachers are now using baseline measurement tools to monitor longitudinal data at all year levels to measure growth
- All staff attended professional learning in January 2020 on either Count Me In Too or Middle Years Mental Computation. This professional learning highlighted collaborative strategies, games, problem solving and effective use of resources
- Further professional learning in January 2021 is planned with a well known interstate mathematics consultant, Rob Vingerhoets

Partnering with families
- Mathematics parent information sessions were delivered to families at the commencement of 2020
- In response to the COVID-19 pandemic, remote learning lessons in mathematics was delivered using Google classroom with a variety of explicit lessons recorded using screencastify and online literacy activities with provision of school purchased subscriptions

Student learning opportunities
- A STEAM specialist teachers was appointed in a release role K-6
- Macgregor Primary developed a partnership with an after school coding club
- Maths extension lessons were provided for Year 2 to Year 6 students. In addition a Girls maths extension group was established
- Macgregor Primary School was awarded a 'Girls in STEM' grant to connect with the Canberra Innovation Centre

Challenges we will address in our next Action Plan

- We are currently developing a relationship with our cluster schools to share professional learning activities on Mathematics teaching in January 2021
- We have engaged in 'learning walks and talks' providing feedback to teachers with other schools in our cluster
- Balance this priority against the priority of improving student achievement in writing
- Continue with STEAM and Maths enrichment opportunities
- Incorporate Chess lessons into the school timetable

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- Development of a whole school 'National Numeracy Learning Progressions' anchor chart and data tracker to inform personalised student goals
- Building a strong and process driven leadership team

Priority 3: *Build on the positive and safe learning culture for all students*

Targets or measures

By the end of 2023 we will achieve:

- 90% of parents, 80% of students and 90% of staff agree or strongly agree that 'Behaviour is well managed at this school' by the last two years of the plan
- *100% of staff and students understand our Positive Behaviour for Learning (PBL) systems*
- *Formal strategies for informing families regarding expected behaviours will be an area of strength in the PBL School Evaluation Tool by the last two years of the plan*
- *Every teacher (100%) has a personal-professional goal to build their own capacity in an identified area of building and maintain a positive and safe learning environment*

In 2020 we implemented this priority through the following strategies.

- Work in partnership with the school community to continue to build an inclusive, safe and positive school culture
- Connect with local schools, tertiary institutions, community organisations, volunteers and businesses to support student learning
- Build productive partnerships with parents with shared understandings of respect, integrity, collaboration and innovation

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
School Satisfaction Survey Data Staff	64%	63.2%	29.6%			90%
School Satisfaction Survey Data Parents	58%	64.5%	57.4%			90%
School Satisfaction Survey Data Students	32%	45.5%	57%			80%

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
PBL School Evaluation Tool (SET) Data (PBL systems)	96.3%	100%	100%			
Teacher Confidence Data	85%	98%	97%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
PBL SET Data (Expected Behaviours)	'Area for development'	'Area of strength'	'Area of strength'			
Teacher Personal Development Plan	Various	100%	100%			100%

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

What this evidence tells us

- During this unsettled COVID-19 pandemic year, staff and parents have indicated greater concern regarding student behaviour. However, student response to this measure has improved by 11.5% in the past year
- School staff, parental and student understanding of PBL processes, when considering student management practices, requires further alignment
- The school has stalled in making progress towards in one of its five year targets
- SET Data is showing that PBL is now fully embedded (four years of implementation) – all staff and students know the expectations. Teacher confidence in understanding Macgregor Primary School's PBL systems has increased by 10% over the year to achieve a result of just 1% difference to 2019.

What does this evidence indicate about your school's progress towards your five-year targets?

- The data reflects the importance of continuing to explicitly unpack our behaviour expectations and behaviour flowchart so processes for addressing positive and negative behaviours are visible to parents and teachers. Further education and investment is required regarding responding to negative behaviours from students with the highest needs

What implications does this evidence have for your next Action Plan?

- There is opportunity to identify, review and reflect on the ways that student behaviour is communicating need across the school. This data could be explored more deeply to determine the areas of school life where individual students require additional support
- Celebrate positive achievements and building school spirit both within the walls of the schools and across the school community
- Prioritise the analysis and response of the leadership team to information gathered through both staff and community consultation
- Finalise the school's 'Student Wellbeing Behaviour Support Framework'.

Our achievements for this priority

School Maintenance and infrastructure
- Macgregor Primary has completed significant capital works including external painting of buildings, installations of new concrete flooring in one of the large units, internal painting of the front office area and painting of the external pavement areas
- Funding was received to appraise the current condition of the school's roof and 'The Peppermint Room' was appointed to provide advice on refreshing the colour schemes of classrooms and the school's common areas
- Significant improvements to the playground has occurred with the installation of a Roplay Ball (cost shared between the school, P&C Association and OSHC), a musical garden (Macgregor was successful in 2020 to receive $20 000.00 from the federally funded 'Local Schools Community Fund'), redevelopment of the school's Astroturf field, two large sandpits, two cubbies, two wooden tee pees, a mud kitchen and landscaping of the gardens at the front entrance of the school
- New furniture was purchased and also some items gifted to the school during term 1 to support the growing student and teacher population

Positive Behaviour for Learning
- Positive Behaviour for Learning has continued to be used as a framework to support student wellbeing. Wellbeing@Macgregor (W@M) reflects a whole school systems approach where positive social expectations are consistently reinforced throughout the school community

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- A schedule of wellbeing initiatives to support remote learning activities during the COVID-19 pandemic were developed to support families and maintain connectedness with our students and wider school community

Working with our community to continue to develop a positive school culture

- We have been consistent in sharing success stories that may engage the whole school community - highlighting areas of strength in the school, successes of staff, families and students, plans for future activities or opportunities for students
- Development of a Cultural Integrity Team and creation of a 3-year plan with focus on connecting with family and community, celebrating special events, attending opportunities and cultural events, and providing curriculum activities within the school. The cultural Integrity Team has welcomed a mentor for our students who identify as Indigenous. This mentor works within the school one day per week

Supporting inclusion, equity, agency and access

- Extension, enrichment and passion activities have been offered throughout the year in STEAM, Visual Arts, Mathematics and the introduction of an after school Coding Club and Art Club. In addition, classes from P to 6 received explicit music lessons from the IMP Executive Teacher Professional Practice
- The School Leaders and Year 6 Teachers have engaged in an action research project with Associate Professor Helen Timperley as a mentor. This project has been investigating the use of a blended learning pedagogical model for students in Year 6 and students within a learning support classroom. Our accomplishments were highlighted as part of the Deputy Director General's visit (Ms Deb Efthymiades) and featured as part of a 'Win News' presentation
- Remote learning W@M expectations were developed and shared with families. The schoolworked very closely to support families during the period of remote learning including being accessible to each family as needed, delivering learning resources to home addresses and connecting with children daily
- School Board has reserved funds to purchase further Chromebooks for use across the school
- Our teachers attended targeted professional learning sessions and quickly developed skills in remote learning pedagogy using a variety of applications including Google suite (classroom, hangouts, drive, slides, docs and site), Seesaw, Screencastify, imovie and Wevideo.

Challenges we will address in our next Action Plan

Continue to build teacher capacity by;
- Completing professional learning on PBL Classroom Systems and other wellbeing interventions for Tier 2 & 3 students
- Deliver a structured induction to all new staff about wellbeing strategies including PBL
- Deliver professional learning and increase teacher understanding about trauma informed practices
- Shift to digital portfolios to provide ongoing and continuous authentic assessment tasks
- Upscale the current blended learning project to include Year 5 classrooms
- Maintain teacher capacity of using remote learning technology tools

Improve staff collaboration and communication by;
- Building a strong and process driven leadership team
- Develop a tool that will allow Macgregor Primary School to further analyse perceptions of subgroups/demographics more regularly, rather than relying on the annual satisfaction survey

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- Identify, appraise and refresh current collaborative and communication practices and tools

Improve school community perceptions regarding management of student behaviour by;
- Collate and analyse feedback from staff, parents and students regarding student management practices to provide a sharper and deeper focus in 2021
- Increase communication to staff, students and families about incident responses
- Develop a tool that will allow us to further analyse perceptions of subgroups/ demographics more regularly.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to report progress and achievements either within their QIP or in the section below.

Some of our biggest achievements in 2020 include:
- Links between the primary school and preschool continue to strengthen – with the promotion of a Preschool to Year 6 pathway for families
- Reviewing the preschool philosophy to ensure it reflects our current beliefs and practices
- Significant investment in sharing professional knowledge and practice of the indoor and outdoor learning environment to further facilitate best practice reflective of the EYLF, NQS and Education and Care Services National Law and Regulations. This goal focused on embedding the self-assessment process into the PLC model. The Educational Leader developed a process for the preschool teachers to reflect and identify preferred processes and required supportive documentation

We are continuing to:
- Embed Aboriginal and Torres Strait Islander perspectives into our teaching
- Introduce and embed staying healthy and hygiene practices into our preschool program and environment
- Attend and provide professional learning targeted at producing high quality preschool programs
- Strengthening of QA 7 – Leadership and Management of the preschool program

A copy of the QIP is available for viewing at the school.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)