



ACT
Government
Education

Macgregor Primary School

Review Report Summary, 2018

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Overview of the school review process

Approximately a quarter of all ACT public schools are reviewed each year. The reviews are an important part of how the Directorate supports and monitors school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement.

Reviews are undertaken by experienced educators trained in the use of the *National School Improvement Tool* (NSIT), a nationally recognised framework for reviewing teaching and learning practices. Each review team generally consists of two to three reviewers, however, the number of reviewers and length of review depends upon a range of factors, including the size and context of the school.

Reviewers closely consider each school's performance data and speak with a wide range of staff, students, parents and community members to get an accurate picture of the school. Following the review, the school receives a comprehensive report. The report outlines the key findings and recommended improvement strategies to maximise student outcomes. The report concludes with a set of commendations, affirmations and recommendations to assist in future planning and to support school-wide improvement planning.

The following summary contains the commendations, affirmations and recommendations from the review report.

Commendations

The commendations highlight positive actions the school has taken over its last improvement cycle. Typically these actions are either complete, or embedded in school practice.

Affirmations

The affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations

The recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school developing a sharp and narrow improvement plan.

Commendations

Macgregor Primary School is commended for the following.

- The leadership team is committed to building capability in the teaching of literacy and has ensured that teachers are able to learn from national and international specialists in the fields of writing and spelling. Teachers expressed appreciation for this professional learning and reflected on improvements in their practice as a result.
- Leaders have placed a high priority on building a professional community of learners. Professional learning teams have been established for some time in the school and this provides regular opportunities for teachers to work collaboratively in teams, share practice, and learn from each other.
- Macgregor Primary School focusses on the development of the whole-of-child. This is achieved through a commitment to, and focus on, learning and wellbeing. Parents express their gratitude for the way in which teachers care for and support their child/ren's learning.
- Support for new educators is systematic and responsive to the needs of the school and individuals. New educators expressed their appreciation for the way in which their mentors provide timely, valuable advice and encouragement.
- The strategic introduction of a playgroup for three-year-olds has been effective in supporting transitions into preschool. This program has grown over time and has been sustained as a key partnership aimed at meeting the needs of the school and the individuals involved.

Affirmations

The Review Team offers the following affirmations for Macgregor Primary School.

- Macgregor Primary School leaders are committed to developing a culture that promotes learning. Priority is given to the development of positive relationships between students and teachers in order to establish safe, inclusive and productive classrooms which are focussed on learning.
- Pedagogical practices in literacy in the early years of education are intentionally designed to engage, support and challenge all learners. Teachers use day-to-day assessment information to tailor learning to the needs of children.
- The Macgregor Primary School team is working towards the implementation of a whole- school approach to a balanced literacy program based on the gradual release of responsibility model.
- The leadership team has responded to data which indicated that levels of satisfaction in relation to how student behaviour was managed was falling. The 'Wellbeing at Macgregor program' (W@M) has been introduced. The approach is underpinned by an evidence- based model. This has resulted in the development of more consistent expectations and responses to managing behaviour. School-collected data indicate a decrease in disruptive behaviours.
- The preschool program provides rich learning opportunities through quality learning environments both indoors and outdoors.
- Open learning environments provide teachers with opportunities for flexible learning through across cohort grouping, small group instruction, independent learning and hands on experiences throughout the curriculum areas.
- There has been deliberate intent, in partnership with the PCA and Board, to improve

communication with the school community. There has also been a focus on building stronger connections with businesses and community organisations.

Recommendations

The Review Team recommends Macgregor Primary School pays attention to the following opportunities for school improvement during the next planning cycle.

- Develop an explicit school improvement plan, in close partnership with the wider school community, which identifies specific improvements in student learning and wellbeing to be achieved. These improvements should be well defined, time-bound and measurable. Build a shared ownership of this plan ensuring that teachers have a clear understanding of the changes in practice required to achieve school targets. Ensure that processes are in place to monitor the implementation of key improvement strategies and progress towards targets.
- Develop and implement a plan for the systematic collection and analysis of a range of student outcome data. Ensure that data analyses consider overall school performance as well as the performance of cohorts and identified groups for monitoring. Build the capability of staff in analysing and using data to monitor the progress of every child and to inform their teaching.
- Review the current programs and strategies that are in place to identify and address the needs of students in the school, including how resources are applied to meet these needs. Ensure that a school-wide process for identifying and responding to student learning needs includes systematic testing, effective referral processes, and targeted resourcing.
- Develop an explicit sequenced plan for curriculum delivery which reflects a shared vision for teaching and learning at Macgregor Primary School. Ensure that this plan includes whole-of-school documents (scope and sequences, year/term plans) to inform teacher planning. Ensure that the school curriculum includes a strong focus on the development of the General Capabilities at the appropriate level, and includes the cross-curriculum priorities.
- Ensure that the research-based teaching practices expected in all classrooms across the curriculum are clearly articulated. Develop a school-wide approach to strengthening practice which includes leaders spending time with teachers, modelling, coaching and providing individual feedback.