

Macgregor Primary School

Network: Belconnen

Impact Report 2023

The purpose of this document

This document flows directly from our Action Plan for 2023 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education and Set up for Success* Strategies

Macgregor Primary School's 2023 Priority 1 'Build on writing capabilities of all students' aligned with the 'enhance Systems Supporting Learning' foundation outlined in the ACT Government's Future of Education and Set up for Success Strategies.

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 2023 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 in writing

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

Student learning data

Targets or Measures	Base 2018	Year 1 2019	Year 2 2020*	Year 3 2021	Year 4 2022	Year 5 2023*															
Writing: Reduce the proportion of students in the bottom two bands to be less than 5% of the year 3 by the last two years of the plan.	NA	8.5%	NA	7.0%	9.5%																
Due to changes in NAPLAN 2023, this Target/Measure was adjusted.						<div>NAPLAN 3 - Writing</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td>25%</td><td>20</td></tr><tr><td>Developing</td><td>16%</td><td>13</td></tr><tr><td>Strong</td><td>58%</td><td>46</td></tr><tr><td>Exceeding</td><td>1%</td><td>1</td></tr></table>	Proficiency Level	%	Count	Needs additional support	25%	20	Developing	16%	13	Strong	58%	46	Exceeding	1%	1
Proficiency Level	%	Count																			
Needs additional support	25%	20																			
Developing	16%	13																			
Strong	58%	46																			
Exceeding	1%	1																			
Writing: Reduce the proportion of students in the bottom two bands to be less than 10% of the year 5 by the last two years of the plan.	NA	32.7%	NA	31.9%	30.0%	Revised measure															
Due to changes in NAPLAN 2023, this Target/Measure was adjusted.						<div>NAPLAN 5 - Writing</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td>17%</td><td>8</td></tr><tr><td>Developing</td><td>33%</td><td>16</td></tr><tr><td>Strong</td><td>48%</td><td>23</td></tr><tr><td>Exceeding</td><td>2%</td><td>1</td></tr></table>	Proficiency Level	%	Count	Needs additional support	17%	8	Developing	33%	16	Strong	48%	23	Exceeding	2%	1
Proficiency Level	%	Count																			
Needs additional support	17%	8																			
Developing	33%	16																			
Strong	48%	23																			
Exceeding	2%	1																			
Increase the proportion of students in the top two bands for year 3 to be a mean of 36% by the last two years of the plan.	NA	42.3%	NA	40.4%	31.0%																
Due to changes in NAPLAN 2023, this Target/Measure was adjusted.						<div>NAPLAN 3 - Writing</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td>25%</td><td>20</td></tr><tr><td>Developing</td><td>16%</td><td>13</td></tr><tr><td>Strong</td><td>58%</td><td>46</td></tr><tr><td>Exceeding</td><td>1%</td><td>1</td></tr></table>	Proficiency Level	%	Count	Needs additional support	25%	20	Developing	16%	13	Strong	58%	46	Exceeding	1%	1
Proficiency Level	%	Count																			
Needs additional support	25%	20																			
Developing	16%	13																			
Strong	58%	46																			
Exceeding	1%	1																			
Increase the proportion of students in the top two bands for	NA	9.6%	NA	7.2%	12.0%																

year 5 to be a mean of 36% by the last two years of the plan.								
Due to changes in NAPLAN 2023, this Target/Measure was adjusted.						NAPLAN 5 - Writing		
						Proficiency Level	%	Count
						Needs additional support	17%	8
						Developing	33%	16
						Strong	48%	23
Exceeding	2%	1						

*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID). *[Delete text if not relevant to your school]*.

Targets or Measures	Base 2018	Year 1 2019	Year 2 2020*	Year 3 2021	Year 4 2022	Year 5 2023*
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.	NA	40.0%%	NA	38.1%	NA	NA

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What this evidence tells us

The school has made progress towards the five-year targets. Changes in leadership and in system data collection procedures have made it more difficult to accurately track the trajectory of results. The school will continue to keep writing as an area for improvement in the future.

Challenges we will address in our next Action Plan

In 2024, the school will be involved in the new School Review, Student-Centred Improvement process. We will use the new evaluation tool and external review team feedback to identify new priorities for the next School Improvement Plan.

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 2023, changes in school leadership and the staff profile made it difficult to maintain a focus on this priority. *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 2018	Year 1 2019	Year 2 2020*	Year 3 2021	Year 4 2022	Year 5 2023*															
Numeracy: Reduce the proportion of students in the bottom two bands to be less than 5% of the year 3 by the last two years of the plan.	NA	23.3%	NA	23.3%	26.6%																
Due to changes in NAPLAN 2023, this Target/Measure was adjusted.						<div>NAPLAN 3 - Numeracy</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td>20%</td><td>16</td></tr><tr><td>Developing</td><td>28%</td><td>23</td></tr><tr><td>Strong</td><td>44%</td><td>36</td></tr><tr><td>Exceeding</td><td>7%</td><td>6</td></tr></table>	Proficiency Level	%	Count	Needs additional support	20%	16	Developing	28%	23	Strong	44%	36	Exceeding	7%	6
Proficiency Level	%	Count																			
Needs additional support	20%	16																			
Developing	28%	23																			
Strong	44%	36																			
Exceeding	7%	6																			
Numeracy: Reduce the proportion of students in the bottom two bands to be less than 10% of the year 5 by the last two years of the plan.	NA	27.5%	NA	17.4%	15.2%																
Due to changes in NAPLAN 2023, this Target/Measure was adjusted.						<div>NAPLAN 5 - Numeracy</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td>15%</td><td>7</td></tr><tr><td>Developing</td><td>26%</td><td>12</td></tr><tr><td>Strong</td><td>51%</td><td>24</td></tr><tr><td>Exceeding</td><td>9%</td><td>4</td></tr></table>	Proficiency Level	%	Count	Needs additional support	15%	7	Developing	26%	12	Strong	51%	24	Exceeding	9%	4
Proficiency Level	%	Count																			
Needs additional support	15%	7																			
Developing	26%	12																			
Strong	51%	24																			
Exceeding	9%	4																			
Increase the proportion of students in the top two bands to be at least 40% of the cohort by the last	NA	24.7%	NA	23.3%	20.3%																

two years of the plan for year 3.								
Due to changes in NAPLAN 2023, this Target/Measure was adjusted.						NAPLAN 3 - Numeracy		
						Proficiency Level	%	Count
						Needs additional support	20%	16
						Developing	28%	23
						Strong	44%	36
Exceeding	7%	6						
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 for year 5.	NA	11.8%	NA	20.3%	15.2%			
Due to changes in NAPLAN 2023, this Target/Measure was adjusted.						NAPLAN 5 - Numeracy		
						Proficiency Level	%	Count
						Needs additional support	15%	7
						Developing	26%	12
						Strong	51%	24
Exceeding	9%	4						

*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID). *[Delete text if not relevant to your school]*.

Targets or Measures	Base 2018	Year 1 2019	Year 2 2020*	Year 3 2021	Year 4 2022	Year 5 2023*
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.	NA	50.0%	NA	57.8%	NA	NA

*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID).

Student learning data

Targets or Measures	Base 2018	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
An increase of 15% (to achieve 62%) of students at or above Stanine 5 (40 th percentile) by the last two years of the plan.	54%	51%	54%	53%	62%	64%

School program and process data

Targets or Measures	Base 2018	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
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.	82%	96%	97%	78%	95%	NA
Every teacher (100%) has a personal-professional goal to build their own capacity in an identified area of numeracy.	Various	100%	100%	100%	100%	NA

What this evidence tells us

The evidence indicates that the school has made progress in terms of teacher practices and student outcomes. Once again, changes in leadership and in system data collection procedures have made it more difficult to accurately track the trajectory of results in some areas.

Our achievements for this priority

The school has increased teacher confidence in teaching numeracy and student outcomes in this area have also improved.

Challenges we will address in our next Action Plan

In 2024, the school will be involved in the new School Review, Student-Centred Improvement process. We will use the new evaluation tool and external review team feedback to identify new priorities for the next School Improvement Plan.

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 2023 we implemented this priority through the following strategies:

- Strengthen partnerships with the community

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.

Perception data

Targets or Measures	Base 2018	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
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80% of students agree or strongly agree that 'Behaviour is well managed at this school' by the last two years of the plan.	30.2%	45.4%	57.0%	NA*	47.6%	41.5%
90% of staff agree or strongly agree that 'Behaviour is well managed at this school' by the last two years of the plan.	63.6%	63.2%	29.6%	51.7%	71.4%	60.0%
90% of parents agree or strongly agree that 'Behaviour is well managed at this school' by the last two years of the plan.	57.6%	64.5%	57.4%	69.4%	67.9%	59.1%

*This questions was not available in 2021 Satisfaction Survey.

School program and process data

Targets or Measures	Base 2018	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
100% of staff and students understand our Positive Behaviour for Learning (PBL) systems.	96.3%	100%	100%	88%	97%	NA
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.	'Area for development'	'Area of strength'	'Area of strength'	NA	NA	NA
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.	Various	100%	100%	100%	100%	100%

What this evidence tells us

The school has made progress in the implementation of Positive Behaviours for Learning framework. Staffing challenges made it difficult to implement the program as originally intended. The process data indicates that staff and students understand the structures. The next challenge is to reduce the number of major and minor incidents and increase the perception (staff, parents, and students) that behaviour is well managed at the school.

Our achievements for this priority

Over the course of the year, the school trialled and implemented several structures. Staff used research-based strategies and reviewed data regularly to promote positive behaviours across the school.

Challenges we will address in our next Action Plan

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan (QIP). A copy of the QIP is available for viewing at the school.