

Macgregor Primary School

Network: Belconnen

Impact Report 2019

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 2019 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Developing a student focus/response to intervention program targeting wellbeing interventions
- Further developing the school's culture by identifying opportunities through staff and community feedback
- Implementing a revised school timetable structure to support students both on the playground and in classrooms

Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Providing targeted professional learning for staff in relation to preferred school-wide pedagogies and developing 'Agreed Practices Guides' for literacy and numeracy
- In school 'Learning Walks and Talks' to share and align practices
- Standardised lesson plan template identified for literacy and numeracy

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- School assembly structures and awards were revised to acknowledge each student's strengths and achievements

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 2019 we implemented this priority through the following strategies.

- Supporting teachers to continue to develop and share deep understandings of how students learn writing including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions
- Opportunities were created for teachers to work together and to learn from each other's practices
- Teachers were supported to demonstrate commitment to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning

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%				5%
NAPLAN Bottom 2 Bands Year 5	22.2%	22%				10%
NAPLAN Top 2 Bands Average Year 3 and 5	21.15%	22.5%				36%
NAPLAN Writing Growth	58%	58.7%				85%
School Based Writing Analysis Tool	No data	No data				

Perception Data

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

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%

What this evidence tells us

- 58.7% students achieving at or above expected growth is just above similar schools and ACT and NSW schools
- Teachers are providing direct instruction but may not consistently be extending students
- There continues to be variability in NAPLAN results (between cohorts) which may be an indicator of inconsistent teaching practice across the school
- System data alone suggests the school is not tracking well to reach the five-year target. It has led us to investigate other sources of data as the school based writing analysis tool was cumbersome and did not provide quantitative data
- Teacher confidence in using agreed pedagogy in the teaching of writing and confidence in analysing student writing skills to support student progress increased by 22% over the school year
- **What implications does this evidence have for your next Action Plan?**
- Use of diagnostic assessment tasks followed by targeted teaching to sharpen our focus for particular sets of students
- Tracking of student writing through teachers and students consistently using the Australian Curriculum National Literacy Learning Progressions – writing. This will strengthen our ‘Visible Learning’ agenda focusing on shared goal setting, reflection, feedback and learning intentions
- Use of disciplined dialogue questions to analyse and collate writing data
- Need to finalise ‘Agreed Practices Guide’, ‘Agreed Leadership Practices’ and ‘Agreed Style Guides’ across the school
- Further focus on the differentiated approach to writing through the ‘gradual release of responsibility’ model (modelled, shared, guided and independent)
- Tracking of data sets using a school developed tracking tool

Our achievements for this priority

- Prior to 2019, Macgregor Primary School had no teacher agreed consistent writing practices
- The 2019 school year has focused on providing targeted professional learning for staff in relation to preferred school-wide pedagogies and developing ‘Agreed Practices Guides’
- Classroom teachers participated in regular ‘whole of school’ professional learning and access to contemporary writing texts
- Embedded use of a reading data wall
- Restructuring of the school timetable to ensure that junior children have uninterrupted morning sessions for literacy (teacher release from face-to-face teaching occurs in the afternoon)
- Teachers have established ‘writing billboards’ to showcase quality writing for the school community
- In school ‘Learning Walks and Talks’ had a Christine Topfer ‘Ten Essential Literacy Instructional Practices’ approach
- The Literacy Team developed a standardised lesson plan template
- A Teacher Librarian was employed to model best practice literary teaching

- Literacy was promoted across the school community through regular newsletter items and social media postings
- 50% of teachers engaged in research projects focusing on the teaching of writing
- A reading boost project was initiated to support students to be both writers and readers resulting in substantial portions of children in a variety of cohorts improving their PM and PROBE reading benchmarks
- The school continued to purchase quality literature to support teaching and learning programs as well as being recognised as winners in every category of the Chief Ministers' Reading Challenge
- A strong and sharpened focus on PIPS growth data has been implemented to prepare for the 2020 school year

Challenges we will address in our next Action Plan

- > Guiding the school's learning culture to become consistent, sequential, systematic and strategic
- > Embedding at the beginning of the 2020 school year a strong and consistent leadership team supported by experienced and highly skilled year coordinators
- > Continuing with an early carer teacher induction and support program facilitated by an experienced member of the leadership team to ensure consistency of practice
- > Development of a range on 'in house' tools to check progress on the writing focused priority throughout the year

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 2019 we implemented this priority through the following strategies.

- Assisted teachers to continue to develop and share deep understandings of how students learn numeracy, including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions
- Opportunities were created for teachers to work together and to learn from each other's practices, including through online professional communities
- Teachers were supported to demonstrate commitment to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning

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%				10%
NAPLAN Bottom 2 Bands Year 3	13.1%	23%				5%
NAPLAN Top 2 Bands % Year 5 and 3	21.6%	17%				40%
NAPLAN Growth	44%	52.3%				70%
PAT Stanine Data	54%	51%				62%

Perception Data

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

What this evidence tells us

- Numeracy growth is below similar schools with 52.3% of students achieving at or above expected growth. This result has improved however since the 2016-2018 cohort
- There may be inconsistent teaching and assessment practices leading to a lack of targeted teaching
- Teachers may not be differentiating areas of need for different students. For example, extension of students
- System data alone suggests the school is not tracking well to reach the five-year target. It has led us to investigate other sources of data such as 'PAT Maths' and 'Middle Years Mental Computation' tools
- Teacher confidence in using agreed pedagogy in the teaching of maths and confidence in analysing student mathematical skills to support student progress increased by 14% over the school year

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

- Use of diagnostic assessment tasks followed by targeted teaching to sharpen our focus for particular sets of students
- Provide regular STEAM activities to complement and extend student learning
- Collaborative agreement regarding the use of newly purchased year level appropriate numeracy resources
- Use of disciplined dialogue questions to analyse and collate numeracy data
- Need to finalise 'Agreed Practices Guide' and 'Agreed Leadership Practices'
- Strengthening of our 'Visible Learning' agenda focusing on shared goal setting, reflection, feedback and learning intentions

Our achievements for this priority

- Principals As Numeracy Leaders (PANL) professional learning activities attended by additional members of the leadership team
- Teachers have attended whole school Middle Years Mental Computation training
- Dr Paul Swan and David Dunstan PANL resources purchased for every classroom in preparation for the 2020 school year
- Best practice numeracy lesson structure template shared with teachers
- PAT maths implemented to identify trends and student achievement
- A numeracy lens was used in our formal coaching and mentoring program
- Scope and sequences matching to the Numeracy Achievement Standards were drafted
- Mathematics teaching is timetabled across the school as one hour per day with a maths data wall established
- Numeracy 'Agreed Practices Guide' drafted
- Revised whole school timetable developed to provide calmer and focused classrooms after the first play break
- Numeracy vocabulary texts purchased for staff

- A strong and sharpened focus on PIPS growth data has been implemented in preparation for the 2020 school year
- 'Learning Walks and Talks' focused on the teaching of numeracy skills

Challenges we will address in our next Action Plan

- > Guiding the school's learning culture to become consistent, sequential, systematic and strategic
- > Embedding at the beginning of the 2020 school year a strong and consistent leadership team supported by experienced and highly skilled year coordinators
- > Continuing with an early carer teacher induction and support program facilitated by an experienced member of the leadership team to ensure consistency of practice
- > Development of a range on 'in-house' tools to check progress on the priority throughout the year
- > Identifying a specialist teacher of STEAM
- > Purchase of additional coding and STEAM resources

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 2019 we implemented this priority through the following strategies.

- Align teacher and school expectations to promote and maintain an environment reflective of high expectations that all students will learn successfully
- Continue to develop a culture that promotes learning with clear strategies to promote appropriate behaviour including agreed responses and consequences for inappropriate student behaviour
- Staff demonstrate a strong understanding of the importance of positive and caring relationships to successful learning, and continue to work to build mutually respectful relationships across the school 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.

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%				90%
School Satisfaction Survey Data Parents	58%	64.5%				90%
School Satisfaction Survey Data Students	32%	45.5%				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%				
Teacher Confidence Data	85%	98%				

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'				
Teacher Personal Development Plan	Various	100%				100%

What this evidence tells us

- While still low, there are signs of improvement for both parents and students in relation to student behaviour concerns
- All school staff and students have comprehensive understanding of PBL processes
- The school is currently making progress towards its five year target
- SET Data is showing that PBL is now fully embedded (three years of implementation) – all staff and students know the expectations. Data is being used spectacularly. Lessons are being taught in response to data analysis
- Teacher confidence in understanding Macgregor Primary School's PBL systems has increased by 13% over the year

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 flow-chart so processes for addressing positive and negative behaviours are visible to students and communicated to parents and staff
- Further education and investment is required regarding responding to negative behaviours
- Further promotion of the school's growingly positive school culture and spirit
- Prioritising of the leadership team's responsiveness to information gathered through both staff and community consultation

Our achievements for this priority

- During 2019, we analysed student incident data for both play breaks and learning sessions. This led to the implementation of a revised whole school learning timetable that accelerated our PBL approach and reduced incidents both on the playground in the classroom
- As a result of community consultation, we revised our positive recognition systems – to include assembly awards (Super W@M award, Academic Achievement award and BRICK Values award) in addition to incentives Badges and milestone certificates
- Further staff members have received PBL train the trainer professional learning and will deliver this learning for the remainder of the staff during 2020 on 'classroom systems of support'
- Five community consultation evenings provided further qualitative feedback for the school regarding community perception and suggested actions. As a result, actions relating to the maintenance of the buildings and grounds, school culture, communication and connectedness for children occurred
- The school newsletter was reformatted to an online version and social media use enhanced – a focus on multiple forms of communication to meet community need was identified
- Staff have been focusing on the development of a Student Wellbeing and Behaviour Support booklet
- A partnership with *The Smith Family* and *Lift Off* was facilitated
- W@M Wednesdays continued with explicit SEL lessons identified through analysis of incident data
- A student focus/response to intervention team was developed to match supportive interventions directly with level of need
- Teachers were provided with dedicated time to complete incident data, online training and WHS checks

- A mini Engoori process was facilitated at the commencement of the school year to assist staff to identify shared expectations
- Review of Sunsmart procedures and the uniform code was facilitated within membership of the School Board
- A term 'action plan' was developed and trialled with staff to itemise professional responsibilities and key dates for the term. This demonstrated aligned practices for our school community members

Challenges we will address in our next Action Plan

- > Guiding the school's learning culture to become consistent, sequential, systematic and strategic
- > Embedding at the beginning of the 2020 school year a strong and consistent leadership team supported by experienced and highly skilled year coordinators
- > Continuing with an early carer teacher induction and support program facilitated by an experienced member of the leadership team to ensure consistency of practices
- > Development of a range on 'in-house' tools to check progress on the priority throughout the year
- > Using a range of evidenced based community development practices to forge strong and trusting relationships with members of the school community. It will be important to maintain the momentum of 2019
- > Continue to improve and align school communication processes

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 either report against their QIP using the Directorate template or to report progress here.

Some of our biggest achievements in 2019 include:

- Links between the primary school and preschool continue to strengthen – with the promotion of a Preschool to Year 6 pathway for families
- Significant investment in sharing professional knowledge and practice of the indoor and outdoor learning environment to further facilitate best practice reflective of the Education and Care Services National Law and Regulations. This goal focused on embedding the self-assessment process into the PLC model. The team achieved this by developing a new professional learning schedule with emphasis placed on QIP goals. The Educational Leader developed a process for the preschool teachers to reflect and use the process of self-assessment to identify the processes and documents to upskill teachers
- Strengthening of QA 7 – Leadership and Management of the preschool program

We are continuing to:

- Embed Aboriginal perspectives into our teaching
- Introduce and embed sustainable practices in our preschool program and environment
- Attend and provide professional learning targeted at producing high quality preschool programs
- Enrich student learning by facilitating access to Spanish lessons complemented by the ELLA program

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