



School Improvement Unit Report

MacGregor State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at MacGregor State School from 25 to 28 July 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	McCullough Street, MacGregor
Education region:	Metropolitan Region
The school opened in:	1972
Year levels:	Prep to Year 6
Current school enrolment:	1325
Indigenous enrolments:	0.6 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1125
Year principal appointed:	2012
Number of teachers:	78 (full time equivalent)
Nearby schools:	Warrigal Road State School, Robertson State School, Sunnybank Hills State School, Sunnybank State School
Significant community partnerships:	Northshore Development and Coaching Centre, Tangalooma Eco-marines, MacGregor Out of School Hours Care (OSHC), Remar Tennis, Sunnybank Sprinters Swimming Club
Significant school programs:	Inclusive culture, academic enrichment and extension programs, English as an Additional Language or Dialect (EAL/D) programs, Performing Arts Excellence, Sports Excellence



1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's regional contact and Regional Director
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
 - Principal, three heads of school, four Heads of Curriculum (HOC), Head of Special Education Services (HOSES), Music, Health and Physical Education (HPE) and Language Other Than English (LOTE) teachers
 - Guidance officer, Support Teachers Literacy and Numeracy (STLaN), Special Education Program (SEP) teachers, enrichment program teacher, art specialist, English as an Additional Language or Dialect (EAL/D) coordinator, advisory visiting teacher, 42 classroom teachers and 28 teacher aides
 - Business Services Manager (BSM), administration officers, school's officer and cleaners
 - School chaplain
 - Parents and Citizens' Association (P&C) president, School council chair, tuckshop and uniform shop convenors and Out of School Hours Care (OSHC) director
 - Principal, local high school
 - 115 students and 45 parents

1.4 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Tracey Egan	Peer reviewer, SIU
Brad Francis	External reviewer
John Wessel	External Reviewer



2. Executive summary

2.1 Key findings

- The school promotes and maintains an engaging environment reflective of its high expectations that all students will learn successfully.

The school staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community

- There is culture of inclusion across the school with classroom teachers and school leaders working together to support the diverse range of learners who attend the school.

The school community is diverse with many students coming to the school with English as an Additional Language or Dialect (EAL/D). Students and their families are well supported by the school during their transition phase. All Students with Disability (SWD) work in classrooms alongside their age peers.

- An extensive range of programs is in place to support the learning of all students.

These include opportunities for students to engage in enrichment, extension and excellence learning programs. An enrichment teacher has been appointed in the school to plan programs that provide challenging learning experiences for students during class time. A comprehensive range of extension programs is offered enabling students to participate in a wide range of after-school learning opportunities to extend and enhance their learning. The school community highly values these learning opportunities.

- The school actively seeks and promotes effective partnerships with parents, other schools, a range of local community and business organisations to enhance student learning outcomes and wellbeing.

These partnerships are nurtured and encouraged by the school community and contribute to enhanced learning opportunities for students. They also support the positive culture and learning environment that is clearly apparent across the school. Parents speak highly of the school and there is clear evidence of pride in what the school achieves.

- Curriculum into the Classroom (C2C) units are used as a core resource to assist teachers in planning and implementing curriculum units in all learning areas relating to the Australian Curriculum (AC).

A template has been developed to guide curriculum planning in each of the learning areas. Year level teams meet for at least half a day each term to collaboratively plan curriculum units with the support of their Head of Curriculum (HOC). The HOCs undertake to quality assure alignment of curriculum units to the content descriptions and achievement standards of the AC. It is apparent that most teachers are not yet making regular reference to the AC when planning, implementing or reviewing curriculum units.

- 
- There is a pedagogical framework in place which draws from a range of approaches including the Gradual Release of Responsibility (GRR) model, Explicit Instruction (EI) and the dimensions of teaching and learning.

There is a clear expectation that 'We are learning to (WALT)', 'What I'm looking for (WILF)' and warm-ups will be used and these practices are evident in classrooms. A number of placemats have been collaboratively developed to support the implementation of the pedagogical framework locally known as The MacGregor Way. Consistent implementation of the pedagogical framework and regular referral to the placemats is not yet embedded into curriculum planning and classroom teaching practices.

- There is evidence that the school leadership team sees the development of staff members into an expert teaching team as central to improving outcomes for students.

Teachers in the school show a clear commitment to engaging in ongoing professional learning to improve their teaching practice. Watching Others Work (WOW) is a recently introduced strategy to provide teachers with opportunities to visit one another's classrooms. A collegial coaching program is being introduced to further enhance the culture of sharing of teaching and learning practices. Regular coaching and feedback opportunities are yet to be fully embedded across the school for all teachers.

- Teachers are committed to collecting, analysing and using data to inform their teaching practice.

Data conversations between school leaders and individual teachers have recently commenced. Some staff members report they seek further guidance in their use of data to inform teaching while others indicate a need to extend their data literacy skills to develop further understanding of data trends and patterns and to identify starting points for learning for their students. Time for regular, in-depth year level conversations focusing on student achievement data is yet to be fully established across the school.

- The school places a strong emphasis on quality teaching and in the creation of a culture of high expectations for student learning.

It is evident from a range of data sets that many students are achieving high quality outcomes with their learning. Students are provided with a broad range of learning experiences through the school's extension, enrichment and excellence programs. The promotion of a culture of inquiry and innovation is continuing to develop.

- All teachers work at understanding where students are in their learning including their current knowledge, learning difficulties and misunderstandings to identify starting points for teaching.

It is apparent that teachers are at different stages in their abilities to use student achievement data to determine starting points for learning and to genuinely cater for the range of students' abilities in their classroom teaching practices. Programs are in place to support low achieving students. A school-wide focus on providing for the learning needs of high achieving students within classroom programs on a daily basis is less apparent.



2.2 Key improvement strategies

- Review the school's curriculum planning processes to enhance teacher engagement with the various elements of the AC and ensure close alignment with the intent of the content descriptions and rigour of the achievement standards.
- Provide opportunities for teachers to further engage with the various elements of the school's pedagogical framework to ensure it is embedded in curriculum planning leading to consistency of teacher practice.
- Promote a culture of continuous professional improvement through regular coaching and mentoring, and observation and feedback opportunities which focus on evidenced-based teaching strategies.
- Provide time for in-depth discussions, with colleagues and members of the leadership team, to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.
- Promote a culture of inquiry and innovation throughout the school where creative exploration and independent learning are promoted and valued.
- Further support classroom teachers in planning differentiated learning experiences for high achieving students to ensure they are engaged, challenged and extended in their classroom learning.