MacGregor State School
School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

MacGregor State School acknowledges the shared lands of the Turrbal and Jagera nations and the Turrbal and Jagera people of the Yuggera language region.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	1219
Indigenous enrolments	1.3%
Students with disability	6.8%
Index of Community Socio-Educational Advantage (ICSEA) value	1113

About the review

4 reviewers from 30 April to 3 May 2024	261 participants	105 school staff
97 students	40 parents and carers	19 community members and stakeholders

Key improvement strategies

Domain 2: Analysing and discussing data
Formalise opportunities for teachers and leaders to collectively analyse data to inform teaching practice, determine their impact and identify next steps for learning.

Domain 7: Differentiating teaching and learning
Build teachers' capability in data-informed differentiated teaching and learning practices to document and provide responsive strategies that meet the learning needs of all students.

Domain 8: Implementing effective pedagogical practices
Collaboratively develop a school-wide approach to the teaching of reading to align teacher practice with Australian Curriculum (AC) expectations and evidence-informed practice highlighted in the Department of Education (DoE) Reading Commitment.

Domain 6: Leading systematic curriculum implementation
Strengthen moderation practices at multiple junctures and across learning areas to enhance teacher knowledge of the AC and expected standards of achievement.

Domain 1: Driving an explicit improvement agenda
Collaboratively establish a vision for digital learning to enable strategic planning and monitoring of resource investments and prioritised actions that support digital innovation.

Key affirmations

Staff prioritise a strong focus on building and maintaining positive and caring relationships in a calm, respectful and friendly atmosphere.

Staff, parents and students speak highly of the inclusive culture in which the diverse needs of families and learners are recognised. Staff celebrate the multicultural diversity of the school community. They acknowledge the role of leaders in fostering a welcoming culture that prioritises staff and student wellbeing. Parents value opportunities to connect and participate in school activities and events. Students express they feel safe and describe their peers as friendly and inclusive.

School improvement is a team effort and the progress of initiatives is monitored.

Staff detail how school systems, processes and practices have been established and continuously refined and improved since the last review. They articulate a commitment to seeking ways to enhance opportunities for students. Leaders and teachers acknowledge one another's efforts and speak of the 'distance travelled' in working towards initiatives. Leaders describe the ongoing monitoring of the Explicit Improvement Agenda, and progress towards targets and measures of success. They explain that a range of data provides them with timely feedback to influence the 'educational eco-system'. Members of the Parents and Citizens' Association (P&C) speak of their commitment to supporting school projects and initiatives that enhance opportunities for students.

Staff celebrate a collaborative ethos within year-level teams and collegial networks.

Staff describe a collegial culture with high levels of support within year level and specialist teaching teams. They describe how leaders, teachers and teacher aides work collaboratively to support students. They comment that both formal and informal collaboration opportunities enable them to learn from each other. Office staff speak of collegial relationships and opportunities to learn the specialised processes required for their roles. They outline the positive impact of knowing each other's roles and how it enables them to support staff, students and parents more effectively. Leaders highlight the beneficial outcomes of networking with cluster schools, particularly in terms of strategic direction and moderation strategies.

Parents and students express appreciation for opportunities to participate in academic, sporting, arts and cultural activities and events.

Staff, students and community celebrate the multicultural diversity of the school. Events including Harmony Day, Chinese New Year, Diwali and Ramadan provide students and the community opportunities to share and learn from each other. The Performing Arts program is highly valued by all. The program is enhanced through strong partnerships with schools, universities, and the Queensland Symphony Orchestra. Parents and community members speak with pride about arts performances and how excellence is acknowledged through a range of awards and competitions. Students comment they enjoy participating in sports programs and the range of extracurricular activities that occur within the school day and outside of school hours.

Queensland Government