

MacGregor State High School

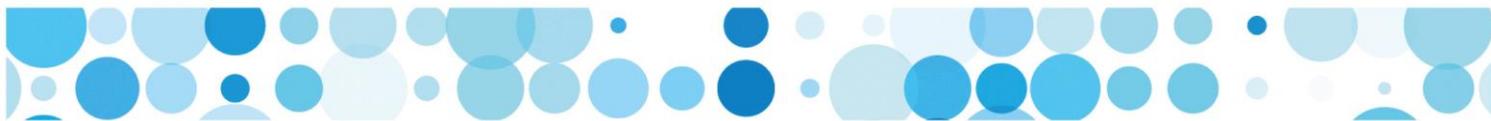
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **MacGregor State High School** from **17 to 20 May 2021**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

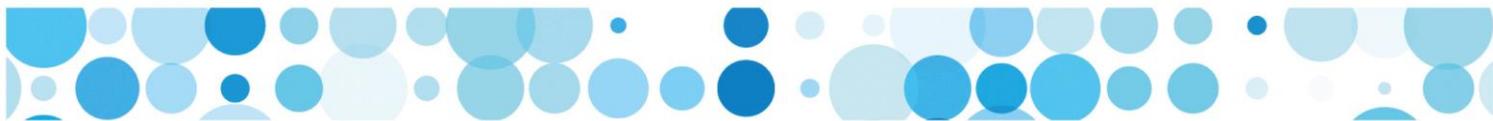
1.1 Review team

Wayne Troyahn	Internal reviewer, EIB (review chair)
Kyrra Mickelborough	Peer reviewer
Allan Evans	Peer Reviewer
Ken Rogers	External reviewer



1.2 School context

Location:	Blackwattle Street, Macgregor	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1232	
Indigenous enrolment percentage:	2.8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1018	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 13 Heads of Department (HOD), Head of Special Education Services (HOSES), teacher librarian, sports coordinator, guidance officer, 58 teachers, English as an Additional Language (EAL) teacher, Clan leadership teams, Learning Focus Group (LFG), Youth Support Coordinator (YSC), Aboriginal and Torres Strait Islander coordinator, music and choral coordinator, Vocational Education and Training (VET) pathways officer, Business Manager (BM), BM–human resources, three teacher aides, school marketing officer, executive services officer, science operations officer, senior project officer – Information Technology (IT), two finance team members, five administration team members, two student services team members, two student attendance team members, two schools officers, two cleaners, one alumni, Parents and Citizens' Association (P&C) president, school council chair, P&C BM, 12 parents, six members of student leadership Year 12, four members of Years 11 and 12 student leadership team, four members of Years 9 and 10 student leadership team, four members of Years 7 and 8 student leadership team and 67 students.

Community and business groups:

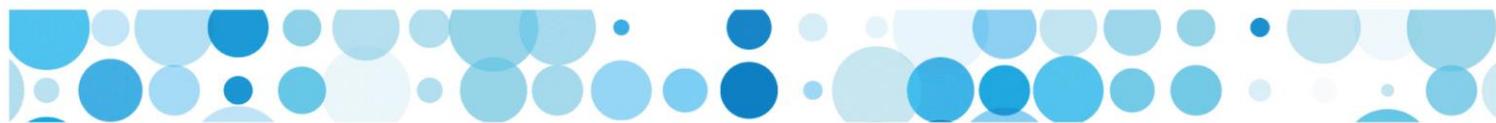
- YXL Institute, Property Council, Strategic Momentum Group, PwC (Price Waterhouse Coopers), ROCKIT Productions and Technical and Further Education (TAFE) Queensland.

Partner schools and other educational providers:

- Principal MacGregor State School, principal Sunnybank State School and principal Robertson State School.

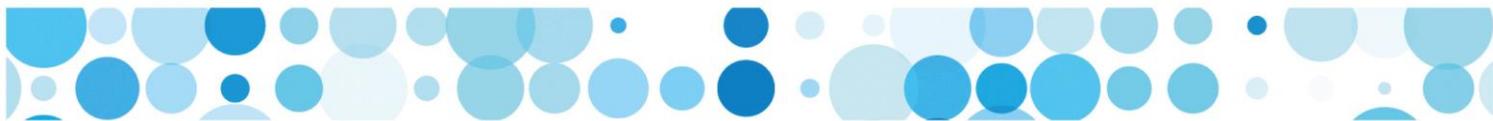
Government and departmental representatives:

- State member for Toohey, Councillor for MacGregor Ward Brisbane City Council and ARD.



1.4 Supporting documentary evidence

Implementation Plan 2020	Improvement Plan 2021
Investing for Success 2021	Strategic Plan 2018 – 2021
2021 – 2024 Student Code of Conduct	Staff Handbook
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
2019 School Opinion Survey	Professional development plans
School newsletters, Facebook, Twitter, Instagram and website	School based curriculum, assessment and reporting framework
School Data Profile (Semester 1 2020 and Semester 2 2020)	Headline Indicators (October 2020 release)
School improvement targets	



2. Executive summary

2.1 Key findings

The principal, school leaders and staff are committed to the development of an environment reflective of high expectations that all students will learn successfully.

The tone of the school is warm, calm, and inviting. Students are welcoming, confident, and respectful. School community members articulate their pride in the happy and harmonious interactions characteristic of the school. Teachers, parents and students describe their school as 'Living and breathing - every student can succeed'. They attribute this to a cohesive and trusted executive team. The school motto of '*The Best We Can Be*' is embraced by staff, students and parents.

The executive leadership team invests in the professional learning of staff members.

Executive leaders model professional learning within the school community. Learning through collaboration and learning from each other is apparent within faculties, focus groups and at whole of school meetings. School leaders place a high priority on the development of an expert teaching team and value the importance of ongoing professional learning for all teachers.

The executive team is focused on high quality outcomes supported by continuous school improvement to become '*The Best We Can Be*'.

The principal outlines the collaborative process that has led to the development of the Explicit Improvement Agenda (EIA) – '*Our Framework for Learning – Learners are challenged to become critical, creative and reflective people of character, equipped to contribute to their communities*'. Some teachers identify the basis for the EIA and outline how it impacts on current key school developments in the school's learning approach.

The principal is recognised as the lead learner of the school.

Teachers talk of the profound impact of the principal's authentic engagement in learning as a collective participant. The Learning Focus Group (LFG), a team of leaders, teachers and students is driven by a commitment and vision to challenge school learners to become '*critical, creative and reflective people of character, equipped to contribute to their communities*'. The Framework for Learning, being developed through intentional collaboration by the LFG, is an innovative vision for learning. The LFG has accessed and disseminated thorough research on evidence-based practices and learning insights series with external professionals. School leaders and LFG members acknowledge the implementation of the school Framework for Learning is a work in progress and have openly shared the thinking, development and refinement of this work in faculty meetings and whole of school meetings.



Collective thinking and shared ownership of the work of learning are in practice.

Staff and students participate as co-designers in developing and progressing this through weekly LFG meetings. Consideration of the relevance and context of the school has informed the Framework for Learning. The vision and principles are supported by a bank of strategies contextualised by curriculum leaders and categorised by surface, deep and transfer learning. A wide range of strategies has been identified at the three stages of the learning process, offering staff and faculties the opportunity to contextualise for their curriculum area to support differentiated classroom practices. School leaders and LFG members encourage teachers to trial strategies to develop the confidence to select and adapt the strategies to meet the learning needs of students. School leaders and LFG members acknowledge that the principles of the Framework for Learning are yet to be apparent in unit planning and lesson planning.

The school has many committed professional staff members who are passionate about achieving quality learning outcomes for students.

Teachers speak of the strength of collegial relationships in the school. Teaching staff members indicate appreciation for opportunities to collaborate in focus groups, including the Learning Assessment Reporting Plan (LARP) committee, IT (Information Technology) champions and the LFG. Teachers articulate that these 'knowledgeable others' have the capacity to play an instrumental role as expert teachers to support the learning and development of colleagues.

Leaders articulate a strategic vision and belief that the collection and use of data regarding student performance outcomes are essential to the school improvement agenda.

Key elements in the school's strategic agenda are measured against outcomes and targets. Data appears as the measure for the outcomes and targets within each of the four school pillars. Within the 'pathways' pillar the school has identified the need for consistency in the implementation of data across the whole-school with targeted averages for each Level of Achievement (LOA). School leaders and teachers recognise that the use of data has the greatest impact at the classroom level. A whole-school data plan is yet to be apparent. Teachers detail a range of interpretations regarding the use of data and its application to the student learning program.

A commitment to providing clear strategies supporting a belief that all students can learn successfully is articulated.

Executive leaders articulate support for a differentiated teaching and learning approach whereby teachers work to understand where all students are at, to enable reasonable adjustments to their learning. Under the 'whole student' pillar, differentiation is presented under diverse learning. Opportunities are provided whereby teachers can articulate a clear understanding of, and commitment to, the need to provide differentiated learning within their classes. There are over 50 different nationalities represented in the student body. Teachers speak of the diversity of the student body in their classes. They passionately articulate their



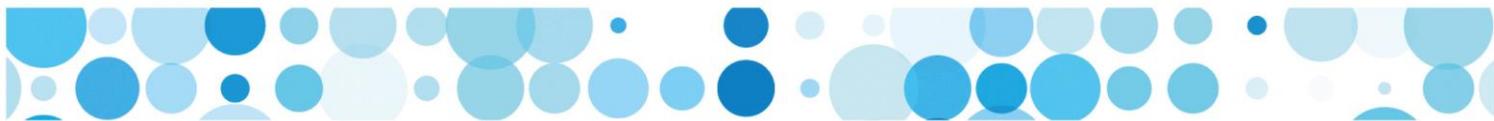
desire to provide the most suitable learning experiences possible for these students in the best learning environment they can create.

The school has three core values of *'Respect, Integrity and Diversity'*.

Students readily identify and enact these values. The values are published on the school website and in other school publications. These values, and other desired behaviours are encouraged through the morning 'Clan' meetings and weekly Clan lessons that focus on student wellbeing. Students express valuing teachers' efforts in supporting all aspects of school life, and high levels of trust and respect are apparent.

The principal and members of the executive team recognise the importance of developing and maintaining quality partnerships with organisations locally, within the state, nationally and internationally.

School leaders make deliberate and strategic use of partnerships with families, local businesses, community organisations and local primary schools. Through these partnerships, the school has been able to access intellectual, physical, and other resources not available within the school for the purpose of improving student outcomes. Parents and community members speak highly of the school and articulate the belief that increases in enrolment numbers are indicative of the school being of enviable repute, resulting in it being the secondary school of choice for the local community. The involvement of highly acclaimed educators and researchers has been pivotal in the school's initiative to develop a Framework for Learning.



2.2 Key improvement strategies

Collaboratively develop with teachers the next iteration of the EIA to provide a concise direction for the school's progress.

Refine and continue to implement the school's Framework for Learning.

Collaboratively develop and implement a systematic approach to review the Framework for Learning and effective enactment of curriculum planning and teaching strategies aligned to the framework's vision and principles.

Leverage on the expertise of knowledgeable others to build teacher capability through a school-wide approach to coaching, mentoring, observation and feedback processes to support the learning and development of staff.

Collaboratively develop and publish a whole-school data plan aligned to the EIA.