

MacGregor State High School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.

Acknowledgement of Country

Macgregor State High School acknowledges the Traditional Custodians, the Turrbal and Yuggera people.

About the school

Education region	Metropolitan South Region
Year levels	Years 7 to 12
Enrolment	1349
Aboriginal students and Torres Strait Islander students	3.1%
Students with disability	28.5%
Index of Community Socio-Educational Advantage (ICSEA) value	1032

About the review

 4 reviewers from 29 to 30 July 2025	 40 individual conversations	 25 staff and student forums
 22 parent and community members	 84 school staff	 68 students

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

Domain 5: Building an expert teaching team

Systematically enact an instructional leadership model that builds teacher expertise and ensures consistent enactment of the MacGregor Learning Framework across all classrooms.

Domain 8: Implementing effective pedagogical practice

Prioritise opportunities for regular, purposeful collaboration focused on refining the MacGregor Learning Framework to incorporate the pedagogical approach in feedback and differentiation practices.

Domain 6: Leading systematic curriculum implementation

Formalise a whole-school approach to moderation to ensure consistency of practice and alignment between prescribed and enacted curriculum, teaching, learning and assessment.

Domain 7: Differentiating teaching and learning

Collaboratively review the school's model of inclusive education, clarifying roles and responsibilities, to maximise teacher confidence and capability in supporting all students' engagement and outcomes.

Domain 3: Promoting a culture of learning

Strengthen staff and student understanding of the purpose, structure and benefits of the Clan program to maximise commitment to and successful enactment of agreed strategies.

Key affirmations



Staff, students and parents highlight strong connections within the school and with partner schools, organisations and community, which benefit staff and students through providing additional opportunities.

Staff and parents describe a culture of collegiality and mutual support as a strength across the school community. They affirm teachers develop positive relationships within and across faculties. Students praise the care staff take in supporting their wellbeing and learning. Staff, students and families describe the many opportunities available to build connections outside the school. Partner school staff value the experiences these authentic partnerships provide for their students. They highlight the work of the Maximising Learning Precinct Team in strengthening transitions from primary to high school. Students, staff and members of the wider community voice appreciation for the range of extracurricular opportunities that enhance connection, build special memories and promote learning beyond the classroom.



Students celebrate how staff intentionally seek their voice to make decisions about school improvement, which gives them a clear sense of agency within the school community.

Leaders emphasise their belief that student agency assists everyone to be *'The Best We Can Be'*. Students articulate multiple examples of how student advocacy has led to school improvement and changes in practice. They describe facilities improvements and enhancements to student leadership structures. Teachers comment they seek students' voice to enhance their classroom practice and value this input.



Staff, students and parents praise how enacting the values of 'Respect, Integrity and Diversity' results in an authentic sense of belonging and connectedness.

Students readily refer to the school motto, which they describe as encapsulating the support, encouragement and challenge that leaders and teachers provide. Staff and parents describe a strong culture of collegiality as a key school strength. Students value the diversity across the school and appreciate the extracurricular activities that build strong connections across Years 7 to 12. Leaders value the First Nations perspectives represented within the grounds, and highlight the focus on connection, pathways and outcomes with all First Nations students and families. Leaders speak of prioritising student and staff wellbeing, and the targeted resources that focus on ensuring everyone is heard, valued and supported.



Staff affirm the leadership team's unrelenting focus on driving a research-based, evidence-informed improvement agenda, with explicit strategies and targets for improving student learning, engagement and wellbeing outcomes.

Staff value the leadership team's consistency, clarity of purpose, and investment in building professional capability. School leaders affirm they effectively communicate improvement strategies and systematically monitor their implementation, review progress and refine practices. Teachers and leaders appreciate the Queensland University of Technology (QUT) Accessible Assessment and Pedagogy Project. They highlight the impact of collaborative engagement with university partners and the valuable professional learning opportunities this provides for improving student outcomes. Staff and students consistently describe the school community as connected and as valuing and supporting diversity, which positively impacts wellbeing and engagement.



Staff, students, parents and community praise the leadership team's strategic targeting of resources to enhance program delivery, student support and capability development.

Staff appreciate how resources are transparently allocated. They highlight the positive impact of targeted investment in capability development and project-based resourcing, including digital pedagogy. Staff describe how the transition to a sustainable allocative model has successfully supported flexible professional learning opportunities for collaborative curriculum planning. Staff, community and students express strong appreciation for the exceptional physical presentation of school grounds. They praise recent investments to ensure modern, clean facilities are provided to support learning, extracurricular opportunities and staff and student wellbeing.