Annual Action Plan and Report Template

2017 ANNUAL ACTION PLAN and REPORT

SCHOOL: Macquarie Primary School　　　　　　　　**NETWORK: Belconnen**

VISION:

This plan supports the school's vision to offer the children of our community an environment to learn, play, grow and develop the skills to contribute to society.

SCHOOL CONTEXT

Macquarie has a long held reputation as a community school, where students, parents and the broader community work together with a dedicated professional team to ensure every child achieves success. With families from around the world, Macquarie Primary School is proudly multicultural. While respecting the many traditions established over Macquarie's 48 year history, we continue to embrace change, through innovative educational and organisational practice. As part of our ongoing commitment to achieving the highest standards, students, staff and the community regularly review our progress and future directions.

The priority and key improvement strategies contained within this plan have been designed to build on commendations and address recommendations made by the ACT Education Directorate during the last validation phase at Macquarie Primary School 2011-2014. Enhancing student performance and community engagement are key intentions of this document. The school community is engaged in contributing to the school improvement agenda through the School Board, specialised working groups and direct liaison with teaching and support staff.

Endorsed by School Principal:

Name: _____   Signature: _____   Date:_____

Endorsed by Board Chair:

Name: _____   Signature: _____   Date:_____

Endorsed by School Network Leader

Name: _____   Signature: _____   Date:_____

Priority	Priority: Deliver an innovative education, which meets the needs of our community.
Targets:	**Achieve NAPLAN performance targets of:** ● Year 3 Reading: 417 ± 24 ● Year 3 Numeracy 399 ± 22 ● Year 5 Reading 511 ± 26 ● Year 5 Numeracy 501 ± 22 **Achieve PIPS performance targets of:** ● Increase the proportion of students achieving better than expected growth in PIPS reading by 9% to 20%. ● Increase the proportion of students achieving expected growth or better in PIPS mathematics by 12% to 90%. **Achieve School Satisfaction Survey targets of:** ● Increase the proportion of students demonstrating overall satisfaction with the education provided by the school by 14% points to 85%. ● Increase the proportion of parents and carers demonstrating overall satisfaction with the education provided by the school by 10% points to 95%.
Outcomes to be achieved	● Students competently select and apply literacies for authentic purposes. ● Staff critically and creatively design and apply inquiry-based pedagogies aligned to the Australian Curriculum. ● Formative assessment data is routinely and systematically collected, analyzed and communicated between colleagues and to students and parents.

	• School community members, including EAL/D families, feel connected to and work in partnership with the education team.
Links to Directorate Strategic Priority Areas	Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community, Business innovation and improvement.
Areas of National Quality Standards being addressed	QA1 Educational program and practice QA2 Children's health and safety QA3 Physical environment QA4 Staffing arrangements QA5 Relationships with children QA6 Collaborative partnerships with families and communities QA7 Leadership and service management

Key Improvement Strategy	Key Performance Indicators	Budget
1. Strengthen school and community partnerships and systems.	• The proportion of students demonstrating overall satisfaction with the education provided by the school. • The proportion of parents demonstrating overall satisfaction with the education provided by the school. • The proportion of staff demonstrating overall satisfaction with the education provided by the school.	$6000
Specific Actions	**Responsibility**	**Commence date**
Continue Teacher Inquiry Program with a focus on researcher identity and research methods that support an understanding of identity and culture in school contexts.	SLB: Research & Strategic Development / Leadership Team	Semester 1 2017
Connect staff globally and locally with researchers to support symbiotic relationships between educators and academics.	SLB: Research & Strategic Development / Leadership Team	Semester 1 2017
Commission and engage in a Special Purpose Review with a focus on Macquarie as a research-engaged Professional Learning Community.	Principal / Leadership Team	Semester 1 2017
Deliver a high quality languages program developed by teachers and implemented	Principal / SLB: Research & Strategic Development All Staff	Semester 1 2017

with the support of community.		
Continue to support Design Managers Australia in the development of the DesignInSchools curriculum and engage network schools with Service Design education.	Principal	Semester 1 2017
Collaborate with the Australian Research Alliance for Children and Youth (ARACY) in researching and documenting examples of effective parental engagement including: ● the Community Languages Initiative ● the role of a contemporary P&C	Principal / Leadership Team	Semester 1 2017

Key Improvement Strategy	Key Performance Indicators	Budget
2. Develop effective pedagogical practices linked to a relevant curriculum.	● The proportion of students achieving expected growth or better in PIPS reading ● The proportion of students achieving expected growth or better in PIPS mathematics. ● The proportion of within school matched students achieving expected growth or better in NAPLAN across all domains for literacy and numeracy.	$20,000
Specific Actions	**Responsibility**	**Commence date**
Establish dynamic curriculum planning and tracking systems.	SLB: Pedagogical Transformation / Leadership Team	Semester 1 2017
Continue to engage critical friends to support teachers' pedagogical content knowledge in key curriculum areas: ● David Hornsby: Literacy ● Tessa Daffern: Spelling ● Jo Hope and Wayne Hawkins: Mathematics ● Kath Murdoch: Inquiry ● Frank Keighley: Languages ● Eeqbal Hassim: Identity & Transcultural Understanding	SLB: Pedagogical Transformation / Leadership Team	Semester 1 2017

Articulate whole-school approaches to delivery of key learning areas and general capabilities through Curriculum Highlights documents.	SLB: Pedagogical Transformation / Identified Staff	Semester 1 2017
Continue to collaboratively design and implement Initial Teacher Education Clinics with a focus on greater teacher engagement in planning, reflection and continuous improvement.	Executive Teacher Professional Practice / Leadership Team	Semester 1 2017
Capture evidence of the impact of Macquarie's engagement with initial teacher education on: ● current and past pre-service teachers ● practicing teachers.	Principal / SLB: Research & Strategic Development / Leadership Team	Semester 1 2017

Key Improvement Strategy	Key Performance Indicators	Budget
3. Strengthen formative assessment practice, including assessment of learning assets.	● The proportion of students demonstrating overall satisfaction with the education provided by the school. ● The proportion of parents demonstrating overall satisfaction with the education provided by the school.	N/A
Specific Actions	**Responsibility**	**Commence date**
Embed student goal setting and self-reporting within formal reporting processes.	SLB: Pedagogical Transformation/ Executive Teacher Professional Practice	Term 1
Refine staff understanding and use of frameworks including the General Capabilities Continuums and First Steps Continuum.	SLB: Pedagogical Transformation/ Leadership Team	Term 1

Key Improvement Strategy	Key Performance Indicators	Budget
4. Strengthen whole-school engagement with technologies to support learning and communication.	• The proportion of students demonstrating overall satisfaction with the education provided by the school. • The proportion of parents demonstrating overall satisfaction with the education provided by the school.	$10000
Specific Actions	**Responsibility**	**Commence date**
Enhance use of Google Apps for Education: • as a platform for sharing student growth with families and community • to enhance literacy learning experiences • to provide opportunities for language learners to consult with and practice language in communities that actively speak the languages they are learning • to engage critical friends in program design and reflection.	All teachers led by Executive.	Semester 1 2017.

Key Improvement Strategy	Key Performance Indicators	Budget
5. Embed differentiation and support processes across the school.	- The proportion of students achieving expected growth or better in PIPS reading - The proportion of students achieving expected growth or better in PIPS mathematics. - The proportion of within school matched students achieving expected growth or better in NAPLAN across all domains for literacy and numeracy. - The proportion of students demonstrating overall satisfaction with the education provided by the school. - The proportion of parents demonstrating overall satisfaction with the education provided by the school.	N/A

Specific Actions	Responsibility	Commence date
Build staff capacity to personalise and embed inclusive approaches to learning.	SLB: Pedagogical Transformation/ DECO	Term 1
Embed protocols (NSN, QT) for collegial reflection and sharing of differentiated practice.	Executive Teacher Professional Practice	Term 1
Expand personalised learning plans with reference to cross cultural and intercultural perspectives.	Leadership Team	Term 1

Key Improvement Strategy	Key Performance Indicators	Budget
6. Reform staff deployment, supervision and role definition.	● The proportion of staff demonstrating overall satisfaction with the education provided by the school	$3000
Specific Actions	**Responsibility**	**Commence date**
Progress research to clarify roles and develop systems that support the education team to meet the needs of our community	Principal/Business Manager/Leadership Team	Term 2

Key Improvement Strategy	Key Performance Indicators	Budget
7. Strengthen practices and systems for supporting Aboriginal and Torres Strait Islander students.	● The proportion of students demonstrating overall satisfaction with the education provided by the school. ● The proportion of parents demonstrating overall satisfaction with the education provided by the school.	$2500
Specific Actions	**Responsibility**	**Commence date**
Invest in cultural competencies training as part of developing a Reconciliation Action Plan.	Principal/Indigenous Education Officer/Leadership Team	Term 2

Context

Macquarie has a long held reputation as a community school, where students, parents and the broader community work together with a dedicated professional team to ensure every child achieves success. With families from around the world, Macquarie Primary School is proudly multicultural. While respecting the many traditions

established over Macquarie's 48 year history, we continue to embrace change, through innovative educational and organisational practice. As part of our ongoing commitment to achieving the highest standards, students, staff and the community regularly review our progress and future directions.

The priority contained within the School Strategic Plan 2015-2018 and Annual Action Plan 2016 has been designed to build on commendations and address recommendations made by the ACT Education and Training Directorate during the validation of improvement against the 2011-2014 plan. Enhancing student performance and community engagement are key intentions of the school's improvement processes. The school community is engaged in contributing to the school improvement agenda through the School Board, specialised working groups and direct liaison with teaching and support staff.

In 2016, school strategic directions have continued to develop through conscious design in an organic organisational context. The school has capitalised on opportunities to extend learning within the broader community in partnership with independent agencies and across ACT government. This is reflected in the joint carpark improvement project with Design Managers Australia (DMA) and the Territory and Municipal Services Directorate's Active Streets Initiative, the continuation of the playground enhancement project with Gold Leaf Tree Services and delivery of creative arts curriculum in partnership with the Belconnen Arts Centre. Staff engagement in research has continued to open opportunities for distributed leadership and skilled use of student data to drive teaching and learning. The National Quality Standard accreditation processes and the National School Improvement Tool have provided frameworks for reflection and continuous school improvement.

This year has seen new teaching and auxiliary staff join Macquarie. Investment in re-establishing a second School Leader B role, Deputy Principal: Pedagogical Transformation, reflects the school's commitment to enhancing quality teaching and personalised learning. Macquarie has continued its partnership with the University of Canberra, hosting pre-service teachers on placements, as well as multiple English, Science and Teacher as Researcher clinics throughout the year.

Methodology

The school's self-evaluation process is cyclic and embedded in operational systems. Priorities are routinely reviewed through intentional critique and discussion in staff, team, Executive work-in-progress, School Board, P&C and community consultation meetings. Standing agenda items for these meetings are People, Places and Programs. Through these, highlights, successes and challenges relating to each of the domains of the National Tool for School Improvement are systematically considered and acted upon.

Specific data is collected and analysed as indicated on the table below. Evaluation of Performance:

Data	Type	Role
Demographics & Enrolment	QUAN-qual	Provides important statistical and background information that informs planning, assessment and evaluation of teaching and learning programs.
Attendance & Behaviour	QUAN-qual	Assists staff and families in identifying and responding to patterns of student behaviour to promote and sustain positive participation.
Community Satisfaction	QUAN-qual	Provides ongoing evaluation of staff, student and parent/carer satisfaction with school actions, policies and culture.
Teacher/Parent & Carer Observation & Communications	Qualitative	Provides ongoing evaluation of rigour, quality, efficiency and effectiveness of teaching and learning systems and experiences.
Individual Learning Plan	QUAL-quan	Assists staff and families in identifying and responding to patterns of students' academic and social achievement.

Reporting (including A-E)	QUAN-qual	Assists staff and families in identifying and responding to patterns of students' academic and social achievement.
Standardised Assessments (including NAPLAN & PIPS)	QUAN-qual	Assists staff and families in identifying and responding to patterns of students' academic and social achievement.
Finance	QUAN-qual	Supports staff to make strategic decisions around student support, human & physical resource deployment and staff professional learning.
School Documents	Qualitative	Provides an historical archive of school

Evaluation of Performance

Priority

Deliver an innovative education, which meets the needs of our community.

Targets

Achieve NAPLAN performance targets of:

Year 3 Reading: 417 ± 24

Year 3 Numeracy 399 ± 22

Year 5 Reading 511 ± 26

Year 5 Numeracy 501 ± 22

Achieve PIPS performance targets of:

Increase the proportion of students achieving better than expected growth in PIPS reading by 9% to 20%.

Increase the proportion of students achieving expected growth or better in PIPS mathematics by 12% to 90%.

Achieve School Satisfaction Survey targets of:

Increase the proportion of students demonstrating overall satisfaction with the education provided by the school by 14% points to 85%.

Increase the proportion of parents and carers demonstrating overall satisfaction with the education provided by the school by 10% points to 95%.

Increase the proportion of students demonstrating overall satisfaction with the education provided by the school by 14% points to 85%.

Increase the proportion of parents and carers demonstrating overall satisfaction with the education provided by the school by 10% points to 95%.

Progress

Key Improvement Strategy 1: Strengthen school and community partnershin and systems.

Key Actions and Progress

Continue Teacher Inquiry Program with a focus on researcher identity and research methods that support an understanding of identity and culture in school contexts.

Connect staff globally and locally with researchers to support symbiotic relationships between educators and academics.

Commission and engage in a Special Purpose Review with a focus on Macquarie as a research-engaged Professional Learning Community.

Deliver a high quality languages program developed by teachers and implemented with the support of community.

Continue to support Design Managers Australia in the development of the DesignInSchools curriculum and engage network schools with Service Design education.

Collaborate with the Australian Research Alliance for Children and Youth (ARACY) in researching and documenting examples of effective parental engagement including:

- *the Community Languages Initiative*

- *the role of a contemporary P&C*

Continue Teacher Inquiry Program with quantitative research focus.

Completed Semester 2 2016.

▪ All teachers completed 8 hours (or pro-rata equivalent) of TQI accredited professional learning in quantitative research methods.

▪ All teachers developed research plans consistent with best-practice in practitioner-research and communicated their ongoing professional inquiries in relevant forums. Professional Pathways documents from teachers in all teams demonstrate links to educational research.

▪ Teachers in all teams are using knowledge of quantitative research methodologies to collect, analyse and critically interpret student data to enhance pedagogy, including assessment and reporting.

Considerations for Future Actions:

> 2017 TIP focus on researcher 'identity' and research methods that support insight into how identity is dynamically constructed and maintained.

> Local and global connections between staff and researchers to strengthen educator and researcher identities.

Liaise with critical friends from the Directorate, tertiary education and community sectors with a focus on building an understanding of and capacity for research-engaged schools in the ACTETD, including the Belconnen Network.

Completed Semester 2 2016.

▪ Critical friends from within the Education Directorate, tertiary education community and private sector collaborated with the school in promoting research engaged schools through several projects.

▪ These included

> mythopoetic research with University of Canberra partner Dr Steve Shann, extending to a cross network Principal group

> the completion of the Design Managers Australia (DMA) carpark enhancement project which provided a model of service design as problem solving discipline, that brings social research methods into sharp focus.

> Walk-throughs and National Tool for School Improvement conversations with the Belconnen Deputies network

> Presentation at the ACTED Engaging Schools Summit

> continuation of Pre-Service Teacher Clinics with the University of Canberra, and providing advice to host schools in the Tuggeranong network

Considerations for Future Actions:

> Continue to build partnerships within the Directorate and wider community that support the development of authentic learning experiences.

> Explore reinvigoration of the School To School Led System Improvement model, designed through school leader collaboration for the ED in 2014/5.

> Continue to support DMA in the roll out of the Design in Schools curriculum.

> Explore potential and possibilities of a Special Purpose Review for Macquarie Primary School

Continue community and Directorate engagement in developing the School Satisfaction Survey's responsiveness to diverse language needs.

Completed Semester 2 2016.

▪ The school continued to work collaboratively with the P&C to support all families to complete the satisfaction survey. In response to consultation with schools, the Directorate's survey team made the survey available in hard copies in a selection of languages other than English. The school continues to inform future directions for the survey through routine communication with the survey team, including a focus on the potential affordances of translation technologies.

Considerations for Future Actions:

> Macquarie to continue community and Directorate engagement in developing the School Satisfaction Survey's responsiveness to diverse language needs.

> Macquarie to engage families with EAL/D backgrounds through the establishment of a community languages initiative.

> Strengthen awareness, understanding and responsiveness to cross cultural and intercultural perspectives in curriculum design and delivery, and infuse in school operations.

Collaborate with Australian Research Alliance for Children and Youth (ARACY): Parental engagement champions.

Completed Semester 2 2016.
▪ Sustained engagement with ARACY. School has contributed advice to the work of the Parental Engagement network, with principal on working committee for the 2017 Parental Engagement conference.

▪ Macquarie students provided input to the Public Advocate and Children and Young People Commissioner and her Senior Advisor, about transitions and what they find most helpful when aspects of life are changing for them. MPS students supported the design of a consultancy strategy that is anticipated to support ACT primary schools next year, and will directly influence the work program of the Commissioner, and help prioritise issues that she focuses on when advocating to government and service providers.

Considerations for Future Actions:
> Macquarie community collaboration with Australian Research Alliance for Children and Youth (ARACY): As Parental Engagement Champions, contribute to ARACY/ Families ACT research through documenting case studies of effective parental engagement. Leading school examples are case studies of the evolution of the P&C, and the Community Languages program.

Key Improvement Strategy 2: Develop effective pedagogical practices linked to a relevant curriculum.

Key Actions and Progress

Continue partnership with curriculum advisor Kath Murdoch through biannual seminars, classroom workshops and strategic consultation forums with a focus on building teacher capacity to design and deliver inquiry based practice.

Completed Semester 2 2016.
▪ Kath Murdoch facilitated a series of seminars, classroom workshops and strategic consultation forums with a focus on personalised coaching for teachers and support staff throughout 2016.

▪ Through this engagement, the school's curriculum implementation and documentation process was identified an area with potential for transformation.

▪ Curriculum implementation planning sessions were held in Week 7 of Term 4, 2016. The sessions provided teaching teams for 2017 with an opportunity to ensure curriculum was implemented authentically, taking into account upcoming events. An enhanced curriculum implementation map was created as a result.

Considerations for Future Actions:

> Build dynamic curriculum planning and tracking systems.

> Establish planning and tracking protocols.

Continue partnership with literacy advisor David Hornsby through biannual seminars, classroom workshops and strategic consultation forums with a focus on formative assessment of literacy.

Completed Semester 2 2016.

▪ David Hornsby and school Executive Team engaged in discussion about formative assessment practices to enhance literacy performance in Semester 1. This led to a school-wide focus on developing linguistic inquirers who are empowered to communicate with others effectively.

▪ Dr Tessa Daffern from the University of Canberra facilitated workshops with teachers and the community to enhance practices around spelling. This provided context for the school's engagement in her current research.

Considerations for Future Actions:

> Continue to work with David Hornsby as critical friend.

> Dr Tessa Daffern to continue to support development of teachers and students as linguistic inquirers.

Engage with Dr Wayne Hawkins, Prof Tim Lowrie, Tracey Logan, Peter Sollis and Rick Owens to support enhanced school performance in and engagement with numeracy.

Completed Semester 2 2016.

▪ Jo Hope, community partner and ANU scientist provided numeracy extension opportunities for students in years 5 and 6, and commenced work as a critical friend in planning sessions for senior students in years 5 and 6.

▪ P&C representatives have connected with Rick Owens to explore avenues for supporting mathematics development at home.

Considerations for Future Actions:

> Continue to engage with critical friends around numeracy.

> Progress thinking with P&C around family engagement in mathematics and numeracy experiences, guided by the principle that 'real contexts lead to real learning'.

Continue development, promotion and leadership of pre-service teacher clinic model with University of Canberra with a focus on Pedagogical Content Knowledge (PCK).

Completed Semester 2 2016.
▪ Teacher as Researcher, English Pedagogical Content Knowledge and Science Clinics were hosted by Macquarie Primary School in 2016. Program coordinators engaged with MPS education team in reflective conversations to enhance the model.

▪ Teachers and school leaders supported delivery of these units in classrooms, in site based tutorials, and through delivery of lectures/ presentations at the university.

▪ Macquarie Primary School's approach to Initial Teacher Education, including the clinic model was showcased, by intitation at the Criterion Improving Initial Teacher Education Conference, Sydney in November.

Considerations for Future Actions:

> Continue to collaboratively design and implement Initial Teacher Education Clinics with a focus on greater teacher engagement and leadership in planning, facilitating and continuous improvement of the model.

> Expand influence of the model through connections with UC 'affiliated' schools, ED networks, and Macquarie University, NSW

> Engagement with John Hattie (AITSL) re capturing evidence of the impact of the model. Explore potential as a research project for TIP 2017 (Professional Identity, Leadership Identity).

Key Improvement Strategy 3: Strengthen formative assessment practice, including assessment of learning assets.

Key Actions and Progress

Collate and share exemplars of high quality practice in formative assessment and reporting within the school and across the network/system.

Completed Semester 2 2016.

▪ Exemplar of formative assessment practices at Macquarie PS was shared at the Belconnen Network Meeting.

▪ Directorate common reporting template was modified to meet the needs of our community and was used by all staff in 2016.

Continue to enhance formal summative reporting requirements through meaningful continuous learning conversations with families.

Completed Semester 2 2016.

▪ Macquarie PS Open Week was held during Term 3. Teachers promoted their class timetables and families joined classes at a time that was suitable for them.

▪ Curriculum Highlights information sessions, focussing on whole school approaches to Literacy, Numeracy, Music, GAFE and Inquiry based learning were held each morning.

Consolidate and document practice through ED policy implementation guidelines 'How it Works': Sharing and Monitoring Student Achievement. Completed Semester 1 2016.

▪ Macquarie's How it works: Student data ED policy implementation guideline was created in Semester 1.

▪ This document has been used by staff to inform assessment and reporting practices, as well as school improvement processes.

Provide and promote opportunities to enhance student engagement with reporting and assessment.

Completed Semester 2 2016.
▪ Students from Years 3 to 6 hosted student-led conferences in Semester 2. The conferences provided students with opportunities to discuss their progress as a learner with their families.

Considerations for Future Actions

> Review formal reporting processes, with a focus on student goal setting, self-reporting and professional communication.

> Continue to support the connection between assessment frameworks (diagnostic, formative & summative), mapping and tracking of guided, spontaneous and personal inquiries.

Key Improvement Strategy 4: Strengthen whole-school engagement with technologies to support learning and communication.

Key Actions and Progress

Continue to build staff and community confidence in technologically enhanced learning.

Completed Semester 2 2015.
▪ Teachers engaged in professional learning in how to use Google Read&Write to empower students to access the tools they need to be successful.

▪ Reflection on the affordances technologies provide to support learning was embedded within school routines, including team-meetings, Pathways conversations, professional learning reflections and Special Needs processes.

▪ The uptake of students bringing personalised devices to school was expanded, and resulted in updating the communications strategy around protocols.

Continue to engage community in conversations about 21st century critical and multimodal literacies and tools that support their development.

Completed Semester 2 2016.
▪ Information sessions were held during Open Week about the use of GAFE at Macquarie PS.

▪ Web-based applications including Soundtrap and Wevideo were introduced and accessed by teachers and students to enable the creation of digital content for a variety of purposes.

Continue to host community conversations about the nature of citizenship in an increasingly digital communications environment.

Completed Semester 1 2015.
▪ A Cyber Safety information session was held by the P&C in Semester 2.

▪ Opportunities to engage students in conversations about digital citizenship are facilitated by teachers when using ICT in classrooms.

Considerations for Future Actions

> Sustain these actions for to build staff, student and community efficacy in using technologies to support learning and communication.

Key Improvement Strategy 5: Embed differentiation and support processes across the school.

Key Actions and Progress

Collect data to review growth in teacher and school capacity to enact Universal Design for Learning (UDL) principles.

Completed Semester 2 2016.
▪ Data was captured through
   > Special Needs meetings,

   > ILP development and review,

   > SCAN meetings and

   > the Nationally Consistent Collection of Data: School Students with Disability (NCCD).

    to determine teacher and school capacity to enact UDL principles.

▪ Analyses was guided through existing school systems, with focused leadership from the schools' DECO.

Expand UDL coaching model across all teams in a co-teaching capacity.

Completed Semester 2 2016.
▪ The UDL coaching model was embedded within successful participation planning and personalised learning practices across the school this year. Beginning of year
   professional learning for all staff included a proactive focus on inclusion when establishing learning spaces and guided inquiries.

Refine whole of school approach to individual learning plan (ILP) data collection, review and communication.

Completed Semester 2 2016.
The school's DECO, Special Needs team and Executive reviewed and refined ILP data collection, analysis and communication across the school.

Considerations for Future Actions

▪ Maintain focus on personalised and embedded approaches to inclusion within learning settings.

▪ Continue to build relevant opportunities for collegial reflection and sharing of differentiation practices within school systems.

▪ Expand personalised learning plans with reference to cross cultural and intercultural perspectives.

Key Improvement Strategy 6: Reform staff deployment, supervision and role definition.

Key Actions and Progress

Undertake research to analyse teacher effectiveness and efficiency in navigating the administrative and managerial requirements of contemporary learning environments.

Completed Semester 2 2016.
▪ Data on teacher effectiveness and efficiency in navigating the administrative and managerial requirements of contemporary learning environments collected through Pathways, Team, Executive, Management and APD discussions in 2016 as a part of workload reduction planning.

Considerations for Future Actions:
> Continue to invest in organisational capacity to support and promote 21st century teacher identity with 'teachers as HR managers'.

Continue to explore innovative approaches to streamlining professional roles and responsibilities within the school.

Completed Semester 2 2016.
▪ Innovative approaches to streamlining professional roles and responsibilities promoted through
> the establishment of an Executive Support and Staffing Officer,

> dynamic deployment of Learning Support Assistants (LSAs),

> engagement of a Deputy Principal: Pedagogical Transformation and

> Preschool team continuing to inform Directorate strategy around the use of LSAs in supporting NQS assessment processes.

Considerations for Future Actions:
> Continue to invest in innovative and specialised approaches to streamlining professional roles and responsibilities within the school to meet the changing needs of our community.

> Update the MPS Professional Capital HR Model.

> Refresh promotion and engagement strategy for MPS Teaching Associate Program

Continue to invest in focussed leadership of the preschool setting as the foundation for the inquiry-based environment of Macquarie.

Completed Semester 2 2016.
▪ The school continued to invest in leadership of the preschool with the school's Executive Teacher Professional Practice (ETPP) and School Leader C guiding refinement of assessment and reporting systems, curriculum planning and NQS processes.

Considerations for Future Actions:
> Sustain focussed engagement with NQS processes as a context for continuous school improvement.

> Continue to inform Directorate strategy around NQS assessment & rating and possible roles/structures of preschool teams.

Key Improvement Strategy 7: Strengthen practices and systems for supporting Aboriginal and Torres Strait Islander students.

Key Actions and Progress

Maintain Aboriginal and Torres Strait Islander cultures and histories critical friends group.

Support members of the Aboriginal and Torres Strait Islander community to engage with school improvement processes.

Completed Semester 2 2016.

▪ Intentional partnerships were maintained between Aboriginal families and school, supporting personalised learning programs and feed-in to school improvement processes.

▪ Teacher planning documents and school communications reflect engagement with Aboriginal histories and cultures.

▪ The school's Aboriginal and Torres Strait Islander Education Support Officer held a key role in

> leading development of the Bush Tucker Garden,

> engagement with author and illustrator Warren Brim,

> facilitation of NAIDOC week activities and

> routine 'Cuppa and Yarn' meetings.

Considerations for Future Actions:

> Preparation for Macquarie's 50th birthday by exploring stories from past and present Aboriginal and Torres Strait Islander families within the school's community.

> Sharing stories of success in supporting Aboriginal and Torres Strait Islander students across the Education Directorate. Possible publication or forum focussed on 86 stories of success from all schools across the ACT.

> Investment in whole school cultural competencies training as Reconciliation Action Plan.

Performance Against Targets

PIPS Data
▪ Increase the proportion of students achieving expected growth or better in PIPS reading by 4% to 75%.

Still awaiting central data.

▪ Increase the proportion of students achieving expected growth or better in PIPS mathematics by 2% to 94%.

Still awaiting central data.

NAPLAN SMART Data
▪ Increase average scaled student growth scores in Year 5 NAPLAN reading by 5 to 94.

The school achieved a within-school matched average scaled growth score of 100 for Year 5 NAPLAN reading in 2016 compared to 89 in 2015. This was an increase of 11 points and above our target.

▪ Increase average scaled student growth scores in Year 5 NAPLAN writing by 5 to 83.2.

The school achieved an average scaled growth score of 79.9% for Year 5 students in NAPLAN spelling 2015 compared to 82.2% in 2014. This was slightly below our target.

▪ Increase average scaled student growth scores in Year 5 NAPLAN spelling by 5 to 80.3.

The school achieved a within-school matched average scaled growth score of 78.8 for Year 5 NAPLAN spelling in 2016 compared to 75.3 in 2015. This was an increase of 3 points and slightly below our target.

▪ Increase average scaled student growth scores in Year 5 NAPLAN grammar and punctuation by 5 to 88.7.

The school achieved a within-school matched average scaled growth score of 79.4 for Year 5 NAPLAN grammar and punctuation in 2016 compared to 83.7 in 2015. This was below our target.

▪ Increase average scaled student growth scores in Year 5 NAPLAN numeracy by 5 to 104.

The school achieved a within-school matched average scaled growth score of 84 for Year 5 NAPLAN numeracy in 2016 compared to 99 in 2015. This was below our target.

School Satisfaction Survey Data

▪ Increase the proportion of students demonstrating overall satisfaction with the education provided by the school by 10% points to 87%.

In 2015, the proportion of students demonstrating overall satisfaction with the education provided by the school decreased by 6% points to 71%. This was below our target.

▪ Increase the proportion of parents and carers demonstrating overall satisfaction with the education provided by the school by 6% points to 95%.

Proportion of parents demonstrating overall satisfaction with the education provided by the school decreased by 8% points to 85%. This was below our target.
Priority

Targets

Progress