



ACT
Government
Education

SPECIAL PURPOSE REVIEW

MARGARET HENDRY SCHOOL

JUNE 2023

Report Endorsement

This report was prepared following the Special Purpose Review (SPR) conducted between 30 May and 2 June 2023 at Margaret Hendry School by the Special Purpose Review Team (SPRT).

On the last day of the review, school staff received a presentation of observations, findings, and draft recommendations to begin the discussion about how these recommendations may be applied within the school context by the SPRT.

The Principal and Deputy Principal attended debriefing sessions held during the review process.

The following signatory endorses the report on behalf of the SPRT:

Sue Norton

Special Purpose Review Team Leader

8 September 2023

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SECTION 1: RATIONALE FOR THE SPECIAL PURPOSE REVIEW

A Special Purpose Review (SPR) provides an opportunity to undertake an assessment of components of the current school improvement plan and previous support plans, outside the regular school improvement cycle.

At Margaret Hendry Primary School (MHS) the SPR focussed on recommendations provided in the 2021 review and priorities developed in the new School Improvement Plan (SIP). An SPR is conducted to inform next steps in the school improvement agenda.

The report is written with the intention that school leaders and the Director of School Improvement are the audience.

THE CONTEXT FOR THIS REVIEW

MHS opened in 2019 with inaugural principal Kate Woods who continues to lead the school today. Since opening, the school has been challenged by many factors; rapid student population growth, diverse demographic, remote learning during the COVID19 pandemic, staffing pressures and a significant number of early career educators. MHS opened as an Innovative Learning Environment (ILE) and was focussed on personalising the learning for every child. The school was organised into four multi-aged learning communities.

In 2020 due to rapidly increasing enrolments, and high staff turnover a support plan was implemented with a range of Education Support Office resources and expertise which resulted in temporary uplift. This was confirmed in the review conducted at the conclusion of the two-year establishment plan.

In 2021, following data analysis and increased complexities, a new differentiated Support Plan was developed. This resulted in a period of stabilisation and some improvement across the school, the Directorate transitioned off the differentiated Support Plan during term 2 2022. Uplift and improvements have not been sustained with a decline in key data since the start of 2023. A combination of unfilled vacancies and daily staffing availability pressure has further impacted the school's overall operations.

The Executive Group Manager, School Improvement approved this SPR to MHS to identify and respond to areas requiring both immediate and long-term improvement. The review was conducted in consultation with MHS staff, students, and the broader school community.

Information and data analysis supported a focus on operational aspects of MHS to ensure:

- The school meets the learning needs of all students.
- The school meets the wellbeing needs of all students.
- The school manages student complexity – disability and behaviour.
- The school manages workplace health and safety responsibilities including staff well-being.

It considered four lines of inquiry:

- Student learning and engagement.
- Teaching practices.
- Leadership practices.
- Organisational practices.

SCHOOL CONTEXT

Margaret Hendry School opened in 2019, and is in the suburb of Taylor, ACT. The school is within the North Gungahlin network and the current principal was appointed when the school opened.

The school enrolls children from Preschool to Year 6, and the current population at Margaret Hendry School is 640 students, which has increased from 2022.

Within the current school population, 36.25% of students require English as an Additional Language or Dialect (EAL/D) support, 4.4% of students are Aboriginal and Torres Strait Islander students, and 3.75% of students are enrolled in disability education programs.

Margaret Hendry School currently employs 76 staff, including 33 full time equivalent (FTE) teaching staff. The school has a high percentage of teachers who have under 3 years of teaching experience.

Further school context and data is included at [Appendix A](#).

TERMS OF REFERENCE

Theme	Lines of Inquiry
The school meets the learning needs of all students.	<i>Student learning and engagement</i> <i>Teacher practices</i> <i>Leadership practices</i> <i>Organisational practices</i>
The schools meet the wellbeing needs of all students.	<i>Student learning and engagement</i> <i>Teacher practices</i> <i>Leadership practices</i> <i>Organisational practices</i>
The school manages student complexity – disability and behaviour.	<i>Student learning and engagement</i> <i>Teacher practices</i> <i>Leadership practices</i> <i>Organisational practices</i>
The school manages workplace health and safety responsibilities including staff well-being.	<i>Student learning and engagement</i> <i>Teacher practices</i> <i>Leadership practices</i> <i>Organisational practices</i>

REVIEW METHODOLOGY

The methodology involved collection of a broad range of information for analysis including:

- Structured interviews with staff, students, and school community members.
- Analysis of relevant school documentation and data including school performance and climate data.
- Observation of school routines including classroom visits.

The Terms of Reference and inquiry lines for the review guided the SPRT throughout the information gathering process.

THE SPECIAL PURPOSE REVIEW TEAM (SPRT)

The SPRT was established based on the expertise needed to respond to the Terms of Reference.

SPR Team Leader

- Sue Norton, Director School Improvement (Tuggeranong Schools' Network) and former Principal, ACT Education Directorate.

Reviewers

- Kim McCormack – Principal, Hawker Primary School, ACT Education Directorate.
- Murray McKay – Senior Director, Inclusion, ACT Education Directorate.
- Jason Baldwin – Director, Educational Leadership, NSW Department of Education.

SECTION 2: REVIEW OBSERVATIONS AND FINDINGS

OBSERVATIONS

MHS is designed to personalise learning for every child. The staff and community are committed to this philosophy as demonstrated through interviews and engagement in the review process. However, concerns were raised that not all children are learning basic foundational skills, particularly in the early years.

MHS currently operates a model of four multi-age learning communities (Kinder to year 6), each community is managed autonomously under the leadership of an executive teacher. Each of the learning communities' range in size from 90 to 160 students.

MHS had significant enrolment growth in the first two years (refer to table below).

	2019	2020	2021	2022	2023
School Population (Feb census)	246	487	602	615	643

The impact of the enrolment growth has been significant and has resulted in higher-than-normal staffing pressure as well as a rapidly changing teaching/learning environment. The following is noted:

- a high staff turnover, with the school unable to attract experienced educators and a current staffing profile that includes 30% early career educators (first 3 years).
- 50% of the current school leaders are considered early career educators (first 3 years)
- an average of four ongoing FTE teaching staff vacancies in 2023.
- the school has further reported an average of 10.62% staff absence per week in 2023. Absences and vacancies have resulted in leadership staff regularly assuming a teaching role.
- the demographic is unique with 36.25% of the student population considered to be from English as a Second Language (EAL/D) families.

The SPRT concluded that the ongoing management of the above factors impacting the daily operations, have contributed to the loss of strategic focus by the school leadership. For a school in its early establishment the consistent changes and turnover of staff, the rapid enrolment growth and a community with cultural complexity has resulted in limited development and implementation of a consistent whole school approach to teaching and learning, student wellbeing and behaviour management practices. While frameworks, procedures and processes were documented, there was inconsistency in application across learning communities.

The SPRT's observations and evidence gathering during the review supported that:

- Staff are committed to the school's philosophy of personalising the learning for each child.
- Staff are committed to genuine care and love of the children.
- Parents/carers report that the teachers consider the best interests of their children.
- Strong staff collaboration within individual learning communities demonstrating collective responsibility for all the students within their community.
- The school has recently prioritised strengthening the implementation of Positive Behaviour Learning (PBL).
- A Workplace Health and Safety (WHS) focus is emerging with staff participating in a survey which will occur on a termly basis to provide feedback to the leadership team. There is no evidence of the impact of this as yet.

A clear theme from discussions with teachers and the school community, as well as observations from the SPRT, was the need for improvement in the school’s focus on teaching and quality learning outcomes for every student, supported by predictable structures and processes. This would facilitate greater engagement and reduce continual behavioural concerns, particularly observed with the junior students. The SPRT noted that reported increase of in-class behavioural management issues could be attributed to a lack of structures and routines, engaging teaching practices, explicit teaching, and the use of evidence informed, high impact teaching strategies.

KEY FINDINGS

The SPRT were onsite at MHS for four days from 30 May to 2 June 2023. During this time the team, both individually and in groups:

- interviewed school leaders, teaching and other staff, students, parents, and carers.
- observed student engagement, behaviours, teaching and well-being practices.
- observed a range of staff led meetings.
- considered documentation and data about attendance, learning, and tracking student progress, student behaviour management and staff mobility.

The SPRT identified the following key findings against the terms of reference. Please note that findings within in each area are not in any specific order:

The school meets the learning needs of all students	
Inquiry line	Key Findings
<i>Student learning and engagement</i>	<ul style="list-style-type: none"> • Staff and parents/carers are committed to the philosophy of personalising the learning for every child, however, were unclear as to whether the current structure allowed for maximum academic growth. • Most parents/carers reported a positive relationship with the teachers. • Parents/carers want further clarity about student academic progress. • School based data did not support growth for students, particularly in the early years. • Some students and parents report high levels of engagement due to the differentiated approach using the ‘workshop model’ and the inquiry – based approach.
<i>Teaching Practice</i>	<ul style="list-style-type: none"> • Evidence indicates that there is a pedagogical approach at MHS, and teacher resources are available for teachers to use to learn and plan, however teachers do not have a common understanding of the approach and therefore planning is inconsistent. • Low literacy growth and development for some students impacts their level of engagement in inquiry-based learning. • Staff are aware of the learning gaps in fundamental literacy and numeracy skills but feel structures do not support improved student outcomes. • While documentation about pedagogical approaches were available at the school, teachers, at times, sought their own research. • Collaborative planning time is allocated for each learning community to prepare differentiated learning across the learning community. Leader availability and engagement is compromised by the need to cover staffing short falls and manage complex student needs. • Staff recognise the ‘workshop model’ does not allow for explicit teaching of all components of a literacy and numeracy program and express a lack

	<p>of support in how to implement a balanced approach to teach literacy and numeracy that included explicit teaching.</p> <ul style="list-style-type: none"> • The use of data to inform planning and track student progress is emerging. • Staff use their own pre and post assessments to inform progress and would like to explore ways to be able to plan with teachers across the school with the same year level to reduce workload. • Systematic curriculum delivery and planning across the school is ad hoc. • The evidence indicates the 'Booster Reading' program, intervention for students below benchmark in reading, is highly successful. However, this program caters for a limited number of students. Teachers would like to see this scaled up to be present in all learning communities. • Feedback, coaching and mentoring for new educators is inconsistent and impacted by staffing pressures and school leader's covering classes. • Staff indicated that they would like opportunities for cross collaboration between learning communities. • Staff indicated that they are unable to provide parents with specific evidence of how their child is tracking against Australian Curriculum achievement standards. • Students spoken to during the review were unable to discuss their learning goals and had limited understanding about their reading, writing, etc. abilities. • Some senior students were very engaged and independently learning during 'hub' time.
<p><i>Leadership practices</i></p>	<ul style="list-style-type: none"> • As a result of each learning community operating independently, this structure creates increased workload for each executive teacher. • Feedback from staff showed that leaders are often required to respond to behaviour or operational matters. Learning communities appreciate their leaders and indicated that they would like them to be able to be available and involved for the entire planning time. • Evidence and feedback to SPRT suggests that there were significant gaps in the systematic collection and monitoring of learning data across the school by the leadership team. There has been some emerging work in this space. • Evidence and feedback to SPRT indicated a lack of clarity from the leadership team about how learning communities could structure the learning time to allow for explicit teaching. • Evidence that few teachers are receiving observation and feedback cycles and when feedback occurs, it does not seem to be based on pedagogy and teaching practices. • Evidence indicated limited induction for new teachers or new leaders to the school. • Some staff report coaching and support from their executive teacher however this is inconsistent due to interruptions where they are required to respond to managing behaviours, covering classes or attending to operational matters. • Evidence to SPRT indicated that leadership meetings were often cancelled or focused on operational matters rather than teaching and learning. • Staff and parents/carers report the senior leadership team is often unavailable

<p><i>Organisational practices</i></p>	<ul style="list-style-type: none"> • Staff and leaders talk about four schools within a school which leads to increased workload as each community runs independently. Effectiveness and efficiency of this model was questioned. • Each learning community has a significant amount of time once a week to collaborate, discuss student data and plan the learning for the week ahead. • Learning communities appreciate their leaders and indicated that they would appreciate their attendance and leadership focus on planning for effective teaching and learning for the entire planning block. • Staff indicated there was no clear whole school expectations. • Staff indicated that the number of transitions throughout the day for students significantly impacted learning time and emotional regulation. • A focus on data is emerging and staff are keen to improve their data literacy skills to inform planning and teaching. • There is no evidence of a targeted professional learning plan for staff, linked to student need. • Feedback from staff indicated that there is no opportunity for cross collaboration with teachers from other learning communities teaching similar year levels.
<p>The school meets the wellbeing needs of all students</p>	
<p>Inquiry line</p>	<p>Key Findings</p>
<p><i>Student learning and engagement</i></p>	<ul style="list-style-type: none"> • Data indicates a high number of students with a high Occupational Violence Risk Assessment (OVRA) relative to other school settings with statistical similarities. • Data suggests low attendance for many students, particularly in kindergarten. • Data suggests high levels of physical aggression amongst the kindergarten students particularly in the first session of the day. • The structures within the physical environment of the school could cause students to be disengaged with their learning which results in absconding. • The preschool cohort have a high percentage of children with complex needs. • Staff and parents indicated that there is no school wide, consistent application of behaviour management practices. • Staff were observed and parents report, staff are slow in transition times to collect and settle students into learning. • There is no extrinsic rewards system at the school, although this is currently being investigated through PBL. • PBL is emerging with key staff driving wider implementation this year. • The SPRT heard from staff that students with additional needs found the limited structures and routines in the current model difficult to navigate.
<p><i>Teaching Practice</i></p>	<ul style="list-style-type: none"> • There is limited evidence that expected behaviours are being taught and reinforced. Observations by SPRT, including conversations, also supported this. • A high number of absconding and noncompliant incidents during learning time may suggest a level of disengagement from some students. • The low levels of structure and high number of student transitions across the day in the learning community space may contribute to dysregulated

	<p>behaviours and distracts from teaching and learning.</p> <ul style="list-style-type: none"> • Staff are caring and engaging with students; however, some staff report students speak inappropriately towards them. • Observations in learning communities supported that teacher interactions with students are caring, polite and inclusive.
<i>Leadership practices</i>	<ul style="list-style-type: none"> • Limited evidence of a systematic, well-communicated wellbeing system and structure that is embedded and followed by all staff. • Limited strategies in place to build capacity in new educators. • A group chat to assist staff in responding to dysregulated students is operating, however no strategic approach was identified as to who responds. This impacts the leader’s ability to continue their key role of induction, coaching and mentoring, data analysis and leading their team. • Evidence indicated limited options for students who are disengaged from learning which results in students wandering during teaching time and an adult following them.
<i>Organisational practices</i>	<ul style="list-style-type: none"> • PBL is emerging with some evidence of coherence of expectations to guide behavioural expectations at school. • Community Services Directorate (CSD) currently have a social worker onsite one day per week and there is indication it is having an impact for families. • Response to student need (RSN) is a newly formed process for case management of identified students. • Significant supports have been provided by ESO to the school through the two previous support plans but there was limited evidence of sustained change. • School psychologist recommendations can be difficult to implement for students who require structure and routine to engage in learning. This is further supported by teachers in the small group program.
The school manages student complexity – disability and behaviour	
Inquiry line	Key Findings
<i>Student learning and engagement</i>	<ul style="list-style-type: none"> • The small group program demonstrates a positive focus on universal practices including visual timetables, aids, physical layout, and a space to facilitate explicit teaching and support for regulation. • There is inconsistency in the application of student plans. • Evidence suggested that some staff did not value Positive Behaviour Support Plans (PBSP) and were not aware of the strategies outlined in these. • There is limited evidence of consistent behaviour management practices.
<i>Teaching Practice</i>	<ul style="list-style-type: none"> • There is limited evidence of consistent application of adjustments to support students in the absence of a diagnosis. • Some staff are not familiar with Individual Learning Plan (ILP) goals. • There is limited capacity within the staff to adjust learning schedules for students who require differentiated learning support. • Behaviour expectations are not consistently understood by staff and students across learning communities. • There is limited evidence of consistent strategies to support student engagement.

	<ul style="list-style-type: none"> • Students reported that they were not aware of their academic progress or learning goals.
<i>Leadership practices</i>	<ul style="list-style-type: none"> • Staff reported and the SPRT observed positive outcomes for students in the small group program. • An opportunity was identified by many staff for replication of structures within the small group program for implementation in some way in all learning communities. • Students within the small group program have limited interaction with other students. • Staff desire clear guidance from the leadership team around behaviour management processes, consequences, and re-entry expectations. • High proportion of new educators with limited experience in managing behaviour within limited structured environments. • School executive report a lack of background information to support new enrolments and transitions. • The SPRT observed a lack of active supervision in break times by some staff on duty. Some staff did not have a high visibility vest which made it difficult for students to seek assistance when required. • The SPRT observed students who had absconded from class and were without supervision.
<i>Organisational practices</i>	<ul style="list-style-type: none"> • There is no evidence of inbuilt structures within learning communities with a focus on behaviour management, students with additional needs, EAL/D, learning intervention or wellbeing. • There is limited evidence of the positive structures within the small group program being replicated across learning communities to assist other students to regulate. It is noted some staff were doing their best within the physical setting. • PBL is emerging with a school wide committee driving this initiative. • High staff turnover has impacted traction in the implementation of a consistent approach to behaviour management – this is further exacerbated by the lack of collaboration across learning communities.
The school manages Work Health Safety (WHS) responsibilities on staff well-being	
Inquiry line	Key Findings
<i>Student learning and engagement</i>	<p>Students take responsibility for contributing to a safe school:</p> <ul style="list-style-type: none"> • There is documented evidence of school wide expectations and practices, however there is limited evidence that these are understood or embedded in practice. • Staff report the induction process is insufficient, particularly for new educators. • There is no whole school professional learning plan aligning to the school’s vision of the pedagogical approach. • There is limited coaching and mentoring available for teachers or leaders. • Staff report they feel a sense of responsibility for the limited learning progress of students due to lack of clarity and targeted professional learning, which impacts on personal wellbeing. • A weekly WHS meeting was observed, and staff report this is an effective

	<p>way to monitor and manage WHS and wellbeing, a survey is conducted each term to allow staff to provide feedback to the leaders.</p>
<i>Teaching practices</i>	<ul style="list-style-type: none"> • Staff are aware of their role in on-line reporting of WHS issues, but most staff express concern of a lack of communication or action to reduce the issues. • Some staff are concerned that OVRA controls include increased staff. This is challenging given staff shortages and availability. • Learning Support Assistant's indicate appreciation about the new meeting led by an executive teacher to share practice, provide clarity about their role and school expectations. • LSA's would like to be included in whole staff professional learning to be a well informed and able to contribute to children's learning. • Many teachers report a lack of immediacy of support and resources for managing incidents. • Staff advised that executive are supportive but there is not enough to assist with the number of incidents. • Some staff report feeling unsafe at school.
<i>Leadership practices</i>	<ul style="list-style-type: none"> • Staff report a disconnect between themselves and the leadership team, particularly the senior leadership team. • Staff report the leadership team is unavailable, particularly the senior leadership team. • Evidence suggests that distribution of responsibilities across the middle leadership is not equal or equitable. • Evidence that some staff do not feel confident to raise concerns with the senior leadership. • Early emerging evidence of strategic analysis of academic and behavioural/wellbeing data by the leadership to drive improvement. • Feedback supported that staff want senior executive to be more open to change and staff voice to focus on improving student outcomes. • Staff are concerned about their own wellbeing due to workload. • Staff would like to be able to explore some whole school practices to reduce workload.
<i>Organisational practices</i>	<ul style="list-style-type: none"> • There is evidence that school leaders encourage WHS reporting including at times providing release time to debrief and complete Riskman reporting. • There is considerable variability in the perception of how staff are supported during and post incidents. • Some teachers shared experiences where they felt blamed for Occupational Violence (OV) or WHS situations. • Some staff describe that the school is at times overwhelmed and are unable to effectively access and implement strategies suggested by external allied health or WHS support. • MHS has implemented Professional Learning Communities (PLCs) to drive school improvement this year.

COMMENDATIONS

Based on the observations and engagement during the review process, the SPRT commend the school on the following:

- Committed staff who care deeply about the children and who are aligned to the vision of personalising learning for all children.
- Staff collaborate extensively within their learning communities to meet the learning and wellbeing needs of children.
- Staff are intentionally seeking to use evidence to inform planning and monitor student and cohort growth.
- Families have acknowledged and appreciated the hard work and commitment of staff.
- The pillars of connect, collaborate, grow and love are reflected within all stakeholder groups including children.

AFFIRMATIONS

Based on the information available to the SPRT the following features and practices are currently being undertaken, or in the early stages of implementation, and are impacting positively on school operations.

- Commitment to improve communication, with the SPRT identifying key areas for refinement.
- The WHS committee provides feedback on WHS matters to leadership team to discuss and make adjustments in the workplace.
- Renewal of the PBL team – the PBL framework re-introduced to strengthen the positive school culture.
- The EAL/D program is valued and could provide opportunities for capacity building of all staff to enhance learning for all students.
- The Response to Student Need meeting (RSN) ensures a collaborative process to facilitate consistent interventions and supports for students with additional needs.
- The ‘Booster’ reading program is effective for a small number of children currently, upscaling of this approach to make the program available in every learning community would be beneficial.
- The Learning Support Assistant (LSA) capacity building meeting which has just been implemented has been well received by staff. The purpose of the meeting is to discuss the role of the LSA, discuss problems of practice and have consistency of expectations across all Learning Communities.
- Willingness of teachers to work to develop quality curriculum and pedagogies to engage and support all student learning.
- Students, staff, and parents value and seek more whole school/community events as a vehicle for community and school identity building.

SECTION 3: RECOMMENDATIONS

Evidence-based advice regarding high-value areas for future school improvement efforts.

Each of these recommendations and the associated dot points should not be considered as discrete. The recommendations are interrelated and need to be considered and integrated into an implementation plan. The implementation plan should provide short, medium, and long - term goals. The agenda needs to be focussed on student learning and behavioural outcomes. The implementation plan must identify sequencing, staff responsibilities, clear milestones, and review points as well as timeframes for regular reporting on progress.

Recommendation 1: Improve strategic oversight, planning and expectations.

This should include:

- Ensuring the implementation plan reviews and aligns values, beliefs, routines, and structures to support staff and students to thrive.
- Conducting a gap analysis of staff capabilities to identify areas requiring additional support by ESO and targeted recruitment.
- Documenting and delivering a professional learning plan anchored in student need.
- A whole school approach to the systematic use of data and evidence in planning teaching and learning and monitoring student progress to ensure every child reaches their academic potential.
- Developing a communication plan which delivers timely, targeted, and ongoing information to the school community, students, and staff.

Recommendation 2: Strong focus on building a united leadership team.

This should include:

- A commitment to build a united team with clear values, beliefs, and expectations evident in school wide practice and culture.
- Providing clear roles and responsibilities for all members of the leadership team.
- Designated time devoted to coaching, mentoring and feedback to all leaders.
- Establishing a comprehensive induction process for any newly appointed leader.

Recommendation 3: Strengthen the links between curriculum, pedagogy, and assessment to improve teaching and learning.

This should include:

- Using the literacy and numeracy progressions - Australian Curriculum to map student achievement and measure progress.
- Implementing quality processes to ensure high quality planning, assessment and pedagogy of teaching and learning across all learning communities.
- Ensuring every teacher clearly understands the Margaret Hendry School Pedagogical models which includes explicit instruction.
- Aligning formative and summative assessments and protocols.
- Ensuring a whole school approach to a systematic, and consistently applied teacher observation and feedback cycles.
- Strengthening Professional Learning Community (PLC) implementation that focuses on formative evidence/data to plan the next sequence of learning.
- Ensuring a specific focus on the explicit teaching of foundational skills for early learners and those students with learning gaps.

Recommendation 4: Strengthen school wide systems for improving student wellbeing.

This should include:

- Engaging with the PBL coach and an annual evaluation of PBL implementation.
- Building the capacity of staff with an initial focus on effective PBL Tier 1 strategies.
- Leadership to track and monitor student attendance and behaviour data to inform target resources appropriately.
- Ensuring clear processes to monitor the effectiveness of ILPs and BSPs and OVRAs.
- Improving inclusion practices including structures and processes that cater for all students' needs.
- Consideration of the employment of a social worker to work in partnership with families and the staff.

Recommendation 5: Review and adjust the organisational efficiencies and effectiveness of the current structures and processes.

This should include:

- Reviewing current whole school structures and routines to ensure consistency of teaching and learning to maximise student outcomes.
- Developing whole of school practices for student learning and wellbeing for consistency across learning communities.
- Assessing whether the use of different IT (software) systems can reduce school leader workload or improve the efficiency of current processes.
- Ensuring a common understanding of the structure of the day to focus on learning and wellbeing.
- Regular leadership meetings to discuss implementation of whole school expectations, structures, and processes.
- A strategic approach for school leader Cs to work collaboration with their learning communities including coaching and mentoring.
- Providing opportunities for teachers to plan and collaborate with peers who are teaching the same year level in other learning communities.

Recommendation 6: Improve the health and wellbeing of all staff.

This should include:

- Coordination of ESO supports and targeted recruitment to guide the improvement plan and support staff wellbeing.
- Establishment of a comprehensive induction process for staff.
- Clarity of expectations for teaching and learning, student wellbeing and student behaviour across the school.
- Implementation of the above recommendations in the short, medium, and long term.
- Continuing to provide opportunities for staff to provide feedback on WHS matters.
- Staff to be actively involved in the implementation of the recommendations of the SPR.

APPENDIX A: SCHOOL CONTEXT DATA

Location	Taylor, ACT, 2913																													
Education Network	North Gungahlin																													
Year opened	2019																													
Year Levels	Preschool to Year 6																													
Enrolments	<p>MHS has had a 14% increase in enrolments since 2022. Their current student population is 640.</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Student population</th> <th>% out of all students</th> </tr> </thead> <tbody> <tr> <td>Preschool</td> <td>128</td> <td>20%</td> </tr> <tr> <td>Kindergarten</td> <td>86</td> <td>13.44%</td> </tr> <tr> <td>Year 1</td> <td>90</td> <td>14.06%</td> </tr> <tr> <td>Year 2</td> <td>96</td> <td>15%</td> </tr> <tr> <td>Year 3</td> <td>87</td> <td>13.59%</td> </tr> <tr> <td>Year 4</td> <td>64</td> <td>10%</td> </tr> <tr> <td>Year 5</td> <td>48</td> <td>7.5%</td> </tr> <tr> <td>Year 6</td> <td>41</td> <td>6.41%</td> </tr> </tbody> </table>			Cohort	Student population	% out of all students	Preschool	128	20%	Kindergarten	86	13.44%	Year 1	90	14.06%	Year 2	96	15%	Year 3	87	13.59%	Year 4	64	10%	Year 5	48	7.5%	Year 6	41	6.41%
Cohort	Student population	% out of all students																												
Preschool	128	20%																												
Kindergarten	86	13.44%																												
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Year 4	64	10%																												
Year 5	48	7.5%																												
Year 6	41	6.41%																												
Indigenous enrolment %	<p>MHS has 28 Aboriginal and Torres Strait Islander student enrolments. This represents 4.4% of total enrolments.</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Aboriginal and Torres Strait Islander students</th> <th>% out of Aboriginal and Torres Strait Islander students</th> </tr> </thead> <tbody> <tr> <td>Preschool</td> <td>5</td> <td>17.86%</td> </tr> <tr> <td>Kindergarten</td> <td>7</td> <td>25%</td> </tr> <tr> <td>Year 1</td> <td>4</td> <td>14.27%</td> </tr> <tr> <td>Year 2</td> <td>4</td> <td>14.27%</td> </tr> <tr> <td>Year 3</td> <td>5</td> <td>17.86%</td> </tr> <tr> <td>Year 4</td> <td>3</td> <td>10.71%</td> </tr> <tr> <td>Year 5</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Year 6</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>			Cohort	Aboriginal and Torres Strait Islander students	% out of Aboriginal and Torres Strait Islander students	Preschool	5	17.86%	Kindergarten	7	25%	Year 1	4	14.27%	Year 2	4	14.27%	Year 3	5	17.86%	Year 4	3	10.71%	Year 5	0	0%	Year 6	0	0%
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Students with a disability enrolment %	<p>MHS has 24 student enrolments in disability education programs. This represents 3.75% of the school's enrolments.</p> <table border="1" data-bbox="619 264 1425 743"> <thead> <tr> <th>Cohort</th> <th>DE students</th> <th>% out of DE students</th> </tr> </thead> <tbody> <tr> <td>Preschool</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Kindergarten</td> <td>3</td> <td>12.5%</td> </tr> <tr> <td>Year 1</td> <td>3</td> <td>12.5%</td> </tr> <tr> <td>Year 2</td> <td>8</td> <td>33.33%</td> </tr> <tr> <td>Year 3</td> <td>4</td> <td>16.67%</td> </tr> <tr> <td>Year 4</td> <td>2</td> <td>8.33%</td> </tr> <tr> <td>Year 5</td> <td>2</td> <td>8.33%</td> </tr> <tr> <td>Year 6</td> <td>2</td> <td>8.33%</td> </tr> </tbody> </table>	Cohort	DE students	% out of DE students	Preschool	0	0%	Kindergarten	3	12.5%	Year 1	3	12.5%	Year 2	8	33.33%	Year 3	4	16.67%	Year 4	2	8.33%	Year 5	2	8.33%	Year 6	2	8.33%
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English as an Additional Language/Dialect (EAL/D) Students enrolment %	<p>MHS has 232 student enrolments requiring EAL/D support. This represents 36.25% of the school's enrolments.</p> <table border="1" data-bbox="619 869 1425 1348"> <thead> <tr> <th>Cohort</th> <th>EAL/D students</th> <th>% out of EAL/D students</th> </tr> </thead> <tbody> <tr> <td>Preschool</td> <td>31</td> <td>13.36%</td> </tr> <tr> <td>Kindergarten</td> <td>29</td> <td>12.5%</td> </tr> <tr> <td>Year 1</td> <td>25</td> <td>10.78%</td> </tr> <tr> <td>Year 2</td> <td>41</td> <td>17.67%</td> </tr> <tr> <td>Year 3</td> <td>40</td> <td>17.24%</td> </tr> <tr> <td>Year 4</td> <td>30</td> <td>12.93%</td> </tr> <tr> <td>Year 5</td> <td>18</td> <td>7.76%</td> </tr> <tr> <td>Year 6</td> <td>18</td> <td>7.76%</td> </tr> </tbody> </table>	Cohort	EAL/D students	% out of EAL/D students	Preschool	31	13.36%	Kindergarten	29	12.5%	Year 1	25	10.78%	Year 2	41	17.67%	Year 3	40	17.24%	Year 4	30	12.93%	Year 5	18	7.76%	Year 6	18	7.76%
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Year current Principal appointed	2019																											
Full time equivalent staff (FTE)	School – 64.9 FTE (Head count 76) School leaders– 8.2 Classroom teachers – 33.3 School assistants – 17.8 Other support and admin (BSO, senior officers, admin support) – 5.6																											
Teaching Staff Profile	Note the difference in FTE between the staffing profile below and FTE staff indicated above reflects individuals on paid or unpaid leave.																											

Chart 1: Length at School

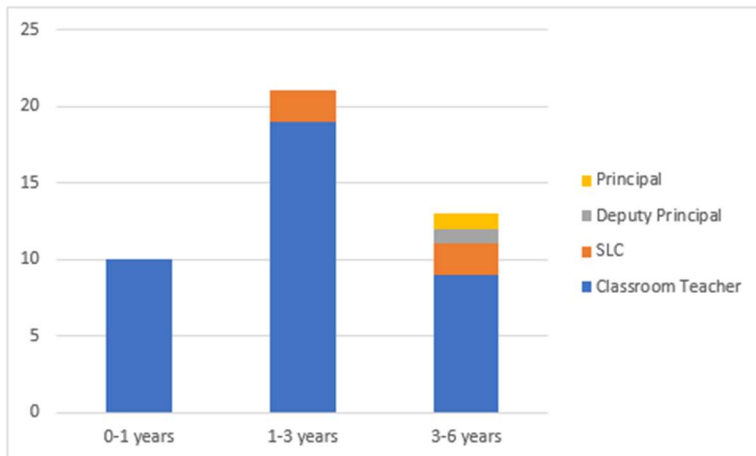
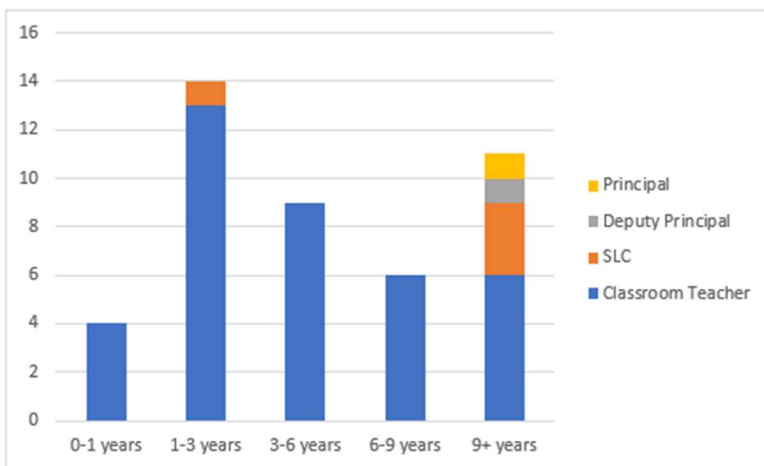


Chart 2: Length of Service



Notes:

- *The above data is based on the headcount of staff with nominal positions at Margaret Hendry School.*
- *“Length of service” reflects time in the ACTPS and does not account for experience in other jurisdictions or the independent or Catholic education systems.*

