Maribyrnong Primary School
Annual Action Plan Report 2017

Context

Maribyrnong Primary School is a preschool to year 6 school located in the eastern Belconnen area. Established in 1979, the school has a current enrolment of 431 students. Enrolments are drawn from the southern end of Kaleen and the suburbs of Bruce and Lawson. Throughout the life of this school plan, the school PEA has changed to incorporate Eastern Bruce from 2013, Lawson in 2015 and all of Bruce from 2018. The school has one Learning Support Unit (LSU) and one Learning Support Unit (Autism). The expanding PEA has resulted in some significant changes for the school. Increased enrolments, greater diversity and need within student enrolments, greater numbers of staff and a change in pedagogical practices to meet the growing needs of the community as well as changed community relationships.

Methodology

Maribyrnong Primary School uses an action research approach to inform all aspects of school improvement. The school has a detailed data plan which captures the variety of school and system datasets and tools to plan, act, observe and reflect on progress. The improvement model is called Pedagogy Circles. Every educator belongs to a pedagogy circle. The educators research current practice, make recommendations to whole school practice, collect, enter and analyse data sets, and then make suggestions for further changes to practice. They provide feedback to colleagues on practice and programs and they model lessons as experts within their chosen circle. The teams provide feedback to the community through the ASBR and through the development of school policy and guidelines for practice. This process ensures that responses to data are driven by need at the individual child level, whole class level and whole school level.
In 2017, the school participated in the four yearly school review process. A thorough analysis of performance and progress was completed. A panel of external reviewers attended the school for three days as part of the review process. A report was then written with affirmations, commendations, recommendations. This report coupled with the school based review has been used to plan for future school improvement.

Evaluation of Performance

Priority One

To improve student outcomes

Targets

By the end of 2017

Writing
- Increase the NAPLAN writing mean score to be on par with or higher than that of the ACT
- Reduce the number of students who receive beginning and developing for writing on their end of year reports to 15%
- Increase the percentage of students who receive grade level or above for writing on their end of year reports to 85%
- Increase the percentage of students to 100% making 7pts or more growth in the authorial and secretarial components of the CRT
- Achieve a 2% point improvement in the proportion of students achieving expected growth in the year 5 NAPLAN writing results to 92.5%

Reading
- Increase the NAPLAN reading mean score to be on par with or higher than that of the ACT
- Reduce the number of students who receive beginning and developing for reading on their end of year reports to 15%
- Increase the percentage of students who receive grade level or above for reading on their end of year reports to 85%
- Increase the percentage of students to 100% who improve 4 PM Benchmark levels each year, until level 30 is reached
- Increase the percentage of year 3 to 6 students to 100% who improve 2 PROBE levels each year
- Increase the percentage of kindergarten students to 100% who achieve expected progress or above in the PIPS assessment
- Achieve a 2% point improvement in the proportion of students achieving expected growth in the year 5 NAPLAN reading results to 82%

Spelling
- Increase the NAPLAN spelling mean score to be on par with or higher than that of the ACT
- Reduce the number of students who receive beginning and developing for spelling on their end of year reports to 20%
- Increase the percentage of students who receive grade level or above for spelling on their end of year reports to 80%
- Increase the percentage of students to 100% who achieve 3 points growth on the BEE Spelling Inventory

- Achieve a 2% point improvement in the proportion of students achieving expected growth in the year 5 NAPLAN spelling results to 49.6%

Grammar and Punctuation
- Increase the NAPLAN grammar and punctuation mean score to be on par with or higher than that of the ACT
- Achieve a 2% point improvement in the proportion of students achieving expected growth in the year 5 NAPLAN grammar and punctuation results to 78.2%

Mathematics
- Increase the NAPLAN mathematics mean score to be on par with or higher than that of the ACT
- Increase the percentage of kindergarten students to 100% who achieve expected progress or above in the PIPS assessment
- Reduce the percentage of students who receive beginning and developing for mathematics on their end of year reports to 20%
- Increase the percentage of students who receive grade level or above for mathematics on their end of year reports to 80%
- Achieve a 2% point improvement in the proportion of students achieving expected growth in the year 5 NAPLAN mathematics results to 83%

Other Areas
- Increase the percentage of students who achieve short term ILP goals to 80%
- Improved student voice in the curriculum as evidenced by School Satisfaction Surveys
    - My teachers expect me to do my best
    - My teachers provide me with useful feedback about my school work

Progress

This priority primarily focused on achieving consistency of practice in literacy and numeracy from kindergarten to year six. Key changes to practice have been made by each of the pedagogy circles after a review of progress (mid year and end of year), coupled with new knowledge learnt at professional learning, current research practices, and overall school trends as well as changing individual needs of students. Each time a change was suggested by a particular pedagogy circle, they would present their findings based on the evidence listed above and would therefore make a case for change. Staff had the opportunity for input, to question particular decisions, and then the opportunity to challenge or commit to the change. The relevant school guide was then updated over time to reflect the change to pedagogy in an effort to ensure consistent practice. Four of the seven significant projects have actively contributed to improved outcomes for the community within this strategic priority. The most significant projects which had the biggest impact have been:
- using the PDSA continuous improvement cycle to drive change and innovation (significant project one)
- the establishment and deep commitment to policies and procedures for consistent school practices (significant project two)
- the use of evidence base practice through leadership practices (significant project three)
- establishing and embedding visible learning principals across the school (significant project five).

We have focused on two key improvement strategies in relation to priority one. The first has been to **establish and embed policies and procedures for consistent school practices**. To this end, much research and reading has continued to be done throughout 2016. Changes have been made to the approach towards teaching across all of the key areas of literacy and numeracy. These changes have been targeted at specific points identified through the data analysis which occurs on an ongoing basis throughout the year. Details of these changes and the impact on student outcomes is outlined below.

Our second key improvement strategy has focused **on establishing and embedding visible learning principles in the classroom**. School based actions have included professional learning regarding visible learning; this concept has been revisited a number of times throughout the year with staff working with neighbouring schools to refine and evaluate quality practices. The 'I Can Statements' for English kinder to year 6 and mathematics year 7 to 10 were reviewed in light of the recent changes to the Australian Curriculum. The school has also started to research the 'Skill, Will, Thrill' approach outlined by Professor Hattie in an effort to identify areas of strength and development in the classroom.

Further evidence of our work in this area includes the use of a variety of visible learning principles in every classroom at Maribyrnong, these include explicit learning intentions, success criteria, 'I Can' statements in mathematics and explicit writing goals. The evidence examined suggests that all educators plan for and actively implement visible learning principles in the classroom.

Writing

In 2017, educators have continued to assess student performance using the Belconnen Criterion Reference tool. This tool has been used to plot pupil progress in writing for different social purpose. Each term, teachers have maintained a major and minor focus on writing social purposes within the inquiry unit planning. Educators complete two pre and post assessment tasks per year which are assessed using the Criterion Reference Tool. The tool is used to measure the effectiveness of teaching writing for difference social purposes, f the impact of teaching on the secretarial elements of writing and for student goal setting. The writing samples are used for conferencing with students and goals are set according to our practice of Making Learning Visible.

The CRT is completed at the start of the teaching cycle for that form of writing and again at the completion of the lesson sequence (pre and post testing). The secretarial aspects are mapped longitudinally from kindergarten to year six. The authorial aspects are tracked prior to teaching a new social purpose for writing and at the completion of the teaching sequence. CRT data is formally recorded once a semester at a whole school level. The following growth was been noted from 2014 to 2017 in the secretarial aspects for writing. It takes a full two year cycle to compare the authorial aspects as each social purpose is taught in detail every two years.

The average growth points for both year three and year four using the CRT data shows growth points of over 4.91 and for year five, 5.12 for a term of teaching. This indicates significant mastery of writing elements such as spelling, sentence structure, punctuation, linguistic devices, connectives, agreement, plurals and tense. The secretarial elements of writing continue to develop and build up over a year indicating potential of indicating positive growth in writing across difference social purpose. The following tables summarise this information.

Maribyrnong Primary School CRT Writing to Persuade Results 2017 (year 3 to 6)

Cohort	Time	Secretarial Aspects – average	Range (possible 29)	Authorial Aspects - average
3/4	T1 - start	7.05	0 - 20	4.91
3/4	T1 - end	12.82	0 - 24	
5/6	T1 – start	14.20	5 - 29	5.12
5/6	T1 - end	19.10	2 – 29	

Source: 2017 School CRT Writing Data

Maribyrnong Primary School CRT Writing to Persuade Results 2016 (year 3 to 6)

Cohort	Time	Secretarial Aspects – average	Range (possible 29)	Overall Average Improvement
3	T1 - start	5.17	0 - 12	3.91
3	T1 - end	9.08	0 - 20	
4	T1 – start	9.9	0 - 19	3.3
4	T1 - end	13.2	0 – 23	

Source: 2016 School CRT Writing Data

Maribyrnong Primary School CRT Writing to Persuade Results 2015 (year 3 to 6)

Cohort	Time	Secretarial Aspects – average	Range (possible 29)	Overall Average Improvement
3/4	T1 - start	6.95	0 - 20	5.19
3/4	T1 - end	12.14	0 - 24	
5/6	T1 – start	14.22	5 - 29	4.25
5/6	T1 - end	18.47	2 – 27	

Source: 2015 School CRT Writing Data

Maribyrnong Primary School CRT Writing to Persuade Results 2014 (year 3 to 6)

Cohort	Time	Secretarial Aspects – average	Range (possible 29)	Overall Average Improvement
3/4	T1 - start	6.95	0 - 20	5.19
3/4	T1 - end	12.14	0 - 24	
5/6	T1 – start	14.32	5 - 29	3.44
5/6	T1 - end	17.76	0 – 23	

Source: 2014 School CRT Writing Data

Our final target was to increase the school NAPLAN writing mean score to be on par with or higher than that of the ACT. Year five NAPLAN writing results show that we scored on par with our 2017 target, year three results show that there is still work to be done. The tables below summarise this information.

NAPLAN Year 5 Writing Mean over time

Group	2012	2013	2014	2015	2016	2017
ACT	486	486.9	474.2	486.9	481.1	480.0
SCHOOL	497.6	480.1	479.8	446.9	475.2	478.8

Source: 2017 NAPLAN Data

NAPLAN Year 3 Writing Mean over time

Group	2012	2013	2014	2015	2016	2017
ACT	416.9	422.6	405.1	421.4	401.3	415.9
SCHOOL	395.3	399.7	418.7	382.9	420.3	397.6

Source: 2017 NAPLAN Data

Reading

Our first target in relation to improving reading results in 2017 was to increase the NAPLAN reading mean score to be on par with or higher than that of the ACT. This was achieved in both year three and year five, with both cohorts scoring above the ACT average. The two tables below show this information.

NAPLAN Year 5 Reading Mean over time

Group	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
ACT	500.4	512.8	509	517.2	519.9	520.2	522.8	521.8	514.5	520.9
SCHOOL	499	504.9	533.6	515.3	543.4	499.4	542.4	509.1	539.9	531.0

Source: 2017 NAPLAN Data

NAPLAN Year 3 Reading Mean over time

Group	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
ACT	418.1	434	440.2	444.4	445.4	443.9	440.1	444.1	441.3	446.1
SCHOOL	409.2	424	482.1	435.8	469	442.7	442.4	411.5	468.6	459.0

Source: 2017 NAPLAN Data

Our second and third targets for 2017 were to increase the number of students working at grade level or above to 85% and reduce the number of students who receive beginning and developing for reading on their end of year reports. This target was achieved with kindergarten, year five and year six students. Most other grades were within 10% of this target. The following table summarises our results over the year.

School Based Assessment - Reading report outcomes 2017

Year Level	O	GL+	GL	D	B	Total	% O, GL+ &	% D & B
Kindergarten	13	13	28	8	0	62	87%	13%
Year 1	9	31	18	10	3	71	82%	18%
Year 2	8	9	19	13	2	51	71%	29%
Year 3	18	14	18	8	3	61	82%	18%
Year 4	6	8	2	8	1	25	64%	36%
Year 5	15	6	9	4	0	34	88%	12%
Year 6	12	8	10	1	0	31	97%	3%
Total of School Population							82%	18%

Key: O= Outstanding   GL+= Above Grade Level   GL=Grade Level   D= Developing   B= Beginning
Source: 2017 School Reading Data

Our fourth target in 2017 was for all students to improve a minimum of four reading levels each year until they reach level 30 is well on the way to being met. Through data entry recording we are able to see that:
- 75% of kindergarten students are at or above grade level for reading; the average growth in reading levels was 7.5 across the whole grade.
- 81% of year one students are at or above grade level for reading; the average growth in reading levels was 8.7 across the whole grade.
- 48% of year two students are at or above grade level for reading; the average growth in reading levels was 6.4 across the whole grade.

Our fifth target for 2017 was to increase the percentage of students in years three to six to 100% of students who improve two PROBE reading levels each year. We did not achieve 100% of students, however the average result for each cohort is strengthening:
- 50% of year three students improved a minimum of 2 PROBE reading levels.
- 50% of year four students improved a minimum of 2 PROBE reading levels.
- 54% of year 5 students improved a minimum of 2 PROBE reading levels.
- 41% of year 6 students improved a minimum of 2 PROBE reading levels.

Our final target was to increase the percentage of kindergarten students to 100% who achieve expected progress or above in the PIPS assessment. Our 2017 kindergarten Performance Indicators in Primary Schools (PIPS) data has revealed that this target has not been reached, however significant gains were made in 2017. The table below summarises this information.

Percentage of students making progress in PIPS reading

Year	Above Expected Progress	Expected Progress	Below Expected Progress
2011	19%	66%	15%
2012	28%	57%	14%
2013	25%	59%	16%
2014	17%	57%	26%
2015	9%	43%	48%
2016	8%	49%	42%
2017	31%	45%	25%

Source: Performance Indicators in Primary Schools 2017

Spelling

This year we set out to further integrate high frequency words within our spelling programs. In relation to changing teacher actions, our educators have:
- used products (games, worksheets) purchased from Teachers Pay Teachers which are designed specifically for the Words Their Way books
- used resource folders to track which high frequency words have been taught and when
- creating editing sentences for students to use the words in context
- develop further sorts on the interactive whiteboards
- used laminated word sorts in an effort.

Teachers from kindergarten along with our intervention teacher, are grouping students for spelling, allowing for more streamlined teaching practices. Teachers in year one and year two, along with our intervention teacher, are also grouping students for spelling. Our intervention teacher is also teaching a phonics group for year one and year two students who need extra support. Teachers from year three to year six, along with a number of other educators, are grouping students for spelling, allowing for more streamlined teaching practices. Students from these year groups are working in mixed year groupings according to their spelling inventory results.

In relation to our targets, overall there has been an increase in the percentage of students receiving a grade level or above for spelling across the school from 2015 to 2017. We are meeting this target in six out of seven grades.
In relation to our current cohorts:
- Kindergarten have made a good gain since mid-year in students scoring GL or above: 75.4 % up from 65.5%.
- This year's year 2 students have made a good gain in students scoring GL or above: 66.7% now compared to 59.1% at the end of year 1.
- This year's year 3 students have made a significant gain in students scoring GL or above: 83.4% now compared to74.1% at end of year 2.
- This year's year 4 students have made a significant gain in students scoring GL or above: 76% now compared to 59.1% at the end of year 3.
- This year's year 5 students have made a good gain in students scoring GL or above: 73.5% now compared to 66.6% at the end of year 4.
- This year's year 6 students have made a good gain in students scoring GL or above: 93.7% now compared to 87.5% at the end of year 5.

This year's year 1 students have made a small decrease in the % of students receiving a GL or above grade: 73.6% down from 76.1 at the end of kindergarten.

End of year BEE Spelling Results Analysis Growth of 3 or more feature points

End of year Grade Level	# Students 2017	% Made 3+ 2017	Average Growth 2017	# Students 2016	% Made 3+ 2016	Average Growth 2016	# Students 2015	% Made 3+ 2015	Average Growth 2015
Kinder	59	100	20.27	64			42	95	12.5
Year 1	62	96.77	21.25	38	95	15.8	51	94	15.19
Year 2	44	93.18	15.31	57	93	12.4	23	87	18.69
Year 3	59	79.66	8.52	23	91	13.8	31	100	11.96
Year 4	24	91.6	10.91	30	100	11.1	27	97	10.62
Year 5	29	93.01	10.03	33	93	8.4	22	95	11
Year 6	36	88.9	6.61	24	96	8.08	31	87	9.93
Total	313	91.87	13.27	269	94.66	11.59	227	93.5	12.84

Source: 2015 to 2017 School Spelling Data

Including the Core Spelling words into the teaching of spelling alongside the BEE spelling program appears to have had a positive impact. Results continue to grow with 77% of students receiving a grade level or above in the end of year report for spelling compared with 72%, 69%, 68% and 55% over the last four years.

School Based Assessment - Spelling report outcomes 2017

	O	GL+	GL	D	B	Total	%O, GL+ & GL	%D & B
Kindergarten	11	18	17	9	6	61	75.4	24.6
Year One	5	16	32	16	3	72	73.6	26.4
Year Two	12	9	13	11	6	51	66.7	33.3
Year Three	10	17	23	9	1	60	83.4	16.6
Year Four	6	4	9	4	2	25	76.0	24.0
Year Five	8	10	7	9	0	34	73.5	26.5
Year Six	10	12	8	2	0	32	93.7	6.3
						Total of School Population	77.47%	22.53%

Source: 2017 School Outcomes Based Reports

Our target in relation to improving spelling results was to increase the NAPLAN reading mean score to be on par with or higher than that of the ACT. This was achieved in both year three and five. The two tables below show this information.

NAPLAN Year 5 Spelling Mean over time

Group	2011	2012	2013	2014	2015	2016	2017
ACT	491.4	499.7	496.8	502.5	500.3	491.2	498.9
SCHOOL	475.6	478.6	457.4	490.6	473.4	502.3	496.7

Source: 2017 NAPLAN Data

Table 6: NAPLAN Year 3 Spelling Mean over time

Group	2011	2012	2013	2014	2015	2016	2017
ACT	416.6	419.8	416.8	413.0	411.2	421.6	414.4
SCHOOL	406.7	437.8	435.8	420.0	382.8	410.0	420.3

Source: 2017 NAPLAN Data

Mathematics

A key target for the year was to increase the NAPLAN mathematics mean score to be on par with or higher than that of the ACT. This target was achieved for both year three and year five. The tables below detail this information.

NAPLAN Year 5 Numeracy Mean over time

Group	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
ACT	485.2	497	499.5	503.4	505.4	500.3	498.7	503.5	499.1	498.8
SCHOOL	472.5	529.7	508.5	505.2	511	467.4	506.1	496.7	503.2	497.1

Source: 2017 NAPLAN Data

NAPLAN Year 3 Numeracy Mean over time

Group	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
ACT	412.3	407.7	414.5	416	411.1	414.8	415.1	411.4	413.6	419.4
SCHOOL	420.6	410.6	435.2	396.9	421.6	403.6	404.0	380.6	422.4	425.5

Source: 2017 NAPLAN Data

An additional target was to increase the percentage of kindergarten students to 100% who achieve expected progress or above in the PIPS assessment. Our 2017 kindergarten Performance Indicators in Primary Schools (PIPS) data has revealed that there have been continued improvements in student results in comparison with previous years and we are closer to our target than in the last four years. The table below summarises this information.

Percentage of students making progress in PIPS maths

Year	Above Expected Progress	Expected Progress	Below Expected Progress
2011	15%	62%	23%
2012	43%	57%	0%
2013	10%	55%	34%
2014	11%	55%	34%
2015	8%	43%	39%
2016	34%	54%	12%
2017	52%	35%	14%

Source: Performance Indicators in Primary Schools 2017

Our final target in relation to mathematics in 2017 was to reduce the percentage of students who receive beginning and developing for mathematics on their end of year reports to 20% and increase the percentage of

students who receive grade level or above for mathematics on their end of year reports to 80%. Over the last five years, we have consistently achieved this goal within year one and year two. Over the last two years this has been achieved consistently with year kindergarten, year three and year six. The table below shows our 2017 results.

School Based Assessment - Mathematics report outcomes 2017

Year Level	O	GL+	GL	D	B	Total	%O, GL+ & GL	%D & B
Kindergarten	2	37	27	1	0	67	99%	1%
Year 1	9	19	39	4	1	72	93%	7%
Year 2	6	9	29	6	1	51	87%	13%
Year 3	5	13	33	10	0	61	84%	16%
Year 4	4	5	10	7	0	26	73%	27%
Year 5	7	10	9	9	0	35	75%	25%
Year 6	8	8	14	3	1	34	88%	23%

Source: 2017 School Outcomes Based Reports

Future focuses to further improve student and staff outcomes and build on these achievements should include:
- embed opportunities for student voice across the curriculum (significant project four)
- leverage off the Relationships Policy and school values to now review the school purpose and vision (significant project six)
- build on the use of school data to more effectively inform daily teaching (significant project seven).

Priority Two

To improve the learning and teaching cycle through the Australian Curriculum

Targets

▪ As above

Progress

The focus of this priority was on enhancing our collaborative approach within the learning, teaching and assessment cycle to include visible learning practices and increased student agency. There have been numerous processes and responses in a variety of curriculum areas that have enhanced the overall holistic development of curriculum and pedagogy at Maribyrnong. Pivotal to all actions has been the Plan, Do, Study and Act model that is embedded in our Pedagogy Circle approach. This model allows multiple initiatives to be explored and trialled within the school with teachers taking carriage of this. Within this structure robust collegial discussions occur with teachers engaging with current research at all times in response to student need. The most significant actions which have had the greatest impact have been the:

- Creation and further review of 'I Can' statements as a partnership group for both English and Mathematics based on the Achievement Standards in the Australian Curriculum.

- Incorporation of the 'I Can' statements into the Maths Scope and Sequence and into individual student booklets for self assessment and conferencing purposes.. These are further used by both staff and students to feed back into the learning process.

- Creation of whole school mathematics assessments to support moderation and targeted teaching. These have been reviewed and updated to reflect the Australian Curriculum version 8.3.

- Mapping of inquiry units from 2012 to 2017 with modifications made across time to reflect changes in the Australian Curriculum and individual student needs.

- Implementation of inquiry planners using the Scottish Storyline Method in term three each year, focused on a key issue of social concern which is linked to the School Values.

- Crafting and implementation of a scope and sequence for Mathematics using a spiral approach to ensure all areas of the curriculum are built on across each year.

- Use of data from the action learning project undertaken in 2014 into student feedback in visible learning, the establishment and whole school implementation of the 'Making Learning Visible Guide.'

In relation to the targets set for this priority, the following achievements and areas for further improvement have been identified:

- inquiry planners are used by all teachers and incorporate all facets of the Australian Curriculum

- use of the Scottish Storyline Method is used from K-6 with shared language and understandings, cumulating in a learning journey

- staff satisfaction data in survey areas addressing the teaching, learning and assessment cycle has improved or remained consistently high

- student satisfaction data regarding engagement and agency has improved

- parent satisfaction data regarding expectations and the importance of continual improvement has remained consistently high or improved.

In relation to the indicators of success:
- the school planning audit indicates alignment of programming with the Australian Curriculum
- teacher programming reflects the school developed spiralling mathematics curriculum
- classroom practice and planning shows the use of the 'I Can' statements (maths and English)
- high staff satisfaction as evidenced by the staff satisfaction surveys:
  - 'I am actively engaged in professional learning' could not be measured in 2017 as this question was removed from the surveys. We did achieve success in this area as indicated in the school satisfaction results with 92% of staff indicated a score of five, six or seven out of seven in 2015 and 100% in 2016.
  - 'I receive useful feedback about my work'. Results have remained consistently high with 82.35% of staff indicated this is true (higher than the ACT average of 78%) in 2017, trending higher than the ACT for 2014, 2015, 2016 and 2017.
  - There are processes in place that support my practice - while this question was not on the surveys in 2015 or 2016, a similar question can be used to extrapolate our performance where 88% of staff indicated that they discuss and share teaching methods and strategies with each other, remaining high across 2015 to 2017.

Future focuses to further improve student and staff outcomes and build on these achievements should include:
- articulation of how our coaching model evidences feedback on teaching programs
- enhancement of student voice through the use of 'child friendly speak' assessment tools that allows children to set targets, self-assess and monitor their own growth
- the creation of a document which aligns 'I Can' statements for English to scoped curriculum documents
- enhancement of the 'Making Learning Visible Guide' to include video clips of practice and tools to support educators to share practice
- consideration for a Making Learning Visible Pedagogy Circle member in each of the Pedagogy Circles to focus on making learning visible in that specific area.

Priority Three (A)

Build systems and processes to improve student wellbeing, including the Early Childhood programs at Maribyrnong

Targets

- to achieve an exceeding rating in the National Quality Framework assessment in Quality Area 1 and 2
- to improve the satisfaction of key stakeholders as evidenced by the School Satisfaction Surveys (staff):
  - The physical work environment allows me to do my job well
  - I get constructive feedback about my practice
  - There are processes in place that support my practice
  - There is effective communication between teachers and parents and carers
- school based feedback received from students is evident within all classroom programming

Progress

This priority targeted the early childhood practices in the preschool, ensuring high quality pedagogy was implemented that incorporated the requirements in the National Quality Framework, including compliance with the standards, and embedding the Early Years Learning Framework. As with other school based initiatives the use of the Plan, Do, Study and Act model was utilised to ensure that the action learning was responsive to need, consultative and based in sound research. As a result of this approach the most significant projects which had the biggest impact have been:

- the reviewing of policies and processes to ensure currency with practice and legislation
- continual reflection on the Quality Improvement Plan with feedback sought from educators, children and families
- significant investment in the updating of the indoor and outdoor learning environment to further facilitate best practice
- networking at cluster, system and national levels that has supported the embedding of targeted and innovative practices related to programming, feedback and intentional teaching.

Future focuses to further improve student and staff outcomes and build on these achievements should include completion and submission of the application for excellent rating. Additional work should continue to extend the way in which the outdoor learning environment is used as a tool for enhancing student dispositions of learning.

In relation to the targets set for this priority, the following achievements and areas for further improvement have been identified:

- our targets related to the assessment and rating process in 2015 were achieved with all areas receiving an overall exceeding rating
- our policies and procedures that are displayed on our website have been successfully implemented and further shared across sectors in the ACT. Many preschools and early learning centres have used these as a basis for creating their own documents
- implementation of year long transition program and orientation program to kindergarten
- presentation at a cluster, system and national level at network sessions and conferences showcasing our approach

- publication of our approach in a national journal.

Mapping of targets achieved related to improved School Satisfaction Survey data was challenging as the questions we had used to construct our targets had been removed or altered in the survey. Thus we were unable to measure improvement or identify areas of development in three of our four targets. We were able to measure growth in the area of receiving constructive feedback about practice where staff responses were recorded as 88%, similar to 2016 (85%), similar to 2015 (86%), a significant improvement from 2014 where this response was 78%.

Priority Three (B)

Build systems and processes to improve student wellbeing, including the Early Childhood programs at Maribyrnong

Targets

- using the National Safe Schools Framework, improve element 3 (policies and procedures) to 'definitely true' on the response scale
- using the National Safe Schools Framework, improve element 4 (professional learning) to 'definitely true' on the response scale.

Progress

This priority primarily focused on building systems and processes to improve student wellbeing from preschool to year six. Significant renewal of processes and pedagogy across the school have been made in response to new knowledge gained at professional learning, current research practices, and overall school trends as well as changing individual needs of students. All change has been made in response to whole community survey and review.

In implementing any change to policy affecting students' wellbeing, staff were mindful of the holistic nature of school community and as a result the change process was consultative at every stage. All Carers and community members had the opportunity to input, question and critique current practice and suggested changes. Community members were also central to the professional learning, with non-teaching community representatives being placed on the KidsMatter Action Team in 2015.

As a result of this work guides and policies have been written and/or refined in order to both establish and communicate systems and processes which support the wellbeing of students and the extended Maribyrnong community. The work has been focused and directional in response to all stakeholders. The most significant projects which had the biggest impact have been:

- School commitment to KidsMatter program (significant project two).
- The establishment and deep commitment to a whole school Relationships Policy which outlines the philosophical stance that all community engagement and communication should be primarily motivated from a place of social concern. That is, from a place of social and community responsibility (significant project one and three).
- The communication and articulation of the School Values to all stakeholders in an appropriate and responsive method (significant project two).
- The establishment of a K-6 approach to Social and Emotional learning through Bounce Back! (significant project five).
- The staff participation and implementation of professional learning and wellbeing practices which actively promote Social Concern (significant project 4).

In relation to the targets set for this priority, the following achievements and areas for further improvement have been identified:

- School Values are clearly communicated and celebrated by the whole school community through a number of methods. The use of School Value postcards, photographs and assembly PowerPoint is an opportunity to track individual student success which could be further explored. Currently School Values have been embedded on an individual level though these

rewards, made visible through classroom conduct expectations and directly taught through the Bounce Back SEL program. Further to assembly recognition, embodiment of the School Values has been celebrated and rewarded during school events such as swimming carnivals and the school Walkathon, and in recognition of wider school community members.

- Following professional learning and reading, there has been a shift in philosophy which has been supported and communicated through the Relationship Policy. Underpinning all community communication is the principle of Social Concern. That is, we are motivated by the desire that our work should benefit the individual, group, community and wider world. This philosophical stance has received positive feedback from families of new enrolments at information nights, as well as with our Board and P&C. It has been enacted in teaching and learning policy through the embedding of Social Concern principles within all Storyline Units. These inquiry units encompass an element of teaching and learning which would benefit individuals other than themselves. Further surveys would indicate if this principle is identifiable within the school culture.

- Wellbeing Meeting minutes communicate the focus students for pastoral support. These minutes individualise both student attendance and suspension rate data. They also provide qualitative data to support the success rate of the Relationships Policy and the model of positive relationships, as outlined within this document.

In relation to the indicators of success detailed in our School Plan, in our efforts to build systems and processes to improve student wellbeing, the school has:

- There has been improvement in the numbers of children who have indicated that they can speak with their teachers about their concerns moving above the ACT average to 73.68%, up from 69% in 2016. There has also been improvement in the numbers of parents and carers who feel that student behaviour is well managed at this school, moving to 90.99%, up from 83% in 2017 and remaining higher than the ACT average.

- Students indicated that in relation to support and safety, has been steady over the last four years, ranging from 94.7%, up from 93% in 2016. This figure remains above the ACT results (Australian School Climate Measurement Tool Survey reference 2.3.1).

- Students indicated that they engage in moderate and low levels of classroom disruption less than the ACT average. This figure showed a slight increase from previous years however remains quite low (Australian School Climate Measurement Tool Survey reference 2.4.3).