MARIBYRNONG PRIMARY SCHOOL

Review Report 2017

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Introduction: Overview of the External School Review process

As part of the Australian Capital Territory's school improvement approach, public schools and colleges in the Australian Capital Territory (ACT) are required to participate in an External School Review every five years. This document captures the findings of the External Review Panel during this cycle of school review.

In broad terms, the panel sought to determine, through evaluation against the National School Improvement Tool (NSIT), the extent to which the school is meeting its agreements, achieving its priorities, and addressing its challenges in the context of a continuously improving educational environment.

The External School Review was conducted over three days and involved a wide variety of data-gathering approaches including desktop review, observations, interviews and documentation. This approach provided evidence for the panel to consider against the nine inter-related domains in the NSIT to inform the affirmations, commendations and recommendations for this school improvement cycle.

Section A: School context

Maribyrnong Primary School (preschool to year 6) was established in 1979 and is located in east Belconnen. The school's Priority Enrolment Area is from the southern end of Kaleen and the suburbs of Bruce and Lawson. Over the past five years, the Priority Enrolment Area has grown and, as a result, the student population has grown from 270 in 2013 to 429 in 2017. The school has 8 percent more boys than girls (consistent since 2013). There is one Learning Support Unit and one Learning Support Unit for Autism.

Maribyrnong Primary School has worked with the whole school community in 2017 to develop a set of five values: inclusion, respect, responsibility, resilience and excellence. As articulated in the Relationships Policy, these values are built on the existing school culture. The transition of preschool students into kindergarten has significantly increased, with more than 80 percent of each preschool cohort now transitioning into the primary school. The number of children from Defence Force families has risen from four in 2013 to 28 in 2017. A Defence School Transition Aide joined the school in 2015 due to this increase. The proportion of students accessing the Integrated Support Program has remained constant at 0.06%. There are 57 students from an English as an Additional Language or Dialect background and three students who identify as Aboriginal and Torres Strait Islander. The school's ICSEA (Index of Community Socio-Educational Advantage) score has increased over the last four years and remains above the national average. Average student attendance is above the Directorate target of 92 percent.

The principal was appointed in 2011. The school leadership team has been stable over the life of this review period, with two members appointed in 2012. The percentage of teaching staff with postgraduate qualifications has increased from 22 percent to 45 percent, and the percentage of non-teaching staff with qualifications has grown from 62 percent to 100 percent since 2013. As a result of the increased student numbers, the number of full-time equivalent permanent teaching staff has increased from 15 in 2013 to 21 in 2017. Flexible timetabling enables the maximum use of space and resources.

Section B: School performance

Maribyrnong Primary School reviews school and individual student performance using:

- National Assessment Program – Literacy and Numeracy (NAPLAN) for reading, writing, spelling, grammar and punctuation, and mathematics
- Performance Indicators in Primary Schools (PIPS)
- Student, parent and carer, and staff perception data captured through annual school satisfaction surveys
- School surveys, school-based performance data and a range of diagnostic tools.

NAPLAN (National Assessment Program – Literacy and Numeracy)

There has been variation in NAPLAN data from 2013–16 across the five domains from cohort to cohort. From 2015 to 2016, the pattern of results shows greater growth than the ACT average, as measured by mean scores, in most of the five domains.

NAPLAN mean scores against Directorate-set targets for reading 2013–16 reflect performance that is within the target range for years 3 and 5.

NAPLAN mean scores against Directorate-set targets for numeracy 2013–16 reflect performance that is within the target range, with the exception of year 3 in 2013 and 2015, and year 5 in 2013, when the scores were below the target.

PIPS (Performance Indicators in Primary Schools)

PIPS mean raw scores for reading 2013–15 reflect performance from just-below to significantly-below ACT raw scores. PIPS mean raw scores for mathematics 2013–16 reflect performance consistently below ACT raw scores.

Stakeholder perception data

Across the life of the plan the school has recorded some outstanding results in perception data. Currently the proportion of students in agreement with each item is comparable to most schools' data and higher for feedback, motivation to learn and interesting things to do, with variability in safety at school across the life of the plan. Areas for focus in student perceptions of the school are teachers treating students fairly, the ability to talk to teachers about concerns, and behaviour management.

The proportion of parents and caregivers in agreement with each item is comparable to most schools' data except students' motivation to learn, student progress, and learning needs being met, which were higher. Perceptions of behaviour management showed notable decline across 2014–15.

The proportion of staff in agreement with each item was comparable to most schools' data, with the exception of management of student behaviour, which was significantly higher, and taking staff opinions seriously, which was higher.

Attendance data

Attendance rates have been relatively consistent at the school (between 90 and 95 percent), except for year 6 in 2016, which was 89 percent. The proportion of all students attending more than 90 percent of the time is 84 percent.

Evidence cited

- NAPLAN data 2013–16
- PIPS data 2013–16
- System Satisfaction Survey data (students in years 5 to 6 across 2013–16; staff across 2015–16; and parents and carers across 2013–16).

Section C: School improvement planning and implementation

Priority areas

Maribyrnong Primary School identified four priorities in its Strategic Plan 2014–17, having reflected upon student learning data in the previous planning cycle and the recommendations of the 2013 External Validation Report. These were to:

- improve student outcomes
- improve the learning and teaching cycle through the Australian Curriculum
- build systems and processes to improve student wellbeing through the early childhood programs
- build systems and processes to improve student wellbeing.

In support of these priority areas, the school leadership team identified the following key improvement strategies:

- use the Plan, Do, Study, Act continuous improvement cycle to improve student results across all areas through educational and human leadership practices
- establish and embed policies and procedures for consistent school practices through the use of educational and human leadership practices
- improve the use of evidence-based practice through educational and technical leadership practices
- establish and embed opportunities for student voice across the school through educational and cultural leadership practices
- establish and embed visible learning principles through educational leadership practices
- collaborate, clarify, and communicate the school purpose, vision and values through educational, human and symbolic leadership practices
- improve school planning to ensure alignment with the Australian Curriculum through education and human leadership practices
- embed educational program and practice through educational and cultural leadership practices
- improve the health and safety and physical environment through technical and educational leadership practices
- establish leadership commitment to a safe school through technical leadership practices
- create a supportive and connected culture through cultural leadership practices
- establish policies and procedures through technical leadership practices
- improve professional learning through human leadership practices
- encourage engagement, skill development and a safe school curriculum through human and educational leadership practices
- encourage a focus on student wellbeing and student ownership through human leadership practices.

Achievements

The school leadership team identified the need to improve student outcomes, learning and teaching and student wellbeing for this planning cycle. The Pedagogy Circles model was established in 2009 in the areas of reading, writing, spelling and mathematics to drive this improvement agenda.

Over time, the Pedagogy Circles have been embedded within the school. Their function has expanded to include that of peer-to-peer coaching, the development of guides to support consistent practices, and the shaping of professional learning for staff. Throughout this time, the focus has been on the analysis of trend data across the school. Teacher activity has included action research, data interrogation and moderation.

An example of their activity has been the use of the Criterion Referenced Tool which provides pre- and post-assessment of student performance in writing. The Pedagogy Circle used this data to plan for the next teaching sequence. A further example relates to the school's approach to spelling. The school changed its spelling strategy as a result of trend data analysis early in the improvement cycle. Finally, the school has developed and adopted a spiral approach to the teaching of mathematics, based on what its summative data sets were indicating.

In 2015, the school adopted the Making Learning Visible framework, following all staff attending a visible learning conference. A new Pedagogy Circle was introduced to support a whole-school approach to visible learning. Two staff members attended a visible learning conference focusing on the science of how students learn, coordinated by Professor John Hattie. A team of teachers engaged in a visible learning action research project, which had a specific focus on feedback from students about how they would like to receive feedback on their learning. The Making Learning Visible pedagogy circle prepared and launched a Making Learning Visible guide. The school provided professional learning for all staff on the extent to which staff develop 'skill, will and thrill' in the classroom. This focused on identifying prior achievement (skill), dispositions for learning (will) and the motivational aspects of learning (thrill).

The Pedagogy Circle developed a guide for teachers. The school introduced learning intentions, success criteria, 'I Can ...' statements for mathematics, and explicit goals for writing.

In 2015, the school explored the Daily Five as a literacy approach, however, this was discontinued the following year when indicators suggested it was not having a positive impact on student learning. In 2016, the school introduced the Multilit (Making Up Lost Time In Literacy) program in years 1 to 4 and UK Letters and Sounds in kindergarten to year 2. Again, this was the result of an observable downward trend in student learning data. Early data indicates the positive impact of these programs. These examples all signal data-informed decision-making at the teacher and school levels. This is further evidenced by Maribyrnong Primary School teachers being involved in the Kaleen Partnership Group which looks at data-informed assessment practices.

Through a spiralling approach, teachers are implementing the Australian Curriculum. 'I Can' statements are then used to show the level of student understanding of the content descriptors. These are also being used in English, and have been developed in collaboration with a neighbouring school. The school adopted a new approach to inquiry units called Storyline. This approach allows for student voice, for students to bring their knowledge to the work, to think deeply, pose questions and pursue big ideas from many perspectives. A K–6 planning template was developed for this approach to ensure consistency of implementation.

The teachers addressed the Australian Curriculum Key Learning Areas of History and Social Science to ensure these were covered in the inquiry planning documents. Teachers were given time to work in teaching teams to plan inquiry units, with support from school leaders. The school again reviewed the inquiry planning templates to ensure alignment with version 8.2 of the Australian Curriculum.

Over the life of the school plan, staff in the early years teaching team reviewed policies and procedures resulting in additional protocols being enacted. Staff undertook professional learning in the Early Years Learning Framework. They linked this learning with making learning visible goals to enhance student voice in the curriculum. This work was shared with the parents and carers, and became part of their programming and learning logs. Teachers shared their documentation of student progress, which enabled assessment for learning to occur on a daily basis. As a result, Maribyrnong Preschool was assessed in 2015 and rated overall as exceeding against the National Quality Standard.

Social and Emotional Learning (SEL) has been an area of focus during the life of this School Plan. The review of existing practices, roles and responsibilities, established a KidsMatter Action Group. Members of this group attended targeted professional learning, including the topic of social concern, which was delivered by the University of Canberra's Associate Professor Dr Thomas Nielsen. This event focused on meaningful living, self-care aims, the five domains of giving, the five portals and the curriculum of giving. As a result, the school adopted the five values of responsibility, respect, excellence, inclusion and resilience. These have become the core values of the school to build and strengthen school culture.

A successful SEL initiative example has been the introduction of Bounce Back. Students reflect positively about using Bounce Back strategies to manage interpersonal situations.

Reflections

Maribyrnong Primary School leaders have paid attention to the challenges and opportunities inherent in progressing their improvement agenda. Having a relatively stable staff, many of whom have more than 10 years' experience, as well as enthusiastic new educators, has greatly assisted the journey. As a result, the leadership team has been able to distribute leadership responsibility by appointing staff to a range of roles, each with a specific focus. The school is cognisant of the challenge to consistently track progress across the range of targets in order to establish consistency in meeting those targets.

The school monitors over time the impact of change made to policies, procedures and processes using data-informed practices to gauge improvement and progress which are key to long-term sustained embedded and consistent practices.

Using the PDSA cycle the school leadership team measures the impact of best practice, and further embedding these will become important to the work of the next school plan.

Evidence cited

- Maribyrnong Strategic Plan 2014–17
- Maribyrnong Primary School Summaries of Actions and Progress 2014–17
- Annual School Board Reports 2014–16
- Annual Action Plans and Reports 2015–17
- school performance data
- Maribyrnong Primary School Preschool Unit Assessment and Rating Report 2015
- Making Learning Visible guide
- 'I Can …' student booklet (mathematics)
- Professional conversations 2017

Section D: National tools self-evaluation results

National School Improvement Tool (NSIT)

DOMAIN 1: An explicit improvement agenda

- *The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.*

- *The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.*

- *The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools…*

- *There is evidence of a school- wide commitment to every student's success…*

Comments and findings

- The Pedagogy Circles are engaging teachers in professional discussions based on student learning data and focused on systemic and trend data giving teachers a clear line of sight to some of the suite of school improvement targets.

- Teachers have a high level of personal investment in the improvement agenda. Teacher's Professional Pathways are connected to the school's strategic plan.

- Descriptions of desired learner performance are evidenced in school documentation.

- The School Board and wider community have been involved in direction-setting and are regularly updated on progress towards improvement targets.

- The school has adopted the Plan Do Study Act cycle as part of its school improvement processes.

- The school's improvement agenda is anchored in educational research.

DOMAIN 2: Analysis and discussion of data

- *There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement…*

- *One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school.*

- *Time is set aside (e.g. on student-free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels.*

- *Information about the school's performance is communicated to the school community…*

Comments and findings

- The school has a data plan (2011–17). The school has clear and accessible data sets, which are described in whole-of-school documentation and plans.

- The school's approach to data-based decision-making is framed using the four tiers of evidence, and the school leadership team aspires to increasing the proportion of tiers 3 and 4 evidence in support of the improvement agenda.

- School targets have been set for cohort and multiple cohort growth. Individual growth targets are predominantly seen in Individual Learning Plans. The nature of existing targets means there is developmental opportunity for impact on daily teaching practice.

- The school benchmarks its performance against the National Assessment Program – Literacy and Numeracy (NAPLAN), ACT mean scores and Performance Indicators in Primary Schools (PIPS) raw scores. A range of assessment tools is used across the school. Application of these tools can be further developed to enable consistent and precise adjustments across classes.

- Pedagogy Circles are responsible for interrogating learning data. This analysis is presented to the leadership team for further consideration.

- There is leadership in various assessment for learning practices in formative assessment across the school.

DOMAIN 3: A culture that promotes learning

- *The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.*

- *The school effectively implements its policies, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly.*

- *Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.*

- *Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning.*

- *Staff morale is generally high.*

Comments and findings

- The school promotes its values of inclusion, respect, responsibility, resilience and excellence at formal and informal opportunities.

- Documented processes for responding to and managing inappropriate behaviour are evident and are applied consistently. Students readily identify consequences for inappropriate behaviour.

- Satisfaction Survey results and School Climate surveying are positive in relation to the school's building of a learning culture. There are variations in years 5 and 6 responses in relation to student wellbeing although results remain at or above the ACT mean.

- Classes present as largely settled and productive places for student learning to occur.

- The school has recently adopted a Social and Emotional Learning framework with specific improvement targets and associated measures under development.

- Student focus groups report that they feel safe at school and identify strategies they have learnt to deal with inappropriate behaviour.
- The school communicates with its community in a number of ways, including the use of technology to enable parents and caregivers to engage regularly with their child's teachers.

DOMAIN 4: Targeted use of school resources

- *The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.*
- *The school has developed processes (e.g. systematic testing and assessment) for identifying student learning needs…*
- *Programs to meet individual learning needs (e.g. programs for… students with learning difficulties) are prioritised, where possible, in the school budget.*
- *School leaders encourage teachers to address individual learning needs in classrooms…*
- *Learning spaces are organised for whole group work, small group work and individual work. Physical learning spaces are used creatively and technology is accessible to the majority of staff and students.*

Comments and findings

- The school has developed clear documentation in relation to resource allocations. Multiple ways of accessing and deploying resources exist in the school.
- Pedagogy Circles have responsibility for developing and managing their own budgets, and allocating resources in accordance with priorities.
- The school provides targeted support for students with priority needs, particularly in support of students with learning difficulties.
- The school has a whole-school approach to Response to Intervention.
- Open learning areas provide opportunities for team teaching.
- The annual budget is adjusted in response to emerging student needs, as guided by trend data.

DOMAIN 5: An expert teaching team

- *There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.*
- *The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.*
- *Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.*
- *The school is implementing a formal process for conducting professional discussions with staff.*
- *The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.*
- *The school provides opportunities for teachers to take on leadership roles outside the classroom.*

Comments and findings

- The school works to ensure a culture of collaboration and teamwork, over time, and across cohorts of teachers.

- Staff report close connections at the teaching team level; and peer-to-peer coaching is taking place, particularly in relation to identified Pedagogy Circle areas.

- In the context of growth, teachers are conscious of need clarity of expectation and explicit support.

- The school is in the formative stages of developing and implementing an explicit, whole of school approach for professional feedback to staff.

- The Australian Professional Standards for Teachers are referred to in the teacher professional pathway discussions and documents.

- The school has published guidelines for practices concerning literacy, numeracy and early childhood, and there is an expectation that these form the basis of teacher practice. Overarching accountabilities and monitoring of these practices is in the process of becoming visibly consistent throughout the school.

- All teachers have developed professional learning plans, two goals of which need to address school priorities.

- Staff are given leadership opportunities by appointment, in a range of learning and teaching areas.

DOMAIN 6: Systematic curriculum delivery

- *The school has a documented plan for curriculum delivery that includes year level and term plans…*

- *The curriculum delivery plan…provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents. The school has a documented plan for curriculum delivery that includes year level and term plans.*

- *School leaders talk about embedding fundamental cross-curricular skills such as literacy and numeracy… but there is little evidence that school-wide strategies are in place to drive a consistent approach.*

- *The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers... Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.*

Comments and findings

- The Australian Curriculum is the reference point for curriculum planning and forms the basis for ongoing staff discussions.

- The school has adopted a range of targeted approaches to curriculum delivery, for example, Multilit, Daily Five, UK Letters and Sounds, and a spiralling approach to Maths, as required. Student learning data is used to evaluate the effectiveness of these approaches.

- Teachers collaborate in teams to develop programs of work, to share resources, and to respond to emerging student learning needs.

- The school has implemented the Pedagogy Circles Model to explore specific curriculum areas.
- Documents identify expected learning sequences and outcomes for preschool and K–6.
- The Early Years Learning Framework is strongly embedded in the school's practices.
- Curriculum transition points are supported by student learning data.

DOMAIN 7: Differentiated teaching and learning

- *School leaders are committed to success for all, but do not drive a strong classroom agenda to assess and identify individual learning needs or to differentiate teaching according to students' needs.*

- *Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school-wide expectation.*

- *Some use is made of differentiated teaching (e.g. differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support.*

- *Regular assessments of student learning are undertaken, but these often are summative… rather than exploring long-term progress in students' knowledge, skills and understandings over time.*

- *Reports to parents generally do not show progress or provide guidance to parents on actions they might take.*

Comments and findings

- Teaching practices reflect the belief that, although students are at different stages in their learning, all students are capable of learning.
- In addition to families of students with additional needs, teachers consult with parents of other students identified, and the student themselves, as appropriate, to ensure that reasonable adjustments are made to meet the needs of these students, including the development of Individual Learning Plans.
- Teachers have identified the need to differentiate and are introducing measures to address student learning needs with shared understandings and common expectations progressing.
- Teachers are at varying stages of systematically collecting data to identify each student's point of need and then targeting learning activities to those points of need.
- There is an emergence teams of working collaboratively, sharing strategies, collecting evidence and providing informal peer-to-peer feedback.

DOMAIN 8: Effective pedagogical practices

- *School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not…be 'hands on' in driving improved teaching practices.*

- *School leaders take a close interest in the school's literacy and numeracy results...*

- *…professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas (reading, writing, mathematics and science).*

- *There is clarity about what students are expected to learn and be able to do.*

Comments and findings

- The school has explored a range of pedagogical responses to curriculum delivery and in support of improved learning outcomes for students.

- Teachers seek explicit instructional support from the leadership team such as modelling teaching strategies, observing and providing targeted feedback to teachers.

- Teachers have autonomy in relation to adopted pedagogical practices and identify strongly with their team or section. The school is on the journey to a fully shared language to discuss teaching practices.

- The implementation of the Making Learning Visible approach is evident with mercurial levels of embeddedness across year levels and learning areas. 'I Can …' statements are regularly used to guide student learning. The learning intentions approach is developing consistency.

DOMAIN 9: School-community partnerships

- *The school has established one or more partnerships with families, local businesses and/or community organisations with the express purpose of improving outcomes for students.*

- *Each partnership brings staff and students of the school together with external partners such as families, other education or training institutions, local businesses and/or community organisations.*

- *No plans exist to systematically review the effectiveness of partnerships, which typically are very dependent on the efforts of a small number of individuals and so have limited sustainability.*

Comments and findings

- The school is highly regarded in the local community.

- Strong partnerships include a school partnership group that facilitates professional exchange and dialogue, language and cultural engagement through an embassy and provision of resources to support a specific program (e.g. science).

- The engagement of a Defence School Transition Aide explicitly supports the transition of Defence Force children and their families into and out of the school.

- The school uses a variety of community building strategies to engage the broader community in the life of the school.

National Safe Schools Framework: School Audit Tool

At Maribyrnong Primary School, there is strong commitment to providing a supportive and connected school culture. The school used the National Schools Safe School Framework (Student Wellbeing Hub Audit Tool) to identify strengths and improvements for each area. The report showed that 100 percent of staff identified these measures as definitely true: leadership commitment to a safe school; professional learning; positive behaviour management; and early intervention and targeted support. Between 75 and 85 percent of staff identified the following measures as definitely true: student wellbeing and student ownership; engagement, skill development and safe school curriculum; a supportive and connected school culture; policies and procedures; and partnerships with families and community. The balance of the feedback identified these measures as mostly true.

Section E: Affirmations, commendations and recommendations

Affirmations

The School Review Panel offers the following affirmations to Maribyrnong Primary School.

1. Staff, students and parents embrace and readily identify the school's values of responsibility, excellence, resilience, inclusion and respect. This is creating strong levels of student connectedness with their school.

2. This school believes in the power of evidence-based decision-making and is prepared to pursue new approaches if data suggests new practices can have greater impact.

3. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with additional needs.

4. The positive and engaging Early Childhood programs and transitions in the school are setting students up for success in their learning.

5. Technology is simplifying administrative practices, facilitating timely communications with families and caregivers, and providing students with tools to enhance their learning.

Commendations

Maribyrnong Primary School is commended for the following.

1. The school is highly regarded in the local community, and there are strong community connections.

2. Staff express a strong personal commitment to the school and their students; parents value the positive relationships that exist across the school community.

3. Preschool programs in the school have been assessed as exceeding the standard in all areas of the National Quality Framework. Over the life of this plan, and signalling increased community confidence, enrolments in the preschool have increased, as has retention into Kindergarten.

4. The deliberate and thoughtful manner in which the school has responded to its growth is evident in the clarity of processes and guidelines for all school community members.

5. The social and emotional wellbeing of students is a strength of the school. There are clear documents, clear processes and consistency of implementation across the school.

6. The school's stated intent to move to evidence-based practice has been enabled by transparent data collection and curation.

7. The Pedagogy Circles model provides a framework in which deep practitioner research and collaborations are undertaken. The model has matured over the life of this plan and is the driving force for the school's ongoing improvement agenda.

Recommendations

The School Review Panel recommends Maribyrnong Primary School pay attention to the following opportunities for school improvement during the next planning cycle.

1. Adopt a narrow and sharp focus in the next School Plan with clear targets and timelines. Embed a monitoring and accountability framework for the targets so that all staff are contributing to them on behalf of all students in the school.

2. Formalise an agreed coaching and mentoring framework as part of the ongoing growth and professional development of its staff. The framework can provide opportunities for the school leadership team to further embed evidence-based practice and allow individual agency of teachers in relation to their growth against the Australian Professional Standards for Teachers.

3. Confirm and embed a whole school plan for curriculum delivery to ensure vertical and horizontal alignment for all Key Learning Areas to support teachers in mapping individual and cohort progressions.

4. Progress school-wide focus on differentiation in the designing of teaching and learning programs as the cornerstone of meeting the individual learning needs of students. Strengthen formative assessment practices and reporting across the school.

5. Build upon the school's existing strengths around its use of quantitative and trend data with an expanded focus on qualitative data and process-based understanding of learning and student wellbeing.

Section F: Record of school review process

The following people were members of the External Review Panel for Maribyrnong Primary School conducted on 22–24 August 2017

Name: Olwen Horton   External Review Panel – Chair

Name: Shane Gorman   External Review Panel – Principal Member

                                       Wanniassa School

Name: Lauren Richardson   External Review Panel – Principal Observer

                                       Mawson Primary School

I, Martin Watson, as Director of School Improvement, the Belconnen Network of Schools, endorse that this is a true and accurate record of the findings from the External School Review process.

Signature: **Date:**   21/11/2017

I, Jennifer Howard, as Principal of Maribyrnong Primary School accept this Review Report on behalf of the school community.

Signature: **Date:**   21/11/2017