



ACT
Government
Education



MARIBYRNONG
PRIMARY SCHOOL

Maribyrnong Primary School

Network: Belconnen

Strategic Plan 2018-2022



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School Profile

Vision

At Maribyrnong Primary, through collaboration with all stakeholders, we aspire to:

- provide a positive and supportive teaching and learning environment
- inspire learning through quality, innovative and inclusive teaching practices
- empower students to take a shared responsibility for their own learning and actions.

Mission

Maribyrnong provides quality learning experiences that enable every student to successfully achieve in a safe and supportive environment; promoting a love of life long learning. Working in partnership with the community, we develop responsible and active members of society.

Values

Resilience – We value being consistent, courageous and a willingness to take risks in learning.

Respect – We value the full expression of the thoughts, ideas and opinions of others.

Acceptance – We value compassion, honesty and openness to all.

Inclusion – We value equality, cooperation, sharing, flexibility and adaptability as we work together to achieve goals.

Responsibility – We value and work to balance the needs of each individual and the school.

Excellence - We value a positive and optimistic outlook that every person in our community can and will succeed with the learning conditions that they require for success.

Beliefs

At Maribyrnong, we believe that action research grounded in continuous improvement strategies informs all aspects of school improvement. Continuous school improvement refers to school processes which unfold progressively and which is sustained over extended periods of time. *The most important component of a continuous improvement culture is people. From this stand point,* school improvement is the responsibility and ownership of all staff at Maribyrnong Primary School. Continuous improvement is enacted through a model called 'Pedagogy Circles'. We have five key shared understandings which underpin our pedagogy circles:

- Successful leadership is distributed – while the school executive at Maribyrnong hold key responsibilities for leadership within the school, a key factor strengthening the leadership platform is the way in which leadership is distributed across different people and different situations.
- Change comes from within – developing strong staff trust and appreciation for staff professional knowledge will empower staff to respond to the moral imperative.
- Action Research holds the key to continual school improvement – providing educators with a systematic, reflective approach grounded in quality research to address areas of need within the respective domains ensures the effectiveness of practice is evaluated and refined.

- “Data-informed” versus “data-driven” – striking a balance in which your expertise and understanding of information plays as great a role in your decisions as the information itself.
- Quality pedagogy is the priority – expert teachers, pedagogical content knowledge, problem solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context, and greater respect for students is the key to high levels of progress for all students.

School Improvement Planning

Priority One: To improve differentiated practices to meet the needs of high potential learners.

Student outcomes to be achieved through this priority include:

- All learners make expected or above expected growth in writing, spelling, reading, grammar and punctuation and mathematics as assessed by NAPLAN.
- The percentage of students at or above expected progress in reading and maths in PIPS testing increases.

Targets

By the end of 2022 we will achieve:

- 1.1a: Achieve the ACT Education Directorate mean score for student growth in Reading and Mathematics (PIPS)
- 1.1b: Achieve above the ACT Education Directorate mean score for student growth in Reading and Mathematics (PIPS)
- 1.1c: Achieve 90% of our students achieve at or above the ACT Education Directorate mean score for student growth in Reading and Mathematics (PIPS)
- 1.2a: Achieve 20% of each kindergarten cohort make above expected progress in Reading and Mathematics (PIPS)
- 1.2b: Achieve 30% of each kindergarten cohort make above expected progress in Reading and Mathematics (PIPS)
- 1.2c: Achieve 55% of each kindergarten cohort make above expected progress in Reading and Mathematics (PIPS)
- 1.3a: Achieve 60% of all teacher programs explicitly outline how the needs of higher achieving learners will be met in accordance with endorsed school pedagogy
- 1.3b: Achieve 80% of all teacher programs explicitly outline how the needs of higher achieving learners will be met in accordance with endorsed school pedagogy
- 1.3c: Achieve 1000% of all teacher programs explicitly outline how the needs of higher achieving learners will be met in accordance with endorsed school pedagogy
- 1.4a: Achieve the ACT Education Directorate mean score for student growth in Reading, Spelling, Writing, Grammar and Punctuation & Numeracy (NAPLAN SMART Data)
- 1.4b: Achieve at or above the ACT Education Directorate mean score for student growth in Reading, Spelling, Writing, Grammar and Punctuation & Numeracy (NAPLAN SMART Data)
- 1.4c: Achieve above the ACT Education Directorate mean score for student growth in Reading, Spelling, Writing, Grammar and Punctuation & Numeracy (NAPLAN SMART Data)

- 1.5a: Achieve 60% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data)
- 1.5b: Achieve 70% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data)
- 1.5c: Achieve 80% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data)
- 1.6a: Achieve 50% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data)
- 1.6b: Achieve 60% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data)
- 1.6c: Achieve 70% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data)
- 1.7a: Achieve 40% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data)
- 1.7b: Achieve 50% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data)
- 1.7c: Achieve 65% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data)
- 1.8a: Achieve 40% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data)
- 1.8b: Achieve 50% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data)
- 1.8c: Achieve 65% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data)
- 1.9a: Achieve 60% of year 5 students making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)
- 1.9b: Achieve 70% of year 5 students making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)
- 1.9c: Achieve 80% of year 5 students making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)
- 1.10a: Achieve 100% of teachers implement agreed school wide practices to meet the needs of all learners.
- 1.11a: Achieve 100% of teachers indicate I receive useful feedback about my work at this school (staff response)
- 1.12a: Achieve 100% of teachers indicate My school gives me opportunities to do interesting things (student response).
- 1.13a: Achieve 100% of teachers indicate I receive useful feedback about my work at this school (staff response).

National School Improvement Tool – Domain focus: *Domain 7 - Differentiated teaching and learning*

National Quality Standard – Quality Area focus: *Choose an item.*

Education Directorate Priorities: *Demonstrate evidence informed decision making*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
1.1. Research quality gifted and talented identification processes and build a whole school approach.	2018	School executive School psychologist	Professional learning	A literature review of current research is completed. A report is written investigating quality approaches across the Australia.

				A school guide is developed and implemented which articulates the agreed approach.
1.2. Research quality assessment tools to effectively assess high potential learners and develop a consistent approach at the school to use these tools.	2018	School executive School psychologist	Professional learning Purchase of tools	A literature review of current research is completed. A report is written investigating quality assessment tools in literacy and numeracy is written. A school guide is developed and implemented which articulates the agreed approach.
1.3. Research quality practices to support higher achieving learners and develop a consistent pedagogical approach preschool to year 6.	2018-2022	Pedagogy circles	Professional learning Staffing budget	A literature review of current research is completed. A report is written investigating quality pedagogical practices across the world is completed. A school guide is developed and implemented which articulates the agreed approach. Coaching agreements reflect increased focus on building teacher capacity in this space.
1.4. Review and modify teacher programming to reflect greater levels of differentiation for high performing learners.	2018	Pedagogy circles	AITSL tools	Coaching agreements reflect increased focus on building teacher capacity in this space. Teacher programming reflects deep and sustained levels of differentiation linked to data.
1.5. Implement a targeted and sustained coaching program preschool to year 6.	2018-2022	Executive	Staffing budget	Coaching agreements reflect increased focus on building teacher capacity in this space.

<p>1.6. Build teacher capacity to link assessment data to programming and practice.</p> <ul style="list-style-type: none"> Reading Mathematics Spelling Writing and Grammar & Punctuation Science 	<p>2018-2022</p> <p>2018-2019</p> <p>2018-2019</p> <p>2020-2021</p> <p>2020-2021</p> <p>2019-2020</p>	<p>All staff through pedagogy circles</p>	<p>Staffing budget</p> <p>AITSL tools</p>	<p>Coaching agreements reflect increased focus on building teacher capacity in this space.</p> <p>Teacher programming reflects deep and sustained levels of differentiation linked to data.</p>
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Priority Two: To align student performance in writing and numeracy to ‘like schools’, trending upwards.

Student outcomes to be achieved through this priority include:

- The percentage of students making expected or above expected progress in NAPLAN writing increases.
- The percentage of students making expected or above expected progress in NAPLAN numeracy increases.
- The percentage of students make expected or above expected progress in reading and maths in PIPS increases.

Targets

By the end of 2022 we will achieve:

- 2.1a: Achieve the ACT Education Directorate mean score for student growth in Reading and Mathematics (PIPS)
- 2.1b: Achieve above the ACT Education Directorate mean score for student growth in Reading and Mathematics (PIPS)
- 2.1c: Achieve 90% of our students achieve at or above the ACT Education Directorate mean score for student growth in Reading and Mathematics (PIPS)
- 2.2a: Achieve 20% of each kindergarten cohort make above expected progress in Reading and Mathematics (PIPS)
- 2.2b: Achieve 30% of each kindergarten cohort make above expected progress in Reading and Mathematics (PIPS)
- 2.2c: Achieve 55% of each kindergarten cohort make above expected progress in Reading and Mathematics (PIPS)
- 2.3a: Achieve the ACT Education Directorate mean score for student growth in Reading, Spelling, Writing, Grammar and Punctuation & Numeracy (NAPLAN SMART Data)
- 2.3b: Achieve at or above the ACT Education Directorate mean score for student growth in Reading, Spelling, Writing, Grammar and Punctuation & Numeracy (NAPLAN SMART Data)
- 2.3c: Achieve above the ACT Education Directorate mean score for student growth in Reading, Spelling, Writing, Grammar and Punctuation & Numeracy (NAPLAN SMART Data)
- 2.4a: Achieve 60% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data)
- 2.4b: Achieve 70% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data)
- 2.4c: Achieve 80% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data)
- 2.5a: Achieve 50% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data)
- 2.5b: Achieve 60% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data)
- 2.5c: Achieve 70% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data)
- 2.6a: Achieve 40% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data)

- 2.6b: Achieve 50% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data)
- 2.6c: Achieve 65% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data)
- 2.7a: Achieve 40% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data)
- 2.7b: Achieve 50% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data)
- 2.7c: Achieve 65% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data)
- 2.8a: Achieve 60% of year 5 students making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)
- 2.8b: Achieve 70% of year 5 students making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)
- 2.9c: Achieve 80% of year 5 students making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)
- 2.10a: Achieve 100% of students indicate I can talk to my teachers about my concerns (student response)
- 2.11a: Achieve 100% of students indicate Overall I am satisfied this school has high expectations in all that it does (student response)
- 2.12a: Achieve 100% of students indicate My school takes students' opinions seriously (student response)
- 2.13a: Achieve 40% of year 5 LBOTE learners making at or above expected progress in Numeracy (NAPLAN SMART Data)
- 2.13b: Achieve 50% of year 5 LBOTE learners making at or above expected progress in Numeracy (NAPLAN SMART Data)
- 2.13c: Achieve 100% of year 5 LBOTE learners making at or above expected progress in Numeracy (NAPLAN SMART Data)
- 2.14a: Achieve 40% of year 5 LBOTE learners making at or above expected progress in Reading (NAPLAN SMART Data)
- 2.14b: Achieve 50% of year 5 LBOTE learners making at or above expected progress in Reading (NAPLAN SMART Data)
- 2.14c: Achieve 100% of year 5 LBOTE learners making at or above expected progress in Reading (NAPLAN SMART Data)
- 2.15a: Achieve 40% of year 5 LBOTE learners making at or above expected progress in Spelling (NAPLAN SMART Data)
- 2.15b: Achieve 50% of year 5 LBOTE learners making at or above expected progress in Spelling (NAPLAN SMART Data)
- 2.15c: Achieve 1000% of year 5 LBOTE learners making at or above expected progress in Spelling (NAPLAN SMART Data)
- 2.16a: Achieve 40% of year 5 LBOTE learners making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)
- 2.16b: Achieve 50% of year 5 LBOTE learners making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)
- 2.16c: Achieve 1000% of year 5 LBOTE learners making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)

National School Improvement Tool – Domain focus: *Domain 5 - An expert teaching team*

National Quality Standard – Quality Area focus: *Choose an item.*

Education Directorate Priorities: *Foster our learning culture*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
2.1 Review LBOTE learning needs in the year 3 and 4 classes and modify to meet point of need. Review gender gap in year 3 and 4 and adjust programs effectively to meet the needs of female learners. Implement a targeted and sustained coaching program in year 3 and 4.	2018-2022	School executive Pedagogy circles	Professional learning Staffing budget	A literature review of current research is completed. A report is written investigating quality pedagogical practices is completed. Coaching agreements reflect increased focus on building teacher capacity in this space.
2.2 Develop a whole school approach to teaching numeracy.	2018-2022	Pedagogy circles	Professional learning Staffing budget Physical resources Purchase of assessment resources	A literature review of current research is completed. A report is written investigating quality pedagogical practices across the world is completed. A school guide is developed and implemented which articulates the agreed approach. Coaching agreements reflect increased focus on building teacher capacity in this space. Strategic planning meetings reflect a focus on solving problems of practice. School practices reflect assessment for learning practices.
2.3 Develop a whole school approach to teaching writing.	2018-2022	Pedagogy circles	Professional learning Staffing budget Physical resources Purchase of assessment resources	A literature review of current research is completed. A report is written investigating quality pedagogical practices across the world is completed. A school guide is developed and implemented which articulates the agreed approach. Coaching agreements reflect increased

				<p>focus on building teacher capacity in this space. Strategic planning meetings reflect a focus on solving problems of practice. School practices reflect assessment for learning practices.</p>
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Priority Three: Students articulate and demonstrate the general capabilities through their inquiry learning.

Student outcomes to be achieved through this priority include:

- The percentage of students who understand and articulate where they are on the general capabilities continuum increases.
- The percentage of students who understand, articulate and enact the general capabilities to improve future learning increases.

Targets

By the end of 2022 we will achieve:

- 3.1a: 100% of teacher programs and practice provide links to the general capabilities and how these will be explicitly taught.
- 3.2a: 100% of students apply the general capabilities and are able to articulate this application in every lesson.
- 3.3a: 50% of students can identify where they are at on a general capabilities continuum (BASELINE TO BE DEVELOPED)
- 3.3b: 75% of students can identify where they are at on a general capabilities continuum
- 3.3c: 100% of students can identify where they are at on a general capabilities continuum
- 3.4a: 50% of students can identify where they are at on a general capabilities continuum (BASELINE TO BE DEVELOPED)
- 3.4b: 75% of students can identify where they are at on a general capabilities continuum
- 3.4c: 100% of students use the general capabilities continuum to set goals for future learning
- 3.5a: Achieve 100% of students indicate My teachers provide me with useful feedback about my school work (student response)
- 3.6a: Achieve 100% of students indicate My teachers motivate me to learn (student response)
- 3.7a: Achieve 100% of students indicate Teachers at this school provide students with useful feedback about their school work (staff response)

National School Improvement Tool – Domain focus: *Domain 6 - Systematic curriculum delivery*

National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*

Education Directorate Priorities: *Create schools where students love to learn*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
3.1 Research quality practices in relation to implementation of the general capabilities. Unpack the general capabilities including examples	2018-2022	Pedagogy circles	Staffing budget Physical resources	General capabilities are linked to school based planning and practice. An assessment process for the general

<p>related to unit and lesson content. Develop assessment processes for general capabilities. Develop tracking system to show progress for each student over time.</p>				<p>capabilities is implemented. A whole school tracking system is developed and implemented to monitor student growth against the general capabilities.</p>
<p>3.2 Review the whole school approach to teaching inquiry. Review the use of rich tasks within inquiry learning. Review the approach to integrating literacy and numeracy within inquiry learning. Review the approach to using guiding questions within inquiry learning. Build staff skills to implement inquiry learning. Build connections between inquiry learning and community partnerships, GAFE and social-emotional learning programs.</p>	2018-2022	Pedagogy circles	<p>Professional learning Staffing budget Physical resources</p>	<p>The use of rich tasks within inquiry learning is consistent across the school. A school guide is developed which articulates the integration of literacy and numeracy within inquiry learning. General capabilities are linked to school based planning and practice. Connections between inquiry learning and community partnerships, GAFE and social-emotional learning programs are built.</p>
<p>3.3 Link provocations of learning to the Australian Curriculum General Capabilities. Develop student centred language capabilities. Develop systems and processes to support visible learning principles within the classroom.</p>	2018-2022	Pedagogy circles	<p>Professional learning Staffing budget Physical resources</p>	<p>Student self assessment of achievement and growth reflects the general capabilities.</p>
Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
<p>4.1 Planning documents. 4.2 Unpack the general capabilities including examples related to unit and lesson content 4.3 Develop assessment processes for general capabilities. 4.4 Develop tracking system to show progress for each student over time.</p>	2018	SLB	<p>Professional learning Staffing budget Physical resources</p>	

Endorsements

School Principal

SIGNATURE

Name: JENNIFER HOWARD

Board Chair

SIGNATURE

Name: LAUREN NEWMAN

Director School Improvement

SIGNATURE

Name: STEPHEN GWILLIAM
