

Maribyrnong Primary School

Network: Please choose your network.

Action Plan 2019

The purpose of this document

This is a *working document* and should be read in conjunction with, and flows directly from, our School Improvement Plan which articulates:

- a commitment to the Education Directorate's three Strategic Indicators for 2018-2021
 - > *To promote greater equity in learning outcomes in and across ACT public schools*
 - > *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes*
 - > *To centre teaching and learning around students as individuals*
- our priorities, as informed by the Directorate's Strategic Indicators, School Review findings and analysis of multiple sources of evidence are:
 - > To improve differentiated practices to meet the needs of high potential learners
 - > To align student performance in writing and numeracy to 'like schools', trending upwards
 - > Students articulate and demonstrate the general capabilities through their inquiry learning

This Action Plan (AP) translates the actions to be taken in the current year of our five-year school improvement cycle, continuing the emphasis on:

- improving student outcomes
- monitoring and implementation of an inquiry approach to action school improvement
- monitoring and inquiry to inform daily teaching
- identification and mitigation of risks to the delivery of our five-year School Improvement Plan.

Changes affecting our school's annual planning

- Rapid enrolment growth with increasing enrolments between 70 and 100 students annually.
- Changed school demographic with students identifying as EALD increasing to 48% in some cohorts, 33% average across the school.
- New partnership with the University of Canberra through the Affiliated Schools Program commencing in 2019.

Our school's approach to inquiry and professional learning communities

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.

Through the pedagogy circles, staff as a collective review data sets, make plans for improvement and monitor results through a sound action research approach. Individual strategies for each priority are translated into the annual action plan. Each subsequent year, the pedagogy circles continue to review progress made towards the priorities. To achieve this, staff consider the four levels of data outlined by Croker and Sullivan: strategies (level 1), change in the things teachers do (level 2), change in the things children do (level 3), improvement in learning (level 4). The analysis of this studying of results is reported to the community through the School Board, P&C and Annual School Board Report. This process has seen commitment, empowerment and contribution over the years from all staff and is a major contributing factor to its success.

Strategies and actions

Priority 1: To improve differentiated practices to meet the needs of high potential learners

Strategies

1. Research quality gifted and talented identification processes and tools for assessment to build a whole school approach.
2. Research quality practices to support higher achieving learners and develop a consistent pedagogical approach preschool to year 6.
3. Review and modify teacher programming to reflect greater levels of differentiation for high performing learners.

Actions

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
ACTION: Research pedagogies and assessment practices to meet the needs of high potential learners			
Engage in research practices to ascertain quality pedagogies and assessment practices to meet the needs of high potential learners preschool to year 6. Initial focus will be in the areas of reading and mathematics.	School executive and Pedagogy Circle	A literature review of current research is completed. A report is written investigating quality pedagogy and assessment approaches across the Australia.	All learners make expected or above 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 to 90%.
ACTION: Develop a whole school approach to meet the needs of high potential learners			
Develop and trial a whole school approach.	School executive and Pedagogy Circle	A school guide is developed and implemented which articulates the agreed approach.	All learners make expected or above growth in writing, spelling, reading, grammar and punctuation and mathematics as assessed by NAPLAN.

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
		Teacher programming and practice align to agreed approach.	The percentage of students at or above expected progress in reading and maths in PIPS testing increases to 90%.

Priority 2: To align student performance to ‘like schools’, trending upwards

Strategies

1. Develop an effective partnership with the University of Canberra.
2. Develop a whole school approach to teaching writing.
3. Develop a whole school approach to teaching mathematics.

Actions

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
ACTION: To foster partnerships with the University of Canberra through the PCK model, action research platform and			Masters qualifications
Implement the PCK model using data to identify and drive areas for improvement.	Affiliated Schools Program Coordinator (SLB)	Assessment and analysis of data sets to identify need.	The percentage of students making expected or above expected progress in NAPLAN writing increases.
Develop and implement action research projects in collaboration with the UC.		Journal articles and action research cycles are recorded.	The percentage of students making expected or above expected progress in NAPLAN numeracy increases.
Support, mentor and coach staff who have nominated to complete the UC Masters qualification.	ELSA Coordinator	The successful completion of a Master’s degree for the staff who have enrolled.	The percentage of students make expected or above expected progress in reading and maths in PIPS increases.
Implement the Early Learning Stem Australia (ELSA) pilot program.		ELSA program planning and implementation is captured to inform the UC research.	STEM outcomes for preschool are captured.
ACTION: Build staff capacity to teach writing consistently and effectively.			

<p>Review and modify teacher programming to reflect greater levels of differentiation for high performing learners.</p> <p>Review gender gap in year 3 and 4 and adjust programs effectively to meet the needs of female learners.</p> <p>Review LBOTE learning needs in the year 3 and 4 classes and modify to meet point of need.</p> <p>Build teacher capacity to link assessment data to programming and practice in writing.</p>	<p>EAL/D Coordinator</p> <p>Writing Pedagogy Circle</p>	<p>Enhancement to whole school EAL/D model.</p> <p>Alignment between school policy, planning and practice is evident.</p> <p>The progressions are used to map the progress of every child.</p>	<p>The gender gap in year 3 NAPLAN results for students who identify as EAL/D reduces.</p> <p>Students in year 3 and 5 perform on par or above with 'like schools' in writing as measured by NAPLAN.</p> <p>Achieve the ACT Education Directorate mean score for student growth in Writing, Grammar and Punctuation (NAPLAN SMART Data).</p>
<p>ACTION: Build staff capacity to teach mathematics consistently and effectively.</p>			
<p>Review and modify teacher programming to reflect greater levels of differentiation for high performing learners.</p> <p>Build teacher capacity to link assessment data to programming and practice in mathematics.</p>	<p>Mathematics Pedagogy Circle</p>	<p>Alignment between school policy, planning and practice is evident.</p>	<p>Achieve the ACT Education Directorate mean score for student growth in Mathematics (PIPS).</p> <p>Achieve the ACT Education Directorate mean score for student growth in Numeracy (NAPLAN SMART Data).</p>