

Annual Action Plan 2018

School: Maribyrnong Primary School

Network: Belconnen Network

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 learning and actions.

School 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. Over the last few years, community relationships and school culture have also been challenged by growing enrolments. Through action research processes, we have actively sought to build on existing school culture, and enhance our approach to community relationships. A set of five values were launched in 2017.

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.

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Priority	To increase growth for students performing well in the school in all domains of testing.
Targets	<p>By the end of 2022 we will achieve:</p> <ul style="list-style-type: none"> ▪ 100% of teacher programs explicitly outline how the needs of higher achieving learners will be met. ▪ 100% of teachers implement agreed school wide practices to meet the needs of all learners. ▪ Achieve the ACT Education Directorate mean score for student growth in Reading and Mathematics (PIPS) ▪ Achieve 20% of each kindergarten cohort make above expected progress in Reading and Mathematics (PIPS) ▪ Achieve the ACT Education Directorate mean score for student growth in Reading, Spelling, Writing, Grammar and Punctuation & Numeracy (NAPLAN SMART Data) ▪ Achieve 60% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data) ▪ Achieve 50% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data) ▪ Achieve 40% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data) ▪ Achieve 40% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data) ▪ Achieve 60% of year 5 students making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)
Outcomes to be achieved	<p>Student outcomes to be achieved through this priority include:</p> <ul style="list-style-type: none"> ▪ 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%
Links to Directorate Strategic Priorities	Demonstrate evidence informed decision making
Quality Areas of National Quality Standard being addressed	Nil

Key Improvement Strategy	Key Performance Indicators	Budget
Research quality gifted and talented identification processes and build a whole school approach.	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.	Nil
Specific Actions	Responsibility	Commence date
Research quality assessment tools to effectively assess high potential learners in reading and mathematics and develop a consistent approach at the school to use these tools.	Literacy and Numeracy Coordinators	01/03/2018
Research quality practices to support higher achieving learners and develop a consistent pedagogical approach preschool to year 6.	Literacy and Numeracy Coordinators	01/03/2018
Implement a targeted and sustained coaching program preschool to year 6.	School Executive	01/03/2018
Develop and trial a whole school approach.	All educators	15/10/2018
Research gifted and talented assessment tools (liaise with other schools with high growth for high potential learners, seek quality research and professional learning).	Literacy and Numeracy Coordinators, Wellbeing team, School psychologist	23/07/2018

Priority	To align student performance to 'like schools', trending upwards.
Targets	<p>By the end of 2022 we will achieve:</p> <ul style="list-style-type: none"> ▪ Students in year 3 and 5 perform on par or above with 'like schools' in writing as measured by NAPLAN ▪ Students in year 3 and 5 perform on par or above with 'like schools' in mathematics as measured by NAPLAN ▪ Achieve the ACT Education Directorate mean score for student growth in Reading and Mathematics (PIPS) ▪ Achieve 20% of each kindergarten cohort make above expected progress in Reading and Mathematics (PIPS) ▪ Achieve the ACT Education Directorate mean score for student growth in Reading, Spelling, Writing, Grammar and Punctuation & Numeracy (NAPLAN SMART Data) ▪ Achieve 60% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data) ▪ Achieve 50% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data) ▪ Achieve 40% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data) ▪ Achieve 40% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data) ▪ Achieve 65% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data)
Outcomes to be achieved	<p>Student outcomes to be achieved through this priority include:</p> <ul style="list-style-type: none"> ▪ 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.
Links to Directorate Strategic Priorities	Foster our learning culture
Quality Areas of National Quality Standard being addressed	Nil

Key Improvement Strategy	Key Performance Indicators	Budget
<p>Review LBOTE learning needs in the year 3 and 4 classes and modify to meet point of need.</p> <p>Review gender gap in year 3 and 4 and adjust programs effectively to meet the needs of female learners.</p> <p>Implement a targeted and sustained coaching program in year 3 and 4.</p> <p>Develop a whole school approach to teaching writing.</p>	<p>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.</p> <p>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.</p>	<p>\$10 000</p>
Specific Actions	Responsibility	Commence date
	<p>Writing pedagogy circle School Executive</p>	<p>01/03/2018</p>
<p>Review gender gap in year 3 and 4 and adjust programs effectively to meet the needs of female learners.</p>	<p>Writing pedagogy circle</p>	<p>02/07/2018</p>
<p>Review LBOTE learning needs in the year 3 and 4 classes and modify to meet point of need.</p>	<p>Writing pedagogy circle</p>	<p>02/07/2018</p>
<p>Implement a targeted and sustained coaching program preschool to year 6.</p>	<p>School executive</p>	<p>01/03/2018</p>

Priority	To improve student capability in the application of the Australian Curriculum general capabilities.
Targets	By the end of 2022 we will achieve: <ul style="list-style-type: none"> 100% of teacher programs explicitly outline the general capabilities and how these will be explicitly taught. 100% of students apply the general capabilities and are able to articulate this application in every lesson.
Outcomes to be achieved	Student outcomes to be achieved through this priority include: <ul style="list-style-type: none"> 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. 100% of teacher programs and practice provide links to the general capabilities and how these will be explicitly taught. 100% of students apply the general capabilities and are able to articulate this application in every lesson. 50% of students can identify where they are at on a general capabilities continuum (BASELINE TO BE DEVELOPED). 50% of students can identify where they are at on a general capabilities continuum (BASELINE TO BE DEVELOPED).
Links to Directorate Strategic Priorities	Create schools where students love to learn
Quality Areas of National Quality Standard being addressed	Quality Area 1: Educational program and practice.

Key Improvement Strategy	Key Performance Indicators	Budget
Research quality practices in relation to implementation of the general capabilities.	General capabilities are linked to school based planning and practice.	Nil

<p>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>	<p>An assessment process for the general capabilities is implemented. Student self assessment of achievement and growth reflects the general capabilities.</p>	<p>\$2000</p>
<p>Specific Actions</p>	<p>Responsibility</p>	<p>Commence date</p>
<p>Research quality practices in relation to implementation of the general capabilities, including nationally and internationally.</p>	<p>School executive</p>	<p>15/10/2018</p>
<p>Unpack the general capabilities including examples related to unit and lesson content.</p>	<p>All staff</p>	<p>15/10/2018</p>
<p>Explore quality practices in relation to dispositions of learning in the early childhood space.</p>	<p>Early childhood team</p>	<p>01/03/2018</p>

Endorsements

School Principal endorsement

Name: _____

Signature: _____

Date: ____ / ____ / ____

Board Chair endorsement

Name: _____

Signature: _____

Date: ____ / ____ / ____

Director School Improvement endorsement

Name: _____

Signature: _____

Date: ____ / ____ / ____