

# Maribyrnong Primary School

Network: Belconnen

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## Impact Report 2018

### The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from the **end of 2019** the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

### Our school's contribution to whole-of-system Strategic Indicators

#### Education Directorate Strategic Indicator 2018-2021

*To promote greater equity in learning outcomes in and across ACT public schools*

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

SYSTEM LEVEL (provided/populated by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

System-level analysis statement (provided by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

**DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.

## Education Directorate Strategic Indicator 2018-2021

*To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.*

### **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

SYSTEM LEVEL (provided/populated by Directorate)

### **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

System-level analysis statement (provided by Directorate)

### **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

### **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

### **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

SYSTEM LEVEL (provided/populated by Directorate)

### **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

System-level analysis statement (provided by Directorate)

### **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

### **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**

School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.

## Reporting against our priorities

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

### Targets or measures

By the end of 2022 we will achieve:

- 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 30% of each kindergarten cohort make above expected progress in Reading and 55% in 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).

In 2018 we implemented this priority through the following strategies.

- Research quality gifted and talented identification processes and build a whole school approach.
- Implementation of a targeted and sustained coaching model.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

### Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Achieve 30% of each kindergarten cohort make above expected progress in Reading (PIPS).	28%	35%				
Achieve 55% of each kindergarten cohort make above expected progress in Mathematics (PIPS).	49%	27%				
Achieve the ACT Education Directorate mean score for student growth in Reading (NAPLAN SMART Data).	+10.2	-23.2				
Achieve the ACT Education Directorate mean score for student growth in Spelling (NAPLAN SMART Data).	-9.8	-4.4				

Achieve the ACT Education Directorate mean score for student growth in Writing (NAPLAN SMART Data).	+15.9	+22.1				
Achieve the ACT Education Directorate mean score for student growth in Grammar and Punctuation (NAPLAN SMART Data).	+14.5	+14.5				
Achieve the ACT Education Directorate mean score for student growth in Numeracy (NAPLAN SMART Data).	-20	-21.6				
Achieve 60% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data).	60.0	71.4				
Achieve 50% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data).	44.0	47.6				
Achieve 40% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data).	38.5	56.5				
Achieve 40% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data).	68.0	77.3				
Achieve 60% of year 5 students making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data).	69.2	65.2				

*Perception Data*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
My school takes students' opinions seriously (student response).	63.16	85.92				
My school gives me opportunities to do interesting things (student response).	85.25	90.42				
I receive useful feedback about my work at this school (staff response).	82.35	93.75				

### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher programs explicitly outline how the needs of higher achieving learners will be met in accordance with endorsed school pedagogy.	50%	55%				
Teachers implement agreed school wide practices to meet the needs of all learners.	75%	75%				

### What this evidence tells us

Student learning data tells us that the changes to kindergarten pedagogies in 2018 have had a positive impact on student reading progress, while there remains work to be done in mathematics. This remains a priority for 2019.

Student growth data in writing, grammar and punctuation shows that targets are being met, with further focus needed in spelling, reading and mathematics requiring further focus in 2019. High potential learner targets are being met in reading, spelling, writing and grammar and punctuation. Perception data shows improvement across the three key areas of focus, with the challenge moving forward sustaining and further improving in these areas a key challenge.

### Our achievements for this priority

Our achievements in relation to this priority include:

- Initial contact with members of the Education Directorate working party looking at the policies which support High Potential Learners in the ACT. Following this contact several journal research papers were received for future synthesis.
- A Literacy Project Team was formed to review curriculum and pedagogy of literacy in K-2. The resulting recommendations from the project included data analysis of reading data in kindergarten. As a result, an intervention program for kindergarten was immediately put into effect following the RTI models demined by the school. Data for the results of this project sits outside the data held in this impact report.
- Following the K-2 Literacy project action group's research, recommendations beyond 2018 include parent workshops, professional learning for all junior school staff in 2019 and a review of pedagogical approach to differentiated teaching.
- In 2018 a Coaching Guide was drafted and approved by the School Board.
- A rigorous observation schedule was implemented to observe and document pedagogical practices from preschool to year six. Meeting the needs of learners and differentiation was a question of practice in all observations. Feedback was directly given to practitioners and directly referenced the ACARA Classroom Observation Continuum. Reflection was encouraged and promoted through the Professional Pathways process.

### Challenges we will address in our next Action Plan

Future challenges in relation to this priority include:

- Formulation of a Pedagogy Circle with a focus on meeting the needs of High Potential learners through school wide practices. This would include the draft of a formal written guide of these practices which articulates expectations.

- Review and change literacy differentiated practice from K-2 to reflect the professional learning of 'Sounds Write' training. Again, these expectations of practice will be articulated through a written guide to maintain consistent and accountable practice.
- A commitment of the school to over \$10,000 for all junior school educators to attend four days of 'Sounds Write' professional learning.
- As we extend coaching practices into data and formative assessment this year, teacher programs will require specific goals for all learning through Making Learning Visible practices. This will be the responsibility of Executive team members to assess, promote and model.

**Priority 2:** To align student performance to 'like schools', trending upwards.

### Targets or measures

By the end of 2022 we will achieve:

- 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 30% of each kindergarten cohort make above expected progress in Reading and 55% in 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).
- Achieve the ACT Education Directorate mean score for LBOTE student growth in Reading, Spelling & Numeracy (NAPLAN SMART Data).
- Achieve 50% of year 5 LBOTE learners making at or above expected progress in Grammar and Punctuation, Spelling, Reading and Numeracy (NAPLAN SMART Data).

In 2018 we implemented this priority through the following strategies:

- Review LBOTE learning needs in the year 3 and 4 classes and modify to meet point of need.
- Implement a targeted and sustained coaching program in year 3 and 4.
- Develop a whole school approach to teaching writing.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

### Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students in year 3 and 5 perform on par or above with 'like schools' in writing as measured by NAPLAN.	+17.5	+21				
Students in year 3 and 5 perform on par or above with 'like schools' in mathematics as measured by NAPLAN.	-21.0	-21.8				
Achieve 30% of each kindergarten cohort make above expected progress in Reading (PIPS).	28%	35%				
Achieve 55% of each kindergarten cohort make above expected progress in Mathematics (PIPS).	49%	27%				

Achieve the ACT Education Directorate mean score for student growth in Reading (NAPLAN SMART Data).	+10.2	-23.2				
Achieve the ACT Education Directorate mean score for student growth in Spelling (NAPLAN SMART Data).	-9.8	-4.4				
Achieve the ACT Education Directorate mean score for student growth in Writing (NAPLAN SMART Data).	+15.9	+22.1				
Achieve the ACT Education Directorate mean score for student growth in Grammar and Punctuation (NAPLAN SMART Data).	+14.5	+14.5				
Achieve the ACT Education Directorate mean score for student growth in Numeracy (NAPLAN SMART Data).	-20	-21.6				
Achieve 60% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data).	60.0	71.4				
Achieve 50% of year 5 students making at or above expected progress in Mathematics (NAPLAN SMART Data).	44.0	47.6				
Achieve 40% of year 5 students making at or above expected progress in Spelling (NAPLAN SMART Data).	38.5	56.5				
Achieve 40% of year 5 students making at or above expected progress in Writing (NAPLAN SMART Data).	68.0	77.3				
Achieve 60% of year 5 students making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data).	69.2	65.2				
Achieve the ACT Education Directorate mean score for LBOTE student growth in Reading (NAPLAN SMART Data).	-64.9	-49.2				
Achieve the ACT Education Directorate mean score for LBOTE student growth in Spelling (NAPLAN SMART Data).	-17.5	-2.2				
Achieve the ACT Education Directorate mean score for LBOTE student growth in Numeracy (NAPLAN SMART Data).	-93.2	-61.8				
Achieve 50% of year 5 LBOTE learners making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data).	75%	40%				
Achieve 50% of year 5 LBOTE learners making at or above expected progress in Spelling (NAPLAN SMART Data).	50%	40%				



Achieve 50% of year 5 LBOTE learners making at or above expected progress in Reading (NAPLAN SMART Data).	-	33.3%				
Achieve 50% of year 5 LBOTE learners making at or above expected progress in Numeracy (NAPLAN SMART Data).	-	33.3%				

#### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
I can talk to my teachers about my concerns (student response).	73.68	76.72				
Overall I am satisfied this school has high expectations in all that it does (student response).	80.70	86.49				
My school takes students' opinions seriously (student response).	63.16	85.92				

#### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
LBOTE and EALD Learner Guide		Developed				
Consistent pedagogical practices for Literacy P-2		Reviewed				

#### What this evidence tells us

Student learning data tells us that the changes to kindergarten pedagogies in 2018 have had a positive impact on student reading progress, while there remains work to be done in mathematics. This remains a priority for 2019.

Student growth data in writing, grammar and punctuation shows that targets are being met, with further focus needed in spelling, reading and mathematics requiring further focus in 2019.

LBOTE growth data tells us that there is significant room for improvement in reading, spelling and numeracy.

#### Our achievements for this priority

##### LBOTE Learners

In 2018, school demographics continued to grow and change with enrolments growing by almost 100 children across the year. The number of children noted through the NCCD data collection increased significantly, with a greater number of children requiring adjustments to access and participate in education. Similarly, the number of children who identify as EAL/D increased significantly to 34% of the total school population, with up to 41% of each grade identifying as EAL/D in preschool to year 2.

After the school review in 2017, the school completed a deeper analysis of data in 2018, reviewing learner academic and progress data and the school philosophy and approach to supporting EAL/D learners. This review included obtaining detailed information on all enrolled students regarding their home languages and country of birth, including details on their immediate family. A total of

52 languages other than English were also identified as spoken in the homes of children from the Maribyrnong community.

Analysis of this information led to a review of quality teaching practices and assessments used to support the learners within our community. What was noted was the significant need for consistent teaching and learning practices across all year levels when meeting the learning needs of children identified as EAL/D. The key outcomes of the review were:

- a consistent approach to supporting learners who identify as EAL/D through an explicit English language program kindergarten to year six during identified
- access to EAL/D teachers with specialist expertise to support classroom teachers with advice on learning programs and evidence-based teaching practices to meet the needs of EAL/D learners
- consistent implementation of evidence-based assessment strategies to support EAL/D students' needs.

#### Mathematics Pedagogy

Our focus on 2018 on mathematical pedagogy was reflected in a financial commitment of \$20 000 to develop teacher's curriculum knowledge. In January 2018 we invested in a day's professional learning with Anita Chin focused on the daily number lesson. This was developed further with Dr Paul Swan in October when the whole staff reflected on differentiation across the maths curriculum over three days of learning. A further investment of \$5000 in maths resources to support this learning and further classroom practice. The challenge for 2019 is to take this learning and apply consistent, quality practices across the school to build learner progress and achievements.

#### Writing Pedagogy

A revision of writing pedagogy in 2018 began with whole staff attending a writing conference led by Sheena Cameron and Louise Dempsey. To build quality practices at the school, the use of 'The Writing Book' as a resource for diversifying and differentiating writing became part of writing programs.

The Writing Pedagogy Circle developed a consultative process around the existing assessment tool, the CRT. A mapping process of a variety of data sets gave strong indication that an alternative assessment tool was required. One strong reason given for a change was the lack of correlation between the Australian Curriculum (the teaching tool) and the CRT (the assessment tool). The resulting impact was that our Plan, Do, Study, Act process became difficult to enact. In 2017 a team of teachers at MBYP took part in a trial of the Writing Progressions for ACARA. The following feedback from practitioners was that this tool fed directly back into teaching and gave educators a summative picture of where students were working against the Achievement Standard (Australian Curriculum). It was recommended by these educators that the progressions be used to create an assessment tool over 2018.

The Writing Pedagogy Circle, spent six months shaping and trialling these progressions into year level documents. Feedback from all classroom educators was sought. At the end of the year the team collected trial and feedback data from the use of these rubrics as a moderation and formative assessment tool. Moving forward, the challenge will be to use this tool consistently and formatively to meet student need and maximise learning progress.

### Challenges we will address in our next Action Plan

Continuing to build quality practice to support LBOTE learners is an ongoing challenge for 2019 to ensure that the gains made in 2018 continue to improve.

A focus on raising the profile of mathematical understanding will continue into 2019 with a 'Maths Morning at Maribyrnong' at the end of term one. The current coaching model will also focus substantially on programming and practice, with feedback to staff on their practice a key priority. Additionally, the incorporation of more effective formative assessment tools will provide the scaffolding needed to ensure learning programs are more responsive to need.

Further refinement of the Writing Progression Tool will continue into 2019 led by the Writing Pedagogy Circle. This will be informed by the trial data and feedback. Further steps to embed practice will include an updated writing guide for educators and a means of collecting summative data from the tool.

**Priority 3:** To improve student capability in the application of the Australian Curriculum general capabilities.

### Targets or measures

By the end of 2018 we will achieve:

- 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.

In 2018 we implemented this priority through the following strategies.

- Research quality practices in relation to implementation of the general capabilities.
- 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.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

### Student learning data

See data as detailed in priority one.

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
My teachers provide me with useful feedback about my school work (student response).	86.89	87.68				
My teachers motivate me to learn (student response).	88.33	89.19				
Teachers at this school provide students with useful feedback about their school work (staff response).	88.24	95.75				

### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
100% of teacher programs explicitly outline the general capabilities and how these will be explicitly taught.	Inconsistent	Inconsistent				
100% of students apply the general capabilities and are able to articulate this application in every lesson.	0%	0%				

### What this evidence tells us

The evidence above suggests that there has been some improvement in student and staff perceptions related to the application of the general capabilities at Maribyrnong. In 2019 the focus will be to develop whole school consistent processes for explicitly planning for the use of the system reporting template and the consistent planning and teaching of the general capabilities.

### Our achievements for this priority

In 2018 the school started to reflect on our teaching of the general capabilities specifically and how staff accessed and used the Australian Curriculum in all subject areas. After several staff meetings and team meetings it was decided that staff needed more professional development in how to implement the Australian Curriculum. To that end in Term 3 the staff undertook 10 hours of professional learning provided by the ACT Government. This professional learning focussed on “Unpacking achievement standards and levels of performance”; “Standards-based planning and assessment”; “Differentiation with a focus on the Australian Curriculum”.

After completing the professional learning, staff felt more confident to unpack the Australian Curriculum, particularly the achievement standards and modifiers. They were very enthusiastic about using the Australian Curriculum, with an emphasis on differentiation of the curriculum for students with diverse needs: Not different content, but different levels of complexity. This then lead in to how we can use the general capabilities to support, enrich and extend students which will be developed further in 2019 and beyond.

In 2018, members of the Visible Learning Pedagogy Circle joined our other Pedagogy Circles to help instil visible learning practices in the classroom. Staff have become more confident in using visible learning, particularly the “I Can Statements” for literacy and numeracy. These can always be seen on display in classrooms in a variety of formats. Several systems have been developed to support visible learning principles within the classroom, including individual student “I Can” statement booklets for literacy and numeracy for each grade level; students setting personal goals which include “I Can” statements; and group or class displays of what will be achieved in a lesson or learning sequence.

### Challenges we will address in our next Action Plan

Challenges we will address in our next action plan include the review of inquiry organisers based on the move to single grade levels, away from multi age class groupings.

### Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan\*.

In 2018, the school continued to reflect on the preschool pedagogy, practice and performance through regular reviews of our Quality Improvement Plan (QIP), with the latest review taking place in term four, 2018.

Our QIP identifies are areas of strengths, and areas for further improvement and development in line with the National Quality Standards, including compliance with the standards and embedding the Early Years Learning Framework.

Some of our biggest achievements in 2018 include:

- Launching the specialist teacher program, where an educator provided an explicit teaching program focusing on the children's interests and needs, with two different curriculum areas explored each term.
- Stronger links between the primary school and preschool were improved, with the preschool children attending library, gross motor rotations and assemblies on a regular basis.
- Developing strong links with the families in our communities through open door mornings, fortnightly emails, parent volunteers and open communication.
- Significant investment in the updating of the outdoor learning environment to further facilitate best practice.
- Launching the Possum Playgroup for children aged three years and is registered through ACT Playgroups Association. The focus of the playgroup is to provide the opportunity for children to have fun, make new friends and develop new skills through play. Playgroup also provides parents and carers the opportunity to meet with other parents, make friends and share ideas and experiences.

We are continuing to:

- Embed Aboriginal and Indigenous perspectives into our teaching, and this will be reinforced through an explicit indigenous program run in term one 2019.
- Upgrade our outside play environment, with a parent working bee booked in for March 2018. 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.
- Introduce and embed sustainable practices in our preschool program and environment with support from the specialist Science teacher at Maribyrnong School.
- Attend professional learning targeted at producing high quality preschool programs that engage children and their families.
- Prepare for the upcoming assessment and rating that is scheduled for 2019.

*\*A copy of the QIP is available for viewing at the school.*