

Maribyrnong Primary School

Network: Belconnen

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Please note, due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or 0 (zero) entry has been used.

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

In 2019 our school supported this Strategic Indicator through Priority 3: Improve student wellbeing, engagement and connection to school to support their learning.):

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through Priority 1 and 2:

- To increase the proportion of learners at or above expected growth in writing and reading
- To increase the proportion of learners at or above expected growth in mathematics.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through Priority 3:

- Improve student wellbeing, engagement and connection to school to support their learning.

Reporting against our priorities

Priority 1: To increase the proportion of learners at or above expected growth in writing and reading

Targets or measures

In 2020 we implemented this priority through the following strategies.

- In 2020 we adjusted the priorities within our School Improvement Plan for a sharper focus.
- Staff engagement through workshops on a common understanding and language for what differentiation means and looks like in the classroom.
- Staff engagement and workshops on a clear and common approach to the delivery of curriculum from kindergarten to year 6.

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	2018	2019	2020	2021	2022
80% of each kindergarten cohort making at or above expected progress in Reading (PIPS/BASE)	61.9	65.4	78.8	N/A		
% of year 5 students making at or above expected progress in Reading.	58	54	50	N/A		
% of year 5 students making at or above expected progress in writing	47	54	51	N/A		

% Year 3 in top two bands	Base	2018	2019	2020	2021	2022
Writing	36.2	39.1	54.5	N/A		68
Reading	58.5	62.5	46.8	N/A		66.4

% of Year 5 in top two bands	Base	2018	2019	2020	2021	2022
Writing	15.1	10.3	14.1	N/A		
Reading	43.9	48.3	40.0	N/A		

PAT Reading baseline data collected in 2020

	2020 Baseline Data		2021		2022	
	MPS (Median)	Nation (Median)	MPS (Median)	Nation (Median)	MPS (Median)	Nation (Median)
Year 1	79.8	87.1				
Year 2	109.9	100.5				
Year 3	113.6	110.9				
Year 4	121.3	118.7				
Year 5	123.5	124.5				
Year 6	126	128.8				

Perception Data

Targets or Measures	Base	2018	2019	2020	2021	2022
Maintain or exceed 90% of Student agreement that 'This school gives me opportunities to do interesting things.'	90.2	90.4	84.0	85.0		
Maintain or exceed 90% of parent agreement that 'The school works with me to support my child's learning.'	91.3	88.0	72.9	75.0		

What this evidence tells us

- Not having NAPLAN data has been a challenge when looking at our goals.
- Work with the Sounds Write program in the early years looks to be having a positive impact as evidenced by of kindergarten BASE Data.

Our achievements for this priority

- It is challenging to get a true picture of the school's progress towards targets when we have been so reliant on NAPLAN data.
- We have introduced PAT testing in reading for years 1 through to year 6. This will occur at the beginning of term 4 each year and begin to build an extra data set that we can access across the school.

Challenges we will address in our next Action Plan

- This work will continue as consistency in curriculum delivery across the school is work that will carry over into 2021 and beyond.
- We will begin moving from curriculum structures to specific classroom practice.
- We will also be taking part in the Early Years Literacy Initiative which will support this priority.
- Formalising a school data plan so that our approach to the collecting and handling of data is clear for all staff.

Priority 2: To increase the proportion of learners at or above expected growth in mathematics.

Targets or measures

In 2020 we implemented this priority through the following strategies.

- In 2020 we adjusted the priorities within our School Improvement Plan for a sharper focus.
- Staff engagement through workshops on a common understanding and language for what differentiation means and looks like in the classroom.
- Staff engagement and workshops on a clear and common approach to the delivery of curriculum from kindergarten to year 6.

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	2018	2019	2020	2021	2022
80% of each kindergarten cohort make above expected progress in Mathematics (PIPS/BASE)	69.7	73.1	88.3	N/A		
	Base	2018	2019	2020	2021	2022
% of year 5 students making at or above expected progress in Numeracy	46	46	48	N/A		

Numeracy	Base	2018	2019	2020	2021	2022
% of Year 3 in top two bands	MYP: 41.2 SS:58.1	39.6	61.3	N/A		

Numeracy	Base	2018	2019	2020	2021	2022
% of Year 5 in top two bands	MPS: 29.5 SS: 47.4	31.0	31.3	N/A		

Perception Data

Targets or Measures	Base	2018	2019	2020	2021	2022
Increase proportion of student response that 'the school has high expectations' to 90%	82.3	86.5	71.6	75.0		

School program and process data

PAT M baseline data collected in 2020.

	2020 Baseline data		2021		2022	
	MPS (Median)	Nation (Median)	MPS (Median)	Nation (Median)	MPS (Median)	Nation (Median)
Year 1	96.6	93.2				
Year 2	107.7	103				
Year 3	114.7	110.9				
Year 4	120.2	117.4				
Year 5	124.8	122.7				
Year 6	126	127				

What this evidence tells us

- The work that we had planned to undertake pre COVID was unable to occur. The work that was undertaken has had minimal impact as we will begin moving from bigger picture curriculum structures to specific classroom practice.
- We have a baseline for year 1 through to 6 that will allow us to make informed judgements regardless on whether NAPLAN goes ahead in 2021 or not.

Our achievements for this priority

- Formulation of consistent structures for scoping and sequencing across the school
- We have added PAT Maths as a data source so that we are able to access some richer school wide data to inform School Improvement planning.

Challenges we will address in our next Action Plan

- We will move from planning bigger picture curriculum structures to a narrower focus on classroom delivery.

Priority 3: Improve student wellbeing, engagement and connection to school to support their learning.

Targets or measures

In 2020 we implemented this priority through the following strategies.

- In 2020 we adjusted the priorities within our School Improvement Plan for a sharper focus.
- Staff engagement and workshops on a clear and common approach to student engagement.
- The implementation of Positive Behaviours for Learning.

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.

Perception Data

Targets or Measures	Base	2018	2019	2020	2021	2022
Increase proportion of student response that 'Student behaviour is well managed' to 70% or greater	60.1	78.6	58.6	55.00		
Increase proportion of student response that 'I can talk to my teachers' to 79%	74.1	76.7	71.6	62.0		
Increase proportion of student response that 'My teachers provide me with useful feedback about my schoolwork' to 93%.	88.6	88.0	80.2	75.0		
Increase the proportion of parent response to 'Learning needs of my child are being met' maintained at or greater than 92%.	91.6	89.0	77.3	73.0		

School program and process data

Targets or Measures	Base	2018	2019	2020	2021	2022
% of student reporting no victimisation at this school	57.5	76.0	62.0	There is no longer a measure in 2020 satisfaction data		

What this evidence tells us

- This is difficult to quantify due to the year that we have experienced (COVID).
- Maribyrnong being a Safe and Supervised Site (SSS) seems to have had an impact on the data also.
- The removal of the punitive R&R Room had an impact of staff and their approach to behaviour management.

Our achievements for this priority

- Staff and students are looking for a consistent and whole school approach to how student engagement and the management of student behaviour is addressed.
- We will look at some different data sources for this priority, making us less reliant on system datasets.

Challenges we will address in our next Action Plan

- Our partnership with the University of Canberra and their research regarding well being will be a significant part of this priority for us next year- this will be reflected in our Annual Action Plan.