

Maribyrnong Primary School

Network: Belconnen

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 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.

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 1 (see reporting for detail):

- To improve differentiated practices to meet the needs of high potential learners

Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- To align student performance to 'like schools', trending upwards

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- To improve differentiated practices to meet the needs of high potential learners

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 (please note that these targets/measures will be refined at the beginning of 2020):

- 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).

In 2019 we implemented this priority through the following 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.

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

This is a developing area of our improvement journey. The school program and process data has indicated that the first step in our improvement process is to have a concrete and consistent way to identify high potential learners. We have made some connections with other ACT Primary schools who have these systems in place.

Data indicates a lacking in curriculum consistency of practice across year groups. We have identified need in team leadership and have addressed this with new structures going into 2020.

Survey data gathered since the beginning of new leadership indicates that families would like explicit direction for how they can support their child's learning at home.

Perception Data

There were close to one hundred responses to the survey that went out to the school community. There were many thoughtful ideas from students, staff, parents and carers, with a number of common themes consistent throughout. The data gained from this exercise has been helpful in our executive planning day and will continue to drive our thinking and planning alongside our school satisfaction survey data into 2020 and beyond. Please see below for a brief summary of some of the consistent ideas that came through respondent's answers.

- **What is it that we do at Maribyrnong that makes the biggest difference to student learning?**

Positive relationships through the school, the supportive and respectful environment, children being treated as individuals, high quality teachers, strong and explicit teaching of values.

- **What is the most important thing about Maribyrnong Primary School to you?**

Sense of community, high quality teachers, students social and emotional wellbeing and growth, safety.

- **If you could make one change at Maribyrnong Primary School, what would it be?**

Smaller class sizes, more buildings, less crowding, more physical activity before school, improvement to the school's outdoor play areas, nets for the soccer goals, more support for beginning teachers/new staff, no composite classes, reduce dust in playground, more ways to share student learning with families/better communication between teachers and parents, consistent behaviour management, implementation of school house groups, more planning time for teachers, a selection of clubs/activities during break time, more emphasis on PE.

- **Would you like to make any other comments that you would like us to consider as we plan for the future?** Points raised included: carpark issues (space), desire to see more representation in sporting events, planning days for teachers, access to ovals close by during break times, having more information about the school's strategic plan, more ways to support our children at home, more opportunities for students in music.

What this evidence tells us

- The evidence indicates that we will need to be more specific with our goals and targets, particularly in planning curriculum.
- Our data sources have changed over time as it was an ideal opportunity to gain community perception data outside of school satisfaction surveys with a new principal beginning.
- Our next Action Plan will be more specific about curriculum planning and what this looks like in teams to better differentiate for all students.
- At times there is an ad hoc approach to planning and delivery of curriculum

Our achievements for this priority

Introduction of term overviews

- These will provide concrete ways families can support the learning of their child at home
- Planning days for teams that support the careful writing of the term overviews
- More direct oversight of teaching teams from executive staff for more consistency of practice

Rewriting units of work

- Team planning for the rewriting of units of work so that deep questions can cater for a range of student needs.
- Differentiation made explicit through this planning

Challenges we will address in our next Action Plan

Amount of targets

- > The amount of targets is quite overwhelming.
- > We will look to reduce this number so that as staff work in strategic teams they can be clear about what they are working towards.

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

Targets or measures

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)
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- 2.3a: Achieve the ACT Education Directorate mean score for student growth in Reading, Spelling, Writing, Grammar and Punctuation & Numeracy (NAPLAN SMART Data)
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- 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)
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- 2.4c: Achieve 80% of year 5 students making at or above expected progress in Reading (NAPLAN SMART Data)
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- 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)
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- 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 100% 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 100% of year 5 LBOTE learners making at or above expected progress in Grammar and Punctuation (NAPLAN SMART Data)

In 2019 we implemented this priority through the following 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.

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.

- Year 5 Writing 17.2% (11 students) in bottom two bands and 14.1% (9 students) in top two bands compared to 23.1% in top two bands for similar schools
- Year 3 Reading 12.9% (8 students) in bottom two bands and 46.8% (29 students) in top two bands compared to 65.6% in top two bands for similar schools
- Year 5 Reading 10.8% (7 students) in bottom two bands and 40.0% (26 students) in top two bands compared to 48.8% in top two bands for similar schools

What this evidence tells us

- This year's NAPLAN data indicates that this is an area for ongoing focus for us.
- Our data sources will change over time to give a better depth of understanding for how we can meet this learning need, but will continue to include system data such as NAPLAN
- This evidence indicates that we are early in the stages of our plan and there is still much work to be undertaken.

Our achievements for this priority

Develop an effective partnership with the University of Canberra

- MBYP implemented all five aspects of UC Affiliated Schools program with one coordinator appointed to ensure effective communication between the school and university.
- Three staff members enrolled and in receipt of a full scholarship with the university *Masters of Education* (Capital region) Program
- Two *Pedagogy Content Knowledge* Clinics have been facilitated with university staff and students. 60 UC pre-service teachers have worked with over 120 students in years 2-3 at Maribyrnong in the pedagogical understanding of English and the Arts.
- 5 educators have worked as part of the Teachers as Researchers Projects looking at the positive impact on EALD learners in the area of writing. Published journal article to follow in 2020.
- Poster presentation at the UC ASP conference completed in October 2019.
- Masterclasses to strengthen educator understanding of Inquiry, Positive Psychology and Differentiation Through Inquiry attended by MBYP staff over 2019.
- One staff member supporting the doctoral research program into SEL.
- MBYP showcased as part of the ASP via media filming in November 2019.
- Agreement for 2020 ASP signed and submitted.

Develop a whole school approach to teaching writing.

- Change of data tracking and source for writing
- School wide tool based on the ACARA writing progressions trialled across the school for summative and formative assessment.

- Writing Progression Tool successfully used for data tracking and analysis in Teachers as Researchers Project looking at the positive impact on EALD learners in the area of writing.
- Educators in K-2 completed 4 day of professional learning to strengthen a systematic phonic delivery to strengthen the balanced literacy implantation at MBYP.
- Tracking of spelling, vocabulary and phonemic awareness implemented for students K-2.

Develop a whole school approach to teaching mathematics

- Educators in year 3-6 completed 4 days of professional learning and planning to enact Paul Swan maths games, planning and delivery.
- Maths curriculum revised for year 3-6 to ensure systematic delivery of content.

Challenges we will address in our next Action Plan

- Assessment and impact of systematic and balanced literacy delivery on student learning should be tracked.
- Assessment and impact of systematic maths curriculum delivery on student learning should be tracked.
- Strengthening of educator pedagogy in writing planned for 2020
- Continued impact of UC Affiliated Schools program to be measured through all levels of data: community perception, student learning impact and educator reflection.
- **Amount of targets**
 - > The amount of targets is quite overwhelming.
 - We will look to reduce this number so that as staff work in strategic teams they can be clear about what they are working towards.

