

Maribyrnong Primary School

Network: Belconnen

Action Plan 2021

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 and analysis of multiple sources of evidence, are:
 - > 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.
 - > Improve student wellbeing, engagement and connection to school to support their 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

- 2020 saw several changes to our School Improvement Plan (SIP), this had a flow on effect to our Annual Action Plan for 2021. Our SIP and targets now reflect a narrower focus.
- The challenge of remote learning through COVID meant that we had to refine some priorities and shift focus to meet student learning needs and staff professional learning requirement.
- Much of the system data targets outlined in our Annual Action Plan and School Improvement Plan were unable to be implemented due to COVID.

Our school's approach to inquiry and professional learning communities

In 2020 our staff focused time and energy in the following three areas: supporting student engagement (policy development), refining school wide curriculum (ongoing) and a focus on a school wide understanding a definition for differentiation to be reflected in classrooms and also within our curriculum documentation. Time in professional learning communities was shared between these areas.

Strategies and actions

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

1. Continue curriculum renewal process
2. Actively engage in Early Years Literacy Initiative
3. Continue professional learning for staff across the school in 'Sounds Write.'

Actions

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
ACTION: Maribyrnong curriculum documents are accessed by all staff and drive the learning and teaching programs in a clear scope and sequence.			
<ul style="list-style-type: none"> ▪ Students are able to reflect and discuss their learning and why it is important to them. ▪ Teaching teams responsively amend inquiry plans to meet student needs. ▪ Teaching teams are able to identify students requiring tier 2 intervention. ▪ Differentiated learning is evidenced through student feedback. 	<ul style="list-style-type: none"> ▪ Curriculum documents that clearly define what is taught and when. ▪ Curriculum documents that make success criteria and learning intentions explicit. ▪ Curriculum documents clearly articulate how differentiation is planned for. ▪ A clear Tier 2 intervention program in literacy 	Deputy Principal Executive teachers Literacy Specialists	<ul style="list-style-type: none"> ▪ Engagement of ESO for specific support. ▪ Staff knowledge and skills (coaching and mentoring). ▪ Sounds Write professional learning and engagement with external communities.

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
ACTION: Staff actively use the Early Years Literacy Initiative (EYLI) as a driver for targeted change in practice.			
<ul style="list-style-type: none"> Implementation of best practice literacy model is evidenced through student feedback. A consistent approach across teaching teams allowing staff to make appropriate adjustments for learning. A focus on specific literacy practice is evidenced through student work samples. A focus on specific literacy practice is evidenced through observed teacher practice. 	<ul style="list-style-type: none"> Planning documents that reflect the learning. Planning documents that reflect planned differentiation. Assessment tools which measure progress. 	<ul style="list-style-type: none"> Allocated staff meeting time and planning time within teams. Initially led by Early Years Literacy Project team from Education Directorate. Carried forward by members of executive staff and literacy specialists. School leadership team. 	<ul style="list-style-type: none"> Time for staff to engage with program. Allocated staff meeting time and planning time within teams.

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
ACTION: Staff involvement in 'Sounds Write' training links directly to EYLI and supports consistency in whole school approach to students' phonological awareness.			
<ul style="list-style-type: none"> Consistent approach from all staff across the school is evidence through language and practice in literacy. 	<ul style="list-style-type: none"> Curriculum documents that clearly define what is taught and when. 	<ul style="list-style-type: none"> Lead by Deputy Principal and executive staff at team level. Literacy specialists. 	<ul style="list-style-type: none"> Engagement of ESO for specific support. Staff knowledge and skills (coaching and mentoring).

What is the intended <i>impact</i> on student learning?	What will be <i>produced</i> ?	Who will <i>lead</i> this?	What <i>resources</i> will be allocated?
<ul style="list-style-type: none"> Where relevant, students who are not responding to the universal approach are able to access our early years targeted intervention program from our specialist literacy and EAL/D staff. 	<ul style="list-style-type: none"> Curriculum documents that make success criteria and learning intentions explicit. Curriculum documents evidence teacher knowledge and response to student need. 		<ul style="list-style-type: none"> Sounds Write professional learning and engagement with external communities.

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

Strategies

- Use of PAT M data to drive differentiated practices
- School wide professional learning focus on promoting a feedback culture, starting with Mathematics.
- Continue curriculum renewal work, with specific focus on Paul Swan professional learning reflected in documentation.

Actions

What is the intended <i>impact</i> on student learning?	What will be <i>produced</i> ?	Who will <i>lead</i> this?	What <i>resources</i> will be allocated?
ACTION: Use of PAT M data to drive differentiated practices.			
<ul style="list-style-type: none"> Increase percentage of students moving into higher bands indicated in PAT M testing. 	<ul style="list-style-type: none"> Curriculum documents that clearly define what is taught and when. 	<ul style="list-style-type: none"> Executive team 	<ul style="list-style-type: none"> Allocated time in staff meetings for strategic teams. Staff meeting structure to allow all staff to participate.

<ul style="list-style-type: none"> ▪ Student feedback indicates positive impact of differentiated practices on their learning. ▪ Teaching teams responsively amend inquiry plans to meet student needs. 	<ul style="list-style-type: none"> ▪ Curriculum documents that make success criteria and learning intentions explicit. ▪ Curriculum documents evidence teacher knowledge and response to student need. Professional learning teams target individual student needs through groupings for children and planning and provision of open ended, rich tasks. 	<ul style="list-style-type: none"> ▪ Teachers who have self-identified through teacher register of expertise. ▪ Teaching staff who have completed Paul Swan professional learning. 	<ul style="list-style-type: none"> ▪ Use of expertise from previous Paul Swan PL. ▪ Eduinfluencers engagement with all staff through shared sessions (3 in the year). ▪ Staff knowledge and skills ▪ Previous resourcing allocated from engagement with Paul Swan professional learning.
<p>What is the intended <u>impact</u> on student learning?</p>	<p>What will be <u>produced</u>?</p>	<p>Who will <u>lead</u> this?</p>	<p>What <u>resources</u> will be allocated?</p>
<p>ACTION: School wide professional learning focus on promoting a feedback culture, starting with Mathematics.</p>			
<ul style="list-style-type: none"> ▪ Student feedback through school satisfaction data indicates positive impact of differentiated practices on their learning. ▪ Teaching teams responsively amend inquiry plans to meet student needs. 	<ul style="list-style-type: none"> ▪ A feedback culture where the expectations are that all staff are looking to improve practice for the sake of student learning. ▪ Whole school structures and opportunities to reflect on feedback are provided and utilised. 	<ul style="list-style-type: none"> ▪ Executive team ▪ Teachers who have self-identified through teacher register of expertise. ▪ Teaching staff who have completed Paul Swan professional learning. 	<ul style="list-style-type: none"> ▪ Allocated time in staff meetings for strategic teams. ▪ Staff meeting structure to allow all staff to participate. ▪ Use of expertise from previous Paul Swan PL. ▪ Eduinfluencers engagement with all staff through shared sessions (3 in the year). ▪ Staff knowledge and skills Previous resourcing allocated from engagement with Paul Swan professional learning.

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
ACTION: Continue curriculum renewal work, with specific focus on Paul Swan professional learning reflected in documentation and practice.			
<ul style="list-style-type: none"> ▪ A consistency of approach of the Mathematics curriculum (universal delivery) enabling children to have the confidence to discuss and share their learning. ▪ A progressive scope and sequence plan for Mathematics promoting the progress of all students across age, phase and ability. ▪ Observed delivery of curriculum that reflects planning. ▪ Opportunities for intervention beyond universal delivery of Mathematics are present and accessible for students at point of need. 	<ul style="list-style-type: none"> ▪ Curriculum documents that clearly define what is taught and when. ▪ Curriculum documents that make success criteria and learning intentions explicit. ▪ Curriculum documents evidence teacher knowledge and response to student need. 	<ul style="list-style-type: none"> ▪ Executive team ▪ Teachers who have self-identified through teacher register of expertise. ▪ Teaching staff who have completed Paul Swan professional learning. 	<ul style="list-style-type: none"> ▪ Led by staff who undertook Paul Swann training previously. ▪ Time for teacher register of expertise sessions. ▪ Time allocated in whole staff meetings. ▪ New resources purchased to supplement those already owned through school operational budget.

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

Strategies

7. Embedding of Positive Behaviours for Learning framework and practices (implemented 2020).
8. Active engagement in wellbeing project in partnership with the University of Canberra.
9. Enact revised Supporting Student Engagement approach as supported by PBL Framework.

Actions

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
ACTION: Embedding of Positive Behaviours for Learning framework and practices (implemented 2020) through the revision of Supporting Student Engagement.			
<ul style="list-style-type: none"> ▪ Clear and consistent expectations are articulated by students in their reflection of school culture. ▪ Student report feeling safe, respected and engaged in learning through external and internal feedback protocols. 	<ul style="list-style-type: none"> ▪ A series of expectations for each area in the school (PBL Framework). ▪ Lessons which support the goal of understanding what it means to be respectful, safe and a learner in each of these spaces. ▪ Environmental supports of PBL expectations. A policy outlining Maribyrnong’s approach to supporting student engagement, including the importance, and underpinning of positive relationships. 	<ul style="list-style-type: none"> ▪ PBL team ▪ Executive team 	<ul style="list-style-type: none"> ▪ Continued allocation in school’s operational budget for further signage around the school. ▪ Time for data analysis ▪ Time for reflection as a whole staff and within teams. ▪ Time in week 0 for practical implementation of new policy. ▪ Connection with PBL external coaches. ▪ Launch Day resources.

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
ACTION: Active engagement in Wellbeing Research Project in partnership with the University of Canberra.			
<ul style="list-style-type: none"> ▪ Students engage in curriculum learning which supports their personal and community wellbeing ▪ Staff are able to express and enact clearly defined strategies to impact their own wellbeing and that of the students within the school. ▪ Staff and students show awareness of a practical plan for next steps of action to improve wellbeing for the school community. 	<ul style="list-style-type: none"> ▪ Explicit documentation that is incorporated into inquiry units of work. ▪ Research report to be published as part of the Affiliated Schools Program. ▪ Presentation at the UC Affiliated Schools conference in 2021. 	<ul style="list-style-type: none"> ▪ Thomas Neilson ▪ Jennifer Ma ▪ Anna Thorpe ▪ Wellbeing team 	<ul style="list-style-type: none"> ▪ Time for teams to meet ▪ Time for professional learning in teams and whole of staff groups. ▪ Current funding for the Affiliated School's Coordinator through the UC grant. ▪ Secured additional grant through the Affiliated School's research program.