

Maribyrnong Primary School

Network: Belconnen

School Improvement Plan 2023-2027



The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's [Future of Education](#) and [Set up for Success](#) strategies alongside system-level and school-based analysis of [Multiple Sources of Evidence \(MSoE\)](#). Analysis of MSoE is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle, providing valuable opportunities for self-reflection, planning and improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. The findings and recommendations of the Review in conjunction with school performance and perception data support the development of the annual Action Plan. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation:

Analysis ⇒ Priorities ⇒ Strategies ⇒ Actions ⇒ Impact (for students)

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families, and students.

Our school's improvement agenda positioned within the Directorate's Vision, Mission, and Values

Vision

Directorate's vision: We will be a leading learning organisation where people know they matter

School's vision: Our vision at Maribyrnong Primary is to provide a positive and supportive teaching and learning environment. We aim to inspire learning through quality innovative, connective, and inclusive teaching practices and empower students to take a shared responsibility for their learning and actions. Working in partnership with the community we aim to develop responsible and active members of society.

Mission

Directorate's mission: We develop and deliver educational services to empower each child and young person in the ACT to learn for life.

School's mission: Maribyrnong provides quality learning experiences that enable every student to successfully achieve in a safe and supportive environment; promoting lifelong learning. Working in partnership with the community, we develop responsible, respectful and resilient citizens.

Values

Directorate's Values: Respect, Integrity, Collaboration, Innovation.

School's values: The core values of the school are Resilience, Endeavour, Respect, Responsibility, and Inclusion. These values underpin our Positive

Behaviours for Learning and are also integrated through our recently rejuvenated multi age house groups.

Education Directorate's *Future of Education* and *Set up for Success* Strategies

The *Future of Education* and *Set up for Success* Strategies outline the plan for education and care from birth to 18 years for all children and young people in the ACT. These two strategies are based on four foundations:

1. A fair start for every child, Students at the centre
2. Valuing educators, values children, Empowered learning professionals
3. Every child has a story, Strong communities for learning
4. Working together for children, Systems supporting learning

These foundations emphasise the importance of focusing on individual needs within a coordinated and collaborative context, supported by strong educators, community partners and families, and a service design approach.

Multiple Sources of Evidence

Evidence informing this School Improvement Plan includes:

- Findings and recommendations from School Review
- Analysis of system and school-based student learning data
- Analysis of perception data
- Consideration of school programs and processes
- Preschool setting - Quality Ratings from assessment against the National Quality Framework. The Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.

Our improvement priorities

Priority 1: To increase the proportion of learners at or above expected growth in number (within Mathematics).

The points below detail our vision for how this priority will change the experience of numeracy learning for our students.

- Student voice is evident in planning for numeracy.
- All students are appropriately challenged and experience success in their numeracy learning.
- Students receive quality feedback and this is used to support and improve their learning in numeracy.
- Students will benefit from Professional Learning Communities (PLCs) that are utilised as a forum to discuss student learning data and to plan for future learning in numeracy.
- Students will benefit from differentiated, explicit and scaffolded teaching that is used in numeracy, based on the identified needs of students.
- Students will benefit from inclusive practice that is defined, apparent and implemented across the school for all students.

Targets/Measures to be achieved by 2027

Student learning data

Target or measure: 80% of students (years 1-6) in a selected cohort show measurable growth in number from one year to the next.

Source: PAT Maths

Starting point: PAT Maths data introduced in 2022 to create baseline data.

Target or measure: 50% or more of year 5 students will achieve at expected or above expected growth in NAPLAN numeracy.

Source: NAPLAN (Scout)

Starting point: Baseline data of 47% was determined by averaging the percentage of students achieving at or above expected growth in NAPLAN numeracy in 2018 (47.6), 2019 (55.3%) and 2021 (39.2%).

Target or measure: 32% or more of year 5 students will achieve in the top two bands in NAPLAN numeracy.

Source: NAPLAN (Scout)

Starting point: Baseline data of 25% was determined by averaging the percentage of students achieving in the top two bands in 2019 (31.3%), 2021 (21.0%) and 2022 (22.2%).

Perception data

Target or measure: 90% of staff answer that they agree/strongly agree with the following statement: Teachers at this school use results from system testing and system processes to inform planning.

Source: Annual Satisfaction and Climate Survey

Starting point: 2020 Satisfaction and Climate Survey Data indicates that the answer to the following question is 27.2% below other P-6 schools: Teachers at this school use results from system testing and system processes to inform planning.

School program and process data

Target or measure: Average increase from 'emerging' to 'embedding' in *Data used to focus and drive collaborative improvement and evaluate impact on learning*.

Source: Self-evaluation against the Professional Learning Community Maturity Matrix.

Starting point: Baseline to be established in 2023.

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

The points below detail our vision for how this priority will change the experience of writing for our students.

- Student voice is evident in planning for writing.
- All students are appropriately challenged and experience success in learning to write.
- Students receive quality feedback and this is used to support and improve their learning of and how to write.
- Students will benefit from professional Learning Communities (PLCs) that are utilised as a forum to discuss student learning data and to plan for future writing goals and learning experiences.
- Students will benefit from differentiated, explicit and scaffolded teaching that is used in writing lessons, based on the identified needs of students.
- Students will benefit from inclusive practice that is defined, apparent and implemented across the school for all students.

Targets/Measures to be achieved by 2027

Student learning data

Target or measure: 70% or more of year 5 students will achieve at expected or above expected growth in NAPLAN writing.

Source: NAPLAN (Scout)

Starting point: Baseline data of 60% was determined by averaging the percentage of students achieving at or above expected growth in NAPLAN writing in 2019 (66.0%) and 2021 (54.7%).

Target or measure: 25% or more of year 5 students will achieve in the top two bands in NAPLAN writing.

Source: NAPLAN (Scout)

Starting point: Baseline data of 15% was determined by averaging the percentage of students achieving in the top two bands in 2019 (14.1%), 2021 (12.9%) and 2022 (18%).

Perception data

Target or measure: 90% of staff answer that they agree/strongly agree with the following statement: Staff get quality feedback on their performance.

Source: Annual Satisfaction and Climate Survey

Starting point: 2022 Annual Satisfaction and Climate Survey Data indicates that the answer to the following question is 29.7% below other P-6 schools: Staff get quality feedback on their performance.

Target or measure: Increase the percentage of students and staff with strong Academic Emphasis to 96% or more.

Source: Qualtrics

Starting point: In 2022 87.9% of students and 89.5% of staff had a strong Academic Emphasis score.

School program and process data

Target or measure: Increase the average proficiency level of staff to implement effective teaching strategies to improve students' literacy and numeracy achievement.

Source: School-based classroom observations based on the Classroom Practice Continuum of the AITSL standard *2.5 Literacy and Numeracy strategies* (1= Beginning, 2= Proficient, 3 = Highly accomplished, 4 = Lead).

Starting point: Baseline to be established in 2023.

Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

Principal

Name: Andrew Buesnel

Date: 16/5/2023

Director School Improvement

Name: Kris Willis

Date: 16/5/2023

Board Chair

Name: Brendon Le Lievre

Date: 16/5/2023