

Richardson Primary School

Network: Tuggeranong

Action Plan 2019



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, School Review findings and analysis of multiple sources of evidence are:
 - Improve learning and achievement for all students
 - Develop an expert teaching team
 - Provide a safe, inclusive and respectful school culture

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:

- Developing a strong culture of analysis, discussion and action on data. The school was noted for its effective use of formative data but is encouraged to develop a school wide data plan that supports the needs of individual students and encourages systematic tracking and monitoring of improvement over time.
- Creating a coherent, sequenced and clearly documented curriculum plan. This will ensure consistent teaching and learning expectations and provide a clear reference for monitoring learning across year levels. It is suggested that careful attention is given to the vertical alignment of the curriculum so there is continuity and progression of learning.
- Enhancing the promotion of deliberate and strategic partnerships between home and school. It is suggested that school continue to actively seek ways to enhance student learning and wellbeing by partnering with parents and carers.
- Extend coaching throughout the school by building upon the solid foundations of the existing system of teachers coaching within the school. This approach offers the potential to continue to improve teacher practice, students learning outcomes and leadership development by engaging more staff with demonstrated expertise in the practice of coaching others.

Further recommendations include continuing to place a high priority on differentiated teaching and learning and providing a safe, supportive and respectful school culture. The school also has a dedicated focus on improving outcomes in the early years. We have prioritised early intervention as a strategy to understand and support student needs in the preschool, kindergarten, year 1 and year 2. This approach allows us to provide students with the support they require to experience success at school.

Each semester staff will be involved in the self-assessment of school priorities, analysis of data and progress of key improvement strategies within the Annual Action Plan. This will involve capturing progress, deciding next steps and reviewing the Plan as needed. This information will also be discussed and added to at school leadership team and school board meetings.

The school leadership team share the belief that Richardson Primary School, with intentional practice and a culture of high expectations for improvement, accountability and best practice that are capable of performing even better through systematic curriculum delivery and intellectual rigour every day. This will be a focus throughout the 2017-2020 Strategic Plan as we embed whole school systems and process for effective pedagogical practices, refine curriculum programs and focus on providing a safe, inclusive and respectful school culture.

Changes affecting our school's annual planning

Perception Data

- We want to maintain the strong levels of satisfaction from our staff and parents as reflected in last year's data
- We are all about high expectations for student learning and parent engagement and will not accept 'deficit discourse' about our school from any members of our school community.

Student Learning Data

- We need to develop better ways to capture student growth/progress rather than relying on system data/big data to tell our story. Instead, we will start to use our whole school assessment schedule and writing samples and apply Hattie's effect size to measure teacher impact and student progress.

Demographic Data

- Our enrolments have increased this year. Last year our enrolments clustered around 175, this year we are close to 200 students.

School Processes/School Programs

- Our strong collaborative processes for assessing, planning and teaching will continue this year. We will embed the PLC model, refine our coaching and mentoring model, extend our work with PBL and look for further ways to engage our parents and community members. We will also explore further inquiry pedagogy and apply to become a candidate IB World School offering the Primary Years Program. This will allow us to strength and add rigour to our social and academic work.

Our school's approach to inquiry and professional learning communities

- Teaching teams collaborative planning with SLCs for 90 minutes a week
- Continue our writing inquiry with a focus on VELs writing analysis tool
- Leadership walkthroughs
- Embedding a true PLC model using Helen Timperley's Spiral of Inquiry with student work samples as a starting point for discussion and planning. This includes; scanning, focusing, developing a hunch, taking action and checking (REPEAT)
- Embed the use of Visible Learning strategies and Hattie's effect size to measure teacher impact and student progress/growth
- Teachers will deliver their Impact Case Studies to Principal and Deputy once per term

Overview of Outcomes for Each Strategic Priority

Strategic Priority One: Improve learning and achievement for all students

Outcomes to be achieved:

- Increased growth in students' performance in literacy and numeracy over time
- Teachers at the school understand and use effective teaching methods and research-based practices in all classrooms to ensure that every student is challenged, engaged and learning successfully.
- Our school has a plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring

learning across year levels. The plan, within which evidence based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and Early Years Learning Framework.

- Systems and processes are in place to ensure an emphasis on the joint analysis of student work, achievement and wellbeing data and on the teaching strategies for improving student learning
- Teachers understand and confidently use data to inform differentiated approaches to teaching and learning.

Strategic Priority Two: Develop an expert teaching team

Outcomes to be achieved:

- Teachers demonstrate highly effective teaching to improve student learning throughout the school.
- School leaders demonstrate a high level of instructional leadership skills.
- Develop a culture of continuous professional improvement that includes teachers effectively using peer coaching, mentoring and feedback techniques that result in the building of individual and collective capacity.

Strategic Priority Three: provide a safe, inclusive and respectful school culture

Outcomes to be achieved:

- All members of the school community understand and consistently implement restorative and relational practices.
- All members of the school community feel safe, included and respected.
- Parent participation, satisfaction and trust in the school is evident

Strategic Priority One: Improve learning and achievement for all students

Targets

By the end of 2019:

A decrease of 10% or greater in the number of year three and five students at or below the national minimum standard of NAPLAN in overall literacy.

- Year 3: Band 1 and Band 2 - from 76% in 2018 to 68% in 2019
- Year 5: Band 3 and Band 4 -from 46% in 2018 to 41% in 2019 to 42.75%

A decrease of 10% or greater in the number of year 3 and year 5 students at or below the national minimum standard of NAPLAN in numeracy.

- Year 3: Band 1 and Band 2 – from 51% in 2018 to 47% in 2019
- Year 5: Band 3 and 4 -from 28% i

An increase of 10% or greater in the number of year three and year five students achieving proficiency in NAPLAN in overall literacy.

- Year 3: Band 5 and 6: from 7% in 2018 to 7.7% in 2019
- Year 5: Band 7 and Band 8: from 8% in 2018 to 8.8% in 2019

An increase of 10% or greater in the number of year 3 and 5 students achieving proficiency in NAPLAN in numeracy.

- Year 3: Band 5 and Band 6: from 13% in 2018 to 14.3% in 2019
- Year 5: Band 7 and Band 8: from 6% in 2018 to 6.6% in 2019

A decrease of 10% or greater in the number of kindergarten students achieving less than expected growth in PIPS reading and maths.

- Reading: from 15.4% in 2018 to 13.9% in 2019
- Maths: from 19.2% in 2018 to 17.3% in 2019

An increase of 10% or greater in the number of kindergarten students achieving expected and better than expected growth in PIPS reading and maths.

- Reading: from 80.8% in 2018 to 88.8% in 2019
- Maths: from 80.8% in 2018 to 88.8% in 2019

Strategic Priority Two: Develop an expert teaching team

Targets

By the end of 2019:

Baseline data will be obtained for the percentage of staff who demonstrate improvement in individual teaching practice against the National Teacher Quality Standards (Self-assessment against the Classroom Practice Continuum)

Baseline data was obtained in 2017 for the percentage of staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Data collection tool: School Survey) the result was 38%. Our 2018 result was 60%. We hope to increase this to 70% in 2019.

In 2017 31% of staff agreed/strongly agreed that they got useful feedback about their performance (Data collection tool: System Satisfaction Survey). We increased this to 67% in 2018. We hope to improve this to 77% in 2019.

Baseline data was obtained in 2017 for the percentage of executive staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Data collection tool: School survey). The result was 75%. The 2018 result was 80%. We hope to increase this to 85% in 2019.

Strategic Priority Three: provide a safe, inclusive and respectful school culture

Targets

By the end of 2019:

In 2018 baseline data was obtained for the percentage of parents, staff and students who agree/strongly agree that they feel respected in the school environment (Data collection tool: School Survey). The 2017 results:

- 78% of parents. We increased to 79% in 2018 and hope to achieve 83% in 2019
- 50% of staff. We almost doubled this in 2018 to 90% and hope to maintain or increase this in 2019
- 66% of students. We increased that to 75% IN 2018 and hope to achieve 82% in 2019

In 2017 53% of students agreed/strongly agreed that they feel safe at school (Data collection tool: System Satisfaction Survey). In 2018 this result remained the same. We hope to increase this to 58% in 2019.

In 2017 84% of parents agreed/strongly agreed that their child feels safe at school (Data collection tool: System Satisfaction Survey). In 2018 this result remained the same. We hope to increase this to 88% in 2019.

In 2017 79% of parents agreed that community partnerships are valued and maintained at the school. (Data collection tool: System Satisfaction Survey). In 2018 we achieved an increase to 85%. We hope to achieve 90% in 2019.

In 2017 88% of staff responded positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool. In 2018 we aim to increase this by 10% to 96% in 2019.

Strategic Priority One: Improve learning and achievement for all students	
Key Improvement Strategy 1.1	Indicators of Success
Embed effective teaching practices	All teachers understand and use effective teaching methods to maximise student learning. Impact will be measured using Hattie's effect size.
Specific Actions	Responsibility
Provide targeted professional development in identified areas: <ul style="list-style-type: none"> • Jodie Davey from Powerful Partnerships -Coaching • Data focused explicit teaching of literacy and numeracy • Learning Intentions, Success Criteria, Feedback and Goal Settings • General Capabilities • Literacy and Numeracy Learning Progressions • STEM (through Paula Taylor CIL) • Hattie's Visible Learning 	Leadership Team, interested teachers and external experts
Key Improvement Strategy 1.2	Indicators of Success
Create a coherent, sequenced written, taught and assessed curriculum aligned to the Australian Curriculum and Early Years Framework	Scope and sequence documents are developed as well as consistent and coherent planning documents that reflect the Australian Curriculum and General Capabilities
Specific Actions	Responsibility
Continue weekly collaborative planning with PLC leader	PLC leaders
Refine planning templates for literacy, numeracy and inquiry which clearly embeds the General Capabilities	Everyone
Finalise a year A/B whole school scope and sequence for inquiry	PLC leaders, Brooke to oversee
Align assessment, moderation and reporting processes with the curriculum	PLC leaders, Brooke to oversee
Implement school assessment tools and mechanisms to track student progress to ensure each student has at least one year's growth every year	Committee
Transition to the Directorate report in S2	Committee
Redesign the preschool report	Nic
Plan and conduct a whole school Science Fair tapping in to the CIL and Paula Taylor	Committee
Deliver PL on becoming an IB PYP school and apply for Candidacy	Anna

Key Improvement Strategy 1.3	Indicators of Success
Develop a culture of analysis, discussion and action on data	All staff who use a range of assessment and student achievement data to inform planning and track progress. Impact measured by Hattie's effect size.
Specific Actions	Responsibility
Continue to use disciplined dialogue and Helen's Timperley's collaborative data inquiry in professional learning communities (PLC's)	PLC leaders, teachers
Identify focus area/s for development of short term data analysis in PLCs informed by results from the assessments and regular student work samples	PLC leaders, teachers
Introduce termly sharing of Impact Case Studies to the senior leadership team that celebrate students' growth and progress	Everyone
Key Improvement Strategy 1.4	Indicators of Success
Differentiate teaching and learning to meet the needs of all students	Evidence of personalised learning goals, differentiated planning and teaching and student growth along the L P from February to December.
Specific Actions	Responsibility
Embed the consistent use of explicit learning intentions, success criteria and personal learning goals	Teachers
Provide professional learning for all staff in using ACARA's Learning progressions to provide targeted teaching for those students working below, at or above year level expectations. Also use for providing feedback to students	Curriculum section, teachers
Continue to use 'P' grade indicator and personalised programs for students demonstrating very limited achievement at year level standard	Brooke, PLC leaders
Provide ongoing staff training in the design of effective ILPs and goal setting (Learning Progressions will be helpful here)	Brooke, PLC leaders
Provide staff training in effectively meeting the academic, social and emotional needs of students with special requirements and how to move them forward	Anna , Brooke, PLC leaders
Identify students reading below benchmark and carry out Minilit screening test	PLC leaders
Implement Minilit as tier 2/3 option within school's Response to Intervention (RTI) model, capturing a higher number of students than we did in 2018. Investigate an option for Maths	PLC leaders, possibly LSA's
Key Improvement Strategy 1.5	Indicators of Success

Effective implementation of the National Quality Standards in our preschool	Teacher programs and learning stories will reflect embedded EYLF outcomes.
Specific Actions	Responsibility
Develop staff understanding of the 7 key quality areas of the NQS and the changes to the Standard	PLC leader
Continue to embed the Early Years Learning Framework into teaching and learning, with a focus QA 1	PLC leader , teachers
Effectively communicate student learning to parents using Story Park	Teachers, LSA's
Strategic Priority Two: Develop and Expert Teaching Team	
Key Improvement Strategy 2.1	Indicators of Success
Develop teacher expertise in peer to peer feedback	Strengthened coaching, mentoring and professional learning for teachers. Evidence of improvement in the capacity matrix and Classroom Practice Continuum
Specific Actions	Responsibility
Professional development is provided for staff in giving and receiving feedback to peers using mediative questions	Anna
Professional readings from ATSL's suite of Classroom Observation tools	Leadership team
Implement <i>Seeing What Another Person (SWAP) Does</i> (X 1 per term), in given in lieu	teachers
Termly opportunities for to staff to engage in Collaborative Observation Process (COP)	Everyone
Attend whole school PL led by Jodie Davey of Powerful Partnerships	Everyone
Key Improvement Strategy 2.2	Indicators of Success
Embed instructional leadership structures and processes that build professional capacity	PLC's and a whole school Feedback and Coaching Model are implemented.
Specific Actions	Responsibility
Refine our whole school Feedback and Coaching Model	Committee
DP continue to lead the IC2L with SLC's and in 2019 capture admin and teaching staff	Brooke
Implement PLC leader priority focused instructional walks/observations in classrooms with written feedback (x 1 per term)	PLC leaders
Embed weekly Professional Learning Communities (PLC)	PLC leaders
Leaderships Name and Notice Walks	Anna and Brooke
Investigate a lead teacher taking one day a week in a pure coaching role	Anna

Strategic Priority Three: Provide a Safe, Respectful and Inclusive School Culture	
Key Improvement Strategy 3.1	Indicators of Success
Develop explicit high expectations of students and staff in the learning environment	Staff Charts and Classroom Essential Agreements created and FISH Philosophy implemented.
Specific Actions	Responsibility
Staff collaboratively identify the desired key elements of a safe, inclusive and respectful learning environment through our Staff Charter/s	Leadership team
Teachers construct essential agreements with students that identify the expectations for each classroom/learning environment and embed desirable attitudes and values	Teachers
Essential agreements go home to all families	Teachers
Continue to embed PBL expectations	Everyone
Key Improvement Strategy 3.2	Indicators of Success
Introduce the consistent use of restorative and relational practices	All staff use corridor conferences, Circle-time and consistently deliver SEL lessons every fortnight.
Specific Actions	Responsibility
Develop a whole school approach to delivering SEL, Protective Behaviours and Puberty	Deb, Teachers
Design and deliver Restorative Practices (RP) induction session for staff, students and parents.	Anna, Brooke
Continue to implement Positive Behaviour for Learning framework	Committee
Provide coaching and mentoring to build capacity of teachers in RP, including SEL lessons and Circle Time	Teachers with expertise and team leaders

Key Improvement Strategy 3.3	Indicators of Success
Refine structures and processes that enable the effective management of student welfare and achievement	PBL Matrix is completed and lessons are planned to teach the expectations. PBL signage is starting to appear around the school.
Specific Actions	Responsibility
Implement the Student Engagement Team's Student Support Tool	Brooke
Review student management procedures and ensure consistent application across the school	Brooke and teachers
Implement PBL Matrix, lessons and begin marketing campaign, including signage	Committee
Use SAS student wellbeing data of pos and neg incidents as a starting point for planning interventions	PLC leaders
Trial the use of mental health partnership with PCYC	Brooke
Key Improvement Strategy 3.3	Indicators of Success
Strengthen productive partnerships with parents and the community	Satisfaction Survey results and anecdotal records show improvement in home schools connections. Increase in the number of parents attending sessions, signing up to social media.
Specific Actions	Responsibility
All K-6 classes using See Saw and preschool using Story Park	PLC leaders
Hold parent discussions and forums more often and explore alternative modes of transmission eg Facebook, Seesaw and/or podcasts	Anna, Brooke, teachers
Strengthen our K-6 whole school activity –Richardson Interests and Pursuits Program. Engage parents to run some session	Committee
Implement a parent volunteer literacy assistance program	PLC leaders
Start the process of our Reconciliation Action Plan (RAP) in conjunction with Calwell High School	Interested teachers
Create clearly defined roles and responsibilities for Taylor's role as Koori P and Aboriginal and Torres Strait Islander Worker	Anna and HR
Use elders and community members as guest speakers	Anna, Taylor
Embed Aboriginal and Torres Strait Islander perspectives into the curriculum	PLC leaders, teachers
Cultural integrity - \$50 000 Koori preschool grant including a mural at the front of the school	Anna, Kristy Peters

Continue partnership with URFaB, SPARK and actively look for other community organisations to partner with	Anna, Brooke
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