Forrest Primary School

Network: South Canberra/ Weston

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:

    > **_Embed all elements of the Primary Years Programme (PYP) across the whole school community._**
    > **_Improve student outcomes in literacy and numeracy by embedding an explicit learning agenda driven by data analysis_**
    > **_Enhance the school's environment and culture to promote success in learning while maintaining positive and caring relationships with all stakeholders_**

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.

Our school's approach to inquiry and professional learning communities

The Professional Learning Community (PLC) model at Forrest Primary is based on the core understanding that we learn together to improve student outcomes. Teacher inquiry will be undertaken through PLCs.

Forrest Primary's PLC model is based on research and findings from Anthony Muhammad and Helen Timperley focuses developing a collaborative culture. The three elements of PLCs are;

- A focus on learning – to ensure that all students make growth in their learning
- A collaborative culture and collective responsibility – ensuring all students learn at high levels, educators work collaboratively and take responsibility for the success of each student
- Results orientated – a focus on collecting and analysing data and evidence.

    The PLC model will also link to the IB PYP Evaluation self-study.

Strategies and actions

Priority 1: **Embed all elements of the Primary Years Programme (PYP) across the whole school community.**
Strategies

Embed systematic curriculum delivery across the school

Deepen understanding of and communicate the PYP Standards and Practices with staff

Actions

What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?	How will this action *impact* on student learning?
ACTION: Strengthen PLCs through the Teacher Inquiry and Action process			
These may include, but are not limited to: • Staff professional development • Leading Edge Conference • Dedicated PLC time	Leadership Team	This may include (but is not limited to): • Improved student outcomes • Reflective teaching practice	Research, data and action to ensure best practice teaching and learning. Improved teacher confidence
ACTION: Deepen whole school understanding of student agency			
These may include, but are not limited to: • Staff professional development of the Enhanced PYP • ACT PYP network • IB conference • Budget considerations	Leadership Team and classroom teachers	This may include (but is not limited to): • Units of Inquiry developed by students. • Students will take appropriate action in the World.	Students will have agency in developing Units of Inquiry. Students 'taking action' to improve the World.

Analysis → Priorities → STRATEGIES → ACTIONS → Impact (for student)

What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?	How will this action *impact* on student learning?
ACTION: Developing student agency (Choice and Voice) in the Early Years – Preschool and Kindergarten			
These may include, but are not limited to: ▪ 'Play Based' developmental programme Professional Learning ▪ Budget considerations – resources	This may include (but is not limited to): Early Years Executive Teachers	This may include (but is not limited to): • Preschool planning and programme aligned the Early Years Learning Framework and National Quality Standards • Kindergarten learning intentions linked to the Australian curriculum and Units of Inquiry • The development of a school 'Play Based' framework	Improved academic, social and emotional outcomes Students have choice and voice in learning experiences

Priority 2: **Improve student outcomes in literacy and numeracy by embedding an explicit learning agenda driven by data analysis**

Strategies

Develop and embed structures and processes that build 'data literacy skills' and strengthen teaching and learning.

Actions

What _resources_ are needed?	Who will _lead_ this action?	What will be _produced_ to support this action?	How will this action _impact_ on student learning?
ACTION: Develop consistent whole school spelling practices			
These may include, but are not limited to: ▪ Christine Topfer spelling PL ▪ Junior School participation in the Directorate Early Years Project ▪ Writing Masterclass ▪ Writing Inquiry Professional learning	Literacy and Numeracy Officer, Reading Recovery Teacher, PYPC, Leadership team and classroom teachers.	This may include (but is not limited to): ▪ Changes to the teaching of spelling ▪ Whole school spelling document including a scope and sequence.	Alignment in teaching practices Consistency and continuity across the school Improved staff and student spelling
ACTION: Embed data analysis practices to improve writing and Mathematics			
These may include, but are not limited to: • Junior School participation in the Directorate Early Years Project • Staff professional learning during the PLC process • Coaching of teams and individual teachers	School Improvement Team, Leadership Team and classroom teachers leading Writing and Mathematics.	This may include (but is not limited to): • Data analysis of work samples • Moderation of assessment pieces • Improvement in staff and student writing • Whole School Writing Guide	Improved teaching practice in writing Improved results across the school in writing and Mathematics Improved teacher confidence.

What _resources_ are needed?	Who will _lead_ this action?	What will be _produced_ to support this action?	How will this action _impact_ on student learning?
• Principals and Numeracy Leaders (PANL)			
ACTION: Embed the school wide data plan			
These may include, but are not limited to: • Data committee meets regularly • Scheduled data conversations in PLCs and collaborative planning • Staff professional learning	School Improvement Team, Leadership team and classroom teachers	This may include (but is not limited to): • Consistent collection, analysis and moderation procedures	Improved teaching practices and student outcomes.

Priority 3: **Enhance the school's environment and culture to promote success in learning while maintaining positive and caring relationships with all stakeholders**

Strategies

Embed a culture that promotes learning

Actions

What **_resources_** are needed?	Who will **_lead_** this action?	What will be **_produced_** to support this action?	How will this action **_impact_** on student learning?
ACTION: Embed Positive Education and Restorative Practices across the school			
These may include, but are not limited to: ▪ Development of staff knowledge and skills ▪ planned partnerships with Positive Education schools ▪ budget considerations.	Leadership team Positive Education and Restorative Practices team	▪ Positive Education articulated in Unit of Inquiry planners	Positive Relationships across the whole school community
ACTION: Support and promote inclusion and equity across the school			
These may include, but are not limited to: • Staff professional learning • Timetabling of duties in the Small Group Programme • Team planning and collaboration • Small Group Programme (SGP) and the involvement of a diverse group of teachers. • Stronger Smarter Professional Learning	Leadership Team Welfare Team Classroom teachers	Inclusive and flexible programme for students in the SGP Development of Professional learning in the network Planners will include Aboriginal and Torres Strait Island perspectives and inclusion Reconciliation Action Plan (RAP)	All students will make growth based on their individual learning needs.

Analysis → Priorities → **STRATEGIES → ACTIONS** → Impact (for student)

What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?	How will this action *impact* on student learning?
• Budget • Reconciliation Action Plan (RAP) • Culture Club			
ACTION: Create sustainable, contemporary and flexible indoor and outdoor working spaces			
These may include, but are not limited to: • Budget considerations • Community committees • Professional Learning • Sustainability Committee • Waste Warrior Committees	Principal and Community Liaison officer Leadership team	Contemporary working spaces that cater for parent and student needs A sensory garden A 'Play Based' Kindergarten programme.	Improved flexibility and differentiation programme catering for different learning styles Improved sustainability practices