Canberra High School

Network: Belconnen

Action Plan 2020

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:
* Increase growth in student performance in numeracy across all year levels.
* Improve student performance in writing across all year levels.
* Improve student engagement and connectedness across the school.

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

* New Plan non at this time.

Our school’s approach to inquiry and professional learning communities

In 2020, Canberra High School Staff will be using Action Learning as a model of professional learning. The model will be based on the belief that, when teachers are provided with the opportunity and structures to critically reflect on their practice, they can identify and resolve significant learning challenges. Action Learning will value teachers as both a source of knowledge and users of knowledge to generate new ideas and practices.

Action Learning at CHS will provide teachers with the opportunity to:

* deeply understand the Annual Action Plan,
* make data informed decisions using the four questions of a PLC and discipline dialogue
* experiment and take measured risks in the classroom environment that will ultimately build their own capacity and that of their colleagues, and
* improve student wellbeing and/or academic outcomes.

Strategies and actions

Priority 1: Increase growth in student performance in numeracy across all year levels

*Strategies*

1. Increase opportunities for enrichment in maths

*Actions*

|  |  |  |  |
| --- | --- | --- | --- |
| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| **ACTION**: All maths teachers will provide increased enrichment opportunities | | | |
| * More students will elect to participate in enrichment tasks * Unit planners will include formative assessments and Rich assessment tasks |  Intentional PLC time   Targeted PL and support around formative assessment and assessment for learning   Some staffing resources for increased team teaching or observations | * SLC Maths * DP * SLC PE as a critical friend | * Online resource hubs * scope and sequence * assessment items and classroom tasks |

Priority 2: Improve student performance in writing across all year levels.

*Strategies*

* 1. Build all teachers’ capacity to be teachers of writing

*Actions*

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| --- | --- | --- | --- |
| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| **ACTION**: All teachers will work to improve student writing by explicitly teaching tier 2 and tier 3 vocabulary in context. | | | |
| * An increase in students’ use of disciplinary vocabulary * An increase in students’ ability to effectively use complex vocabulary * An increase in students’ confidence and engagement in writing |  high quality texts   Dedicated time to work with teams to produce glossaries | * SLCs * All Staff | * Glossaries * Exemplars of student work * Curriculum documentation (ongoing with a view to have this completed in 2021) |
| **ACTION**: All teachers attend writing workshops and implement learned strategies in their classrooms. | | | |
| * Increase in staff confidence as teachers of literacy * Increase in engagement of students in writing * Increase in use of disciplinary vocabulary and complex vocabulary | * Misty A PL * Time for participants to plan their feedback to staff * Time and coaching for all staff | * Executive teachers * all who participated in the PL | * Teacher resources * Staff meeting agendas and minutes |

Priority 3: Improve student engagement and connectedness across the school.

*Strategies*

* 1. Build school leader capacity in coaching and feedback.
  2. Intentional approach to student wellbeing.

*Actions*

|  |  |  |  |
| --- | --- | --- | --- |
| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| **ACTION**: All executive staff to lead effective evidence based discussion | | | |
| * An increased confidence in Executive to lead effective evidence based discussion with their team. * More teachers will receive constructive and timely feedback on their practice (as evidenced by SS results). |  Budget in school plan to support professional learning for Executive. | Principal and Deputy to lead the executive team and model coaching and mentoring using evidence through executive meetings. | * Action Learning documentation * PDP documents * review and documentation of classroom observations * List of guiding questions for coaching purposes. |
| **ACTION**: Implement BeYou Action Plan | | | |
| * Increase staff capacity and confidence to identify and seek appropriate supports for students * An increase in student connectedness to the school * Review the structure of the ACE program |  The BeYou Action PLan   The online modules (and time to complete them)   Week 0 PL time and dedicated PL time throughout the year   Targeted year level wellbeing survey   Student wellbeing HUB resources | * BeYou team * All Staff * Year Cos * All Staff | * Resources for staff and student wellbeing * ACE program in 7-10 to be informed by survey data |