Alfred Deakin High 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:
  + Priority One: flexible and personalised learning experiences to maximise each student’s growth.
  + Priority Two: equipping students to be successful members of our community.

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 SLA & SLB appointed in term 4 2018, end of first year School Improvement Plan
* Implementation of Future of Education strategy and ED Strategic Plan 2018-2021
* School Administrative System – implementation of wellbeing module in 2018 and assessment and reporting in 2019
* Challenge of securing a research partner to support Priority 2
* Ongoing challenge of access to healthy eating opportunities within the school

# Our school’s approach to inquiry and professional learning communities

* Clear distinction between operational and PLC sessions, including purpose
* Inquiry focus on teacher impact through measuring growth in student learning using small data
* Sharing and collaboration opportunities throughout PLC sessions

# Strategies and actions

## Priority 1: Flexible and personalised learning experiences to maximise each student’s growth.

### Strategies

1. Implement a school wide inquiry approach to professional learning communities with a focus on using data and evidence to show growth in student learning
2. Develop and trial models which allow an increase in pedagogies focussing on 21st Century skills and General Capabilities
3. Develop and trial methodologies for providing evidence of and assessing 21st Century skills and General Capabilities which incorporate student reflection on 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**: Implement a school wide inquiry approach to professional learning communities (PLC) with a focus on using data and evidence to show growth in  student learning | | | |
| Research on professional learning communities  Staff knowledge and skills  Structured PLC meeting times (supplemented by some Faculty meeting time?)  Non-meeting and non-teaching times | Principal  SLB Curriculum  SLB Wellbeing  Executive team  Classroom teachers | Teachers will complete an inquiry project which aims to measure impact by providing evidence of student learning growth.  Processes:  Defined meeting structures  Reduction in amount of meetings  Changes to meeting processes  Artefacts:  Meeting schedule  Teacher summaries of inquiry project  Evidence of student growth  Teacher Performance Development Plan (TPDP) templates | By providing evidence of student growth  By identifying the impact of different teaching strategies  By allowing greater personalisation of learning through the increased use of evidence |
| **ACTION**: Develop and trial models which allow an increase in pedagogies focussing on 21st Century skills and General Capabilities | | | |
| Research on models – theory and practice  Staff knowledge and skills  Time for school visits  Time for development of artefacts  Education Support Office – Pedagogy | Principal  SLB Curriculum  SLB Wellbeing  Executive team  Classroom teachers | Processes:  Increased range of flexible and innovative pedagogies being used by teachers  Increased focus on 21st Century skills and General Capabilities  Artefacts:  Comparative analysis of proposed models  Documented outcomes of consultations with school community  Outcomes of trials | Students develop skills for active lifelong learning to allow them to be successful members of society  Increased student engagement and ownership of the learning process  Greater student voice and reflection on learning |
| **ACTION**: Develop and trial methodologies for providing evidence of and assessing 21st Century skills and General Capabilities which incorporate student  reflection on learning | | | |
| Research current practice  (tools, apps, portfolio, etc)  Staff knowledge and skills  Time for school visits to explore existing successful models  Time for development of artefacts  Education Support Office – Pedagogy | SLB Curriculum  SLB Wellbeing  Executive team  Classroom teachers | Processes:  Teacher using evidence to assess 21st Century skills and General Capabilities  Increased student self and peer assessment of 21st Century skills and General Capabilities  Artefacts:  Documented evaluation of evidence gathering methods  Outcomes of trials | Increased focus on 21st Century skills and General Capabilities  Greater student voice, ownership and reflection on learning |

## Priority 2: Equipping students to be successful members of our community

## Strategies

1. Establish a research partnership to investigate indicators of student wellbeing contained in School Climate and Satisfaction Surveys
2. Review of Student Wellbeing structures and policies
3. Develop tier 3 strategy and program in preparation for 2020
4. Increase opportunities for student voice in school improvement planning processes

### 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**: Establish a research partnership to investigate indicators of student wellbeing contained in School Climate and Satisfaction Surveys | | | |
| Research partner  Education Support Office partner  Time to establish partnerships | SLB Wellbeing  SLC Wellbeing  Executive team  Wellbeing team  Classroom teachers | Processes:  TBC  Artefacts:  Research proposal including data collection methods | Deliberate strategies to foster stronger school identification  Increase in students feeling safe, supported and listened to  Increase in student reported resilience |
| **ACTION**: Review of Student Wellbeing structures and policies | | | |
| Staff knowledge and skills  A range of data sources  Input from school community  Input from external agencies | SLB Wellbeing  SLC Wellbeing | Processes:  Updated referral and communication procedures  Clarification of processes for staff  Artefacts:  Terms of reference document detailing process, data sources and policies to be reviewed  Outcomes of review document, incorporating recommendations | Allowing greater access to learning through improved wellbeing support structures and processes  Targeted use of resources to promote equity in learning outcomes |
| **ACTION**: Develop tier 3 strategy and program in preparation for 2020 | | | |
| Time for planning and consolation  Research models – theory and practice  Continuum of Education Support funding  Education Support Office partnership | SLB Wellbeing  SLC Wellbeing  SLC LEAN | Processes:  Student referral and selection process  Targeted staff selection  NSET partnership  Artefacts:  Completed proposal with costings  Curriculum  Individualised learning plans | Increased learning outcomes for targeted students  Increased equity in learning outcomes  By creating environments where students love to learn |
| **ACTION**: Increase opportunities for student voice in school improvement planning processes | | | |
| Time for Student Executive Group teachers  Research best practice models | SLB Wellbeing  SLC  Wellbeing team  Classroom teachers | Processes:  Student Executive Group  Focus groups  Student representation on ADHS School Board  Artefacts:  Records of student consultation processes  Presentations to students  Project deliverables | Increase school connection and ownership through student voice  Increase in students who strongly identify with the school |