Charles Conder Primary School

Network: Please 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:

    - **Improvement in Academic Achievement**
    - _**Improvement in student well-being**_
    - _**Embed a culture of Inquiry to foster lifelong learners in school and beyond**_

    - _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

- Embedding practices with consistency and accountability with data analysis, literacy and numeracy differentiated planning, Quality teaching and learning with coaching and mentoring
- Authentically use the AITSL standards to develop goals and coaching support
- Leadership team to analyse cohort and system data to reflect on AAP strategies for improvement
- Broaden the student wellbeing team with a Family and Community Engagement Coordinator to become more of an interdisciplinary team to promote parents and family engagement.
- PBL team to collect and analyse data to better inform wellbeing practices
- The Inquiry change process to implement the Australian Curriculum through a Conceptual Framework with the General Capabilities.

Our school's approach to inquiry and professional learning communities

The school's PLC model focuses on using the multiple sources of evidence approach to inquire into how to improve academic achievement, student wellbeing and foster inquiry thinking lifelong learners in school and beyond. All PLC's have a strategic focus aligned to the school's Annual Action Plan. The PLC's focus on individual, team and cohort specific literacy, numeracy and wellbeing data, in order to deliberately analyse current classroom learning and reflection on effectiveness of teaching and learning approaches across the school. Outlined here is the PLC approach:

PLC Leadership team (scanning and analysing qualitative, quantitative and school process data each term). Whole school and cohort data for reading, spelling, comprehension, writing and Mathematics. The leadership team will analyse PBL (major and minor behaviour incidents each term). Termly reflection on School's AAP

PLC K – 2 and 3-6 SLC lead   Professional Learning team. Each fortnight teams reflect on professional readings and reflect on teaching and learning and team and class evidence for learning.

PLC Committees Priority teams : Co Lead by teacher and leader teams focus on key improvement strategies, analysis of data and actions from AAP's and develop professional learning for all staff.

Strategies and actions

Priority 1: Improvement in Academic Achievement

Strategies

1. **Embed a culture and analysis of reliable data in English and Mathematics to inform teaching and learning.**

2. **Embed a coaching culture to build capacity and empower teacher efficacy**

3. **Strengthen differentiated teaching and learning with high expectations from Preschool to Year 6.**

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: Utilise cohort and student data to measure value added progress across the year and impact on student learning			
Essential Literacy Practices Project Professional Learning suite	SLC's and SLB to lead PLC's fortnightly with data on agendas	Assessment for learning schedule Student data learner profiles and class and year level growth data spreadsheets	Teachers improved understanding on analysis of core data sets and measurement of value-added growth for aspects of literacy and numeracy. Improvement in student learning outcomes

School PLC model to develop staff knowledge and processes

PAT standardized assessments | Classroom teachers in team planning to reflect on formative and anecdotal forms of evidence | PLC and team data analysis and reflections | |

ACTION: **Teaching teams reflect weekly on assessment data in English, in particular writing and spelling in context and Mathematics to inform each teaching and learning cycle**

Team planning sessions

Essential Literacy Practices Project Professional Learning suite

School PLC model to develop staff knowledge and processes

PAT standardized assessments | SLC's and SLB to lead PLC's fortnightly with data on agendas

Classroom teachers in team planning to reflect on formative and anecdotal forms of evidence | Assessment for learning schedule

Student data learner profiles and class and year level growth data spreadsheets

PLC and team data analysis and reflections

Consistency and accountability in planning documents

Appropriate goal setting and student groupings reflected on during team planning | Teachers improved understanding on analysis of core data sets and measurement of value-added growth for aspects of literacy and numeracy.

Improvement in student learning outcomes

Improved teacher efficacy for planning and differentiation |

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: All teachers develop a professional development plan aligned with their self-assessment from teacher professional standards, aligned to priority one- academic achievement			
AITSL online self assessment tool	Two SLC's with HA certification and lead trainer.	All teachers will have their goals aligned with the standards and school priorities. This will lead inquiry into coaching for each teacher	Coaching and teacher support will be more informed and focused. Over time teacher efficacy will improve.
ACTION: Implement a coaching model which provides accountability (coach and teachers) through regular modelling, observations and feedback and is aligned with the Professional teacher Standards			
AITSL online self assessment tool	Two SLC's with HA certification and lead trainer.	All teachers will have their goals aligned with the standards and school priorities. This will lead inquiry into coaching for each teacher	Coaching and teacher support will be more informed and focused. Over time teacher efficacy will improve.

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: Utilise formative assessment tools such as capacity matrices to strengthen personalised goal setting model and to inform the teaching and learning cycle			
Seesaw App Mathematics, Formative Assessment and Goal Setting whole staff PL Allocated coaching time focused on Mathematics Capacity matrices for all Mathematics concepts	Leadership team and teachers ¾ teachers as peer coaches for Maths	- Consistent planning that illustrates formative assessment and differentiation - Goals visible in all classes including Maths goals on capacity matrices - Less meetings across the year to facilitate time management - Consistent pre-assessment tools and progress	- Improved progress towards personalised goals - Improved and informed parental engagement and involvement in student learning

Priority 2:   Improvement in Student Well-being

Strategies

4.   Embed the PBL framework as a whole school approach to wellbeing

5.   Implement a multidisciplinary approach to strengthen student and family well-being

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: PBL team to lead teaching teams implement the essential features of the framework and to utilise structured lessons to teach expected behaviours			
External PBL coach Action team to support Implementation System PL to updated teacher professional knowledge	Principal, SLC and PBL PLC	Student Leadership groups to support lesson development with Mr Tucker Set of video resources to support the whole school expectations of PBL and our school values	Expected behaviours will be taught with clear expectations of positive behaviours for learning. Less student negative incidents in playground and classroom
ACTION: Student wellbeing team lead the analysis and use of reliable data in social/emotional context to support student and family well being practices			
PLC team time as part of the Professional Learning schedule Support from PBL external coach Access to SENTRAL	PBL team and Principal Teachers	Termly reports on negative incident data Leadership of student case notes for Pre and post assessment on F.A.Y.S (Feelings about yourself survey)	Improved student wellbeing Improved student learning environments in classrooms and playground

| Community and Family Engagement Coordinator support for disengaged families

Social and emotional surveys with spreadsheet database | Student wellbeing PLC

F.A.C.E | Reflection on playground times, duties and structured play

F.A.C.E parenting and student group initiatives

Partnerships with Kidshope, Smith Family and other external agencies | |
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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: **Teachers and leaders build relationships by utilising purposeful communication processes to engage, inform and support students and families**			
Community and Family Engagement Coordinator developing initiatives to support family engagement: Such as Stay and Play, Community Learning Hub Grants, DEntal Program, Smith Family (Learning for Life)

Teachers developing learning goals and sharing student learning and strategies to support through SeeSaw | Deputy, FACE, PE Teacher and P&C support

Teachers | • A range of opportunities for families to engage with the school

• The school to provide community services with partnerships from the local area | Improved family and student well being |

Priority 3:   Embed a culture of Inquiry to foster lifelong learners in school and beyond

Strategies

6.   Strengthen the assets of life model to facilitate learning of skills and disposition to be an effective learner

7.   Develop an inquiry process to systematically deliver the Australian Curriculum

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: **Build teacher efficacy and repertoire of inquiry practices to support 21st century learners such as the Assets for Life.**			
- SLC's and teachers provide Inquiry Learning PL during semester 1 Inquiry Professional readings Power of Inquiry Kath Murdoch - Inquiry data from 2018 student and teacher inquiry surveys	SLC's and Inquiry teacher Committee	- Classroom Learning environments will illustrate the assets and how they are utilised as a learner - Updated teacher reflection survey which teachers complete May and December - set an individual and team goal around inquiry aspects for improvement - Updated student survey (Junior and Senior) on inquiry vocabulary and understandings of inquiry learning - administered May and December	- Effective visible learning environments co-constructed with the students e.g. Asset posters and anchor charts - Improved student language and application of the Assets - Increased teacher confidence when promoting and embedding an inquiry disposition throughout the learning day

- PLT focus area		- Inquiry committee of classroom teachers (one from each learning house) in order to up-skill staff and share practice with their learning house colleagues	- Improved data results from student survey administered May to December

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: Teaching teams to embed the general capabilities and Assets for Life into planning and teaching across all content areas.			
- Assets for Life posters - Junior, middle, senior for all teachers - Whole school Inquiry PLs - Australian Curriculum - Team meetings - planning of inquiries	SLC's and Inquiry teacher Committee	- Updated reporting template to reflect Assets with authentic links to general capabilities - Consistent planning templates created and used across the school -Teams to showcase (provide clear evidence) of quality inquiry planning at the end of Semester 1 - Whole school moderation and assessment documents to ensure consistent reporting against Australian Curriculum outcomes including general capabilities	- Students engaging in the inquiry process around a big idea/concept - Students engage in authentic real life contexts connected to the local and global community - Students will receive relevant and meaningful feedback (assessment and reporting) linked directly to the skills and dispositions of a 21st century learner
For schools with a preschool setting, do you need to include specific actions flowing from your NQS assessment and rating? (QIP)			