

## Action Plan 2021

### 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:
  - > *LEARN – Develop critical and creative thinking skills in all students.*
  - > *THRIVE and CONNECT: Increase students' personal and social capability to be active learners*

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

- There has been no school leader change from 2020 to 2021 and minimal classroom teacher changeover in that same period.
- What has changed is the stance of the college collectively in relation to how we work in a COVID-normal situation. There is both a desire to return to pre-COVID ways of being, and a desire to maintain the momentum of change that occurred as a result of COVID in 2020.
- There is a far stronger sense in the college of the challenges that face our learners and an imperative to address those challenges. This isn't altering our overarching school improvement aspirations, but it is tweaking the way we approach curriculum, assessment, and reporting.
- A major focus of the school in this improvement cycle is to work on individualising learning for all students. Our belief is that when we are doing so, we will be better placed to enact the two school priorities.
- As a school community, we have nuanced our work under the broad umbrella of 'inclusivity'. In 2021, this will take the form of two rich streams of work: firstly, impactful differentiation (including but not limited to, how we meet the needs of students with identified disabilities), and secondly, living with cultural integrity. Both of these will be challenging. We have

invested in an aligned professional learning program in 2021, which will be linked to personal and faculty goals. Our PLC work should then pick up the pedagogical changes being enacted in classrooms.

- We will be using qualitative data gathered from students and from staff members in relation to this work as part of assessing our overall impact.
- We intend increasingly opening up the curriculum for our students with identified disabilities. This will require significant redesigning of the curriculum and our assessment strategies. Teachers will need to be supported in this work.
- We are reaching out to community and other partners to build knowledge and understanding of Aboriginal and Torres Strait Islander ways of knowing. We paused this inquiry last year, but have now embarked on a multi-faceted inquiry into cultural integrity: leaders and classroom teachers will be taking part in 'Country as Teacher' action research (in partnership with University of Canberra), and we anticipate that there will be impact on the way our curriculum is unpacked for students.
- In 2021, we are relaunching our Activated Teams model as part of our school improvement governance framework. Five teams have been identified:
  - Enabling Curriculum
  - Professional Development
  - Academic Initiatives
  - Pedagogy
  - College Climate
- Activated Teams will work directly to a senior executive member and will pursue strategic and operational matters in support of the college priorities. Time has been quarantined in the weekly timetable to allow AT members to meet and/or update other members. There will be rotating sharing sessions for ATs at Executive meetings, and at Staff Weekly Wrap sessions across the year. A newly created 'data doctor' function will support each AT, as well as our PLC.

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

- LTC continues to privilege the construct of inquiry and professional learning community through its meeting arrangements and its professional development framework.
- There are three layers of involvement by staff.
  - The entire staff is a professional learning community (PLC), supported by universal PL, as designed by the Professional Development Activated Team. The PLC will use the QTM as a method of reflecting upon pedagogical practices and assessment in support of our school priorities. QTM explorations alternate with universal PL which is focused on inclusivity (and cultural integrity).
  - Beneath the PLC, smaller teams operate at the faculty level. These teams will form part of the teacher reflection and feedback on practice that is the focus of the PLC work.
  - The third layer is the Activated Teams, cross-faculty teams working in support to overarching school goals. ATs will provide operational guidance and improvements which will underpin the work of the PLC and the faculties.
- Time and resources have been allocated to all three layers of teams, and there is an expectation that each layer documents and takes responsibility for the contribution of their inquiry towards the meeting of the college priorities.
- In 2021, 12 staff members will be involved in a piece of action research via a partnership with the University of Canberra called 'Country as Teacher'. A formal piece of action research, this will build knowledge well beyond LTC.

## Strategies and actions

Priority 1: LEARN – Develop critical and creative thinking skills in all students.

### Strategies

1. Effective, evidence-based pedagogical practice in all classrooms
2. Strengthen a culture of sharing and collaboration
3. Build student-teacher partnerships in learning

### Actions

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
<b>ACTION:</b> Develop observational practice using the QTM in support of effective classroom practice. This will be actioned at two levels across the college: as part of universal PLC work and in teaching teams at Faculty level. The college Data Doctor and the Pedagogy Activated Team will support this work, including the sharing of learnings.			
<ul style="list-style-type: none"> <li>• Common language around teacher practice</li> <li>• Common language around assessment</li> <li>• Embedding of evidence-based pedagogical framework</li> <li>• Students will hear and reflect upon the QTM-based dimension of intellectual quality</li> <li>• Student and family conversations with teachers regarding learning progress will be shaped by the QTM dimensions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher familiarity with QTM in relation to               <ul style="list-style-type: none"> <li>▪ classroom practice</li> <li>▪ assessment</li> </ul> </li> <li>• Professional learning, as needed.</li> <li>• Exemplars, sharing.</li> <li>• Written feedback as reflection prompts across the three episodes of observation in 2021.</li> <li>• Modification of Unit Evaluations.</li> </ul>	<b>SLB Learning &amp; Teaching</b> <ul style="list-style-type: none"> <li>• Activated Team – Professional Development</li> <li>• Activated Team – Pedagogy</li> </ul>	<b>TIME -</b> <ul style="list-style-type: none"> <li>▪ Fortnightly whole-school PLC time</li> <li>▪ Alternating fortnightly Universal PL program</li> <li>▪ Faculty meetings</li> <li>▪ Activated Team time</li> <li>▪ Staff Weekly Wrap rotating reports from Activated Teams</li> </ul>

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<b>ACTION:</b> Challenge staff and student conceptualisation and impact of curriculum and content [linked to our work in cultural integrity]			
<ul style="list-style-type: none"> <li>Familiarity with Aboriginal and Torres Strait Islander ways of knowing through introduction and application in classroom activities</li> <li>Participation in 'Country as Teacher' research on the part of LTC teachers will be evident in the design of learning opportunities for students</li> </ul>	<ul style="list-style-type: none"> <li>Feedback sessions to staff participating in 'Country as Teacher'</li> <li>Pedagogical Statement updated to include culturally-atuned practices</li> <li>Revised assessment items and revised unit outlines</li> </ul>	<b>SLB Learning &amp; Teaching</b> <ul style="list-style-type: none"> <li>Activated Team – Professional Development</li> <li>Activated Team – Pedagogy</li> <li>Partners at UC</li> </ul>	<b>TIME</b> <ul style="list-style-type: none"> <li>PLC time for the researchers</li> <li>Activated Team time</li> <li>Feedback time at sharing sessions</li> </ul>

## Priority 2: THRIVE and CONNECT: Increase students' personal and social capability to be active learners

### Strategies

4. Effective, evidence-based pedagogical practice in all classrooms
5. Privilege the General Capabilities within our classroom practices
6. Strengthen connections with our various communities

### Actions

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<b>ACTION:</b> Monitor the established independent learning and engagement opportunities for students			
<ul style="list-style-type: none"> <li>students able to access learning requirements online</li> <li>learning habits and dispositions will orient towards flexible accessing of stimulus materials and teacher feedback</li> <li>teachers will develop formative feedback skills</li> </ul>	<ul style="list-style-type: none"> <li>PL in QTM-based assessing</li> <li>Updated portal for teachers</li> <li>Updated portal for students</li> <li>Guides for teachers, students and families</li> </ul>	<b>SLB Learning &amp; Teaching</b> Activated Team - Professional Development	Enabling Curriculum Activated Team time Data analysis by Data Doctor
<b>ACTION:</b> Enact and monitor curriculum initiatives and structures supporting greater access to a differentiated learning environment (COVID-19-informed)			
<ul style="list-style-type: none"> <li>Suite includes: <ul style="list-style-type: none"> <li><i>My English</i></li> <li><i>How to Life</i></li> <li><i>Maths Skills Development</i></li> <li><i>'M' Across the Curriculum</i></li> <li><i>GEMS</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Semester reports to Exec on activity and impact</li> <li>Connective activity with families of students involved once a semester</li> </ul>	<b>SLB College Life</b> Activated Team - Curriculum Initiatives	TIME <ul style="list-style-type: none"> <li>Activated team</li> <li>Data Doctor</li> </ul>

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<b>ACTION:</b> Implement a deep inclusion and diversity agenda across the college.			
<ul style="list-style-type: none"> <li>Adopt 'M' courses across the curriculum</li> <li>raising awareness of teachers in relation to differentiated practice</li> <li>broader and more inclusive learning opportunities for individual students, particularly those with identified (and imputed) disabilities)</li> </ul>	<ul style="list-style-type: none"> <li>Leveraging of QTM and universal PL explorations of working with students requiring differentiated instruction or accessing of the curriculum</li> <li>Identify, deploy and then share outcomes of teaching strategies</li> </ul>	<b>SLC Diversity &amp; Inclusion</b> SLB College Life SLB Learning & Teaching	PL sessions and guides
<b>ACTION:</b> Implement a deep cultural integrity agenda across the school			
<ul style="list-style-type: none"> <li>Formalise partnerships with key external stakeholders (e.g. university, local elders, ESO personnel)</li> <li>Provide professional learning and growth opportunities for staff, with a focus on classroom practice</li> <li>Be explicit with students and community regarding the agenda and our goals</li> </ul>	<ul style="list-style-type: none"> <li>Partnership agreements</li> <li>Action Researchers</li> <li>Enhanced college pedagogical statement</li> </ul>	<b>Principal</b> Activated Team - Professional Development	PLC time for action researchers
<b>ACTION:</b> Build upon the suite of projects promoting a sense of community in the college (College Connect, Success Assembly, V-Days, GEMS)			
<ul style="list-style-type: none"> <li>Students access tailored and systematic opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>College CONNECT timeslot and teachers/presenters</li> </ul>	<b>SLB College Life</b> Activated Team – College Climate	College CONNECT timetabled program (weekly Wednesday's)

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<p>build their personal and social capabilities</p> <ul style="list-style-type: none"> <li>• Staff and parents engage in different ways with students</li> </ul>	<ul style="list-style-type: none"> <li>• Time allocation for WINning Transitions project</li> <li>• Time and coordination of Success Assemblies</li> <li>• V-Day scheduled into semester</li> <li>• GEMS schedule of visits to high school and primary schools</li> </ul>	Activated Team - Curriculum Initiatives	<p>WINning Transitions actions deployed through College Life</p> <p>Success Assemblies</p> <p>Design &amp; comm's of V-Day</p> <p>GEMS badging process &amp; materials</p>