

# Canberra High School

Network: Belconnen

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## Action Plan 2023

### 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:

- Our commitment to the *Future of Education* and *Set up for Success* Strategies based on the following foundations:
  1. A fair start for every child, Students at the centre
  2. Valuing educators, values children, Empowered learning professionals
  3. Every child has a story, Strong communities for learning
  4. Working together for children, Systems supporting learning
- Our priorities, as informed by the *Future of Education* and *Set up for Success* Strategies and analysis of multiple sources of evidence, are:

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

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

Priority 3: 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
- identification and mitigation of risks to the delivery of our five-year School Improvement Plan.

### Changes affecting our school's annual planning

- Covid and staffing shortage have had an impact on our 2022 plan and thus our considered planning for 2023

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

In 2023, Canberra High School staff will continue to participate in Collaborative Action Teams to underpin our professional learning and growth. The model will be based on the VIRSA model of change management and the belief that when teachers are provided the opportunity to reflect, collaborate, and learn from each other, they will have the greatest impact on student outcomes. The Action Learning process and Action Teams model will value teachers as sources of great knowledge and support of one another and will give staff the opportunity to :

- Deeply understand and personally address the priorities in the Strategic Plan and Action Plan
- Make evidence based decisions using the four questions of a PLC and Disciplined Dialogue
- Build their own capacity and improve their pedagogical practices and those of their colleagues
- Improve student wellbeing and 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 numeracy

### Actions

Actions	Who will <b><u>lead</u></b> this action?	What is the intended <b><u>impact</u></b> on student learning (academic and/or wellbeing?)
<ul style="list-style-type: none"> <li>All maths teachers will provide increased enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>SLC Maths</li> <li>Maths faculty</li> <li>Mathematics and IT teachers</li> </ul>	<ul style="list-style-type: none"> <li>Growth in student learning for students in the middle and top bands.</li> </ul>
<b>Resources required:</b> <ul style="list-style-type: none"> <li>Time for the mathematics team to evaluate NAPLAN and PAT results.</li> <li>Time to embed consistent enrichment expectations across year groups.</li> <li>Enrichment resources and collaboration time.</li> <li>Time for development of V9 Australian Curriculum</li> </ul>		
<b>How will impact be measured:</b> <ul style="list-style-type: none"> <li>NAPLAN growth data</li> <li>PAT growth data</li> </ul>		

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

### Strategies

1. Build all teachers' capacity to be teachers of writing

### Actions

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning ( <i>academic and/or wellbeing</i> )?
<ul style="list-style-type: none"> <li>The Literacy Action Team will support teachers at a faculty level to implement learned literacy strategies in their classrooms, including creation of student centred teaching and assessment materials.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Action Team</li> <li>KLA Executive teachers</li> <li>Lesson Observation Team</li> </ul>	<ul style="list-style-type: none"> <li>There will be common literacy practices used at Canberra High School across all KLAs, such as parts of speech. This will increase the ability of students to explicitly identify writing requirements in their classes.</li> </ul>
<b>Resources required:</b> <ul style="list-style-type: none"> <li>Coaching delivered by Literacy Action Team</li> <li>Teachable Moments delivered by faculties about literacy strategies and successes used in their teaching areas.</li> <li>Time and coaching for all staff through the lesson observations process</li> <li>Protected faculty time for discussion about literacy strategies.</li> </ul>		
<b>How will impact be measured:</b> <ul style="list-style-type: none"> <li>Teacher confidence measured through staff surveys and anecdotal evidence from faculties</li> </ul>		

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning ( <i>academic and/or wellbeing?</i> )
<ul style="list-style-type: none"><li>• Formative &amp; summative assessment from classes around writing tasks</li><li>• Teacher feedback from the use of the resource created</li></ul>		

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

#### Strategies

1. Build Teacher capacity in coaching and feedback.
2. Intentional approach to student wellbeing.

#### Actions

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning ( <i>academic and/or wellbeing?</i> )
<ul style="list-style-type: none"> <li>• Develop and implement 2023 BeYou Action Plan</li> <li>• Embed a school wide lesson observation culture that supports feedback to teachers to support priorities 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• BeYou Action team to drive wellbeing resources and implementation for the school.</li> <li>• School Mental Health Ambassadors</li> <li>• All Staff</li> <li>• Student lead focus groups</li> <li>• Student services team</li> <li>• BeYou ACT Co-ordinators</li> <li>• Lesson observations linked to week 0 PL (students at the centre)- Led by Ob squad</li> <li>• Lesson Observation Action Learning team (Obs Squad)</li> <li>• Leadership team to lead the staff by modelling, coaching, and mentoring using evidence through executive and faculty meetings.</li> <li>• Executive to lead and embed effective evidence-based discussions with their team.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements in student wellbeing are strongly linked to improved student engagement and connectedness.</li> <li>• Students will be supported to use identified help seeking actions and strategies to improve their social and physical wellbeing.</li> <li>• Build teacher capacity through lesson observation feedback to equip Students with the capabilities to learn successfully.</li> <li>• Targeted, meaningful, and constructive feedback to improve teaching and learning practices.</li> <li>• Focussed support for new educator staff to build capacity.</li> </ul>
<b>Resources required:</b> <ul style="list-style-type: none"> <li>• The BeYou Action Plan</li> </ul>		

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning ( <i>academic and/or wellbeing?</i> )
<ul style="list-style-type: none"> <li>• Student, staff and parent surveys</li> <li>• Targeted year level wellbeing survey</li> <li>• Reviewed student wellbeing survey</li> <li>• Week 0 Professional learning, students at the centre</li> <li>• Observation Action team meetings</li> <li>• Whole school lesson observations (Scheduled Term 1 and 3)</li> <li>• Feedback sessions scheduled into meeting time</li> <li>• New Educator observations (Scheduled Semester 1)</li> <li>• Leadership team engages with coaching professional learning</li> <li>• Executive team engages in learning walk throughs (at least 2 per year)</li> </ul>		
<p><b>How will impact be measured:</b>  This may include both qualitative and quantitative data including (but is not limited to):</p> <ul style="list-style-type: none"> <li>• Satisfaction and climate survey data</li> <li>• School based antibullying survey</li> <li>• Lesson observation google form</li> <li>• Faculty planning and feedback sessions recorded</li> </ul>		