

Yarralumla Primary 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:
 - > ***Improve learning outcomes for all students***
 - > ***Build a school culture to improve student engagement***

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

What challenges, changes or risks have been identified since the inception of your current five-year School Improvement Plan that could affect its delivery?

- Increase in student population
- Introduction of nine new classroom teachers in 2019.
- Short supply of Italian teaching staff.
- Increase in beginning teachers employed at the school
- Introduction of an English stream
- Increase in complex student behaviours

Our school's approach to inquiry and professional learning communities

The staff at Yarralumla Primary School in 2019 have undertaken Professional Learning during the January stand down period in Professional Learning Communities' run by Lana Reid Principal of UC High School and Learning Tree consultant.

Each week on a Wednesday afternoon from 3:20-4:51pm year level teams join to establish their Professional Learning Community. Executive staff are present at the sessions with lead teachers in each PLC taking a leadership role. Meeting norms have been established for each PLC.

Each PLC throughout the year will dissect the achievement standards establishing essential learnings in all curriculum areas. This task will separate the learning for semester 1 and semester 2 preparing for the new directorate reporting template and data tracking.

Staff will establish learning goals that will be used with students to establish their next most vital step in their learning. The learning goals will be used for pre and post assessment for students to measure their growth during a unit of work.

Strategies and actions

Priority 1: **Improve learning outcomes for all students**

Strategies

1. Establish and implement a systematic plan for the collection, analysis and use of student data.
2. Establish Professional Learning Communities with a strong focus on the achievement standards and learning goals.
3. Establish sound literacy and numeracy practices across all areas of the school.
4. Continue to instil the Italian language and cultural focus within the delivery of the Australian Curriculum.

Actions

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
ACTION: Establish and implement a systematic plan for collection, analysis and use of data			
<ul style="list-style-type: none"> ▪ services from external providers ▪ budget considerations ▪ PLC meeting time 	Executive staff PLC's	<ul style="list-style-type: none"> ▪ Learning goal documents for each year level and curriculum area. ▪ G Drive documentation of data collected in 2019 ▪ Use of the new Markbook software on sentral. 	<ul style="list-style-type: none"> ▪ Students will have clear markers on how they can improve academically in all curriculum areas. ▪ Teachers are directing student learning based on their need.
ACTION: Establish Professional Learning Communities with a strong focus on the achievement standards and learning goals			
<ul style="list-style-type: none"> ▪ services from external providers ▪ budget considerations ▪ PLC meeting time 	Executive staff PLC's	<ul style="list-style-type: none"> ▪ Essential learnings for the achievement standards K-6. ▪ Reports based on Achievement standards. ▪ Semester overviews based on the achievement standards 	<ul style="list-style-type: none"> ▪ Targeted curriculum delivery. ▪ Learning intentions and success criteria for all students. ▪ Clear learning goals for students.

What <i>resources</i> are needed?	Who will <i>lead</i> this action?	What will be <i>produced</i> to support this action?	How will this action <i>impact</i> on student learning?
ACTION: Establish sound literacy and numeracy practices across all areas of the school			
<ul style="list-style-type: none"> ▪ services from external providers ▪ budget considerations 	<ul style="list-style-type: none"> ▪ Principal ▪ Numeracy team ▪ Literacy team 	<ul style="list-style-type: none"> ▪ Whole school Numeracy plan ▪ Whole school Literacy plan ▪ Feedback for all staff. ▪ Staff meeting PL ▪ Lesson observation feedback 	<ul style="list-style-type: none"> ▪ Improved Literacy and Numeracy results. ▪ Improved strategies for students. ▪ Improved support resources
ACTION: Continue to instill the Italian language and cultural focus within the delivery of the Australian Curriculum			
<ul style="list-style-type: none"> • Budget considerations • Visits to other bilingual schools 	<ul style="list-style-type: none"> • Italian SLC • Italian teaching team 	<ul style="list-style-type: none"> • Essential learnings for the achievement standards K-6. • Reports based on Achievement standards. • Semester overviews based on the achievement standards • Italian scope and sequence 	<ul style="list-style-type: none"> • Increased student resources • Targeted curriculum delivery. • Learning intentions and success criteria for all students. • Clear learning goals for students.
<p>Critically reflect on how we capture the reflection process in our program documentation to inform future planning and improve learning outcomes.</p> <p>Area 1 NQS</p>			

Priority 2: **Build a school culture to improve student engagement**

Strategies

5. Establish the Positive Behaviours for Learning program across all areas of the school.
6. Implement the Fresh tastes program across the school.
7. Provide regular opportunities to run community forums.
8. Establish national and international connections with Italian and Bilingual schools.

Actions

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
ACTION: Establish the positive behaviours for learning program across all areas of the school			
<ul style="list-style-type: none"> ▪ staff knowledge or skills ▪ services from external providers ▪ planned and monitored partnerships ▪ budget considerations. 	<ul style="list-style-type: none"> ▪ PBL team ▪ Executive 	<ul style="list-style-type: none"> ▪ Signs around the school supporting PBL. ▪ Use of Sentral to record positive incidents. ▪ Scope and sequence combining Friendly Schools Plus and PBL. 	<ul style="list-style-type: none"> ▪ Reduction of negative incidents in classrooms and the playground. ▪ Increase in student voice. ▪ Positive school culture.
ACTION: Implement the Fresh Tastes program across the school			
<ul style="list-style-type: none"> ▪ staff knowledge or skills ▪ services from external providers ▪ planned and monitored partnerships ▪ budget considerations. 	<ul style="list-style-type: none"> • Fresh tastes team 	<ul style="list-style-type: none"> • Curriculum linked teaching resources • Students preparing and cooking food 	<ul style="list-style-type: none"> • Students can learn to make healthy choices that positively affect their health and wellbeing • Cooking is a great way to involve the parents and carers and can have a positive impact on the family.

What <i>resources</i> are needed?	Who will <i>lead</i> this action?	What will be <i>produced</i> to support this action?	How will this action <i>impact</i> on student learning?
ACTION: Provide regular opportunities to run community forums			
<ul style="list-style-type: none"> ▪ staff knowledge or skills ▪ planned and monitored partnerships 	<ul style="list-style-type: none"> • Italian SLC • Numeracy Committee • Literacy Committee • EALD teacher • Executive staff 	<ul style="list-style-type: none"> • Parent feedback • Resources for parents to use at home • Information sessions for parents 	<ul style="list-style-type: none"> • Strong community partnerships • Support for student learning within the home
ACTION: Establish national and international connections with Italian and Bilingual schools			
<ul style="list-style-type: none"> ▪ staff knowledge or skills ▪ budget considerations ▪ Clear communication pathways 	<ul style="list-style-type: none"> • Italian SLC 	Partnerships with the Italian School in Sydney, Italian Primary School in Italy and a strong partnership with the Italian Embassy	<ul style="list-style-type: none"> • Opportunities for students to speak in Italian. • Increase Italian teachers at the school. • Increase cultural experiences
Educating families around EYLF framework and Montessori Curriculum and how the National Quality Standards guides our practice. Inviting the community to engage with our philosophies and provide feedback.			

