

Telopea Park School

Network: South Canberra/ Weston

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, School Review findings and analysis of multiple sources of evidence are:
 - > To maximise the growth in learning for all students
 - > To develop a culture of inquiry across the school
 - > To strengthen communication and collaboration across the school community

This Action Plan (AP) translates the actions to be taken in the current year of our four-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 four-year School Improvement Plan.

Changes affecting our school's annual planning

- To focus on targeted *Professional Learning* in 2021 to develop teachers' capacity to promote student learning across the school, kindergarten to Year 10.
- In line with ACT ED strategic directions and contemporary research, a renewed structural approach to Professional Learning Teams (PLT) is being developed across the school.
- IB Evaluation Report in 2020 requires action during the next four years to demonstrate International Baccalaureate (IB) Middle Years Programme (MYP) compliance in the Secondary Sector

Our school's approach to inquiry and professional learning communities

In 2020 the school will focus on growth in student learning and engagement by a focus on:

1. Formative assessment practices to inform teachers where there are learning gaps and then to make adjustments to pedagogy
2. Differentiation in every classroom so that every child has the opportunity to learn
3. Feedback to inform learning and teaching

Strategies and actions

Priority 1: To maximise the growth in learning for all students

Strategies

1. Continue focus on providing feedback to students about their learning
2. Review/Refine data plan and assessment calendar
3. Analyse data from multiple sources to inform improvement actions
4. Engage staff in collaborative 'data chats'
5. Investigation of Pedagogical Framework for Telopea (Sem 2)

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 1: Analyse and provide reports about data sets to exec and the whole school staff to gain a stronger whole school data profile and to inform future directions.			
<ul style="list-style-type: none">▪ Time - including for teams to meet▪ Critical Friend, a data expert▪ A common data analysis methodology across the school▪ Common language across the school▪ Multiple sources of data▪ Common storage place	<ul style="list-style-type: none">▪ SLCs will lead faculty/teams data▪ Senior executive lead whole school data collection, analysis and reporting▪ All executive to identify trends to identify student learning	<ul style="list-style-type: none">▪ Clarity about data we collect and report on to staff, students and parents/carers▪ Data skills audit of Executive	<ul style="list-style-type: none">▪ Improve teacher awareness of student achievement (or lack of), allowing more targeted interventions and differentiation by teachers▪ Improved understanding of school wide and cohort data informing strategies and specific program adoption

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 2: Build staff knowledge and language about data and analysis			
<ul style="list-style-type: none"> Time - including for teams to meet Data focus in meetings – agenda item 	<ul style="list-style-type: none"> SLCs and experienced teachers 	<ul style="list-style-type: none"> Revised assessment calendar and data plan Discipline dialogue procedures for staff meetings 	<ul style="list-style-type: none"> Improve teacher awareness of student achievement (or lack of), allowing more targeted interventions and differentiation by teachers
Action 3: PLC structures to support pedagogical reflection/practice (Sem 2)			
<ul style="list-style-type: none"> Identification of relevant PL 6 staff attending Pedagogical Framework PL (relief cover) ED pedagogical leaders to support staff 	<ul style="list-style-type: none"> The 6 staff members who undertake the PL Senior executive 	<ul style="list-style-type: none"> A common language regarding pedagogy across the school Utilising the capacity of teachers within the school to build capacity of others in the school A common set of agreed approaches to teaching and learning 	<ul style="list-style-type: none"> Improved quality of pedagogy to meet the diverse needs of students Options for students to engage in learning in different ways

Priority 2: To develop a culture of inquiry across the school

Strategies

1. Further embed Inquiry learning

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 1: Embed inquiry practices in curriculum documentations ie. Unit planners			
<ul style="list-style-type: none">▪ PL for staff (completed Jan 2021)▪ Time and planning days▪ A commitment of staff to inquiry in teaching▪ Showcase of best practice▪ Time for reflection and moderation within teams/faculties	<ul style="list-style-type: none">▪ SLCs▪ Experienced/skilled classroom teachers	<ul style="list-style-type: none">▪ A culture of acceptance of change of practice▪ Mechanisms for checking that the planned curriculum is the delivered curriculum▪ Secondary MYP Unit plans / Primary inquiry unit planning▪ Mechanism for gathering student reflection/student voice on the impact of inquiry learning	<ul style="list-style-type: none">▪ Greater voice and autonomy in student learning▪ Real world/relevant learning options for students▪ Opportunities to draw on multiple learning disciplines as part of the learning process

Priority 3: To strengthen communication and collaboration across the school community

Strategies

2. Identify/Assess/Evaluate data related to communication
3. Identify mechanisms for increasing student voice and responding to concerns

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 1: Analysis of the effectiveness of our communication with/between staff, students and the parents.			
<ul style="list-style-type: none"> ▪ A communication audit tool ▪ Time to produce a standard form/protocol of communication ▪ Communication tool that allows tracking ▪ Access to schools who have effective communication protocols in place ▪ Communications expertise (ED, consultant) 	<ul style="list-style-type: none"> ▪ Business Manager ▪ Senior Executive ▪ TLPS communications officer 	<ul style="list-style-type: none"> ▪ A communication map ▪ Communication protocols ▪ A plan for reviewing communication effectiveness, modes and frequencies 	<ul style="list-style-type: none"> ▪ Potential for student voice or student driven communication ▪ An informed and engaged community – clarity of events, expectations and information

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 2: Form student focus groups - Academic, social and emotional with SRC involvement			
<ul style="list-style-type: none"> ▪ EDU SSS and TLPS surveys analysed to share with students (and their feedback is sought) ▪ Meeting time 	<ul style="list-style-type: none"> ▪ Year co-ordinators ▪ Student Engagement SLC 	<ul style="list-style-type: none"> ▪ More student input at assemblies ▪ More student meetings with executive ▪ A mechanism to hear student voice ▪ Mechanisms for feeding back to students how the school will (or has) addressed their concerns 	<ul style="list-style-type: none"> ▪ Greater connection to the school leading to improved attendance and engagement in learning
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 2: Student led assemblies			
<ul style="list-style-type: none"> ▪ Training for student leaders in organising and running assemblies 	<ul style="list-style-type: none"> ▪ Year co-ordinators ▪ Student Engagement SLC 	<ul style="list-style-type: none"> ▪ Role statements for student leaders ▪ More student input at assemblies 	<ul style="list-style-type: none"> ▪ More connection to the school and engaged in their learning ▪ Improved attendance