

# Calwell High School

Network: Tuggeranong

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## Action Plan 2023

The Calwell High School community embraces the diversity of its students and celebrates the advantages that this diversity brings to the school. Our school values of courage, achievement, self discipline and respect are mirrored in our learning programs, our policies and in the overall culture of the school.

### 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 Strategic Plan 2022-25
  - > *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:
  - > **Priority One: Increasing Staff Capacity**
  - > **Priority Two: Increasing Student Connection to School and Future**

This Action Plan (AP) translates the actions to be taken in the current year based on the recommendations from the [Special Purpose Review in 2022](#). The review considered four key themes:

- the learning needs of all students
- the well-being needs of all students
- management of student complexity – disability and behaviour
- Work Health Safety responsibilities including staff well-being

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

- Ongoing challenges around disruptions experienced during mid 2022, with significant staff turnover, student incidents and negative media attention.

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

With a focus on improving student learning, what methods will you use to engage all staff in an inquiry approach within professional learning communities?

We ensure all of our strategic actions are aligned to our Improvement Recommendations outlined by the Special Purpose Review (2022). These include;

The provision of a professional learning program to assist in the implementation of PLCs

Development and implement a data tool with focus on capacity building of staff to use multiple sources of data to identify and cater for student need

A coaching model for SLCs to build leadership capacity

## Strategies and actions

### > **Priority 1: Increasing Staff Capacity**

#### Strategies

1. Develop a comprehensive staff induction model.
2. Establish an explicit Coaching and Mentoring Model
3. Implement an effective PLC model.

#### 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?
1.1 Develop a comprehensive staff induction model. (LINKED TO SPR RECOMMENDATION 2,4 and 5)			
<ul style="list-style-type: none"> <li>Students will have access to consistent classroom practices and routines</li> <li>Student learning and behavioural expectations will be consistent from class to class.</li> </ul>	<ul style="list-style-type: none"> <li>An ongoing program to support the induction of new staff</li> <li>Staff handbook</li> <li>A professional learning series to develop capacity staff, focussed on High Impact Teaching Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Pedagogy and Pathways Team</li> <li>All SLCs will lead the consistent application of classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time for new staff to be able to gain access to leaders</li> <li>A documented Induction Program</li> </ul>
1.2 Established an explicit Coaching and Mentoring Model (LINKED TO SPR RECOMMENDATION 2)			
<ul style="list-style-type: none"> <li>Students will receive improved and innovative pedagogy across faculties</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation records</li> <li>Data indicating growth and target areas for PL</li> </ul>	<ul style="list-style-type: none"> <li>SLC, SLB and SLA to conduct classroom observations</li> <li>All SLCs</li> </ul>	<ul style="list-style-type: none"> <li>Allocated time during staff meetings</li> <li>Professional learning</li> </ul>

What is the intended <b><u>impact</u></b> on student learning?	What will be <b><u>produced</u></b> ?	Who will <b><u>lead</u></b> this?	What <b><u>resources</u></b> will be allocated?
	<ul style="list-style-type: none"> <li>Professional Learning Series for School Leadership</li> <li>Individualised feedback for classroom teachers</li> </ul>		<ul style="list-style-type: none"> <li>Observation tools for teacher feedback, focussed on High Impact Teaching Strategies and 10 Essential Skills</li> <li>Time allocation for Leaders to participate in regular lesson observations</li> </ul>
1.3 Implement an effective PLC model. (LINKED TO SPR RECOMMENDATION 3 and 5)			
<ul style="list-style-type: none"> <li>Student need will be more readily identifiable by the teacher through use of data</li> <li>Students will have access to learning opportunities that better meet their specific learning needs</li> <li>Student learning will be analysed in time, where teaching adjustments can be made to meet needs</li> </ul>	<ul style="list-style-type: none"> <li>Data tool available for teacher use</li> <li>Differentiated learning activities that are informed by data</li> </ul>	<ul style="list-style-type: none"> <li>SLB Curriculum</li> <li>PLC leaders</li> </ul>	<ul style="list-style-type: none"> <li>Allocated time during staff meetings to build capacity</li> <li>Allocated PLC meeting time from Term 2, 2023</li> <li>PLC presentations shared by staff.</li> <li>PLC processes and outcomes shared with community via P&amp;C and Weekly Comms</li> </ul>

## > **Priority 2: Student Connection to School and Future**

### Strategies

1. Implement Student Voice Project
2. Implement and embed PBL across the School
3. Implement Pathways and Transitions Plans

### Actions

What is the intended <b><u>impact</u></b> on student learning?	What will be <b><u>produced</u></b> ?	Who will <b><u>lead</u></b> this?	What <b><u>resources</u></b> will be allocated?
<b>2.1 Implement Student Voice Project (LINKED TO SPR RECOMMENDATION 6)</b>			
<ul style="list-style-type: none"> <li>▪ Students will make significant contributions to areas of school improvement. This will provide a sense of ownership to Improvement Strategies</li> <li>▪ Students will be provided leadership opportunities to represent peers.</li> <li>▪ Students will be able to provide input to the pedagogy and curriculum developments of the School</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ A student leadership/voice model to facilitate student input. Calwell Compass Program</li> <li>▪ Development of recommendations and strategies to guide Executive Team in school improvement strategies and resource allocation.</li> <li>▪ A range of connection activities to support student/staff connections. Ie Connection Clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• SLB Student Wellbeing</li> <li>• SLCs Student Wellbeing – behaviour management processes</li> <li>• Student Voice Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff meeting and Exec Meeting time to analyse student proposals and feedback.</li> <li>▪ Consideration of further PL for key staff and students</li> <li>▪ Aspire Time to conduct Compass sessions</li> </ul>
<b>2.2 Implement and embed PBL across the school (LINKED TO SPR RECOMMENDATION 4)</b>			

What is the intended <b><u>impact</u></b> on student learning?	What will be <b><u>produced</u></b> ?	Who will <b><u>lead</u></b> this?	What <b><u>resources</u></b> will be allocated?
<ul style="list-style-type: none"> <li>• Staff and students utilise language of PBL</li> <li>• Increase in positive learning experiences and decrease in negative behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Signage is evident across the school</li> <li>• PBL approaches in school documentation &amp; handbook</li> <li>• Observations Records</li> <li>• Sentral records</li> </ul>	<ul style="list-style-type: none"> <li>• CLWH PBL team, SLC and External Coach</li> <li>• SLB and SLA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff meeting time</li> <li>▪ PBL team meeting time</li> <li>▪ External PBL Coach</li> </ul>
<b>2.3 Implement Pathways and Transition Plans (LINKED TO SPR RECOMMENDATION 7)</b>			
<ul style="list-style-type: none"> <li>• Students will develop an increased understanding of relevance.</li> <li>• Students will have greater access to workplace and vocational learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Student pathways planning</li> <li>• Increased community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• SLC Pathways</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff time.</li> <li>▪ Allocated learning time for students to engage in planning process.</li> <li>▪ Staff meeting time to provide planning time.</li> </ul>