

Telopea Park School

Network: South Canberra/ Weston

Action Plan 2022

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:
 - > 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 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

- COVID workforce shortages and workload
- Change of school leadership team during 2021-2022 (Principal, Proviseure, K-10 Deputy Principal, 7-10 Deputy Principal) have caused some disruption and refocusing of school improvement priorities
- Extension of the existing School Improvement Plan from four to five years. This was due to COVID travel restriction/workplace visitor restriction impacts to the regular four-year school improvement cycle that incorporates an ACER external review and Binational review.
- Limitations caused by meeting online as opposed to face-to-face

Our school's approach to inquiry and professional learning communities

In 2022 the school will focus on growth in student learning and engagement through:

1. Differentiation in every classroom informed by collection and analysis of defined data sets so that every child has the opportunity to learn at their point of need
2. Embedding of an inquiry approach in primary and secondary classrooms through integrated learning activities including thematic and multidisciplinary learning and International Baccalaureate Middle Years Program Interdisciplinary Units of learning

PLCs will fundamentally be structured around existing primary school teaching and learning teams and secondary faculty teams. Specific PLCs associated with data and Positive Behaviours for Learning will also operate.

Strategies and actions

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

Strategies

1. Improve teacher confidence in interpreting and analysing data
2. Improve student writing achievement

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? |
|--|--|--|---|
| ACTION: Establishment of data team; PL and time given for application of learning | | | |
| <ul style="list-style-type: none"> ▪ Teachers able to better understand the learning needs of students ▪ Improved differentiation of learning informed by relevant data | <ul style="list-style-type: none"> ▪ Schedule of data team meetings and professional learning ▪ Data placemats to provide consistent 'picture' of student achievement and progress | <ul style="list-style-type: none"> ▪ School Data Team led by two Executive Teachers | <ul style="list-style-type: none"> ▪ Professional learning access (funding and time) ▪ Time dedicated in whole school and Team/Faculty meetings |
| ACTION: Share data at Team, Faculty, Sub-School and Whole School meetings to increase teacher understanding and practical experience in interpreting and analysing data. | | | |
| <ul style="list-style-type: none"> ▪ Teachers able to better understand the learning needs of students ▪ Improved differentiation of learning informed by relevant data ▪ Refined data scope will provide better longitudinal tracking of student performance | <ul style="list-style-type: none"> ▪ Data placemats to provide consistent 'picture' of student achievement and progress | <ul style="list-style-type: none"> ▪ School Data Team led by two Executive Teachers | <ul style="list-style-type: none"> ▪ Professional learning access (funding and time) ▪ Time dedicated in whole school and Team/Faculty meetings |

| 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? |
|--|---|--|--|
| ACTION: Identify specific focus in the area of writing for each area of the school and track student achievement in this. | | | |
| <ul style="list-style-type: none"> Clarity of writing focus will allow more targeted teaching of writing strategies | <ul style="list-style-type: none"> Statements of writing focus for different year levels/areas of the school | <ul style="list-style-type: none"> Team and Faculty Leaders | <ul style="list-style-type: none"> Meeting time Professional learning (funding and time) |

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

Strategies

3. Increase community understanding of PBL

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? |
|---|--|---|---|
| ACTION: Establish PBL team with diverse staff representation | | | |
| <ul style="list-style-type: none"> Representation from across the school will provide insight to specific behavioural needs More consistent management of behaviours should improve learning environments <p>N.B. Initial phases will have negligible direct impact on student learning</p> | <ul style="list-style-type: none"> The PBL Team will be established with regular meeting times identified | <ul style="list-style-type: none"> Principal Student Services Executive Teacher | <ul style="list-style-type: none"> None required |
| ACTION: Begin TPS specific development and implementation of the PBL philosophy and framework. | | | |
| <ul style="list-style-type: none"> Staff and students more aware of behaviour expectations | <ul style="list-style-type: none"> A diverse team trained in PBL | <ul style="list-style-type: none"> ACTED PBL Coach Student Services Executive Teacher | <ul style="list-style-type: none"> ACTED PBL Coach and PBL resources framework |

| 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? |
|---|--|--|--|
| <ul style="list-style-type: none"> Improved staff understanding of PBL may improve consistency in student behaviour management and student self-regulation <p>N.B. Initial phases will have negligible direct impact on student learning</p> | <ul style="list-style-type: none"> Schedule of PBL Team meetings and whole school training sessions Draft PBL matrix for non-classroom areas of the school | <ul style="list-style-type: none"> PBL Team | <ul style="list-style-type: none"> Professional learning for the PBL team (time) Time allocated to whole staff training ACTED PBL Coach and PBL resources framework |

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

Strategies

4. Increase community understanding of PBL

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? |
|---|---|--|---|
| ACTION: Begin TPS specific development and implementation of the PBL philosophy and framework (communication focus). | | | |
| <ul style="list-style-type: none"> Improved staff understanding of PBL may improve parent/carer understanding of behaviour management strategies and promote greater consistency between school and home <p>N.B. Initial phases will have negligible direct impact on student learning</p> | <ul style="list-style-type: none"> Parent/carer resources explaining PBL PBL Matrix for non-classroom areas | <ul style="list-style-type: none"> Student Services Executive Teacher PBL Team | <ul style="list-style-type: none"> PBL Team time to develop resources Up to \$500 for production of PBL materials Communications officer time to disseminate PBL related information |