

Alfred Deakin High School

Network: South Canberra/ Weston

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 student growth and learning outcomes in writing

Priority 2: Increase students' sense of belonging and connection with 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

- The ACER NSIT review was only completed in 2022 for ADHS with the current IP spanning 2023-2027
- A higher than usual staff turnover occurred through 2022, including a number of senior staff. This has resulted in a larger number of new staff and ECT joining ADHS. Therefore, the plans, strategies and processes
- The interruptions of 2021-2022 resulted in the review and subsequent adoption of a number of different school structures and teaching and learning behaviours. These positive changes come into full effect in 2023 and include:
 - > *New timetable*
 - > *Reviewed school policies including Yr 10 Certificate, Phone & PED, Uniform & Student Wellbeing procedures*
 - > *Distributed leadership development including the formation of Deakin 7 Improvement teams and the ADHS Emerging Leaders Program.*
 - > *A number of senior staff are still tied to positions in the Directorate which has impacted stability of the executive team. This is slowly being resolved and 2023 should have a lot more stable exec team*

Our school's approach to inquiry and professional learning communities

ADHS has continued to refine and develop its PLC processes. The PLC philosophy is a core tenant of all we do at Deakin and underpins a large part of our teaching and learning philosophy. This has included but is not limited to:

- > *Embedding and reviewing effective differentiation strategies*
- > *Pedagogical approaches including a deep focus on metacognition, formative assessment, differentiation & HITS*
- > *Data analysis and interventions. PLCs have been used as a crucial piece in continuing our journey in becoming a school that is data informed in our practice. In both faculty and cross faculty learning teams, we have utilised PLCs to further use data to drive collaborative improvement and evaluate impact on learning*
- > *RTI*

Strategies and actions

Priority 1: Increase student growth and learning outcomes in writing

What we will do: Targets and measures to be achieved by 2027 for this priority

1. 66% of students or more will achieve at or above expected growth for NAPLAN Writing (baseline – 63%)
2. Increase the percent of year 9 students in top two bands of NAPLAN writing to 20% or more (baseline 15.4%)
3. 83% of students and 92% of staff will have a strong Academic Emphasis Score* (SSCS)
4. Using PLC Maturity Matrix we will increase staff self-evaluation scores relating to data informed practice and practice excellence

Strategies: methods chosen to produce the desired outcomes. Can take one to several years to deeply embed

1. Build the capacity of all teaching staff in evidence based pedagogical approaches.
2. Increase the capacity of staff to respond to a range of data to inform practice and improve student learning (data informed practice).
3. Build the capacity of all staff to teach the writing of their subject area

*The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and belief by teachers that every student can be a success. This domain score is an aggregate of the following questions:

- Teachers encourage students to try out new ideas (think independently).
- Teachers are willing to give students extra help on school work if needed.
- Teachers set high standards for learning in their classes.
- Teachers expect everyone to work hard.
- Teachers want every student to do their best.
- Teachers believe that every student can be a success.
- Teachers give useful feedback.

Actions

Build the capacity of all teaching staff in common evidence based pedagogical approaches.		
Actions to achieve this	Timeframe	
<ul style="list-style-type: none"> A focus on a common pedagogical approach across the school. This will be an evidence based and enables faculties to have autonomy over ownership and implementation Faculties to identify appropriate HITS for their subject area. These are clearly articulated through their Faculty Action Plan, teachers to embed these HITS in all classes Development of a clear schoolwide pedagogical framework Support improvement in teacher pedagogy through deliberate collaboration, PLCs, feedback, and targeted PL Establish teacher observation protocols, school wide, with a focus on: <ul style="list-style-type: none"> mentoring of new educators specific writing pedagogies evidence based pedagogical practice including quality/targeted feedback to inform their practice Embed D7 Improvement Teams across the school and ensure collaboration and alignment across teams around direction. 	Term 1	
	Semester 1	
	Year Long	
Resources Required	Who will <u>lead</u> this action?	Intended <u>impact</u> on student learning
<ul style="list-style-type: none"> D7 team leaders time allowance: 55min/week with additional cover when required (when approved by SLB/SLA) Time scheduled for staff to discuss school data, formative data pedagogical approaches to adjust their teaching Pedagogy team given time priority during whole staff meetings to deliver PL and build staff capacity around HITS SLCs and pedagogy team leader given time where needed to develop faculty pedagogical approach in Faculty Action Plan. Time scheduled in faculty meetings to facilitate collaboration to and review impact of faculty pedagogical approach Time as required for Professional Practice team to drive a culture of observation, feedback and improvement. Appropriate SIP budget as required 	<ul style="list-style-type: none"> Principal SLB SLC D7 team leaders 	<ul style="list-style-type: none"> Staff using a range of pedagogical strategies that have a high impact on student outcomes Staff more aware of the impact of their practice through observations
How will impact be measured		
<ul style="list-style-type: none"> Review of school pedagogical framework and alignment through faculty action plans into the classroom Consistent observations for early career teachers, minimum two per term Growth is seen from baseline data measured against <i>building practice excellence</i> (self-evaluation on the PLC Maturity Matrix). 		
Increase the capacity of staff to respond to a range of data and feedback to inform practice and improve student learning (data informed practice)		

Build the capacity of all teaching staff in common evidence based pedagogical approaches.		
Actions to achieve this		Timeframe
Actions to achieve this		Timeframe
<ul style="list-style-type: none"> Data focused PL plan for staff in Week 0 including sessions from Dr Selena Fisk and the D7 data team leaders. Build teacher capacity in understanding how to access and interpret data to determine student achievement and to inform practice (ADHS Data Dashboard and Data Placement). Scheduling time throughout the year in staff or faculty meetings to continue to interact with Data Dashboard and Data Placemat. Partnership with critical friend, Dr Selena Fisk and other Data leaders across schools for targeted ongoing PL, collaboration and networking Targeted Professional learning around EPA measure and building capacity to have conversations with students about effort Development of a clear school data plan D7 Writing team and D7 Data team to collaborate & establish appropriate school-based writing measures and data. Teams to develop clear data processes and timelines that enable effective measurement of impact on student outcomes (compared with larger student learning data eg NAPLAN) 		<p>Term 1</p> <p>Start Term 1 - Ongoing</p> <p>Semester 1</p>
Resources Required	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning?
<ul style="list-style-type: none"> Time prioritised in Week 0 for Data team & providers D7 team leaders time allowance: 55min/week with additional cover when required (when approved by SLB/SLA) D7 team meetings given priority in meeting schedule Data team given time priority during whole staff meetings to deliver PL and continue to build staff capacity around data literacy Time given where required for the ongoing development of the data dashboard as well as teacher use of tool in conjunction with data placemat Allocate time for PLCs Appropriate SIP budget as required including costing to facilitate ongoing relationship with critical friend, Dr Selena Fisk 	<ul style="list-style-type: none"> Principal SLB SLC D7 team leaders 	<ul style="list-style-type: none"> Staff can access and interpret use student data more effectively and efficiently to inform their practice and differentiate their teaching. Staff are data informed and more aware of student knowledge and understanding. Staff are able to better differentiate and adjust their teaching to suit student needs Staff using a range of data informed strategies that have a high impact on student outcomes Students and staff have a common understanding of what effort looks like
How will impact be measured		
<ul style="list-style-type: none"> Data diagnostic survey completed at start of year to provide benchmark measures around data literacy, visualisation & storytelling. Tool completed annually as a minimum (max biannually) to track staff capacity. Goal for 2023 is to move from baseline of 54% to 60% across the data literacy domain in the diagnostic survey. Growth is seen from baseline data measured against <i>data used to focus and drive collaborative improvement and evaluate impact on learning</i> (self-evaluation on the PLC Maturity Matrix). 		

Build the capacity of all staff to teach the writing of their subject area		
Actions to achieve this		Timeframe
<ul style="list-style-type: none"> Development of strong external partnerships, critical friends and/or use of instructional mentor to ensure framework adopted is exemplar in approach and practice. Further embed teacher observation protocols, school wide, with a focus on: <ul style="list-style-type: none"> mentoring of new educators, specific writing pedagogies and evidence based pedagogical practice including quality/targeted feedback about their learning. A whole school writing improvement approach is identified and implementation plan is agreed, including a writing audit that collects baseline data informed through collaboration with other Deakin 7 teams Implementation of a school-based writing assessment (ACER eWrite or other) and/or collection of specific student writing samples to triangulate data re student writing growth Build capacity of staff to deliver disciplinary literacy strategies which focus on the development of sophisticated vocabulary, ideas, concepts and themes unique to each subject's language. D7 Writing and Pedagogy team will collaborate and assist faculties/teachers in delivering engaging, high quality learning programs with high expectations for student growth in all areas of writing Embed the Writing D7 Improvement team across the school, ensuring there is clarity around the school writing approach, framework and area of focus moving forward. 		<p>Term 1 - ongoing</p> <p>Semester 1</p> <p>Term 2 - Ongoing</p> <p>Semester 2 - ongoing</p>
Resources Required	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning?
<ul style="list-style-type: none"> D7 team leaders time allowance: 55min/week with additional cover when required (when approved by SLB/SLA) D7 team meetings given priority in meeting schedule Writing team given time priority during whole staff meetings to deliver PL and build staff capacity to teach writing All staff given time in meeting schedule (staff or faculty meetings) to "do the work" Appropriate SIP budget as required 	<ul style="list-style-type: none"> Principal Deputies SLCs D7 team leaders 	<ul style="list-style-type: none"> Improved students' skill and understanding of the writing skills required for each subject/discipline area Students have access to multiple ways to engage with and express their writing Explicit teaching and monitoring of writing experienced by all students Staff using teaching strategies that have a high impact on student writing outcomes
How will impact be measured		
<ul style="list-style-type: none"> NAPLAN growth (Yr 7 & 9 students) and performance (Yr 9 top two bands) Development of school-based writing assessment and/or collection of specific student writing samples to triangulate data re student growth Triangulation of PAT Reading results, NAPLAN, Grades & school-based writing assessment Student and staff Academic Emphasis domain scores Staff survey results around confidence to teach writing in their subject 		

Priority 2: Increase students' sense of belonging and connection with school

What we will do: Targets and measures to be achieved by 2027 for this priority

1. 68% of students will report a strong School Identification score* (SCSS)
2. The proportion of students with a strong Behavioural and Emotional Engagement score* will be 84% & 60% respectively (SCSS)
3. Students EPA will increase (work habits – interim reports & ADHS Data Portal)

Strategies: methods chosen to produce the desired outcomes. Can take one to several years to deeply embed

1. Further embed Positive Behaviours for Learning across the school
2. Embed strategies aimed at increasing belonging and connection – both in and out of the classroom
3. Increase and deepen opportunities for student voice in all aspects of the school

*School Identification measures a sense of belonging with the school. Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. Concepts measured by school identification are: whether a student is happy to be a part of their school; whether they feel a strong connection with the school; whether they feel they belong; as well as whether they care about the school. The score for this domain is formed from the aggregation of the following questions:

- Being a part of this school is important to me.
- I am happy to be a part of this school.
- I feel a strong connection with this school.
- I feel I belong in this school.
- I care about this school.

*Behavioural Engagement describes how intensely a student tries their best, both in completing work and undertaking work to the best of their ability. It also includes student self-reported levels of hard work, active participation and effort. It includes their perceptions that they are able to be a good student. This domain score includes the aggregation of the following SSCS questions:

- I try my best at school/all lesson
- I try to complete my school work on time and to the best of my ability (I complete all expected work)
- I have got what it takes to be a good student
- I work hard on my school work
- I actively participate in class activities
- I try to learn at school as much as I can

*Emotional Engagement includes concepts such as students enjoying the work they do in class and feeling excited about their work. It also addresses levels of student interest in what they are learning and their perceptions of how much fun learning in class is.

Actions

Further embed PBL across the school					
Actions to achieve this			Timeframe		
<ul style="list-style-type: none"> Positive student behaviour will be reinforced, acknowledged and rewarded through Deakin Deeds Establish acknowledgment systems in classroom and non-classroom settings. Students will know and understand the expected behaviours in classroom and non-classroom settings through targeted lessons and reminders. Promoting PBL to the school community through Digest & social media Staff and students utilise the language of PBL Reward process for achieving Deakin Deeds (school wide, tutor group and/or individual) will be formalised with considerable input from student voice. Explore & propose ways to strongly link school values with PBL approach (spotlighting particular behaviours for DD recognition). Further consider the notion of weaving cultural integrity within the Deakin PBL framework and approach at ADHS Continue to embed and mesh the D7 PBL and the belonging and connection teams to support a stronger sense of student belonging and school identity 			<p>Term 1 - ongoing</p> <p>Semester 2</p>		
Resources Required		Who will <u>lead</u> this action?		What is the intended <u>impact</u> on student learning	
<ul style="list-style-type: none"> D7 team leaders time allowance: 55min/week with additional cover when required (when approved by SLB/SLA) D7 team meetings given priority in meeting schedule PBL External Coach from ESO advising and coming to PBL meetings PBL training for PBL D7 team members who aren't already trained Appropriate SIP budget as required. 		<ul style="list-style-type: none"> Deputy SLCs PBL Deakin 7 Team leader 		<ul style="list-style-type: none"> Reduction in negative incidents that distract from learning Increase in pro-social behaviours Strong student voice in development of new reward program for attainment of Deakin Deeds 	
How will the impact be measured?					
<ul style="list-style-type: none"> Sentral data including <i>triangle of student referral</i> profile Establishment of a system that links school values to PBL and rewarding of Deakin Deeds. 					

Embed strategies aimed at increasing belonging and connection at the school – both in and out of the classroom		
Actions to achieve this	Timeframe	
<ul style="list-style-type: none"> Further embed restorative practices framework and strategies to guide students to build a self-reflective approach to managing and taking ownership of their behaviour and its impact on others Continue to strengthen the pastoral care scope and sequence, units, and lessons. Develop teacher capacity to deliver lessons to a high standard Return of tutor group to timetable. D7 belonging and connection team to help use tutor group as a vehicle to strengthen students' connection to tutor group as well as the home/school connection. Enhance co-curricular activities, clubs and house events for students. Strengthen student voice in selection and offering. Refine processes around scheduling, advertising and time allowance (staff) Establish agreed indicators of disengagement sets including, academic progress, work habits (effort), student behavioural data (SAS), attendance, communication with home, and wellbeing data. Establishing school processes around who will respond, how and when. D7 Data team to develop data collection processes and visualisations that enable effective measurement of effort, attendance, grade and growth (ADHS Dashboard) Identify clear strategies to further support a sense of belonging for identified groups with a statistically low sense of belonging. Initial focus on Aboriginal and Torres Strait Islander students who reported a 24.5% lower score for strong School Identification when compared with non-Aboriginal and Torres Strait Islander students. Paramount within this is an evaluation of how we collect SSCS data from our first nation families to ensure they have access to the survey. 	<p>Term 1 - ongoing</p> <p>Term 2</p>	
Resources Required	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning
<ul style="list-style-type: none"> Team Teach training for all ADHS staff Time to review and refine pastoral care programs and deliver targeted PL to staff Scheduling time throughout the year for tutors and teachers to continue to interact with the Data Dashboard and bring students/parents into the conversation. Appropriate SIP budget as required Parent Forum focused on Restorative Practices Time for Year coordinators (10/15 minute facilitate PC discussions) 	<ul style="list-style-type: none"> Principal Deputies SLCs D7 team leaders Tutors 	<ul style="list-style-type: none"> School Identification score (SCSS) Behavioural and Emotional Engagement score (SCSS) EPA growth and scores - semester and long term comparison
How will the impact be measured?		
<ul style="list-style-type: none"> Sentral data including <i>triangle of student referral</i> profile Effort Point Average (ADHS Dashboard) Clear processes around the effective collection of data for first nation families in the SSCS. i.e. interview and storytelling rather than expecting to fill in the survey School Identification measure including data for Aboriginal & Torres Strait Islander students Communications record in SAS – correspondence with parents is tracked and measurable 		

- Parent Engagement Forum centred around restorative practices and PBL approach

Increase and deepen opportunities for student voice in all aspects of the school		
Actions to achieve this		Timeframe
<ul style="list-style-type: none"> • Enhance student leadership opportunities and development at all levels: SEG, DAP, ADVANCE, Youth Leaders, Panthers, Elements, House Leaders & some clubs (eg environmental club). Ensure authentic student voice occurs and students have genuine opportunities to participate in shared decision-making and consequent actions by using student survey data. • Strengthen student voice across the school for at risk groups or subgroups without strong representation and voice. This includes LGBTQI+, neurodiverse, EALD and Aboriginal and Torres Strait Islander students. • Establish a system for tracking attendance at clubs/extra curricular activities. • Deepen student contribution to the communities in which they learn - improving the learning program for themselves and their peers. Increase agency through involvement in decision making about their learning, how their learning environments operate and have a say in what and how they learn. • Growth is seen from baseline data measured against <i>empowering students and building school pride</i> (self-evaluation on the PLC Maturity Matrix). 		<p>Term 1 - ongoing</p> <p>Semester 2</p>
Resources Required	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning
<ul style="list-style-type: none"> • D7 team leaders time allowance: 55min/week with additional cover when required (when approved by SLB/SLA) • D7 team meetings given priority in meeting schedule • Appropriate sip budget as required. 	<ul style="list-style-type: none"> • Principal • Deputies • SLCs • Student leadership coordinators 	<ul style="list-style-type: none"> • Deeper sense of belonging and connection as a result of student voice, agency and leadership being highly valued • Creation and solidification of student leadership opportunities and input into school activities at multiple levels • Building the capabilities of sub-school and house leaders to strengthen student culture in their areas
How will the impact be measured?		
<ul style="list-style-type: none"> • Growth is seen from baseline data measured against <i>empowering students and building school pride</i> (self-evaluation on the PLC Maturity Matrix) • School Identification score (SCSS) with further analysis across different demographic groups. • Behavioural and Emotional Engagement score (SCSS) • Diverse range of students participating in clubs/activities/et al 		

