



Calwell Primary School

Network: Tuggeranong

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:
 - ✓ *Build teacher pedagogy to enable and support all students to be engaged, challenged and learning successfully*
 - ✓ *Build a positive and inclusive school culture to support student well-being and social emotional development and learning.*

This Action Plan (AP) translates the actions to be taken in the current year of our five-year school improvement cycle, with an emphasis on:

- Collecting, analysing and using data to support teaching and learning
- Embedding agreed pedagogical practices to support student growth in English & Maths
- Continuing to implement and embed PBL into the school
- Developing integrated/ inquiry approach to curriculum delivery
- Building teacher capacity through professional learning, coaching and mentoring

Our school's approach to inquiry and professional learning communities

PLCs at Calwell are committed to working collaboratively, and to creating a positive and effective learning environment which will support improved student outcomes. Underpinning the work and success of the school's PLCs is:

- ✓ a strong focus on supporting and improving planning and programming with each PLC team leader guiding planning meetings and mentoring & coaching team members
- ✓ building pedagogical understanding to improve teachers' ability to better meet the needs of all students in a fair and equitable manner
- ✓ building on teachers' understanding and use of student data to support continuous student growth and school improvement

Strategies and actions

Priority 1: Students will be engaged, challenged and learn successfully.

Strategies

- Embed effective pedagogical practice across the school
- Use multiple sources of data to monitor student growth
- Embed Formative Assessment
 - Differentiate teaching and learning to meet individual student need
 - Develop Individual student goals to support teaching, learning and student agency
 - Develop a culture of feedback
- Deliver an innovative and relevant 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: Embed effective pedagogical practices across the school			
Professional learning <ul style="list-style-type: none">◦ PANL◦ Early Years Literacy Project◦ Writing Project / G&P◦ First Steps◦ Letters & Sounds◦ Spelling◦ Formative Assessment	Leadership Team <ul style="list-style-type: none">◦ PLC Leaders◦ Principal & Deputy◦ Directorate provided professional learning	<ul style="list-style-type: none">◦ Spelling program K-2 & 3-6◦ Audit & restructuring Maths resources◦ Consistent teacher practice in delivery of agreed programs◦ Teachers will use Learning Intentions & Success Criteria consistently◦ Teacher conferencing to develop student Learning Goals (English & Maths)◦ Teacher observation feedback◦ Implement the beginning component of Letters & Sounds into the preschool program	<ul style="list-style-type: none">◦ Learning Intentions and success Criteria will support the teaching and learning of English & Maths◦ Individualised student goals will enhance student agency◦ Increase in individual student growth◦ Increase in cohort growth◦ Preliteracy skills work in preschool will support Kindergarten transition◦ An explicit and clear improvement agenda will support teaching and 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?
Key Resources <ul style="list-style-type: none"> ○ The Writing Book ○ Christine Topfler resources ○ Paul Swan maths resources ○ CMIT ○ First Steps ○ David Hornsby quality text guide 		<ul style="list-style-type: none"> ○ Enhanced 'visual literacy' in the preschool environment ○ An early numeracy assessment tool (modified SENA) will be implemented into the preschool ○ Professional Learning Plan 	<ul style="list-style-type: none"> ○ Enhanced learning outcomes for students
ACTION: Use multiple sources of data to monitor student growth			
<ul style="list-style-type: none"> ○ PAT On-Line ○ PM Benchmarks ○ GradeXpert ○ PIPS ○ NAPLAN ○ COGAT 	<ul style="list-style-type: none"> ○ Leadership Team ○ PLCs ○ Preschool Team Leader 	<ul style="list-style-type: none"> ○ Data analysis templates developed ○ A range of data sets and analysis completed ○ Class Profile documents ○ Guiding documents e.g. using GradeXpert ○ Revised Assessment Schedule ○ Establish an agreed data set for preschool children ○ Data & Assessment Plan 	<ul style="list-style-type: none"> ○ Student growth will be monitored and analysed at PLCs ○ Growth Plans, Individual Learning Plans, PLPs developed to support student learning ○ Differentiation in programming and delivery will target students at their point of need ○ The development of individualised student learning goals will enhance student engagement and student agency ○ Data set will support transition from preschool to Kinder and inform Class Profiles

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: Embed Formative Assessment			
<p>Professional learning focus on:</p> <ul style="list-style-type: none"> ○ PANL ○ Writing Project ○ Early Years Literacy ○ Learning Intentions & Success Criteria ○ Feedback <p>Key Resources</p> <ul style="list-style-type: none"> ○ The Writing Book ○ Christine Topfler resources ○ Paul Swan maths resources ○ Dylan Wiliam resources 	<p>Leadership Team</p>	<ul style="list-style-type: none"> ○ English & Mathematic Planning documents include intended (planned) differentiation ○ School based guiding documents for Formative Assessment ○ Individualised student goals in English & Maths ○ Examples of future focussed descriptive written teacher feedback ○ Rubrics, work exemplars, bump it up walls ○ Visible Learning ○ Learning Intentions & Success Criteria displayed in classrooms 	<ul style="list-style-type: none"> ○ Students will have increased agency over their learning ○ Increased student growth in English & Maths ○ Staff in Ys 3-6 will engage with PAT online to determine how band descriptors can be utilised to progress students along the continuum of Reading and Mathematics ○ Learning Intentions and Success Criteria will support the teaching of writing (2019 focus).

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: Deliver an innovative and relevant curriculum			
<ul style="list-style-type: none"> ○ Australian Curriculum ○ ACARA ○ Scootle ○ Directorate Curriculum Team ○ Professional Learning 	Leadership Team	<ul style="list-style-type: none"> ○ School Based Curriculum documents ○ School based Curriculum Scope & Sequence ○ Integrated / Inquiry units of work 	<ul style="list-style-type: none"> ○ Evidence of changed practices to increase student engagement & agency ○ Learning will be sequential and built upon over successive years

Strategies and actions

Priority 2: Build a positive and inclusive school culture to support student well-being and social emotional development and learning.

Strategies

- Implement and embed PBL
- Deliver an explicit SEL program P-6 and embed processes to ensure social emotional needs are identified and met for all students
- Strategically target school resources to meet the needs of students Preschool to Year 6
- Enhance school /community partnerships and refine communication practices to strengthen connection and well-being

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: Implement and embed Positive Behaviours for Learning (PBL)			
<ul style="list-style-type: none"> ○ PBL Signage ○ SENTRAL data ○ PBL Budget ○ PBL Tracking sheets ○ PBL professional learning ○ School Improvement & School Climate Survey 	PBL Coordinator (Ashley Coutts) Supported by PBL C'Tee, SLA & SLB	<ul style="list-style-type: none"> ○ PBL data collected and analysed ○ Sentral data collected & analysed ○ PBL Classroom signage ○ PBL Project launch ○ PBL language school wide ○ Preschool PBL documentation – Behaviour Matrix 	<ul style="list-style-type: none"> ○ Consistent expectations will support a positive learning environment & culture ○ Reduction of time spent on classroom management by class teachers ○ Reduction of 'off task' time by students ○ Increased student engagement ○ High levels of student and teacher accountability ○ Consistency of PBL expectations and language across Preschool to Yr 6
ACTION: Deliver an explicit SEL program P-6 and embed processes to ensure social emotional needs are identified and met for all students			
<ul style="list-style-type: none"> ○ Highway Heroes - Social and Emotional Learning Resource ○ KidsMatter Resources ○ Bully Busters 	SLCs – Ashley Coutts Jacqui Patrick Class teachers	<ul style="list-style-type: none"> ○ SEL lessons are planned & delivered ○ A shared language for talking about social-emotional learning ○ Visible learning displays 	<ul style="list-style-type: none"> ○ Social Emotional Skills are actively taught in the classroom ○ Identification of individual student SEL needs through class

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?
<ul style="list-style-type: none"> ○ Friendly School, Friendly Classrooms ○ You Can Do It ○ Well-being School Survey K-6 ○ School Improvement Survey Data 		<ul style="list-style-type: none"> ○ Well-being data 	<ul style="list-style-type: none"> profiles and PLC discussions will facilitate targeted support. ○ Increased students' sense of belonging and identifying with the school ○ Improved student well-being
ACTION: Strategically target school resources to meet the needs of students P-Yr6			
<ul style="list-style-type: none"> ○ School Psychologist ○ Student Support Team ○ Learning Support Assistants ○ EALD Data ○ NSET Support 	Principal and Deputy Principal	<ul style="list-style-type: none"> ○ Learning Support Assistant Timetable ○ Learning Support /EALD Timetable ○ Class Profiles ○ ILPs, PLPs, Growth Plans ○ Student Support Referrals ○ NSET Referrals ○ SAP Referrals ○ Referrals to and collaboration with external agencies 	<ul style="list-style-type: none"> ○ Students with identified needs will receive support ○ Resources will be distributed according to need and equity ○ Early intervention will support the achievement of expected student growth

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: Enhance school /community partnerships and refine communication practices to strengthen connection and well-being preschool to Year 6			
<ul style="list-style-type: none"> ○ Calwell Connect ○ SeeSaw ○ Facebook ○ Community Partnerships- Smith Family, Red Cross, Menslink, YWCA, Woolworths- Calwell ○ Assemblies 	<p>Leadership Team</p> <ul style="list-style-type: none"> ○ Luke Marsden- SeeSaw ○ Ashley Coutts- Facebook 	<ul style="list-style-type: none"> ○ Community Events ○ SeeSaw guidelines ○ Assembly ○ Form seeking information regarding skills/expertise of the parent community. A list is compiled from this information ○ PBL awards/bands 	<ul style="list-style-type: none"> ○ Improved home/school partnership and communication leads to improved academic and social outcomes for students ○ Celebration of student achievements and success through SeeSaw, Facebook, Calwell Connect and assemblies ○ Improved student wellbeing ○ Increased connection to the school by parents and students will support learning