

Alfred Deakin High School

Network: South Canberra/ Weston

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:
 - > *Priority One: flexible and personalised learning experiences to maximise each student's growth.*
 - > *Priority Two: equipping students to be successful members of our 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

- New SLA & SLB appointed in term 4 2018, end of first year School Improvement Plan
- Implementation of Future of Education strategy and ED Strategic Plan 2018-2021
- School Administrative System – implementation of wellbeing module in 2018 and assessment and reporting in 2019
- Challenge of securing a research partner to support Priority 2
- Ongoing challenge of access to healthy eating opportunities within the school

Our school's approach to inquiry and professional learning communities

- Clear distinction between operational and PLC sessions, including purpose
- Inquiry focus on teacher impact through measuring growth in student learning using small data
- Sharing and collaboration opportunities throughout PLC sessions

Strategies and actions

Priority 1: Flexible and personalised learning experiences to maximise each student's growth.

Strategies

1. Implement a school wide inquiry approach to professional learning communities with a focus on using data and evidence to show growth in student learning
2. Develop and trial models which allow an increase in pedagogies focussing on 21st Century skills and General Capabilities
3. Develop and trial methodologies for providing evidence of and assessing 21st Century skills and General Capabilities which incorporate student reflection on learning

Actions

What resources are needed?	Who will lead this action?	What will be produced to support this action?	How will this action impact on student learning?
ACTION: Implement a school wide inquiry approach to professional learning communities (PLC) with a focus on using data and evidence to show growth in student learning			
Research on professional learning communities Staff knowledge and skills Structured PLC meeting times (supplemented by some Faculty meeting time?) Non-meeting and non-teaching times	Principal SLB Curriculum SLB Wellbeing Executive team Classroom teachers	Teachers will complete an inquiry project which aims to measure impact by providing evidence of student learning growth. Processes: Defined meeting structures Reduction in amount of meetings Changes to meeting processes Artefacts: Meeting schedule Teacher summaries of inquiry project	By providing evidence of student growth By identifying the impact of different teaching strategies By allowing greater personalisation of learning through the increased use of evidence

What resources are needed?	Who will lead this action?	What will be produced to support this action?	How will this action impact on student learning?
		Evidence of student growth Teacher Performance Development Plan (TPDP) templates	
ACTION: Develop and trial models which allow an increase in pedagogies focussing on 21 st Century skills and General Capabilities			
Research on models – theory and practice Staff knowledge and skills Time for school visits Time for development of artefacts Education Support Office – Pedagogy	Principal SLB Curriculum SLB Wellbeing Executive team Classroom teachers	Processes: Increased range of flexible and innovative pedagogies being used by teachers Increased focus on 21 st Century skills and General Capabilities Artefacts: Comparative analysis of proposed models Documented outcomes of consultations with school community Outcomes of trials	Students develop skills for active lifelong learning to allow them to be successful members of society Increased student engagement and ownership of the learning process Greater student voice and reflection on learning
ACTION: Develop and trial methodologies for providing evidence of and assessing 21 st Century skills and General Capabilities which incorporate student reflection on learning			
Research current practice (tools, apps, portfolio, etc) Staff knowledge and skills Time for school visits to explore existing successful models Time for development of artefacts	SLB Curriculum SLB Wellbeing Executive team Classroom teachers	Processes: Teacher using evidence to assess 21 st Century skills and General Capabilities Increased student self and peer assessment of 21 st Century skills and General Capabilities Artefacts:	Increased focus on 21 st Century skills and General Capabilities Greater student voice, ownership and reflection on 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?
Education Support Office – Pedagogy		Documented evaluation of evidence gathering methods Outcomes of trials	

Priority 2: Equipping students to be successful members of our community

Strategies

4. Establish a research partnership to investigate indicators of student wellbeing contained in School Climate and Satisfaction Surveys
5. Review of Student Wellbeing structures and policies
6. Develop tier 3 strategy and program in preparation for 2020
7. Increase opportunities for student voice in school improvement planning processes

Actions

What resources are needed?	Who will lead this action?	What will be produced to support this action?	How will this action impact on student learning?
ACTION: Establish a research partnership to investigate indicators of student wellbeing contained in School Climate and Satisfaction Surveys			
Research partner Education Support Office partner Time to establish partnerships	SLB Wellbeing SLC Wellbeing Executive team Wellbeing team Classroom teachers	Processes: TBC Artefacts: Research proposal including data collection methods	Deliberate strategies to foster stronger school identification Increase in students feeling safe, supported and listened to Increase in student reported resilience
ACTION: Review of Student Wellbeing structures and policies			
Staff knowledge and skills A range of data sources Input from school community	SLB Wellbeing SLC Wellbeing	Processes: Updated referral and communication procedures Clarification of processes for staff	Allowing greater access to learning through improved wellbeing support structures and processes

What resources are needed?	Who will lead this action?	What will be produced to support this action?	How will this action impact on student learning?
Input from external agencies		Artefacts: Terms of reference document detailing process, data sources and policies to be reviewed Outcomes of review document, incorporating recommendations	Targeted use of resources to promote equity in learning outcomes
ACTION: Develop tier 3 strategy and program in preparation for 2020			
Time for planning and consultation Research models – theory and practice Continuum of Education Support funding Education Support Office partnership	SLB Wellbeing SLC Wellbeing SLC LEAN	Processes: Student referral and selection process Targeted staff selection NSET partnership Artefacts: Completed proposal with costings Curriculum Individualised learning plans	Increased learning outcomes for targeted students Increased equity in learning outcomes By creating environments where students love to learn
ACTION: Increase opportunities for student voice in school improvement planning processes			
Time for Student Executive Group teachers	SLB Wellbeing SLC Wellbeing team	Processes: Student Executive Group Focus groups	Increase school connection and ownership through student voice

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?
Research best practice models	Classroom teachers	Student representation on ADHS School Board Artefacts: Records of student consultation processes Presentations to students Project deliverables	Increase in students who strongly identify with the school

