Gordon Primary School

Network: Tuggeranong

Action Plan 2020

# 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:
	+ Improve Learning Outcomes in Literacy and Numeracy
	+ Improve student’s sense of satisfaction, enjoyment of learning and sense of wellbeing
	+ Develop collaborative learners who are curious and self-directed problem solvers

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:

* 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

Gordon Primary School is experiencing a period of stability of staff and leadership in 2020. The successful implementation of our priority around wellbeing meant that we embarked on a new strategic priority in 2019. The groundwork established for the priority, ‘Develop collaborative learners who are curious and self-directed problem solvers,‘ means that we can move confidently in response to the Australian Digital Technologies initiative and greatly enhance our focus on Play Based and Project Based Learning.

# Strategies and actions

## Priority 1: Improve Learning Outcomes in Literacy and Numeracy

## Strategies

Strategy 1: Continue to refine and expand the Response to Instruction (RTI) approach in Numeracy including enhanced instructional strategies for Tiers 2 and 3.

Strategy 2: Continue to refine and implement a Response To Instruction (RTI) approach for Writing (Tiers 1,2 and 3).

Strategy 3: Continue to refine and implement a Response To Instruction (RTI) approach for Reading (Tiers 1,2 and 3).

### Actions

| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| --- | --- | --- | --- |
| **ACTION**: * Further enhance ‘pedagogy meetings’ that systematically and regularly assess impact of instruction (including implementation of Rapid Cycle PDSA testing).
* Extend ‘pedagogy meetings’ to preschool and specialist teachers.
* Regularly adjust instruction through the ‘Spiral of Inquiry’ process.
 |
| * The Assessment and Data Plan clearly outlines ways of identifying students who are not achieving expected growth in Reading and Writing.
* Evidence of improved percentages of students exceeding expected growth in Reading and Writing.
 | Release time for teachers to support:* The enhanced DOTT process (Pedagogy Meetings)
* The sharing of teacher expertise through intentional collaboration.
 | * Executive
 | * Teachers are better able to assess the impact of teaching and adjust instruction accordingly.
 |

| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| --- | --- | --- | --- |
| **ACTION**: * Define / Refine Tier 2 & Tier 3 implementation.
* Create a data informed approach to early intervention, transitioning from cohort to individual data.
* Build the meta language of maths through explicit exposure to concepts in the early years.
 |
| * Assessment and Data Plan clearly outlines ways for identifying students who are not achieving expected growth in Numeracy
* Evidence of improved percentages of students exceeding expected growth in Numeracy
 | * NAPLAN data
* Gordon Primary School assessment data
	+ SENA
	+ PAT Maths
	+ Di Siemons Phases
* Time for Executive and PLCs
 | * PLCs
* Executive
 | * Refined and collaboratively developed differentiation strategies to enhance student growth
 |
| **ACTION**: * Continue to review data collection processes to ensure consistency and relevance.
* Continue to implement PAT Maths online and utilise the PAT Teaching Resource Centre.
* Continue to improve utilisation of PAT data.
* Continue to regularly assess impact of instruction (including implementation of Rapid Cycle PDSA testing).
* Continue to regularly adjust instruction following impact assessment.
 |
| * Assessment and Data Plan enable identification of students who are not achieving expected growth in Numeracy
* Evidence of improved percentages of students exceeding expected growth in Numeracy
 | * Release time for teachers to support:
	+ The enhanced DOTT process (Pedagogy Meetings)
* The sharing of teacher expertise
 | * Executive
 | * Teachers are better able to assess the impact of teaching and adjust instruction accordingly
* Teams will complete one major ‘Koru,’ spiral of inquiry, per semester
 |

| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| --- | --- | --- | --- |
| **ACTION:** * Continue the Writing Project and school wide professional development to build capacity in the teaching of writing.
* Continue using the ‘Gordon Writing Ruler’ (renamed the Gordon Writing Progress Tracker) and utilise with all students, refining benchmarks for measuring growth.
* Continue Impact Meetings (Pedagogy Meetings) as a means of regularly applying findings from data analysis (including implementation of Rapid Cycle PDSA testing).
* Strengthen systems for access to planning documents (placemats etc.)
 |
| * Students have a clear understanding of what constitutes good writing through regular and effective use of Gordon writing progress Data Tracker.
* Students experience a common approach to learning writing through explicit classroom practice and planning.
 | * PIPs data
* NAPLAN data
* Gordon Primary School assessment data
* Time for Executive and PLCs
 | * Team Leaders
* Executive Team
 | * Refined and collaboratively developed Intervention Plans to enhance student growth
* Records of team Planning documents demonstrate refined practice re teaching Writing
* Regular and consistent use of data collected on student achievement and strengths and weaknesses, in all classrooms, to inform:
	+ Judgements about student needs
	+ Appropriate starting points for teaching; and to
	+ Personalise teaching and learning
 |

| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| --- | --- | --- | --- |
| **ACTION:** * Review Reading assessments from Year 3 – 6.
* Improve extension opportunities and assessments for Kindergarten to Year 2 students.
* Continue implementation of PAT Reading online.
* Continue extending reading strategy teaching (finer-grained) to Year 1 and 2, including management of ‘good-fit’ boxes and timetabling to ensure daily opportunity to read books at an instructional and easy level.
* Extend school wide systems for increasing student opportunities to read (eg. Reading before school, Reading combined with breakfast club, All reading at the same time.
 |
| * Students have regular opportunities, in a variety of situations, to read
* Student growth in reading will be enhanced
 | * Release time for teachers to support:
	+ The enhanced DOTT process (Pedagogy meetings)
* The sharing of teacher expertise
 | * Executive
 | * Records of team planning demonstrating refined practice re teaching Reading
* Regular and consistent use of data collected on student achievement and strengths and weaknesses, in all classrooms, to inform:
* Judgements about student needs
* Appropriate starting points for teaching; and to
* Personalise teaching and learning
* Regular and effective use of Gordon Data Tracker evident in classroom practice and planning and instruction adjusted accordingly
 |

## Priority 2: Improve student’s sense of satisfaction, enjoyment of learning and sense of wellbeing

### Strategies

Strategy1: Maintain the explicit teaching and learning of Social Skills, values and Choice Theory concepts for all students

Strategy 2: Maintain optimal learning environment for every student all of the time (including social skilling, application of Choice Theory, Reality Therapy, restorative practices, etc)

Strategy 3: The ongoing celebration of student demonstration of Gordon Values

### Actions

| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| --- | --- | --- | --- |
| **ACTION**: * Launch and Implementation of Positive Behaviours for Learning (PBL) across the school.
* Extend PBL to include in-class behaviour.
 |
| * Students across all year groups understand and apply:
	+ A positive class and school culture
	+ School Satisfaction Survey and School Climate Survey indicates positive feedback from parents and students
	+ Student and staff well-being reflect positivity
	+ School based data reflect increasingly positive behaviour
	+ Students develop a clear understanding of expectations through a common language used across the school- eg bucket filling, Bounce back
	+ Students reflect PBL values through the community.
 | * Development of a Capacity Matrix that measures teacher confidence in teaching for an enhanced sense of satisfaction, enjoyment of learning and sense of wellbeing.
 | * Executive
* Wellbeing Committee
 | * Satisfaction Survey data that confirm achievement of targets in Strategic Plan
* Bounce Back lessons developed and implemented.
* Code of Cooperation in all classrooms
* Glasser aligned language common across the school
* Kagan Cooperative Learning Structures evident across the school
* Circle Time structures evident in classrooms.
* Data on student wellbeing and opinions is gathered, reported on and responded to on a termly basis
* School based data reflect increasingly positive behaviour
* Consistent, quality teaching of SEL (ie Bounce Back, Circle time)
 |

| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| --- | --- | --- | --- |
| **ACTION**: * Audit staff capacity and provide Targeted Professional Learning as required.
* Teams implement Kagan Cooperative Learning structures, explicit teaching of social skills, restorative practices, Reality Therapy.
 |
| * Staff report high confidence and familiarity with the concepts of social skilling, application of Choice Theory, Reality Therapy, restorative practices
* Students understand and demonstrate behaviours that are consistent with a culture of Learning’. This is consistently reinforced by teachers in their daily practice.
 | * Teacher time for professional learning
* Professional Learning
* Development of a Capacity Matrix that measures teacher confidence in teaching for an enhanced sense of satisfaction, enjoyment of learning and sense of wellbeing
 | * Executive
* Wellbeing Committee
 | * Teachers confident in the implementation of Cooperative Learning, Reality Therapy, Restorative Practices, teaching of Social Skills and PBL values
* KAGAN Cooperative Learning Structures evident across the school
* A dedicated leadership team has facilitated implementation of a proactive wellbeing program for students exhibiting high level social/emotional needs
 |

| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| --- | --- | --- | --- |
| **ACTION**:* Each Team establish systems to regularly share student successes and learning with parents/carers.
 |
| * Student and staff celebrate achievement of the Gordon Values as evidenced by:
* The regular sharing of examples of student learning success with parents / carers.
* Regular celebrating student achievement
 | * Executive time to establish systems
* Trial ‘See Saw’
* Professional Learning on facilitating successful Parent Teacher conversations, including challenging and fierce conversations
 | * Each team/PLC
* Specific working group
 | * Effective systems for sharing
* A culture of sharing practices, specifically around student wellbeing
* A refined system is in place to recognise student achievement of the Gordon Values
 |

## Priority 3: Develop Collaborative Learners who are curious and self-directed problem solvers

## Strategies

Strategy 1: Develop and implement a structured approach to student directed play-based and project-based learning.

Strategy 2: Equip students with the digital literacies and problem-solving skills that will enable 21 Century capabilities.

### Actions

| How will the action ***impact*** on student learning? | What ***resources*** are needed? | Who will ***lead*** this action? | What will be ***produced*** to support this action? |
| --- | --- | --- | --- |
| **ACTION**: * Professional Learning on developing collaborative learners who are curious and self-directed problem solvers.
* Investigate, in super teams, Play based learning and Passion Projects.
* Explicitly link wellbeing team and play based learning.
* Share information between wellbeing team and teachers.
 |
| * Students will grow their understanding of the DT curriculum to enable the skills and capabilities to:
	+ Effectively use the DT thinking skills to drive the way they solve problems
	+ Use the meta-language of the DT curriculum and the critical and creative thinking general capability, to identify the problem-solving skill that they are applying in their learning
	+ The integration of Digital Technologies across the curriculum supports students and their learning
 | * Intentionally design Digital Technology Learning Elements
* Melanie Hughes (ACARA)and Toni Falusi (University of Adelaide) to work with class teachers on implementation of Digital Technologies curriculum (Semester1)
* Develop capacity matrix questions on teacher confidence around both problem solving and developing curious and creative learners.
 | * Digital Technology Curriculum Implementation coordinated by Mike Aspden
* Teachers working with Melanie Hughes (ACARA)and Toni Falusi (University of Adelaide
 | * Learning elements that enable students with the digital literacies and problem-solving skills that will enable 21 C capabilities
* Teachers are confident to equip students with the digital literacies and problem-solving skills that will enable 21 C capabilities
 |
| **ACTION**: * Refinement of Project and Play Based Learning.
* Explore implementation of aspects of the Australian Curriculum through Play based and Project based learning.
 |
| * Learning tasks relevant to students’ skills and needs created and applied across the year groups.
 | * Professional Learning related to Project and Play Based Learning
 | * PLC (Team) Leaders
 | * Each PLC team will implement 1 or more sequences of Project or Play Based learning
* Refined and collaboratively developed differentiation strategies to enhance student growth
 |
| **ACTION**: * Explore ways to involve students in assessment.
 |
| * Expanded students voice in learning
 | * Targeted Professional Learning on student to student feedback and Bump It Up Walls
* Scholar website
 | * Executive
 | * Students are involved in self-assessment and peer Explore Bump It Up Walls
 |
| **ACTION**: * Explore ways to ensure that every student experiences success.
 |
| * PLC’s collaboratively develop additional strategies for engaging students (including Play Based and Project Based learning)
 | * Targeted Professional Learning on Play Based and Project Based learning
 | * Executive
 | * Celebration of success through sharing of exemplars of student work achieved in Project based and Play based learning
 |