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 |