



Annual Action Plan 2018



School: Harrison School

Network: North & Gungahlin

Vision

This plan supports the school's vision of: Inspire Personalise Learn

This will occur by:

- Providing inspiration for all learners in our school community through continuous messaging where learning, belonging and striving for success are overtly highlighted as areas of focus for Harrison School. This will be fostered by setting achievable learning goals in literacy and numeracy that promote individual challenge and enable opportunities for success. Celebration of endeavor and achievement will also play a key role in inspiring members of our community to engage and achieve their personal best.
- Personalising learning in literacy and numeracy through refining teacher understanding and application of differentiation strategies that support learners to be successful and that are informed by relevant and focused data collection and analysis. Considered goal setting based on what individual learners know and what learning is still needed will be a vehicle for promoting effective personalising of learning.
- Providing high quality learning opportunities that support our community of learning concept, where all members of the community are learners and have a role to play in not only their own learning, but the learning of others as well. Supported by our initial work in developing a K-10 curriculum and pedagogical framework with a focus on the Australian Curriculum General Capabilities of literacy, numeracy, information and communication, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding, we will continue to highlight and model that learning is a lifelong venture that can happen anywhere, anytime.

School Context

Harrison School is a dynamic P-10 school in the rapidly expanding area of Gungahlin. In the last five years the school has grown from 1270 students to over 1800, with our staff numbers growing in proportion to this, from 130 to 175. We have a diverse school population, with a significant proportion of students with English as an additional language or dialect, a large Australian Defence Force presence in our community, a considerable number of students with additional learning needs and approximately 2.5% of our student population identify as Aboriginal or Torres Strait Islanders.

Our Strategic Plan, which informs this plan, was developed over the last six months following and external school review during 2017.

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Priority	Improve student learning outcomes in Literacy across all learning areas
Targets	<ul style="list-style-type: none"> ▪ In the top bands for NAPLAN reading <ul style="list-style-type: none"> ○ Maintaining 80% of Year 5 students achieving expected or better than expected growth ○ Increasing Year 7 students achieving expected or better than expected growth to 80% ○ Increasing Year 7 students achieving expected or better than expected growth to 80% ▪ Across all bands for NAPLAN reading (see if we can find state averages) <ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 achieving better than expected growth from 56.2% to 70% ○ Increasing the percentage of Year 7 achieving better than expected growth from 58.2% to 70% ○ Increasing the percentage of Year 9 achieving better than expected growth from 61.8% to 75% ▪ Increase the percentage of students achieving expected or better than expected growth in reading in Kindergarten in PIPS from 54% to 75% ▪ In the middle and top bands for NAPLAN writing <ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 achieving expected growth from 68% to 75% ○ Increasing the percentage of Year 7 achieving expected growth from 67% to 75% ○ Increasing the percentage of Year 9 achieving expected growth from 62% to 70% ▪ Across all bands of NAPLAN spelling <ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 students achieving better than expected growth from 52% to 70% ○ Increasing the percentage of Year 7 students achieving better than expected growth from 62% to 70% ○ Increasing the percentage of Year 9 students achieving better than expected growth from 49% to 65% ▪ Increase the percentage of students at each grade level reaching at standard or above for Oxford Owl Benchmark ▪ Percentage of years 5 – 10 students at standard or above (Stanine 5) in PAT Reading increasing by 5% ▪ Percentage of years 5 – 10 students at standard or above (Stanine 5) in PAT Spelling increasing by 5%
Outcomes to be achieved	<ul style="list-style-type: none"> ▪ Increase the percentage of students in the top bands achieving growth in NAPLAN reading in year levels 5, 7 and 9 ▪ Increase percentage of students achieving better than expected growth in reading in NAPLAN

	<ul style="list-style-type: none"> ▪ Increase the percentage of students achieving expected or better than expected growth in reading in Kindergarten in PIPS ▪ Increase the percentage of students in the middle and top bands achieving growth in writing for NAPLAN in year levels 5, 7 and 9 ▪ Increase percentage of students achieving better than expected growth in spelling in NAPLAN
National School Improvement Tool – Domain focus	Domain 7 - Differentiated teaching and learning
National Quality Standard – Quality Area focus	Quality Area 1 - Educational program and practice
Education Directorate Priorities	Foster a learning culture, Invest early, Create schools where every student loves to learn

Key Improvement Strategy	Key Performance Indicators	Budget
Develop and implement a whole school approach to teaching and learning of reading (K-2 focus for 2018)	<ul style="list-style-type: none"> ▪ Approach documented and implemented consistently, increased student growth in reading achievement 	\$5000
Specific Actions	Responsibility	Commence date
P – 2 Executive Team and Principal undertake Leading Essential Literacy Practices PL	Principal, P – 2 Executive Team	Term 1 2018
All P – 2 teachers involved in Essential Literacy Practices PL with ongoing focus in classrooms	All P – 2 teachers	Term 1 2018

Key Improvement Strategy	Key Performance Indicators	Budget
Develop and implement a whole school approach to teaching and learning of writing (Years 3-6 focus for 2018)	<ul style="list-style-type: none"> Approach documented and implemented consistently, increased student growth in writing achievement 	\$1000
Specific Actions	Responsibility	Commence date
Implement 3 – 6 Writing Project – focus on consistent teaching of writing supported by moderation on a page	3 – 6 DP and TLs, all 3 – 6 teachers	Term 1 2018
Participation in High Schools Writing Project	7 – 10 DP, 7 – 10 teachers	Term 3 2018

Key Improvement Strategy	Key Performance Indicators	Budget
Develop teacher capacity to interpret data to inform day to day teaching practice	<ul style="list-style-type: none"> Formative assessment data collected regularly, involvement of all teachers in data chats, increased teacher confidence in collection and use of data 	\$1000
Specific Actions	Responsibility	Commence date
Identify sources of data and review relevance – assessment schedule, NAPLAN, PIPS, PAT-R, PAT-S, PAT-M, School Satisfaction Survey, School Climate Survey, School Data Tool	Executive Team	Term 3 2018
Continue to refine data chats in Team meetings	P – 10 TLs	Term 1 2018

Priority	Improve student learning outcomes in Numeracy across all learning areas
Targets	<ul style="list-style-type: none"> ▪ In the top bands for NAPLAN numeracy <ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 students achieving expected or better than expected growth from 65% to 75% ○ Increasing the percentage of Year 7 students achieving expected or better than expected growth from 65% to 75% ○ Increasing the percentage of Year 5 students achieving expected or better than expected growth from 73% to 80% ▪ Across all bands for NAPLAN reading (see if we can find state averages) <ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 achieving expected or above expected growth from 46% to 56% ○ Increasing the percentage of Year 7 achieving expected or above expected growth from 56% to 66% ○ Maintaining the percentage of Year 9 achieving expected or above expected growth at 80% ▪ Increase the percentage of students achieving expected or better than expected growth in reading in Kindergarten in PIPS (Numeracy) from 77% to 80% ▪ Percentage of years 5 – 10 students at standard or above (Stanine 5) in PAT Maths increasing 5%
Outcomes to be achieved	<ul style="list-style-type: none"> ▪ Increase the percentage of students in the top bands that are achieving growth in numeracy for NAPLAN in year levels 5, 7 and 9 ▪ Increase percentage of students achieving better than expected growth in numeracy in NAPLAN ▪ Increase percentage of students achieving expected or above expected growth in Numeracy PIPS.
National School Improvement Tool – Domain focus	Domain 7 - Differentiated teaching and learning
National Quality Standard – Quality Area focus	Quality Area 1 - Educational program and practice

Education Directorate Priorities

Foster a learning culture, Invest early, Create schools where every student loves to learn

Key Improvement Strategy	Key Performance Indicators	Budget
Develop teacher capacity to interpret data to inform day to day teaching practice	<ul style="list-style-type: none"> Formative assessment data collected regularly, involvement of all teachers in data chats, increased teacher confidence in collection and use of data 	\$1000
Specific Actions	Responsibility	Commence date
Key identified staff undertake modules of Principals as Numeracy Leaders PL	Principal	Term 1 2018
Identify sources of data and review relevance – assessment schedule, NAPLAN, PIPS, PAT-R, PAT-S, PAT-M, School Satisfaction Survey, School Climate Survey, School Data Tool	Executive Team	Term 3 2018
Continue to refine data chats in Team meetings	P – 10 TLs	Term 1 2018

Priority	Create and embed a K-10 Curriculum and Pedagogical framework
Targets	<ul style="list-style-type: none"> ▪ Development of a consistently documented curriculum with clear progressions for learning from K-10 ▪ Harrison Universal Practices and Learning Differences Framework reviewed, refined and implemented consistently ▪ Consistent pedagogical practices across K-10 evidenced through planning and lesson observations ▪ Increased School Satisfaction Survey results: <ul style="list-style-type: none"> ○ Students <ul style="list-style-type: none"> ▪ My teachers provide me with useful feedback about my school work above 75% ▪ Overall I am satisfied I am getting a good education at this school above 75% ▪ I know what I have to do to get the results I want above 75% ▪ I am regularly asked to assess the quality of my own school work above 75% ▪ Teachers recognise my learning needs and support me to achieve them above 75% ○ Parents <ul style="list-style-type: none"> ▪ Teachers at this school provide my child with useful feedback about his or her school work above 75% ▪ My child is making good progress at this school above 75% ▪ My child's learning needs are being met at this school above 75% ▪ Overall I am satisfied with my child's education at this school above 75% ○ Teachers <ul style="list-style-type: none"> ▪ Teachers at this school provide students with useful feedback about their school work above 90% ▪ Students' learning needs are being met at this school above 85% ▪ Overall I am satisfied the students are getting a good education at this school above 90% ▪ I receive useful feedback about my work at this school above 75%
Outcomes to be achieved	<ul style="list-style-type: none"> ▪ Reduce the variance in student learning growth between classrooms (measure PAT, NAPLAN, PIPS) ▪ Students able to clearly articulate learning intentions and success criteria ▪ Increased engagement in and ownership of learning by students.

National School Improvement Tool – Domain focus	Domain 6 - Systematic curriculum delivery
National Quality Standard – Quality Area focus	Quality Area 1 - Educational program and practice
Education Directorate Priorities	<i>Demonstrate evidence informed decision making, Foster our learning culture</i>

Key Improvement Strategy	Key Performance Indicators	Budget
Develop K-10 Scope and Sequences for all KLA's and General Capabilities	<ul style="list-style-type: none"> Sequential curriculum documented and used by teachers 	\$3000
Specific Actions	Responsibility	Commence date
Whole school Australian Curriculum PL day with Dr Tracey McAskill (ACARA)	Principal and DPs	16/04/2018
Year 7 – 10 Curriculum documentation review	7 – 10 DP, Tls and staff	Term 1 2018

Key Improvement Strategy	Key Performance Indicators	Budget
Develop a School Data Plan and build a culture data analysis	<ul style="list-style-type: none"> Data plan documented, teachers regularly participating in data chats, analysis of data shared with staff and used to inform continuous improvement cycle 	\$1000
Specific Actions	Responsibility	Commence date
Identify sources of data and review relevance – assessment schedule, NAPLAN, PIPS, PAT-R, PAT-S, PAT-M, School Satisfaction Survey, School Climate Survey, School Data Tool	Executive Team	Term 3 2018
Continue to refine data chats in Team meetings	P – 10 Tls	Term 1 2018

Key Improvement Strategy	Key Performance Indicators	Budget
Develop consistency in planning using backwards by design principles	<ul style="list-style-type: none"> Consistent planning documented, collaborative planning evident 	N/A
Specific Actions	Responsibility	Commence date
New K – 2 planning processes and expectations implemented	K – 2 DP, K – 2 Tls, K – 2 LCCs, K – 2 teachers	Term 1 2018
3 – 6 collaborative planning focus	3 – 6 DP and Tls lead, all 3 – 6 teachers	Term 1 2018
Review 7 – 10 unit planning	7 – 10 DP and Tls lead, all 7 – 10 teachers	Term 3 2018

Endorsements

School Principal endorsement

Name: _____

Signature: _____

Date: ____/____/____

Board Chair endorsement

Name: _____

Signature: _____

Date: ____/____/____

Director School Improvement endorsement

Name: _____

Signature: _____

Date: ____/____/____