Gold Creek School

Network: North Canberra and Gungahlin.

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:
    - Literate Global Citizens
    - Strong Learning Culture

This Action Plan (AP) translates the actions to be taken in the current year of our three-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

- The changes to the transfer system in 2018 provided the opportunity for long term staff to find new schools for 2019. Whilst Gold Creek School has acquired some experienced teachers in the transfer round, the school is still staffed with many new educators on both the Junior and Secondary Campuses. Our staffing profile includes a large proportion of new educators as compared to other ACT ED schools. This will have impact on experienced teachers and Executive teachers workloads, as well as training new staff in IB programs ready for the joint IB evaluation and ACT School Review in 2020.

Analysis ◉ Priorities ◉ **STRATEGIES** ◉ **ACTIONS** ◉ Impact (for student)

- The school, with the approval of the Education Directorate has set a three year school improvement plan to align the IB PYP and MYP evaluations with the ACT School Review. Whilst this is logistically an opportunity, the challenge will be to achieve the desired outcomes in a smaller time frame.

Our school's approach to inquiry and professional learning communities

- Gold Creek School promotes active learning of all its community. This is embedded in the school's vision and mission, and is supported by the IBO's PYP and MYP frameworks. A distributed leadership model is evident within the school, with many initiatives led by class teachers as well as staff in more formal leadership positions. Opportunities are offered to interested staff to volunteer their time to school wide Action Learning Teams. These action learning teams are driven by the schools improvement plans. School Improvement meetings are conducted termly, reviewing progress of Action Learning teams with the Executive Leadership team as well as the teacher School Board representatives. The leadership team also supports teacher initiated Action Learning. In 2019, the mathematics faculty will engage in Doctoral action research on self-regulation in the Secondary Mathematics Classroom, led by a current GCS teacher completing her PhD. Gold Creek School is also a part of a network PLC on Contemporary Literacies and will participate in a research project with Peter Reiman and Peter Freebody from the University of Sydney over the next few years. All staff engage in collaborative planning sessions weekly with their faculty and year level teams. These sessions are led by a pedagogical leader and require staff to reflect collaboratively on the teaching and learning cycle. This cycle of inquiry is also supported by dedicated fortnightly data meetings.

Strategies and actions

Priority 1:   Literate Global Citizens

Strategies

1. Develop an agreed approach to the teaching of literacy aligned with IB philosophy.

2. Build the capacity of staff to strengthen English language learning through the use of Mother Tongue and multicultural perspectives.

3. Develop a multidisciplinary approach to literacy teaching with a focus on the developmental progression of literacy learning.

4. Build a shared understanding of differentiation which supports teachers to use data to make judgements about individual student needs in literacy.

5. Identify and use data to inform the teaching of communication, as an approach to learning, to improve student outcomes.

6. Develop a strategic Professional Learning Plan to build the capacity of staff in relation to literacy learning, including working collaboratively across sites.

7. Embed thinking as an approach to learning to challenge and extend students.

8. Utilise curriculum planning dynamically to teach the IB Approaches to Learning as a key part of the learning cycle.

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: _Continuation of the Early Years project to embed the 10 Essential Practices_			
ESO Support - Essential Literacies Project	Leadership team to establish a culture of effective PLCs Staff to complete tasks.	Research question and methodology. Data collection and analysis tools.	Students will become more resilient, self-directed learners who can effectively communicate and evaluate their own learning.

Analysis ❷ Priorities ❷ STRATEGIES ❷ ACTIONS ❷ Impact (for student)

Time allocation for Action Learning Team	PLC representatives to lead tasks and report back in a consistent format.		

ACTION: *Build the capacity of staff in relation to data analysis.*

Time allocation for leadership to attend to Multiple Sources of Evidence PL Costs - RTI	WS Exec team - through focus given to use of multiple sources of evidence in PLC meetings	Data plan designed to support the actions of PLCs that aligns with Assessment schedule	Evidence of teachers working within a data cycle. Increased growth in students learning through the use of effective measurement tools to show growth.

ACTION: *Further develop the use of the Fluencies to support inquiry and the Approaches to Learning*

Consultant Cost - Lee Watanabe Crockett Time allocation for Action Learning Team to attend Cont. Lit meeting Budget - Posters etc for all classrooms, books for Action Learning Team	Director of Curriculum - PYP & MYP ATL Action Learning Team	School-specific resources for teaching ATLs and evaluating student progress. Gold Creek School Fluency - ATL map	Increased student use of research fluency Documented student learning of Communication ATL Students demonstrate a shared understanding/language of ATL's

ACTION: *Build the capacity of staff in differentiating literacy practices to meet all learner needs.*

PL Costs - Carol Tomlinson	JS/SS Literacy Action Learning Teams All executive staff	Differentiated tasks evident in planning documentation	Increased growth in reading benchmarks Writing?

ACTION: *Sourcing appropriate tools to measure growth with particular emphasis on ATLs and Language Use*			
Budget Cost of tool Possible training costs ESO to provide tool for data collection	JS/SS Literacy Action Learning Team ATL Action Learning Team	Tools identified and used across the school	Increased student awareness of ATL's
ACTION: Whole school *Cultural Integrity* Inquiry to launch the development of multicultural perspectives			
Budget Costs - Learning Exhibition Time for leadership to attend Cultural Integrity training	Cultural integrity working group Directors of Curriculum	Harmony Day Learning Exhibition video/photos Student reflections	Increased knowledge of Aboriginal and Torres Strait Islander perspectives

Priority 2:   Strong Learning Culture

Strategies

1. Develop and implement a schoolwide educative approach to managing student behaviour

2. To develop, publish and implement a Whole School Digital Technology strategy for teachers and students to build capacity

3. Develop and Implement whole of school attendance monitoring and intervention processes

4. Build a shared understanding of personalised learning to engage and challenge students

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: 1. *To continue to develop and implement the PBL framework*			
• Professional Learning Budget • Budget for posters etc • Time allocation in staff meeting schedule and PC time	• Associate Principal • PBL Action Learning team	• PBL documentation: Behaviour matrix, Decision Making Flowchart • Signage of behaviour expectations in all setting in the school	• Consistent responses from all staff will create a safe and predictable environment for students which will enhance teaching and learning outcomes • Long term positive behaviour learning • Educative approach • Efficient responses that focus on reteaching what behaviours we expect. • Long term - less behaviour incidents recorded on SAS • Improved attendance
ACTION:			

Analysis ⍟ Priorities ⍟ **STRATEGIES** ⍟ **ACTIONS** ⍟ Impact **(for student)**

2. To use and assess a range of Approaches to learning (fluencies) to effectively embed inquiry in classroom - Research Project Team			
- Professional Learning - Consultant - Research Group - time and financial contribution - Resource Budget	- PYP and MYP coordinators - ATL Action Learning team	Upskilling of staff to be confident to select an appropriate fluency to use within their classroom for Approaches to Learning	Students will be able to select from a range of fluencies to develop inquiry question to produce

ACTION:

3. To develop, publish and implement a Whole School Digital Technology strategy for teachers and students to build capacity

- Professional Learning budget - Budget for purchasing new equipment	- Principal - Associate Principal - Director of Technology and Innovation	- Digital Strategy documentation - Records of opportunities provided to staff to build capacity - Records of use of school resources - Records of program development in SS Pastoral Care time to digital technologies across the school	- More effective student use of technology - Increased confidence and capacity of staff in using technology as an integral part of teaching and learning

ACTION:

4. To develop and implement attendance monitoring and processes within the RTI systems across the school

- Time allocation to Action Learning team - Professional Learning budget	- Attendance Action Learning Team - PLC / RTI Teams	- Students of concern records - Clearly defined processes when using RTI documentation in the support of students - Processes documented in handbooks, websites etc	- Increased attendance - Decreased truancy - Improved student engagement - climate survey - Improved student outcomes (semester based reports)

Analysis ⑦ Priorities ⑦ STRATEGIES ⑦ ACTIONS ⑦ Impact (for student)

		● RTI process/teams will produce a list of 'essential skills/knowledge' that we guarantee that every student will receive ● A bank of possible formative assessment strategies that staff will use to assess their students.	

ACTION:

5. Future Focussed pedagogies to support personalised learning and student agency and inquiry in the classroom

● Budget for resources - books ● Time dedicated to walkthroughs and coaching	● All Executive Team	● Updated documentation in staff handbook	● increased student engagement in learning - climate survey