Fadden Primary School

Network: Tuggeranong

Action Plan Term 3 2019 – T 4 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, School Review findings and analysis of multiple sources of evidence are:

  > _Improvement in student writing_
  > _Improvement in student outcomes in mathematics_
  > _Improvement in student wellbeing_

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

- Changes in the Leadership Team over the past 12 months has presented a challenge to meeting Strategic Plan timelines allocated to Key Improvement Strategies in each priority.

Connecting what we teach – to how we teach - to what students learn

With the agreement of Sue Norton, Director School Improvement, Term 2, 2019 was designated a term for collaborative review of progress against the five-year strategic plan. The following actions were undertaken:
- Leadership roles and responsibilities were reviewed and aligned to the school improvement agenda
- Three targeted, whole staff meetings analysed multiple data sources to evaluate impact to date
- Three dedicated School Improvement Groups (SIGs) in writing, maths and student well-being collaboratively developed targeted actions to address the current challenges in achieving the Strategic Plan priorities, using the Inquiry Cycle (below). These are recorded in this AP.

The key to making the spiral of inquiry work is for everyone to approach the framework with a mindset of curiosity and genuine inquiry into what is going on for learners, and the move forward from there.

Timperley, Kaser and Halbert 2014

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

Strategies and actions

Priority 1:   Improvement in student writing

Strategies

1. Assessment and feedback tools used in the classrooms according to an agreed annual schedule

2. Consistent visible learning strategies embedded across the school

3. Whole school scope and sequence developed and implemented

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?
Strategy 1: Assessment and feedback tools used in all classrooms according to an agreed annual schedule			
ACTION 1: Develop an annual assessment schedule			
Agreed common assessment tools across the school PL on different methods in assessing writing with a focus on Directorate approved tools Examples of annual assessment plans and scope and sequences from schools' that have had significant growth in NAPLAN results	Writing SIG and Leadership Team	Annual assessment timetable Shared teacher knowledge and expectations of assessment of writing	Consistency across classrooms will reduce impact of transitions and changing personnel Teacher knowledge of assessment practices will sharpen Students and teachers will have clarity about expectation of one year's growth per student, in writing.

ACTION 2: Implement a consistent approach to feedback			
A range of structured professional learning opportunities delivered to teachers on a range of feedback tools	Writing SIG and Leadership Team	Guide produced on high impact feedback strategies for teachers and students

Templates developed to support high quality feedback

A balanced range of written and verbal feedback delivered to students | Improved student writing

Consistent teaching practices in writing across the school

One year's growth in writing for every student

Students will know their individual writing goal moving towards creating their own goals |

Strategy 2: Consistent Visible Learning strategies embedded across the school

ACTION 1.: Develop knowledge of Visible Learning strategies			
A range of whole school professional learning opportunities that build on staff knowledge and experience of Visible Learning	Leadership Team and external providers	A resource document for staff that describes Visible Learning, linked to scope and sequence	Consistent, explicit expectations for students and staff

Students will know the purpose of their learning.

Increased agency for learning resulting from self-assessment strategies employed across the school ie 'bump it up walls' |

ACTION 2: Develop agreed goals and values for writing at Fadden PS			
Strengthen application of Australian Curriculum content for writing Map school goals for writing	Writing SIG and class teams	A document that supports scope and sequence and classroom practice for teachers	Less teacher confusion Consistent teacher practices in writing

Strategy 3: A whole school scope and sequence developed and implemented

ACTION 1: Research quality practice in other ACT schools			
Research and employ available Directorate resources Engage with other schools that have value-added as evidenced in NAPLAN writing results	Writing SIG supported by School Leaders	Examples of scope and sequences that are effective Templates for scope and sequencing	
ACTION 2: Develop a Scope and Sequence Team to produce a document for Fadden PS			
Allocated meeting time Exemplars from other schools	Writing SIG	Scope and sequence, based on successful exemplars from similar schools, that reflects strong alignment with the Australian Curriculum	Reduced in-school variation will lead to improved learning outcomes for students
ACTION 3: Implement the scope and sequence			
Opt-in group to prepare the scope and sequence Identified time to share the accessible document with teachers, and seek and respond to feedback	Scope and Sequence Team	A Fadden Scope and Sequence for writing covering all year levels	Consistent teaching practices of writing Improved growth in NAPLAN Common expectation of assessments

Priority 2:   Improvement in student outcomes in mathematics

Strategies

1. Implement consistent lesson structure for mathematics

2. Introduce rich assessment tasks to inform teaching

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?
Strategy 1: Implement consistent lesson structure for mathematics			
ACTION: Whole school professional learning on using a lesson structure			
Expert professional learning, either inhouse or external Guiding document that includes definitions School template Vocabulary lists (PANL)	Maths SIG	Visible Learning poster on maths proficiencies/ vocabulary for display in classrooms	Growth in vocabulary understanding Consistency in maths lessons for students will increase engagement, confidence and learning Reduced loss of learning during transition Improved maths proficiency in reasoning, problem solving, understanding, fluency
ACTION: Dedicated time for class teams to share and collaborate for maths planning, with a focus on lesson structure			
Identified meeting times, at least two per term including Team SLCs Willingness to share practice with peers including classroom walkthroughs and case conferencing	Maths SIG Team Leaders	Revised whole school meeting schedule Shared resources and ideas	Access to broader knowledge and ideas Improved teacher: confidence, efficacy, collegial support and understanding Continuous rich discussion among teachers will sharpen teaching and learning in maths across the school.

Strategy 2: Introduce rich assessment tasks to inform teaching			
Action 1: Whole school targeted professional learning			
Professional Learning delivered by an external expert at the start of 2020	Leadership Team and Maths SIG	2-day professional learning at the start of the year	Students will be able to more clearly demonstrate their learning and understanding in maths. Targeted teaching for all students.
Action 2: Create a bank of rich assessment tasks			
Time to collate current resources and create a repository for staff Whole staff buy-in, supported by Leadership Team	Maths SIG	Bank of rich task resources	Improved consistency in student learning that closing the gaps in student learning in maths at Fadden.

Priority 3:   Improvement in student wellbeing

Strategies

1. Implement a school-wide evidenced-based approach to early intervention to improve student wellbeing

2. Implement and embed Positive Behaviours for Learning (PBL) across the school to establish consistency in responding to student behaviour

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?
Strategy 1: Implement school wide evidenced-based approach to early intervention processes to improve student wellbeing			
ACTION 1: Create a data tool that enables to students with wellbeing needs to be readily identified			
Student Achievement Response Team (StART) Professional learning for staff Revised meeting schedule and set agendas Identified quality data sets that inform data-based decisions about student wellbeing	Deputy Principal Leadership Team	StART team established, with agreed protocols and identified meeting times Comprehensive data tool that captures student achievement data across a wide range of areas	Teacher capacity to make data-based decisions about student wellbeing priorities will be enhanced, and impact of interventions tracked.

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

ACTION 2: Identify, develop and implement processes for student interventions			
Staff use the new processes effectively to address wellbeing concerns, inc academic achievement Professional learning for staff Established processes to support intervention Quality, agreed data Established communication protocols	StART team Whole staff	Documented processes included in Staff Handbook	Data-informed interventions will improve student learning

ACTION 3: Create resources that support positive interventions			
StArt members will engage in PL to inform their thinking Scheduled time for data collection Scheduled time to develop resources	StART team Whole staff	Tool kit of resources Guiding principles document Impact stories	Consistency in approach to student intervention will lead to improved academic achievement and behaviour, and reduced school absence Less students in tier 2/3

Strategy 2: Implement and embed the Positive Behaviours for Learning approach across the school to establish consistency in responding to student behaviour			
ACTION 1: Set up behaviour matrix for Fadden			
Dedicated meeting times for the PBL team Staff, student and community input	PBL team	Behaviour matrix Posters designed, printed and displayed	Consistent and aligned approach to expectations of behaviour at school

ACTION 2: Launch PBL at Fadden			
PBL launch action plan that includes: budget and communication strategy.	PBL team	A public event to officially launch PBL at Fadden PS	Students, staff and the community will receive clear information about the expected behaviours at school, leading to increased consistency in staff response and intervention
ACTION 3: Introduce PBL assemblies each Monday to present the focus and behaviour for the week, and celebrate positive PBL outcomes			
Scheduled assembly time Data collection plan Reward system for students, including values tickets	PBL team All staff	PBL lessons available to class teachers Regular communication with parents and community about current PBL focuses	Better environment for learning with less interruptions Increased positive mindset and school culture Demonstrated respect for others and for learning displayed Less students in tier 2 and 3