

Annual Action Plan 2020

School: Namadgi P-10 School

Network: Tuggeranong



A LEARNING COMMUNITY

Vision

At Namadgi P-10 School our vision is to be innovative and responsive to the contemporary world by providing students with access to quality 21st Century teaching and learning practices. We strive to create a collaborative culture that fosters educational partnerships throughout our community. Our staff are passionate about their professional knowledge and view learning as accessible and achievable for all.

This annual action plan supports the school's vision by emphasising the operational and strategic work to be undertaken from 2018 in order to achieve the two school priorities – Academic Achievement, Wellbeing and Engagement. The actions to be completed in 2020 are grounded in quality 21st Century teaching and learning practices and reflect progressive approaches to education and student engagement.

School Context

2020 is the third year cycle for the five year strategic plan (2018-2022). An end of cycle external school review process was undertaken in 2017 with ACER leading the review process. As part of the external review process the school conducted stakeholder consultation and feedback sessions with the P&C and School Board, staff feedback and student feedback through the School Survey Tools, reviewed feedback from School Satisfaction Surveys and conducted an in-house review using NSIT.

Throughout the feedback and data collection process the external review team were able to highlight areas for commendation and recommendation for future strategic planning. These strategic directions are articulated within the five year plan and are broken into achievable stages in the Action Plan. Given this is a five year strategic plan, various elements have a greater emphasis within each Action Plan in order to meet all the priorities and key improvement strategies across the life of this plan. Each year priorities are embedded and an emphasis on other areas are taken up by the school to continually improve and build on previous implementation and change.

The core beliefs of Namadgi School centre around the understanding that all children can learn. Whilst this will look different from student to student our central belief is that through personalised learning approaches and differentiated classroom practice, all students will get what they need to thrive and grow at Namadgi.

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Priority 1	Academic Achievement
Targets	<p>By the end of 2020 we will achieve:</p> <ul style="list-style-type: none"> ▪ Increase the number of students achieving at expected or better growth in reading and writing in predetermined school-based and standardised assessments. ▪ Increase the average scaled growth score in NAPLAN – Years 5,7,9 ▪ Work towards achieving benchmarks in the Brigance Screening tool for oral language and reading in Preschool. ▪ One hundred percent of teachers have a professional development plan goal focused on improving their practice through the AITSL classroom continuums and literacy education. ▪ 80% of students achieve expected or above growth in PIPS reading. ▪ 80% of students achieve expected or above growth in PIPS mathematics. ▪ 100% of primary teachers using Seesaw to improve communication with parents
Outcomes to be achieved	<p>Student outcomes to be achieved through this priority include:</p> <ul style="list-style-type: none"> ▪ Improvement in the growth of students in writing. ▪ Improvement in early intervention strategies in the Early Years with a focus on oral language and reading. ▪ Improvement in student performance in PIPS testing. ▪ Increase in the proportion of students achieving ACT reading benchmark levels from Kindergarten to Year 3.
Links to Directorate Strategic Priorities	<ul style="list-style-type: none"> • Evidence Informed Decision Making • Invest in Early Childhood • Learning Culture
Quality Areas of National Quality Standard being addressed	QA1 – Educational program and practice

Key Improvement Strategy	Key Performance Indicators	Budget
<p>1.1 All staff are engaged in a professional improvement cycle including:</p> <ul style="list-style-type: none"> - Coaching; using GROWTH Coaching model through executive staff to work with learning teams - Mentoring: New educators and teachers working towards AITSL certification - Peer observation and/or walkthrough observations: All staff working towards proficient educator level 2 	<ul style="list-style-type: none"> • All staff indicate through their PDP's a defined professional improvement strategy based on the AITSL classroom continuum • All staff access and use the school produced documents to record the coaching, mentoring and peer observation actions 	Professional Learning Funds
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> - All executive staff access GROWTH coaching training. - Develop a school wide mentoring model – formal, informal (teacher choice). - Develop a New Educator Program and support towards achieving AITSL certification. - Develop a peer observation approach that supports teachers to improve on the classroom continuum stages. 	<ul style="list-style-type: none"> • New Educator Coordinator (Primary and High School) • High School Deputy Principal • All staff • All SLC's 	Term 1, 2020
Key Improvement Strategy	Key Performance Indicators	Budget
<p>1.2 Build the capacity of teachers to use data to differentiate effectively.</p>	<ul style="list-style-type: none"> • Create a whole school tracking tool. • Use of the tracking tool to plan and inform ongoing learning for students. • Use of the tracking tool to moderate student work for assessment purposes. 	<p>Curriculum budgets across the school.</p> <p>PL budget</p>

	<ul style="list-style-type: none"> • Staff teams develop a model for planning assessment practices and moderation • Curriculum documentation focuses on differentiation. 	
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> - Create a whole school tracking tool (K-10 focus) mapping agreed assessment data for students. - Build capacity for staff to implement differentiation and formative assessment practices. - Build capacity of staff to implement summative assessment, including moderation of achievement standards. - Staff members/SLCs to deliver professional learning to all teaching staff about purposeful data sets/collection during term 1 and revisit/recap termly. - Create a common term focus/approach for all PLC teams on using data to differentiate effectively within PLC teams. - Up to date and relevant readings provided to PLC teams on differentiation within relevant PLC model. - Differentiated strategies to be reflected in classroom/team planning documents and ILPs. 	<ul style="list-style-type: none"> • Primary and secondary Deputy Principal • All PLC's • SLC's - faculty and learning teams 	Term 1, 2020
Key Improvement Strategy	Key Performance Indicators	Budget
1.3 Maintain & further develop early intervention practices P-2 and intervention strategies 3-10, using the RTI model.	<ul style="list-style-type: none"> • Every teacher is using the RTI model to identify, plan, assess and inform their practice for students with learning needs. • SAP team engaged early to assess support requirements. 	Preschool & Curriculum budgets SAP team

	<ul style="list-style-type: none"> Assessment tools are being administered and moving towards being recorded in SAS. 	
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> Build capacity of staff about intervention practices, assessment and tracking tools to monitor student progress and inform planning and teaching. Tier 3 (HS) off campus program 	<ul style="list-style-type: none"> School Leadership Team PLC Teams School Assistants and Youth Support Workers 	Term 1, 2020
Key Improvement Strategy	Key Performance Indicators	Budget
1.4 Develop and implement a whole school approach to teaching writing.	<ul style="list-style-type: none"> Improvement in the growth of NAPLAN writing scores Every teacher and executive will have a pathways goal of improving writing Teaching staff implement the teaching strategies of Christine Topfer and Misty Adoniou Data will reflect improved teacher practice in writing Teachers can articulate the improvements in practice achieved in writing Develop agreed practice documents in writing pedagogy that is implemented into classrooms 	Curriculum & PL Budgets.

Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> • Improve literacy practices through PLC teams • Ensure each teacher and leader PDP's include writing goals for improving writing P-10 • Liaise with SAS team to migrate whole school assessment data to SAS • All teaching staff attend professional learning in literacy practices with either Christine Topfer or Misty Adoniou 	<ul style="list-style-type: none"> • Primary SLB, Secondary SLB, Team Leaders, KLA executive • All staff 	<p>Term 4, 2018 ongoing into 2020</p>

Priority 2	Wellbeing and Engagement
Targets	<p>By the end of 2020 we will achieve:</p> <ul style="list-style-type: none"> ▪ Increase the percentage of indigenous students attending 70% or more of the time to 80% (76.3% in 2019) ▪ Minimise suspension rates ▪ Increased proportion of students receiving effective and timely early intervention or personalised learning programs. ▪ Increased proportion of students engaging with health and wellbeing support services (PCYC, Menslink etc.) ▪ Increased proportion of parents and carers engaging with school communication, events and programs. ▪ Increased use of PBL structures and implementation of PBL strategies across the school ▪ Grow retention rates at the designated transition points (P-K and 6-7) above 50%. ▪ 100% of teaching staff complete Trauma Informed Practice PL
Outcomes to be achieved	<p>Student outcomes to be achieved through this priority include:</p> <ul style="list-style-type: none"> ▪ Improved attendance ▪ Increase in the proportion of students engaged in their learning ▪ Improved wellbeing for individuals and their families ▪ Improved student behaviour and wellbeing through the implementation of Positive Behaviours for Learning ▪ Continue to grow retention rates from P-K and 6-7.
Links to Directorate Strategic Priorities	<ul style="list-style-type: none"> • Learning Culture • Evidence Informed Decisions • Schools Where Students Want to Learn
Quality Areas of National Quality Standard being addressed	QA6 – Collaborative partnerships with families and communities

Key Improvement Strategy	Key Performance Indicators	Budget
<p>2.1 Development of school wide Engagement Services</p>	<ul style="list-style-type: none"> • School wide engagement services are referenced in students ILP and TILP and positive behavior plans • Students engaging with RTI supports for wellbeing and positive behavior programs across the school • Tier 2 and 3 personal learning programs provided to students on a needs basis • Development of offsite Tier 3 program • Capacity building of LSA to support engagement services • Establish a P-10 process for Case Management meetings • Refine and share a P – 10 Student’s Engagement Services booklet for parents, students and community • Establish opportunities for Student voice and agency across the school 	<p>IEO and YSW budget allocation for engagement programs</p> <p>Health and Wellbeing budget</p>
Specific Actions	Responsibility	Commence date
<p>Hub</p> <ul style="list-style-type: none"> • Expand tier 2 programs – small group targeted interventions • Create and further develop tier 3 personal learning program • Professional learning with Futures Focused Learning concepts <p>Student Services</p> <ul style="list-style-type: none"> • Establish and formalise a student services system • Establish Student Voice Forum (separate to the Leadership class) 	<ul style="list-style-type: none"> • Hub Team • Student Services Team • Executive Team • Year 10 Leadership Class coordinator 	<p>Term 4, 2018 ongoing into 2020</p>

<p>Student Agency</p> <ul style="list-style-type: none"> • Primary SRC leaders and Secondary School Captains meet with Senior Leadership twice a term • Students to attend Board meetings and prepare reports to present • Student voice in learning – passion projects <p>Primary Support Services</p> <ul style="list-style-type: none"> • Build capacity of all staff to use services effectively and connect to classroom practices • formalise the support services system and communicate to parents and students 		
Key Improvement Strategy	Key Performance Indicators	Budget
<p>2.2 Plan and promote school events, programs and opportunities that support parents and carers to be confidently involved in their child’s learning and school engagement.</p>	<ul style="list-style-type: none"> • Increased attendance of parents at school events. • Increased positive communication between parents/carers and staff. • A coordinated P-10 calendar of parent events for 2020 • Have an integrated approach to school events (as practical) • Increased opportunities for families to engage with support services through school events • Meeting Minutes reflect a meeting twice per term with the School Board and P&C to generate parental input on school matters and decisions 	<p>Curriculum and Faculty budgets</p> <p>P&C financial support</p> <p>Designated well-being budgets for engaging external support services.</p>

Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> - Develop/collate an Events Folder that includes a checklist for all events -succession planning for coordinators - Align open nights and events P-10 (i.e. carnivals information nights). Have a coordinated approach to whole school events. - Have parent evenings terms 1, 2 and 3 with community services available - All staff share responsibility to share positive feedback with parents - Use of apps/SAS to communicate with parents about student learning and achievements. - Meet regularly (twice per term) with the School Board and P&C. - Work closely with the P&C to coordinate whole school events, i.e. Christmas Carols, School Fete, Educational Support Meetings (NAPLAN information nights, reading support tutorials for parents, cyber safety). - Create a committee to oversee the alignment of school events. 	<ul style="list-style-type: none"> • School Leadership Team • External Support Services (i.e. Menslink) • YSW and IEO • All Staff 	Term 1, 2020
Key Improvement Strategy	Key Performance Indicators	Budget
2.3 Embed Positive Behaviours for Learning practices P-10.	<ul style="list-style-type: none"> • Grow whole school usage of the PBL reward system in all settings. • Use the signage placed around the school to develop common PBL language that aligns to PBL Behaviour Expectations. • Monitor survey data to show growth of PBL knowledge and understandings from both students and staff. • Increase proportion of students feeling more behaviorally engaged through data collection in the ASCIMT. 	Roll over of Continuum of Education Funding Curriculum budgets PBL Grant budget

	<ul style="list-style-type: none"> • Increase the number of 'Namas' being awarded with the goal being 14 positives to 1 negative. 	
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> • Deliver to staff a whole school PBL Agreed Practice Document. • Ongoing Professional Learning for staff, beginning in Week 0, 2020 • Create a PBL committee that will continue to build the focus on PBL structures, awards and oversee PL for staff • Further Develop and refine SAS to support PBL reward system • Provide PL for staff to access PBL lessons for students and create a structure to effectively deliver the lessons across the whole school 	<ul style="list-style-type: none"> • External coach, Internal Coach • All staff • PBL committee 	Term 1, 2020

School Principal endorsement

Name: Gareth Richards

Signature: _____

Date: ____/____/____

Board Chair endorsement

Name: Catherine McLachlan

Signature: _____

Date: ____/____/____

Director School Improvement endorsement

Name: Sue Norton

Signature: _____

Date: ____/____/____

