

Annual Action Plan 2019

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 2019 are grounded in quality 21st Century teaching and learning practices and reflect progressive approaches to education and student engagement.

School Context

2019 is the second year cycle for the new 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.

Through 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 annual action plan. Given this is a five year strategic plan, various elements have a greater emphasis within each annual action plan in order to meet all the priorities and key improvement strategies across the life of this plan.

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 2019 we will achieve:</p> <ul style="list-style-type: none"> ▪ Increase the effect size 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 Preschool teachers have a professional development plan goal focused on improving student oral language and reading outcomes. ▪ 80% of students achieve expected or above growth in PIPS reading. ▪ 80% of students achieve expected or above growth in PIPS mathematics. ▪ Create a Year 10 Graduate Profile – linking learning beyond Year 10 for college and CIT readiness
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 coaching, mentoring, peer observation and/or walkthrough observations</p>	<ul style="list-style-type: none"> • All staff indicate through their PDP's a defined professional improvement strategy (coaching, mentoring, peer observation) • Have defined models for Coaching, mentoring and peer observations (walkthrough's) 	<p>Professional Learning Funds</p>
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> - Develop a school wide coaching model – formal targeted approach (GROWTH) - Develop a school wide mentoring model – formal, informal (teacher choice). New Educator Program and Aspiring Leaders Program. - Develop a school wide peer observation approach to providing staff with feedback 	<ul style="list-style-type: none"> • Professional Improvement PLT • A lead Executive Teacher • All staff 	<p>Term 4 2018, ongoing into 2019</p>

Key Improvement Strategy	Key Performance Indicators	Budget
1.2 Build the capacity of teachers to use data to differentiate effectively.	<ul style="list-style-type: none"> • Create a school tracking tool. • Sentral to be utilized for all data entry. • 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. • Staff teams develop a model for planning assessment practices and moderation • Curriculum documentation focuses on differentiation. 	<p>Curriculum budgets across the school.</p> <p>PL budget</p>
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. 	<ul style="list-style-type: none"> • Primary Deputy Principal • Writing Team PLT, STEM PLT • SLC's - faculty and learning teams 	<p>Term 1, 2019 ongoing</p>
Key Improvement Strategy	Key Performance Indicators	Budget
1.3 Maintain & further develop early intervention practices, P - 2 & to develop and implement a whole school response to RTI model.	<ul style="list-style-type: none"> • Every teacher is using the RTI model to identify students with learning needs. • SAP team engaged early to assess support requirements. • Assessment tools are being administered and recorded in a digital tracking document. 	<p>Preschool Curriculum budget</p> <p>SAP team</p>

Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> - Develop a whole school response (RTI) to intervention model and agreed practice document & deliver professional learning to staff to support the implementation. - Deliver professional learning in early intervention practices for staff in order to use the assessment tools and track student growth (use the data for planning intervention support). 	<ul style="list-style-type: none"> • School Executive staff • Early Childhood Leadership Team • Preschool teaching staff • School Assistants • Inclusion Support PLT 	Term 1, 2019 ongoing
Key Improvement Strategy	Key Performance Indicators	Budget
1.4 Develop and implement a whole school approach to writing	<ul style="list-style-type: none"> • Improvement in NAPLAN writing scores • An improvement of the proportion of students achieving at least one year's growth in writing • Every teacher and leader will have a pathways goal of improving writing • Every student has a writing portfolio • The school will have an agreed practice document of writing pedagogy that is implemented into classrooms • Data is used to inform teacher practice 	Curriculum Budgets.

Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> • Establish a 2019 PLT focused on the writing project • Ensure each teacher and leader pathways document includes the writing goals for improving writing • Primary will run 3-week action learning cycles focused on improving teacher efficacy in writing • Secondary will run 5-week action learning cycles focused on improving teacher efficacy in writing • Migrate whole school assessment data to SAS 	<ul style="list-style-type: none"> • Primary SLB, Secondary SLB, Team Leaders, KLA executive • All staff 	<p>Term 4, 2018 ongoing into 2019</p>

Priority 2	Wellbeing and Engagement
Targets	<p>By the end of 2019 we will achieve:</p> <ul style="list-style-type: none"> ▪ Increase the percentage of indigenous students attending 70% or more of the time to 75-80% ▪ 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 ▪ Improvement in 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
2.1 Development of whole school Engagement Services	<ul style="list-style-type: none"> • A range of support services available and used by students and their families • Student 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 program provided to students on a needs basis • Capacity building of LSA to support engagement services • Case Management meetings • Write a P – 10 Student’s Engagement Services booklet for parents, students and community • All teaching staff complete Trauma Informed training modules 	<p>IEO and YSW budget allocation for engagement programs</p> <p>Health and Wellbeing budget</p> <p>Continuum of Support funding</p>
Specific Actions	Responsibility	Commence date
<p>Hub</p> <ul style="list-style-type: none"> • Expand tier 2 programs – small group targeted interventions • Created 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 <p>Primary Support Services</p>	<ul style="list-style-type: none"> • Hub Team • Student Services Team • Engagement and Wellbeing PLT • Executive Team • Year 10 Leadership Class coordinator 	<p>Term 4, 2018 ongoing into 2019</p>

<ul style="list-style-type: none"> • Build capacity of all staff to use services effectively and connect to classroom practices • formalized the support services system and communicate to parents and students (all) • Create opportunities for student voice and agency (potentially an SRC) 		
Key Improvement Strategy	Key Performance Indicators	Budget
<p>2.2 Plan and promote school events and programs 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 parent communication with the school. • A coordinated P-10 calendar of parent events for 2019 • Have an integrated approach to school events • Increased opportunities for families to engage with support services through school events • Meet 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>
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> - Align open nights and events P-10. - All staff share responsibility to share positive feedback with parents. - Use of apps to communicate with parents. - 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. Colour Run, School Fete, Educational Support Meetings (NAPLAN information nights, reading support tutorials for parents). 	<ul style="list-style-type: none"> • School Leadership Team • External Support Services (i.e. Menslink) • YSW and IEO • All Staff 	<p>Term 1, 2019 ongoing</p>

<ul style="list-style-type: none"> - Create a PLT to oversee the alignment of school events. 		
Key Improvement Strategy	Key Performance Indicators	Budget
<p>2.3 Further develop and implement Positive Behaviours for Learning practices.</p>	<ul style="list-style-type: none"> • Development of a whole school PBL reward system in non-classroom setting. • Development of a whole school PBL reward system for classroom setting. • Visual signage developed, placed in suitable places in the school, with mascots aligned to PBL Behaviour Expectations. • Using 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. 	<p>Continuum of Education Funding</p> <p>Curriculum budgets</p> <p>PBL Grant budget</p>
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> • Develop a Whole School PBL Agreed Practice Document. • Ongoing Professional Learning for staff, beginning in Week 0, 2019 • Broaden the PBL Team (PLT) structure, having a Primary Exec Teacher, Secondary Exec Teacher and a broad group of teaching staff from both sectors. • Further Develop and refine SAS to support PBL reward system • Develop PBL lessons for students, and create a structure to effectively deliver the lessons across the whole school 	<ul style="list-style-type: none"> • Executive Team, External coach, Internal Coach, • All staff • PBL PLT • Business Manager, PBL Team Executive 	<p>Term 1, 2019 ongoing</p>