

# Isabella Plains Early Childhood School

Network: Tuggeranong

---

## 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:

- > *Maximise growth in learning for all children [Cut and paste from School Improvement Plan]*
- > *Maximise growth for all students in learning assets, skills and dispositions required for 21st century global citizens*

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

- Staffing – in September 2018, the current principal was appointed to a new principalship. Four teaching staff members were successful in gaining transfers to new settings and two administration staff members either resigned or won new positions. A newly appointed executive teacher transferred to a new setting. The school was without a community coordinator for the second half of 2018. The community coordinator will return in August 2019.
- Student demographics – the number of preschool children continuing at IPECS in kindergarten 2019 declined compared to previous years. This has resulted in smaller kindergarten class sizes for 2019.

### Our school's approach to inquiry and professional learning communities

Helen Timperley's action learning spirals will be implemented in 2019. The focus areas of each action inquiry spiral will be directly linked to the school's strategic and annual plans. This learner

centred approach to school improvement will invite teachers to consider what is currently going on for learners in the school. This might involve unpacking learning data, observing each other's classroom practices, asking children questions about their learning as well as talking to families about children's learning. This will support teachers to develop 'hunches' about what is happening for children and how their practices might be contributing to the situation. PLTs, including the leadership PLT, will then engage in research to build teacher capacity and ensure that teachers make informed decisions when developing action plans. Teachers will collaborate in PLTs to develop and trial actions and spiral through the previous phases of the action learning inquiry to evaluate actions in relation to the impact on children's learning. This check in phase might mean that modifications to plans are made and new learning required. By taking this considered approach to improvement, teachers will be empowered to trial and experiment with new strategies and be supported to be curious and take risks.

The structures and processes that will support inquiry and professional learning communities include:

- Enhanced planning, assessment and collaboration time (ePACT) timetabled during the school day for PLTs to collaborate, led by a member of the leadership team, with a clear agenda, team norms and focus on children's learning
- The establishment of focus groups in the areas of inquiry learning, literacy and differentiation and formative assessment
- ePACT agendas to be developed in collaboration with the leadership team
- Implementation of a sophisticated data plan and PLC schedule to inform teaching and learning that ensures the right kinds of data is collected and analysed at the right time
- A focus on professional learning at each PLC circle (staff meeting) that is differentiated to support the needs of beginning and experienced teachers
- Learning walks and talks implemented regularly with classroom teachers provided with time to be part of the walk

## Strategies and actions

Priority 1: Maximise growth in learning for all children

### Strategies

1. Develop a coherent, sequenced plan for curriculum delivery
2. Develop systems and processes for consistent data collection, moderation and teacher judgements for accuracy of reporting against individual student growth using the Australian Curriculum achievement standards
3. Establish a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching
4. Engage and empower parents as partners in education and care
5. Document partnership agreements between IPECS and Communities@Work and IPECS and Isabella Gardens

### Actions

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
<b>ACTION:</b> Revisit and define literacy beliefs and continue to embed the 10 essential literacy instructional practices			
Debbie Miller – Aligning beliefs and practices  Helen Timperley action learning spirals PL (in house, during stand down)  Christine Topfer professional learning for new staff and staff who have not accessed this PL  Literacy Focus Group	SLB and SLC	<ul style="list-style-type: none"> <li>- Literacy beliefs and practices document</li> <li>- English Curriculum Plan</li> <li>- Assessment tools and tracking processes embedded across the school</li> </ul>	<ul style="list-style-type: none"> <li>- 2019 PIPS growth data will indicate that all children at IPECS will demonstrate average and better than average growth</li> <li>- All children K-2 will achieve the ACT ED Benchmark in Reading for their year level</li> </ul>

What <b><u>resources</u></b> are needed?	Who will <b><u>lead</u></b> this action?	What will be <b><u>produced</u></b> to support this action?	How will this action <b><u>impact</u></b> on student learning?
Professional Learning Circle and ePACT  Australian English Curriculum  Support from ESO Curriculum Section and School Improvement Team  Literacy Coach  Phonological awareness scope and sequence document and assessment tools  Australian Literacy Educators' Association Conference (ALEA)  Literacy budget			<ul style="list-style-type: none"> <li>- All children will retain the same grade or above year to year in English.</li> <li>- Shared values and beliefs will align with teacher's practice as indicated by programming documentation, lesson observations and learning walk and talk feedback</li> <li>- Staff will indicate increased capacity to analysing learning data to plan for individual learning needs indicative from a school-based confidence survey</li> <li>- Staff will indicate increased capacity to embed the 10 essential literacy instructional practices indicative from a school-based confidence survey</li> </ul>
<b>ACTION:</b> Review the current responses to children's learning and development needs and develop teachers' capacity to differentiate learning for all children through PL and coaching			
Helen Timperley action learning spirals PL (in house, during stand down)	Leadership Team	<ul style="list-style-type: none"> <li>- Differentiation at IPECS – Support documentation</li> </ul>	<ul style="list-style-type: none"> <li>- Improved outcomes for children accessing intervention programs will be</li> </ul>

What <b><u>resources</u></b> are needed?	Who will <b><u>lead</u></b> this action?	What will be <b><u>produced</u></b> to support this action?	How will this action <b><u>impact</u></b> on student learning?
Data plan and tracking data base Response to Intervention PL Carol Anne Tomlinson research Professional Learning Circle and ePACT Differentiation and Formative Assessment Focus Group Twenty first century learning coach IPECS Coaching Framework Dylan William – Formative Assessment		<ul style="list-style-type: none"> <li>- Systems and processes for responding to children’s developmental needs</li> </ul>	evident across the areas of vulnerability as identified by the data sets.  <ul style="list-style-type: none"> <li>- Staff will indicate increased capacity to analyse learning data to plan for individual learning needs indicative from a school-based confidence survey</li> <li>- All children will have learnings goals and be able to talk about these goals during learning walk and talks and observations</li> </ul>
<b>ACTION:</b> Provide opportunities for all staff to enhance knowledge of inquiry learning			
Kath Murdoch, Power of Inquiry – copy for each staff member Inquiry Focus Group Kath Murdoch PL for all new staff and leadership	SLB	<ul style="list-style-type: none"> <li>- Consistent knowledge and understanding of the Kath Murdoch inquiry process</li> <li>- Inquiry scope and sequence document</li> </ul>	<ul style="list-style-type: none"> <li>- Children will develop competencies across the 7 learning dispositions, particularly curiosity</li> <li>- Staff will indicate increased capacity to implement inquiry learning indicative from a</li> </ul>

What <b>resources</b> are needed?	Who will <b>lead</b> this action?	What will be <b>produced</b> to support this action?	How will this action <b>impact</b> on student learning?
			school-based confidence survey
<b>ACTION:</b> Implement Learning Walks and Talks regularly involving opportunities for leadership and teachers to visit each other's classrooms and provide feedback			
ePACT  IPECS Learning Walks and Talks protocols	SLB and SLC	- All learning walk and talk feedback will be electronically tracked including actions and next steps	- Increase the proportion of staff who indicate that they strongly agree/agree that "Staff get quality feedback on their performance" from 84% in 2018 to 95% in 2019.  - Staff will indicate increased capacity to engage in learning walks and talks indicative from a school-based confidence survey
<b>ACTION:</b> Provide a range of opportunities each term for Community Workshops and enhance the access of parent/carer resources on the school website			
Budget: \$1 000  Community survey data  Dates confirmed on school calendar	Leadership team, classroom teachers	- Video of presentations uploaded to school website - School created resources to inform parents/carers of pedagogical approaches	- Increase the proportion of parents/carers who indicate that they strongly agree/agree that "Parents/carers get information from this school on how to support their children to improve their learning" from 90% in 2018 to 95% in 2019
<b>ACTION:</b> Review and explore further opportunities for effective partnerships including Communities@Work, Tuggeranong Child and Family Centre and Isabella Grands			

What <b>resources</b> are needed?	Who will <b>lead</b> this action?	What will be <b>produced</b> to support this action?	How will this action <b>impact</b> on student learning?
<p>IPECS Community Engagement Plan</p> <p>Birth to 8 Staff Meetings</p> <p>Helen Timperley action learning spirals</p> <p>Budget \$1 000</p>	<p>SOG C Community Coordinator/SLB SLA</p> <p>Communities@Work Centre Manager</p> <p>Communities@Work CEO</p>	<ul style="list-style-type: none"> <li>- Partnerships documented (including who, what, where, when and why)</li> <li>- Process for reviewing partnerships will be documented</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the proportion of parents who strongly agree/agree that “Children’s learning need are being met at this school” from 85 in 2018 to 90% in 2019</li> <li>- Increase the proportion of parents/carers who strongly agree/agree that “Community partnerships are valued and maintained” from 92% in 2018 to 95% in 2019</li> <li>- Stronger relationships and consistent pedagogical approaches between both services</li> <li>- Enhanced transition practices between Education and Care and IPECS preschool</li> </ul>

**Priority 2:** Maximise growth for all students in learning assets, skills and dispositions required for 21st century global citizens

### Strategies

1. Continue to improve learning environments
2. Develop effective monitoring of learning dispositions, assets and skills

3. Embed a culture of inclusion and diversity across the school through the development and implementation of a set of strategies that raise visibility and awareness of diverse cultures and ways of being and promote international mindedness

*Actions*

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
<b>ACTION:</b> Seek feedback on new furniture in years 1/2 learning building and renew furniture in kindergarten learning building and family room			
\$15 000 budget Staff and children survey Research from Dr Julia Atkins Furniture catalogues	SLC	<ul style="list-style-type: none"> <li>- New furniture for kindergarten learning building and family room</li> </ul>	<ul style="list-style-type: none"> <li>- Children will develop competencies across the 7 learning dispositions, particularly collaboration, communication and craftsmanship</li> </ul>
<b>ACTION:</b> Establish a set of reliable measures to track student growth in the 7 Cs - Craftsmanship, Creativity, Collaboration, Curiosity, Commitment, Confidence, Communication			
Australian Curriculum Personal and Social Capability 7 Cs posters and resources Professional Learning Circle Guy Claxton resource	SLA an SLC	<ul style="list-style-type: none"> <li>- Y Chart for each of the 7 Cs</li> <li>- Rubric for each of the 7 Cs</li> <li>- Learning dispositions tracking database</li> </ul>	<ul style="list-style-type: none"> <li>- Staff will indicate increased capacity to embed the 7 Cs indicative from a school-based confidence survey</li> <li>- Staff will indicate increased capacity to analyse learning data to plan for individual learning needs indicative from a school-based confidence survey</li> <li>- Children will develop competencies across the 7 learning dispositions</li> </ul>

What <b><u>resources</u></b> are needed?	Who will <b><u>lead</u></b> this action?	What will be <b><u>produced</u></b> to support this action?	How will this action <b><u>impact</u></b> on student learning?
<b>ACTION:</b> Draft the IPECS Reconciliation Action Plan			
Cultural Integrity training for SLA and all staff members  Support from Aboriginal and Torres Strait Islander section ESO	SLA, Aboriginal and Torres Strait Islander representative	<ul style="list-style-type: none"> <li>- Reconciliation Action Plan (draft)</li> <li>- Increased access to cultural programs for staff members and children</li> </ul>	<ul style="list-style-type: none"> <li>- All children will feel a sense of belonging and connectedness to the school indicated by a school-based satisfaction survey for children</li> <li>- Increase the proportion of parents/carers who strongly agree/agree that “Belonging to this community important to me” from 86% in 2018 to 95% to 2019</li> </ul>
<b>ACTION:</b> Install a large world map denoting children’s heritage for display in library			
Budget: \$1000  Cultural information from children and families  World map	SLA and teacher librarian	<ul style="list-style-type: none"> <li>- Map will highlight the different cultures the school is made up of</li> </ul>	<ul style="list-style-type: none"> <li>- All children will feel a sense of belonging and connectedness to the school indicated by a school-based satisfaction survey for children</li> <li>- Increase the proportion of parents/carers who strongly agree/agree that “Belonging to this community important to me” from 86% in 2018 to 95% to 2019</li> </ul>

