

Telopea Park School

Network: South Canberra/ Weston

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:
 - > To maximise the growth in learning for all students
 - > To develop a culture of inquiry across the school
 - > To strengthen communication and collaboration across the school community

This Action Plan (AP) translates the actions to be taken in the current year of our four-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 four-year School Improvement Plan.

Changes affecting our school's annual planning

- To focus on targeted *Professional Learning* in 2019 to develop teachers' capacity to promote student learning across the school, kindergarten to Year 10.
- In line with ACT ED strategic directions and contemporary research, a renewed structural approach to Professional Learning Teams (PLT) is being developed across the school.
- IB Evaluation in 2020 will require input during 2019 to demonstrate International Baccalaureate (IB) Middle Years Programme (MYP) compliance in the Secondary Sector. The formal process during 2019 will take time, continuing expertise and professional learning.

Our school's approach to inquiry and professional learning communities

In 2019 the school will focus on growth in student learning by a focus on:

1. Formative assessment practices to inform teachers where there are learning gaps and then to make adjustments to pedagogy
2. Differentiation in every classroom so that every child has the opportunity to learn
3. Feedback to inform learning and teaching

Strategies and actions

Priority 1: To maximise the growth in learning for all students

Strategies

1. Collection, analysis and use of data to inform teaching and learning and to monitor student growth
2. Systematic approach to formative strategies/assessment to progress student learning/competencies and provide timely, supportive feedback
3. Develop and maintain differentiation strategies by every teacher
4. Development of an agreed K-10 student wellbeing program for Primary, 7-10 Australian Stream and EFS
5. Utilise a range of diagnostic tools to measure student wellbeing

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?
ACTION 1: Professional learning on formative assessment to improve teaching strategies			
<ul style="list-style-type: none"> ▪ Engaging an ESO service for a specific support - possible ▪ Staff knowledge or skills ▪ Services from external providers - possible ▪ Budget considerations 	<ul style="list-style-type: none"> ▪ Executive team, K - 10 ▪ Formative assessment PLT 	<ul style="list-style-type: none"> ▪ Support documents eg Unit Plans / Semester Plans ▪ Changes to school procedure eg Executive Teacher Meeting Schedule to support planning 	<ul style="list-style-type: none"> • Teachers will gain expert knowledge in formative assessment practices • Students will be supported to understand how they learn (learning continuum), IB Approaches to Learning (ATL) and the Socle Commun of the French National Curriculum

What <i>resources</i> are needed?	Who will <i>lead</i> this action?	What will be <i>produced</i> to support this action?	How will this action <i>impact</i> on student learning?
ACTION 2: All teachers to include formative assessment, differentiation and/or feedback in their Teacher Performance and Development Plans (TPDPs)			
Time to meet with teachers to support their TPDP goals and to gather evidence	All executive teachers to be given a group of teachers to support/mentor throughout the year	Support for all teachers to gather evidence of their understanding, delivery of the curriculum and support for student learning by: <ul style="list-style-type: none"> • In-school support/mentoring • TPDP documents • Faculty/Team plans 	Students to show improvement on the Literacy and Numeracy Continuum of Learning, in-class results Teachers will demonstrate increased awareness of pedagogical tools to support differentiation and formative assessment in their classrooms
<i>[DELETE] Reminder: For schools with a preschool setting, do you need to include specific actions flowing from your NQS assessment and rating? (QIP)</i>			

Priority 2: To develop a culture of inquiry across the school

Strategies

1. Mapping of the similarities and additional features of the attributes and skills of the Socle Commun and the Australian Curriculum (AC) General Capabilities
2. Creation of agreed student learner profile for Primary, 7-10 Australian Stream and EFS stream and embedded in the school culture
3. Students supported to learn digital technologies in each subject area

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?
ACTION 1: Mapping of the similarities and additional features of the attributes and skills of the Socle Commun, the AC General Capabilities and the IB's ATLs			
<ul style="list-style-type: none"> ▪ Staff knowledge and skills ▪ Time for collaboration 	Executive teachers	<ul style="list-style-type: none"> • A document mapping the Socle Commun, the AC General Capabilities and the IB ATLs • Planning documents with evidence of inquiry • An improved understanding of the French Curriculum, Australian Curriculum and IB MYP pedagogy as evidenced in Unit Plans 	Students' inquiry learning will increase their metacognition / understanding how they learn best

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 2: A Learner Profile to be developed for all learners in French			
<ul style="list-style-type: none"> Time for collaboration Teacher expertise 	Primary Executive Team	A document describing the learner profile for primary students	Students will be able to articulate what a learner knows, values and is able to do

ACTION 3: Students supported to learn digital technologies (DTs) across the curriculum, kindergarten to year 10			
<ul style="list-style-type: none"> DTs programmed into course outlines Years 5 and 6 have timetabled DT classes In secondary an increased number of classes offering DTs according to the AC 	<ul style="list-style-type: none"> Executive teacher of DT All classroom teachers 	<ul style="list-style-type: none"> High-end computers purchased for DT classes An extra DT lab equipped Timetabled classes for primary students 	<ul style="list-style-type: none"> Students using DTs more effectively in class Interdisciplinary units of work supported by a better understanding of DTs

Priority 3: To strengthen communication and collaboration across the school community

Strategies

1. To develop surveys that measure student, teacher and community
2. To develop opportunities for improved student voice and build student skills for effective communication
3. To ensure all students receive quality and timely feedback to support their progress as learners
4. To improve the engagement of students in their learning
5. To increase the opportunities for teacher voice
6. To increase the opportunities for community voice

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: School surveys to be answered at the start and end of the year and comparisons made with system data. This will inform the direction for 2020			
<ul style="list-style-type: none"> ▪ Time for surveys to be answered and analysed 	<ul style="list-style-type: none"> ▪ A teacher of Mathematics ▪ Executive team 	<ul style="list-style-type: none"> ▪ Evidence for a direction in 2020 ▪ Time for student, staff and Parent voice 	Students will have an opportunity to contribute to the school
ACTION 2: Professional Learning Teams (PLTs) developed to value teacher voice and give opportunities for building teacher capacity			
<ul style="list-style-type: none"> ▪ Time for meetings ▪ Teacher expertise ▪ ESO support (possibly) 	All staff to have the opportunity to lead PLTs	<ul style="list-style-type: none"> ▪ Multiple sources of evidence to support school improvement ▪ Multiple sources of evidence to support student growth 	Collaboration between teachers will continue to develop a supportive environment for all students to learn

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?
ACTION 3: Feedback to students to support their learning and personal growth			
<ul style="list-style-type: none"> ▪ PL on the importance of relevant feedback ▪ Collaboration within faculty and PLTs to support the understanding of feedback 	All teachers	<ul style="list-style-type: none"> ▪ A TPDP from every teacher detailing how they will give feedback to students 	After all your hard work, what has changed? What will be the effect on people?
