

Telopea Park School

Network: South Canberra/ Weston

Action Plan 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:
 - > 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 2020 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 required input during 2019 to demonstrate International Baccalaureate (IB) Middle Years Programme (MYP) compliance in the Secondary Sector. The evaluation visit is early in the year, giving the school time to implement the recommendations from the review.

Our school's approach to inquiry and professional learning communities

In 2020 the school will focus on growth in student learning and engagement 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 for, and mentoring of staff to support student wellbeing and growth			
<ul style="list-style-type: none"> ▪ Professional learning in a variety of areas planned and delivered ▪ Continued development of differentiated strategies ▪ Continued focus on feedback to students ▪ Continued focus on student feedback to inform pedagogy 	<ul style="list-style-type: none"> ▪ External PL providers ▪ School Executive Team ▪ Professional Learning Community (PLC)/Teams (PLT) 	<ul style="list-style-type: none"> ▪ Support documentation ▪ PLC/PLT agenda and minutes ▪ PLC/PLT feedback to staff ▪ Survey results and other data collection (ongoing) ▪ Data analysis and action plans 	<ul style="list-style-type: none"> • Teachers participating professional learning will gain expert knowledge • Improved student wellbeing (via data) • Reduction in percentage of Individual Learning Plans (ILPs) linked to wellbeing • A greater percentage of students reporting receiving feedback

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 	Students indicate that they are receiving support through differentiation and feedback 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: Teachers use the Australian Curriculum General Capabilities, the Socle Commun and the IB Approaches to Learning to deliver the curricula to develop the attributes and skills for real life (authentic) learning.			
<ul style="list-style-type: none"> • Mapping of the General Capabilities, the Socle Commun and the IB Approaches to Learning • Staff knowledge and skills • Time for collaboration 	Executive teachers	<ul style="list-style-type: none"> • Unit plans in the secondary will incorporate explicit skills and attributes of the Socle Commun, the AC General Capabilities and the IB ATLs <p>In the primary ... planning documents with evidence of inquiry</p>	Students' inquiry learning will increase their metacognition / understanding how they learn best
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 in ICT General Capabilities (ICTGC) across the curriculum, kindergarten to year 10			
<ul style="list-style-type: none"> ▪ ICTGC support documents and resources ▪ Time for collaboration and training 	<ul style="list-style-type: none"> ▪ Executive teachers K-10 ▪ All classroom teachers 	<ul style="list-style-type: none"> ▪ ICTGC programmed into course outlines/primary programmes ▪ ICTGC TPS survey/baseline capabilities test 	<ul style="list-style-type: none"> ▪ Students using DTs more effectively in learning

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 	Students reporting that they have received feedback which is valuable and timely
