Gold Creek School

Network: North Canberra/ Gungahlin

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 and analysis of multiple sources of evidence, are:
- > Global Literate Citizens
- > Strong Learning Culture

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

- Gold Creek School is conducting its 12-month self –study as part of the IB Evaluation process
- Gold Creek School has a shorter School Improvement cycle of just three years. This is the last year of the cycle.

Our school's approach to inquiry and professional learning communities

Gold Creek School promotes active learning of all its community. This is embedded in the school's vision and mission and is supported by the IBO's PYP and MYP frameworks. A distributed leadership model is evident within the school, with many initiatives led by class teachers as well as staff in more formal leadership positions. Opportunities are offered to interested staff to volunteer their time to school wide Action Learning Teams. These action learning teams are driven by the school's improvement plans. School Improvement meetings are conducted termly, reviewing progress of Action Learning teams with the Executive Leadership team as well as the teacher School Board representatives. The leadership team also supports teacher-initiated action. All staff engage in collaborative planning sessions weekly with their faculty and year level teams. These sessions are led by a pedagogical leader and require staff to reflect collaboratively on the teaching and learning cycle. This cycle of inquiry is also supported by dedicated fortnightly data meetings.

Analysis → Priorities → STRATEGIES → ACTIONS → Impact (for student)

Strategies and actions

Priority 1: Literate Global Citizens

Strategies

1. Develop a multidisciplinary approach to literacy teaching with a focus on the developmental progression of literacy learning.

2. Build a shared understanding of differentiation which supports teachers to use data to make judgements about individual student needs in literacy.

3. Identify and use data to inform the teaching and learning of Approaches to Learning to improve student outcomes.

Actions

What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?
ACTION: Further strengthen the PLC model through linking collaborative planning and data to improve literacy outcomes			
- Alignment of processes resulting in a reduction in workload. - Centrally located data sets used for making judgements about next steps for student Literacy learning. - An increase of evidence informed, targeted and effective differentiation strategies in Literacy. - More effective use of data to inform planning - Students will be challenged in Literacy learning – able to articulate next steps - Improved academic growth of high performing students in reading and writing	- A list of trusted data sources for making judgements about student learning and achievement. - Agreed processes for analysing data and applying findings. - PLC maturity matrix (https://www.education.vic.gov.au/Documents/school/teachers/management/plcmaturitymatrix.docx) completed by all teams. - Student growth in Literacy - Exemplars of Disciplined Dialogue in PLC.	- Executive team develop structure. - PLC teams determine implementation. - Literacy Action Learning Team ensures consistency.	- Time in meeting schedule for PLCs to meet. - Use staff expertise to develop a workable process for the school to use. - Exemplars of Disciplined Dialogue in PLC.

What is the intended _impact_ on student learning?	What will be _produced_?	Who will _lead_ this?	What _resources_ will be allocated?
ACTION: Develop a shared understanding of ways to assess the Approaches to Learning			
- Agreed definitions of ATL. - Staff will apply consistent messages relating to ATL across teaching areas. - Students will develop a clearer understanding of ATL. - Teachers and students will have clearer expectations of how to teach ATL's. - Common language being used by students to describe their learning and ATL	- Mapping of ATL across all year levels and subjects. - Increased explicit instruction addressing development of ATL proficiency. - Collation of effective tools for assessing ATL.	- ATL Action Learning Team develop structure and requirements. - Teaching teams determine implementation.	- Dedicated time for ATL Action Learning Team to meet - Lee Crockett consultancy to drive Fluencies - Student and staff access to ATL supporting resources including MY IB.

Priority 2: Strong Learning Culture

Strategies

4. Develop and implement a schoolwide educative approach to managing student behaviour

5. Utilise digital technologies to enhance teaching and learning programs

6. Develop and implement whole of school attendance monitoring and intervention processes

7. Build a shared understanding of personalised learning to engage and challenge students

Actions

What is the intended _impact_ on student learning?	What will be _produced_?	Who will _lead_ this?	What _resources_ will be allocated?
ACTION: Further embed PBL			

What is the intended _impact_ on student learning?	What will be _produced_?	Who will _lead_ this?	What _resources_ will be allocated?
• Bringing PBL into inside environments • Students take responsibility for own behaviour and learning. • Alignment of familiar IB language (Learner Profile, ATL) with PBL. • Teachers have language (restorative) to support student self-regulation and strong learning culture.	• Refine school responsibilities flowchart to support shared classroom/student behaviour management. • Develop matrix for inside environments. • Surveys from PBL team • SAS data • Refine the Relational procedure • PBL signage in our environment incorporating IB language	• Action Learning Team - PBL • Associate Principal and Executive	Time in staff meeting/faculty meetings to discuss and understand the importance of working through the steps.
ACTION: Facilitate student-voice to address concerns around safety			
• Student Advisory Board leading: engagement and action • Students [whole school] have proactive engagement opportunities [voice]. • Students highlight concerns and suggest responses = active and stronger engagement in learning culture – Safer, happier school	• Establish student forums to promote • Improved results from the school satisfaction survey • Identifiable student lead change	• Executive Team • School Culture Director • Student Advisory Board	• Time in preparing staff & Student Advisory Board + other school leaders. • Time in extended PC times (SS) • Time during class time (JS) • Time & Assistance with actioning, reflecting and responding.
ACTION: Monitoring the implementation of attendance procedures			

What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?
• Increased engagement in learning	• Clearly defined process for monitoring attendance outlined in school documents	• Attendance working group	• Time to staff for preparing documentation

ACTION: Use digital technology to communicate more effectively with parents and students and provide real time feedback

• Effectively communicating with the school community around student learning and assessment.	• An agreed and consistent approach to using the various platforms (SeeSaw JS, Google Classroom SS) • Surveys from digi tech	• Janine Waters & Kratai V	• Time in meetings

ACTION: Further develop staff capacity in delivering a student-centered approach to teaching and learning

• Students will have greater ownership of their learning. • Students will be able to use rubrics to self-assess • Rubrics used to guide. learning and provide feedback. • Staff are more closely attuned to student learning needs. • Positive working relationships between staff and students. • Students will have greater ownership of their own learning goals.	• Centralised ILP and PLP documents where every staff member has access to student plans. • Centralised evidence of learning data. • Bump it up walls. • Rubrics used by students to set goals. • Subject based/specific goals • ACER PAT data. • NAPLAN Smart data. • Refined, shared pedagogy applied across classes that	• ILP/PLP creation: Classroom teachers on the junior Site, and PC teachers on the Senior Site. • Subject and Year Executive Teachers to assist and advise classroom teachers.	• Introduction and awareness during Subject and Year Group, along with site specific, staff meetings.

Analysis → Priorities → STRATEGIES → ACTIONS → Impact (for student)

What is the intended *impact* on student learning?	What will be *produced*?	Who will *lead* this?	What *resources* will be allocated?
• Students will demonstrate growth in learning.	focus on student learning needs.		