

# Wanniassa Hills Primary School

Network: Tuggeranong

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## 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*
  - *Teaching programs are evaluated through School based Assessment processes, and reflected in future teaching programs and initiatives*
    - *Use of Effect sizes in Mathematics and Reading Comprehension (PAT testing)*
- *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes*
  - *Every student is engaged, challenged and learning successfully*
    - *Use of NAPLAN targets/ School Satisfaction data / PLC documentation / PIPs growth will match or be > that of system mean*
- *To centre teaching and learning around students as individuals*
  - *Staff use student assessment data to monitor student growth over time and adaptations of teaching program is evident*
    - *Teacher programs / NAPLAN Growth between Yr 3 – 5 / PAT Scaled Score growth over 12 months*

our priorities, as informed by the Directorate's Strategic Indicators, School Review findings and analysis of multiple sources of evidence are:

- *Pedagogy that encapsulates high intellectual quality, a quality learning environment and significance for all students*
- *A Community engaged and focused in continuous improvement of instruction and learning*

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

## Professional Learning Communities @ Wanniasa Hills Primary

Our professional learning communities are better referred to as “working parties” (PBL, Literacy, Mathematics and Writing).

Our working parties support an inquiry ‘mindset’ based on student outcomes and practical school-based priorities. Some examples of how these teams support learning is evidenced through our Lesson Study program where teachers collaboratively planned lessons, observed peers teaching, and provided feedback reflective of “what students were doing in the lessons”. After our second cycle of this teachers began to embrace the approach with many positive comments about the benefit of the approach taken to support their teaching and learning.

In 2019 the inquiry approach to Professional will continue through Team Lesson Studies (e.g. Writing) and Working Parties (e.g. a focus on Mathematics where teachers will examine the resources available (Cambridge Curriculum) to support programs and pedagogy).

The success of the approach to support professional learning engaging teachers through inquiry is underpinned by:

- A strong focus to improve the way teachers' program and use pedagogy in their teaching to ensure there are fair and equitable opportunities for learning for all students (bottom, middle and top).
- Building on teachers' understanding and use of student data to inform continuous improvement (e.g. all teachers efficiently using student stanine and percentile data to inform programs and pedagogy) with evidence of improved learning.
- Executive working with each working party (attending each meeting, mentoring staff and encouraging lead teachers take integral roles to support this work etc).
- The Executive meeting regularly to review progress and also review timeframes (termly) to maintain the rigour intended.
- Designating weekly meeting times.
- Teachers being required to give feedback to staff and support whole school staff to embed new skills and knowledge acquired to improve programs and curriculum delivery and with our continuous improvement approach student data is actively used to inform and evaluate.

## Strategies and actions

### Priority 1: Pedagogy that encapsulates high intellectual quality, a quality learning environment and significance for all students.

#### Strategies

- Differentiation of Teaching and Learning
- Embed effective pedagogical practice across the school
- Deliver an innovative and relevant curriculum

#### Actions

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?
<ul style="list-style-type: none"> <li>• <b>ACTION:</b> Teacher Working Parties will provide scaffolding of resources from Cambridge International Curriculum to support the rigorous application of the Mathematics scope and sequence across K-6.</li> </ul>			
<ul style="list-style-type: none"> <li>• Budget \$10000</li> <li>• Cambridge University</li> <li>• PLC schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Working Party</li> </ul>	<ul style="list-style-type: none"> <li>• Refined teacher programs.</li> <li>• Audit and restructuring of Maths resources.</li> </ul>	<ul style="list-style-type: none"> <li>• &gt;60% of students in each year group 2 – 6 will have an effect size over .6 (PAT mathematics testing over 12 months).</li> <li>• PIPS results in Mathematics will match system mean.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>ACTION:</b> Teaching of writing will be linked to the writing proformas created and published in 2018 - Classroom application of the writing exemplars.</li> </ul>			
<ul style="list-style-type: none"> <li>• Budget \$5000</li> <li>• Exemplars</li> <li>• The Writing Book</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Working Party</li> </ul>	<ul style="list-style-type: none"> <li>• Refined Teaching programs</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Intentions and Success Criteria will support the modelling and teaching of writing.</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?
			<ul style="list-style-type: none"> <li>• Student work will demonstrate minimum achievement level – representation of marks C and above</li> </ul>
<ul style="list-style-type: none"> <li>• <b>ACTION:</b> A more comprehensive approach to addressing the needs of senior students in the top 25th percentile in mathematics and reading.</li> </ul>			
<ul style="list-style-type: none"> <li>• Cambridge University</li> <li>• Lesson Study</li> <li>• Budget \$5000</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Working Party</li> </ul>	<ul style="list-style-type: none"> <li>• Class profile meetings will reflect the above action</li> <li>• Programming meetings at the beginning of each term will prioritise this action</li> <li>• Lesson Study process will reflect the action</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will engage with PAT online to determine how band descriptors can be utilised to challenge students along the continuum of Reading, and Mathematics</li> <li>• Lesson Study will be refined, and staff will become “expert” and more reflective to the process</li> </ul>
<ul style="list-style-type: none"> <li>• <b>ACTION:</b> Priority during team meetings and Teachers annual professional discussion will be “Systems of feedback, especially classroom tools teachers can use and introduce to support student learning/engagement</li> </ul>			
<ul style="list-style-type: none"> <li>• The Writing Book</li> <li>• Essential Literacy Practice program –Directorate/ Christine Topfer</li> <li>• Budget \$5000</li> <li>• Lesson Study</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Team</li> </ul>	<ul style="list-style-type: none"> <li>• Class profile meetings will reflect the above action</li> <li>• Programming meetings at the beginning of each term will prioritise this action</li> <li>• Lesson Study process will reflect the action</li> </ul>	<ul style="list-style-type: none"> <li>• Movement of students upward through the top three stanines</li> <li>• Better differentiation evident of teachers instruction</li> </ul>

- Priority 2: A **Community engaged and focused in continuous improvement of instruction and learning**

*Strategies*

- **Enhance school and community partnerships**
- **Strategically target school resources to meet the needs of our students**
- **Develop an Expert Teaching team that promotes learning for all**

*Actions*

<ul style="list-style-type: none"> <li>• What <b>resources</b> are needed?</li> </ul>	<ul style="list-style-type: none"> <li>• Who will <b>lead</b> this action?</li> </ul>	<ul style="list-style-type: none"> <li>• What will be <b>produced</b> to support this action?</li> </ul>	<ul style="list-style-type: none"> <li>• How will this action <b>impact</b> on student learning?</li> </ul>
<ul style="list-style-type: none"> <li>• <b>ACTION:</b> External built environment –construction of car park and further refinement of our preschool refurbishment and achievement of “carbon neutral” status</li> </ul>			
<ul style="list-style-type: none"> <li>• Infrastructure Capital Works</li> <li>• Budget \$250000</li> <li>• Redbox Consultancy</li> <li>• May, Russell Architects</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Tender documentation</li> <li>• Pashed planning documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1 &amp; 2 of our landscaping will be complete</li> <li>• Modernised preschool learning environment</li> <li>• School satisfaction data will reflect community approval</li> </ul>

<ul style="list-style-type: none"> <li>• What <b>resources</b> are needed?</li> </ul>	<ul style="list-style-type: none"> <li>• Who will <b>lead</b> this action?</li> </ul>	<ul style="list-style-type: none"> <li>• What will be <b>produced</b> to support this action?</li> </ul>	<ul style="list-style-type: none"> <li>• How will this action <b>impact</b> on student learning?</li> </ul>
<p><b>ACTION:</b> Value Add to the cluster model - Pathways of our students through Wanniasa School to Erindale College</p>			
<ul style="list-style-type: none"> <li>• Office for Schools input and collaboration</li> <li>• Cluster budget line to support initiatives and planning</li> <li>• Executive team comprised from Erindale &amp; Wanniasa</li> <li>• Cambridge University</li> </ul>	<ul style="list-style-type: none"> <li>• Executive team – Principals from WHPS, Wanniasa &amp; Erindale</li> <li>• DSI - Tuggeranong</li> </ul>	<ul style="list-style-type: none"> <li>• MOU across the cluster detailing commitments</li> <li>• Project brief detailing milestones and strategic goals</li> </ul>	<ul style="list-style-type: none"> <li>• The community will be confident in the educational pathways of their children</li> </ul>
<p><b>ACTION:</b> Teacher working parties will continue to focus on building pedagogy and School wide systems</p>			
<ul style="list-style-type: none"> <li>• Budget line \$10000</li> <li>• Prioritising the allocation of Staff Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>• School Executive Team</li> <li>• Teachers responsible for their own respective working party</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers APD paperwork will reflect their interests and work</li> <li>• School based documentation</li> <li>• Completed initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• An explicit and clear improvement agenda supporting teaching and learning</li> </ul>

