

# Yarralumla Primary School

Network: South Canberra/ Weston

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## 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:
  - > Increase growth in student performance in numeracy for all year levels.
  - > Increase growth in student performance in writing across all year levels.

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

What challenges, changes or risks have been identified since the inception of your current five-year School Improvement Plan that could affect its delivery?

- Changes to the Leadership Team
- Short supply of Italian teaching staff
- Introduction of six new teaching staff in 2020
- Several staff on short-term leave resulting in classroom teacher changes mid-year.
- Increase in students exhibiting complex behaviours.
- Covid19

With a focus on improving student learning, what methods will you use to engage all staff in an inquiry approach within professional learning communities?

- Yarralumla Primary School staff undertook professional learning during the 2020 January stand down period on Visible Learning run by Corwin group. This is an ongoing partnership for the next three years that focuses on improving student literacy outcomes through data-based decisions, reflective practice and collaboration.
- Staff are also involved in Phase 7 of the Writing Inquiry project and the Christine Topfer Early Years Learning professional development.
- Leadership Team completed the PLC Maturity Matrix to identify next steps to strengthen the emerging PLC model. The team identified the school was largely in the earliest stages of implementing PLCs.
- A new Data Plan document has been drafted which lays out the timeline for various assessments across the year. This will be shared with staff, refined and implemented in Term 1.
- Each Wednesday afternoon from 3:20-4:51pm, sub-school teams meet as a Professional Learning Communities. Executive staff are present at the sessions with lead teachers taking a leadership role. Meeting norms have been established for each PLC. Every conversation around student learning will include discussion of learning data.
- PLC focus on the school's Professional Learning and work towards the AP
- Staff will establish learning Intentions that will support students to identify their next step of learning.
- Through involvement with the Early Years Literacy Initiative, Early Years staff will work closely together to build a team-teaching environment in literacy. Years 3-6 staff have also been involved in the PL, holding team discussions on how they can adapt the essential practices into their teaching.
- The Spiral of Inquiry model will be used as our school improvement process
- Classroom observations and feedback, being introduced in the junior school in Semester 1 and will be expanded across the school in Semester 2.
- Leadership Team used the PLC Matrix to map and guide the development of PLCs at Yarralumla Primary.

## Strategies and actions

Priority 1: Increase growth in student performance in numeracy for all year levels.

### Strategies

1. Students articulate the learning intention and success criteria of the numeracy lesson.
2. Students receive feedback on their learning.
3. Students articulate their learning goals.
4. Teaching teams use data to inform their practice.

### Actions

What is the intended <b><u>impact</u></b> on student learning?	What will be <b><u>produced</u></b> ?	Who will <b><u>lead</u></b> this?	What <b><u>resources</u></b> will be allocated?
<b>ACTION:</b> Consistent approach to the teaching of Numeracy			
<p>Teachers deliver differentiated, targeted and focused Numeracy lessons, developed in collaboration with colleagues.</p> <p>Consistent approach to planning using whole school resources including Dr Paul Swan, MYMC and concrete mathematical materials will reduce the in-school variation of numeracy teaching.</p>	<ul style="list-style-type: none"> <li>• Numeracy Plan</li> <li>• Differentiated teaching programs that show understanding of where the student is at and where they need to go to.</li> <li>• Scope and Sequence</li> <li>• Professional Learning</li> </ul>	<p>Claire Team Leaders Numeracy Team</p>	<ul style="list-style-type: none"> <li>• Whole school Professional Learning</li> <li>• Time for observation and feedback each term for all teachers.</li> </ul>

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<b>ACTION:</b> Implement a consistent whole school approach to assessment and data collection in semester 2 to record growth.			
<p>Whole school approach to the timely collection and analysis of Numeracy Data will allow teachers to have better student focused conversations, sharper moderation and strategies that are targeted students learning.</p> <p>Teachers and students will know the next step for student learning making planning differentiated lesson and learning sharper.</p>	<ul style="list-style-type: none"> <li>• Data Plan</li> <li>• Individualised numeracy goal displayed in the classroom</li> <li>• Scope and Sequence</li> </ul>	<p>Claire</p>	<ul style="list-style-type: none"> <li>• BASE testing (Kinder)</li> <li>• PAT Math (Year 1 – 6)</li> <li>• SENA / MYMC results</li> <li>• NAPLAN</li> </ul>
<b>ACTION:</b> Learning Intentions and Success Criteria are visible in the classroom.			
<p>Teachers will develop common language across the school when setting learning intentions and success criteria.</p> <p>Student will understand the expectations and purpose of learning experiences where the capacity for self-evaluation is improved.</p>	<ul style="list-style-type: none"> <li>• Learning intentions and success criteria visible during numeracy lessons.</li> </ul>	<p>Team Leaders</p>	<p>Professional Learning in Visible Learning Exemplars</p>

Priority 2: Increase growth in student performance in writing across all year levels.

*Strategies*

1. Students articulate the learning intention and success criteria of the writing lesson.
2. Students receive feedback on their writing.
3. Teacher capacity is enhanced through involvement in the Early Years Literacy Initiative.

*Actions*

What is the intended <i>impact</i> on student learning?	What will be <i>produced</i> ?	Who will <i>lead</i> this?	What <i>resources</i> will be allocated?
<b>ACTION:</b> Develop a consistent language of learning across the school			
By using a common language across the school to set learning intentions and success criteria a more consistent learning environment will develop  Students will understand and articulate their current knowledge and next steps in their learning.	<ul style="list-style-type: none"> <li>• Visible Learning intentions and success criteria.</li> <li>• Shared language across the school</li> </ul>	Team Leaders	<ul style="list-style-type: none"> <li>• Professional Learning in Visible Learning</li> <li>• Exemplars</li> </ul>
<b>ACTION:</b> Implement Individual Learning Goals for students K-6.			
Students will understand their areas of strength and areas for improvement through supportive and clear verbal and written feedback. Individual learning goals will be set and displayed for each student in collaboration with their teachers.	<ul style="list-style-type: none"> <li>• Written and verbal feedback</li> <li>• Individual learning goal</li> </ul>	Stacey	Exemplars

What is the intended <b><u>impact</u></b> on student learning?	What will be <b><u>produced</u></b> ?	Who will <b><u>lead</u></b> this?	What <b><u>resources</u></b> will be allocated?
<b>ACTION:</b> Develop a consistent approach to best practice literacy teaching.			
<p>Team teaching by the Italian and English teachers, will build consistency of literacy practices.</p> <p>Best practice Early Years teaching in K-2 including, the use of quality literature and real-life experiences.</p> <p>All teachers plan differentiated literacy lessons incorporating the 10 Essential Literacy Practices.</p>	<ul style="list-style-type: none"> <li>• Increase collaboration</li> <li>• Shared teaching programs</li> <li>• A Pedagogical Framework that articulates an evidence-based quality approach to learning.</li> </ul>	<p>Claire Stacey</p>	<ul style="list-style-type: none"> <li>• Professional Learning and Engagement with Christine Topfer and School Improvement team</li> <li>• New resources will be purchased as needed</li> <li>• Exemplars</li> </ul>