



# Calwell 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*
  - ✓ *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:
  - ✓ *Build teacher pedagogy to enable and support all students to be engaged, challenged and learning successfully*
  - ✓ *Build a positive and inclusive school culture to support student well-being and social emotional development and learning.*

This Action Plan (AP) translates the actions to be taken in the current year of our five-year school improvement cycle, with an emphasis on:

- Collecting, analysing and using data to support teaching and learning
- Embedding agreed pedagogical practices to support student growth in English & Maths
- Continuing to implement and embed PBL into the school
- Developing integrated/ inquiry approach to curriculum delivery
- Building teacher capacity through professional learning, coaching and mentoring

### Our school's approach to inquiry and professional learning communities

PLCs at Calwell are committed to working collaboratively, and to creating a positive and effective learning environment which will support improved student outcomes. Underpinning the work and success of the school's PLCs is:

- ✓ a strong focus on supporting and improving planning and programming with each PLC team leader guiding planning meetings and mentoring & coaching team members
- ✓ building pedagogical understanding to improve teachers' ability to better meet the needs of all students in a fair and equitable manner
- ✓ building on teachers' understanding and use of student data to support continuous student growth and school improvement

## Strategies and actions

### Priority 1: Students will be engaged, challenged and learn successfully.

#### Strategies

- Embed effective pedagogical practice across the school
- Use multiple sources of data to monitor student growth
- Embed Formative Assessment
  - Differentiate teaching and learning to meet individual student need
  - Develop Individual student goals to support teaching, learning and student agency
  - Develop a culture of feedback
- 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?
<b>ACTION: Embed effective pedagogical practices across the school</b>			
Professional learning <ul style="list-style-type: none"> <li>○ PANL</li> <li>○ Early Years Literacy Project</li> <li>○ Writing Project / G&amp;P</li> <li>○ First Steps</li> <li>○ Letters &amp; Sounds</li> <li>○ Spelling</li> <li>○ Formative Assessment</li> </ul>	Leadership Team <ul style="list-style-type: none"> <li>○ PLC Leaders</li> <li>○ Principal &amp; Deputy</li> <li>○ Directorate provided professional learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Spelling program K-2 &amp; 3-6</li> <li>○ Audit &amp; restructuring Maths resources</li> <li>○ Consistent teacher practice in delivery of agreed programs</li> <li>○ Teachers will use Learning Intentions &amp; Success Criteria consistently</li> <li>○ Teacher conferencing to develop student Learning Goals (English &amp; Maths)</li> <li>○ Teacher observation feedback</li> <li>○ Implement the beginning component of Letters &amp; Sounds into the preschool program</li> </ul>	<ul style="list-style-type: none"> <li>○ Learning Intentions and success Criteria will support the teaching and learning of English &amp; Maths</li> <li>○ Individualised student goals will enhance student agency</li> <li>○ Increase in individual student growth</li> <li>○ Increase in cohort growth</li> <li>○ Preliteracy skills work in preschool will support Kindergarten transition</li> <li>○ An explicit and clear improvement agenda will support teaching and learning</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?
<p>Key Resources</p> <ul style="list-style-type: none"> <li>○ The Writing Book</li> <li>○ Christine Topfler resources</li> <li>○ Paul Swan maths resources</li> <li>○ CMIT</li> <li>○ First Steps</li> <li>○ David Hornsby quality text guide</li> </ul>		<ul style="list-style-type: none"> <li>○ Enhanced 'visual literacy' in the preschool environment</li> <li>○ An early numeracy assessment tool (modified SENA) will be implemented into the preschool</li> <li>○ Professional Learning Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Enhanced learning outcomes for students</li> </ul>
<b>ACTION: Use multiple sources of data to monitor student growth</b>			
<ul style="list-style-type: none"> <li>○ PAT On-Line</li> <li>○ PM Benchmarks</li> <li>○ GradeXpert</li> <li>○ PIPS</li> <li>○ NAPLAN</li> <li>○ COGAT</li> </ul>	<ul style="list-style-type: none"> <li>○ Leadership Team</li> <li>○ PLCs</li> <li>○ Preschool Team Leader</li> </ul>	<ul style="list-style-type: none"> <li>○ Data analysis templates developed</li> <li>○ A range of data sets and analysis completed</li> <li>○ Class Profile documents</li> <li>○ Guiding documents e.g. using GradeXpert</li> <li>○ Revised Assessment Schedule</li> <li>○ Establish an agreed data set for preschool children</li> <li>○ Data &amp; Assessment Plan</li> </ul>	<ul style="list-style-type: none"> <li>○ Student growth will be monitored and analysed at PLCs</li> <li>○ Growth Plans, Individual Learning Plans, PLPs developed to support student learning</li> <li>○ Differentiation in programming and delivery will target students at their point of need</li> <li>○ The development of individualised student learning goals will enhance student engagement and student agency</li> <li>○ Data set will support transition from preschool to Kinder and inform Class Profiles</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?
<p><b>ACTION: Embed Formative Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Differentiate teaching and learning to meet individual student need</li> <li>▪ Develop Individual student goals to support teaching, learning and student agency</li> <li>▪ Develop a culture of feedback</li> </ul>			
<p>Professional learning focus on:</p> <ul style="list-style-type: none"> <li>○ PANL</li> <li>○ Writing Project</li> <li>○ Early Years Literacy</li> <li>○ Learning Intentions &amp; Success Criteria</li> <li>○ Feedback</li> </ul> <p>Key Resources</p> <ul style="list-style-type: none"> <li>○ The Writing Book</li> <li>○ Christine Topfler resources</li> <li>○ Paul Swan maths resources</li> <li>○ Dylan Wiliam resosurces</li> </ul>	<p>Leadership Team</p>	<ul style="list-style-type: none"> <li>○ English &amp; Mathematic Planning documents include intended (planned) differentiation</li> <li>○ School based guiding documents for Formative Assessment</li> <li>○ Individualised student goals in English &amp; Maths</li> <li>○ Examples of future focussed descriptive written teacher feedback</li> <li>○ Rubrics, work exemplars, bump it up walls</li> <li>○ Visible Learning</li> <li>○ Learning Intentions &amp; Success Criteria displayed in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>○ Students will have increased agency over their learning</li> <li>○ Increased student growth in English &amp; Maths</li> <li>○ Staff in Ys 3-6 will engage with PAT online to determine how band descriptors can be utilised to progress students along the continuum of Reading and Mathematics</li> <li>○ Learning Intentions and Success Criteria will support the teaching of writing (2019 focus).</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?
<b>ACTION: Deliver an innovative and relevant curriculum</b>			
<ul style="list-style-type: none"> <li>○ Australian Curriculum</li> <li>○ ACARA</li> <li>○ Scootle</li>   <li>○ Directorate Curriculum Team</li> <li>○ Professional Learning</li> </ul>	Leadership Team	<ul style="list-style-type: none"> <li>○ School Based Curriculum documents</li> <li>○ School based Curriculum Scope &amp; Sequence</li>   <li>○ Integrated / Inquiry units of work</li> </ul>	<ul style="list-style-type: none"> <li>○ Evidence of changed practices to increase student engagement &amp; agency</li>   <li>○ Learning will be sequential and built upon over successive years</li> </ul>

## Strategies and actions

**Priority 2: Build a positive and inclusive school culture to support student well-being and social emotional development and learning.**

### Strategies

- **Implement and embed PBL**
- **Deliver an explicit SEL program P-6 and embed processes to ensure social emotional needs are identified and met for all students**
- **Strategically target school resources to meet the needs of students Preschool to Year 6**
- **Enhance school /community partnerships and refine communication practices to strengthen connection and well-being**

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?
<b>ACTION: Implement and embed Positive Behaviours for Learning (PBL)</b>			
<ul style="list-style-type: none"> <li>○ PBL Signage</li> <li>○ SENTRAL data</li> <li>○ PBL Budget</li> <li>○ PBL Tracking sheets</li> <li>○ PBL professional learning</li> <li>○ School Improvement &amp; School Climate Survey</li> </ul>	<p>PBL Coordinator (Ashley Coutts) Supported by PBL C'Tee, SLA &amp; SLB</p>	<ul style="list-style-type: none"> <li>○ PBL data collected and analysed</li> <li>○ Sentral data collected &amp; analysed</li> <li>○ PBL Classroom signage</li> <li>○ PBL Project launch</li> <li>○ PBL language school wide</li> <li>○ Preschool PBL documentation – Behaviour Matrix</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistent expectations will support a positive learning environment &amp; culture</li> <li>○ Reduction of time spent on classroom management by class teachers</li> <li>○ Reduction of 'off task' time by students</li> <li>○ Increased student engagement</li> <li>○ High levels of student and teacher accountability</li> <li>○ Consistency of PBL expectations and language across Preschool to Yr 6</li> </ul>
<b>ACTION: Deliver an explicit SEL program P-6 and embed processes to ensure social emotional needs are identified and met for all students</b>			
<ul style="list-style-type: none"> <li>○ Highway Heroes - Social and Emotional Learning Resource</li> <li>○ KidsMatter Resources</li> <li>○ Bully Busters</li> </ul>	<p>SLCs – Ashley Coutts Jacqui Patrick</p> <p>Class teachers</p>	<ul style="list-style-type: none"> <li>○ SEL lessons are planned &amp; delivered</li> <li>○ A shared language for talking about social-emotional learning</li> <li>○ Visible learning displays</li> </ul>	<ul style="list-style-type: none"> <li>○ Social Emotional Skills are actively taught in the classroom</li> <li>○ Identification of individual student SEL needs through class</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>○ Friendly School, Friendly Classrooms</li> <li>○ You Can Do It</li> <li>○ Well-being School Survey K-6</li> <li>○ School Improvement Survey Data</li> </ul>		<ul style="list-style-type: none"> <li>○ Well-being data</li> </ul>	<p>profiles and PLC discussions will facilitate targeted support.</p> <ul style="list-style-type: none"> <li>○ Increased students' sense of belonging and identifying with the school</li> <li>○ Improved student well-being</li> </ul>
<b>ACTION: Strategically target school resources to meet the needs of students P-Yr6</b>			
<ul style="list-style-type: none"> <li>○ School Psychologist</li> <li>○ Student Support Team</li> <li>○ Learning Support Assistants</li> <li>○ EALD Data</li> <li>○ NSET Support</li> </ul>	Principal and Deputy Principal	<ul style="list-style-type: none"> <li>○ Learning Support Assistant Timetable</li> <li>○ Learning Support /EALD Timetable</li> <li>○ Class Profiles</li> <li>○ ILPs, PLPs, Growth Plans</li> <li>○ Student Support Referrals</li> <li>○ NSET Referrals</li> <li>○ SAP Referrals</li> <li>○ Referrals to and collaboration with external agencies</li> </ul>	<ul style="list-style-type: none"> <li>○ Students with identified needs will receive support</li> <li>○ Resources will be distributed according to need and equity</li> <li>○ Early intervention will support the achievement of expected student growth</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?
<b>ACTION: Enhance school /community partnerships and refine communication practices to strengthen connection and well-being preschool to Year 6</b>			
<ul style="list-style-type: none"> <li>○ Calwell Connect</li> <li>○ SeeSaw</li> <li>○ Facebook</li> <li>○ Community Partnerships- Smith Family, Red Cross, Menslink, YWCA, Woolworths- Calwell</li> <li>○ Assemblies</li> </ul>	<p>Leadership Team</p> <ul style="list-style-type: none"> <li>○ Luke Marsden- SeeSaw</li> <li>○ Ashley Coutts- Facebook</li> </ul>	<ul style="list-style-type: none"> <li>○ Community Events</li> <li>○ SeeSaw guidelines</li> <li>○ Assembly</li> <li>○ Form seeking information regarding skills/expertise of the parent community. A list is compiled from this information</li> <li>○ PBL awards/bands</li> </ul>	<ul style="list-style-type: none"> <li>○ Improved home/school partnership and communication leads to improved academic and social outcomes for students</li> <li>○ Celebration of student achievements and success through SeeSaw, Facebook, Calwell Connect and assemblies</li> <li>○ Improved student wellbeing</li> <li>○ Increased connection to the school by parents and students will support learning</li> </ul>