

Gordon Primary School

Network: Tuggeranong

Action Plan 2021

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:
 - > *Improve Learning Outcomes in Literacy and Numeracy*
 - > *Improve students' sense of satisfaction, enjoyment of learning and sense of wellbeing*
 - > *Develop collaborative learners who are curious and self-directed problem solvers*

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

Gordon Primary School is experiencing a period of stability of staff and leadership in 2021 with only one change in the leadership team and four new classroom teachers. The successful implementation of our priority around wellbeing meant that we embarked on a new strategic priority in 2019. The groundwork established for the priority, 'Develop collaborative learners who are curious and self-directed problem solvers,' means that we can continue to move confidently in response to the Australian Digital Technologies initiative and continue to enhance Play Based and Project Based Learning.

Our school's approach to inquiry and professional learning communities

Gordon teachers continue to engage through intentional collaboration and in a systematic and focussed manner to achieve a consistent and coherent approach to an inquiry professional learning. A very significant element in this is the continued development and success of Pedagogy Meetings. In the Pedagogy Meetings our Professional Learning Communities work on;

- > Consistent and focussed in-depth analysis of data and its application to improve the impact of teaching on student learning
- > The individualisation of learning in more depth

The Executive team has emphasised coherence in pedagogy and data use across the school. Pedagogy Meetings also enable a continued focus on capacity building of teams and individual teachers.

Strategies and actions

Priority 1: Improve Learning Outcomes in Literacy and Numeracy

Strategies

Strategy 1: Continue to refine & expand the Response to Instruction (RTI) approach in Numeracy including enhanced instructional strategies for Tiers 2 & 3.

Strategy 2: Continue to refine and implement a Response To Instruction (RTI) approach for Writing (Tiers 1,2 and 3).

Strategy 3: Continue to refine and implement a Response To Instruction (RTI) approach for Reading (Tiers 1,2 and 3).

Actions

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
<p>ACTION:</p> <ul style="list-style-type: none"> • Continue to enhance ‘pedagogy meetings’ that systematically and regularly assess impact of instruction. • Deeper analysis of data on individual students. • Regularly adjust instruction through the ‘Spiral of Inquiry’ process. • Extend the Spiral of Inquiry to the Preschool. • Implement a focus on student engagement and quality pedagogy in the first five weeks of school. 			
<ul style="list-style-type: none"> • Evidence of improved percentages of students exceeding expected growth in Reading and Writing. 	<ul style="list-style-type: none"> • Teachers are better able to assess the impact of teaching and adjust instruction accordingly. 	<ul style="list-style-type: none"> • Executive 	<ul style="list-style-type: none"> • Release time for teachers to support: <ul style="list-style-type: none"> > <i>The enhanced DOTT process (Pedagogy Meetings)</i> > <i>The sharing of teacher expertise through intentional collaboration.</i>

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
ACTION: <ul style="list-style-type: none"> Define / Refine Tier 2 & Tier 3 implementation. Create a data informed approach to early intervention, by utilising individual data. Build the meta language of maths through explicit exposure to concepts in the early years. 			
<ul style="list-style-type: none"> Evidence of improved percentages of students exceeding expected growth in Numeracy 	<ul style="list-style-type: none"> Refined and collaboratively developed differentiation strategies to enhance student growth 	<ul style="list-style-type: none"> PLCs Executive 	<ul style="list-style-type: none"> NAPLAN data Gordon Primary School assessment data > SENA > PAT Maths > Di Siemons Phases Time for Executive and PLCs

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
ACTION: <ul style="list-style-type: none"> Continue to review data collection processes to ensure consistency and relevance. Continue to implement PAT Maths online and utilise the PAT Teaching Resource Centre. Continue to improve utilisation of PAT data. Continue to regularly assess impact of instruction (including implementation of Rapid Cycle PDSA testing). Continue to regularly adjust instruction following impact assessment. 			
<ul style="list-style-type: none"> Evidence of improved percentages of students exceeding expected growth in Numeracy 	<ul style="list-style-type: none"> Teachers are better able to assess the impact of teaching and adjust instruction accordingly Teams will complete one major 'Koru,' spiral of inquiry, per semester 	<ul style="list-style-type: none"> Executive 	<ul style="list-style-type: none"> Release time for teachers to support: <ul style="list-style-type: none"> > <i>The enhanced DOTT process (Pedagogy Meetings)</i> > The sharing of teacher expertise

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
<p>ACTION:</p> <ul style="list-style-type: none"> Continue using the 'Gordon Writing Ruler' (also known as the Gordon Writing Progress Tracker) and utilise with all students. Continue Impact Meetings (Pedagogy Meetings) as a means of regularly applying findings from data analysis (including implementation of Rapid Cycle PDSA testing). Strengthen systems for access to planning documents (placemats etc.) 			
<ul style="list-style-type: none"> Students have a clear understanding of what constitutes good writing through regular and effective use of the Gordon Writing Progress Data Tracker. Students experience a common approach to learning writing through explicit classroom practice and planning. 	<ul style="list-style-type: none"> Refined and collaboratively developed Intervention plans to enhance student growth Regular and consistent use of data collected on student achievement and strengths and weaknesses, in all classrooms, to inform: 	<ul style="list-style-type: none"> Team Leaders Executive Team 	<ul style="list-style-type: none"> BASE data NAPLAN data Gordon Primary School assessment data Time for Executive and PLCs

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?
<p>ACTION:</p> <ul style="list-style-type: none"> • Improve extension opportunities and assessments for Kindergarten to Year 2 students. • Continue implementation of PAT Reading online. • Continue extending reading strategy teaching (finer-grained) to Year 1 and 2, including management of ‘good-fit’ boxes and timetabling to ensure daily opportunity to read books at an instructional and easy level. • Extend school wide systems for increasing student opportunities to read (eg. Reading before school, Reading, All reading at the same time.(DEAR) 			
<ul style="list-style-type: none"> • Students have regular opportunities, in a variety of situations, to read • Student growth in reading will be enhanced 	<ul style="list-style-type: none"> • Records of team planning demonstrating refined practice re teaching Reading • Regular and consistent use of data collected on student achievement and strengths and weaknesses, in all classrooms, to inform: <ul style="list-style-type: none"> > <i>Judgements about student needs</i> > <i>Appropriate starting points for teaching; and to</i> > <i>Personalise teaching and learning</i> • Regular and effective use of Gordon Data Tracker evident in classroom practice and planning and instruction adjusted accordingly 	<ul style="list-style-type: none"> • Executive 	<ul style="list-style-type: none"> • Release time for teachers to support: <ul style="list-style-type: none"> > <i>The enhanced DOTT process (Pedagogy meetings)</i> > <i>The sharing of teacher expertise</i>

Priority 2: Improve student’s sense of satisfaction, enjoyment of learning and sense of wellbeing

Strategies

Strategy1: Maintain the explicit teaching and learning of Social Skills, values and Choice Theory concepts for all students

Strategy 2: Maintain optimal learning environments for every student all of the time (including social skilling, application of Choice Theory, Reality Therapy, restorative practices, etc)

Strategy 3: The ongoing celebration of student demonstration of Gordon Values

Actions

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
<p>ACTION:</p> <ul style="list-style-type: none"> Extend implementation of Positive Behaviours for Learning (PBL) to include specific in-class settings. Strengthen the relationship between social emotional programs such as Bounce Back, Be You and PBL. 			
<ul style="list-style-type: none"> Students across all year groups understand and apply a positive class and whole school culture School Satisfaction Survey and School Climate Survey indicates positive feedback from parents and students Staff well-being responses in the Satisfaction Survey are positive School based data reflect increasingly positive perceptions 	<ul style="list-style-type: none"> Satisfaction Survey data that confirm achievement of targets in Strategic Plan Bounce Back lessons developed and implemented. Code of Cooperation displayed in all classrooms Glasser aligned language common across the school Kagan Cooperative Learning Structures evident across the school Circle Time structures evident in classrooms. 	<ul style="list-style-type: none"> Executive 	<ul style="list-style-type: none"> Teaching resources to support Bounce Back, Be You and PBL

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<ul style="list-style-type: none"> Students develop a clear understanding of expectations through a common language used across the school- eg Bounce Back, class lessons on building our Gordon community Students reflect PBL values through the community. 	<ul style="list-style-type: none"> Data on student wellbeing and opinions is gathered, reported on and responded to on a termly basis School based data reflect increasingly positive behaviour Consistent, quality teaching of SEL (ie Bounce Back, Circle time,PBL) 		

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
ACTION: <ul style="list-style-type: none"> Deliver Professional Learning on Bounce Back, PBL and Be You Teams implement Kagan Cooperative Learning structures, explicit teaching of social skills, restorative practices, Reality Therapy. 			
<ul style="list-style-type: none"> Staff report high confidence and familiarity with the concepts of social skilling, application of Choice Theory, Reality Therapy, restorative practices Students understand and demonstrate behaviours that are consistent with a culture of Learning’. 	<ul style="list-style-type: none"> Teachers confident in the implementation of Cooperative Learning, Reality Therapy, Restorative Practices, teaching of Social Skills and PBL values KAGAN Cooperative Learning Structures evident across the school implementation of a proactive wellbeing program for students exhibiting high level social/emotional needs. 	<ul style="list-style-type: none"> Executive Wellbeing Committee 	<ul style="list-style-type: none"> Teacher time for professional learning Professional Learning

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ACTION: <ul style="list-style-type: none"> • Each Team establish systems to regularly share student successes and learning with parents/carers. • Streamline communications to the community about student wellbeing programs 			
<ul style="list-style-type: none"> • Student and staff celebrate achievement of the Gordon Values as evidenced by: <ul style="list-style-type: none"> > The regular sharing of examples of student learning success with parents / carers. > Regular celebrating student achievement 	<ul style="list-style-type: none"> • A culture of sharing practices, specifically around student wellbeing • A refined system is in place to recognise student achievement of the Gordon Values 	<ul style="list-style-type: none"> • Each team/PLC • Specific working group 	<ul style="list-style-type: none"> • Executive time to establish systems • Continue to refine use of 'SeeSaw' and Google Classroom

Priority 3: Develop Collaborative Learners who are curious and self-directed problem solvers

Strategies

Strategy 1: Develop and implement a structured approach to student directed play-based and project-based learning.

Strategy 2: Equip students with the digital literacies and problem-solving skills that will enable 21 Century capabilities.

Actions

What is the intended <u>impact</u> on student learning?	What will be <u>produced</u> ?	Who will <u>lead</u> this?	What <u>resources</u> will be allocated?
<p>ACTION:</p> <ul style="list-style-type: none"> Professional Learning on developing collaborative learners who are curious and self-directed problem solvers. Implement, in super teams, Play based learning and Passion Projects. (Enabling Pedagogies website, including student centred learning) Share information between wellbeing team and teachers. Professional Learning about: <ul style="list-style-type: none"> Understanding and planning for social and emotional learning Refine teaching of Australian Curriculum capabilities 			
<ul style="list-style-type: none"> Students will grow their understanding of the DT curriculum to enable the skills and capabilities to: Effective use of the DT thinking skills to support the way students solve problems Use of the meta-language of the DT curriculum and the general capability, to identify the problem-solving skills that 	<ul style="list-style-type: none"> Teachers are confident to equip students with the digital literacies and problem-solving skills that will enable C21st capabilities and developing curious and creative learners 	<ul style="list-style-type: none"> Digital Technologies Curriculum Implementation coordinated by Mike Aspden, supported by team leaders Play based and Project Learning projects led by team leaders 	<ul style="list-style-type: none"> Learning outcomes from the Digital Technologies Curriculum Play based and Project based learning resources

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students apply in their learning <ul style="list-style-type: none"> The integration of Digital Technologies across the curriculum to support students and their learning 			

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ACTION: <ul style="list-style-type: none"> Refinement of Project and Play Based Learning. Explore implementation of aspects of the Australian Curriculum through Play based and Project based learning. 			
<ul style="list-style-type: none"> Learning tasks relevant to students' skills and needs created and applied across the year groups. 	<ul style="list-style-type: none"> Each PLC team will implement 1 or more sequences of Project or Play Based learning Refined and collaboratively developed differentiation strategies to enhance student growth 	<ul style="list-style-type: none"> PLC (Team) leaders 	<ul style="list-style-type: none"> Professional Learning related to Project and Play Based Learning

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ACTION:			
<ul style="list-style-type: none"> Explore ways to involve students in assessment. 			
<ul style="list-style-type: none"> Expanded students voice in learning 	<ul style="list-style-type: none"> Students are involved in self-assessment 	<ul style="list-style-type: none"> Executive 	<ul style="list-style-type: none"> Targeted Professional Learning on student-to-student feedback Scholar website in Writer's Camp

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ACTION:			
<ul style="list-style-type: none"> Explore ways to ensure that every student experiences success. 			
<ul style="list-style-type: none"> PLC's collaboratively develop additional strategies for engaging students (including Play Based and Project Based learning) 	<ul style="list-style-type: none"> Celebration of success through sharing of exemplars of student work achieved in Project based and Play based learning 	<ul style="list-style-type: none"> Executive 	<ul style="list-style-type: none"> Targeted Professional Learning on Play Based and Project Based learning