

Charles Conder Primary School

Network: Please 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, School Review findings and analysis of multiple sources of evidence are:
 - **Improvement in Academic Achievement**
 - ***Improvement in student well-being***
 - ***Embed a culture of Inquiry to foster lifelong learners in school and beyond***

 - *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

- Embedding practices with consistency and accountability with data analysis, literacy and numeracy differentiated planning, Quality teaching and learning with coaching and mentoring
- Review our Vision and Mission statement Know the Child Grow the Child
- Authentically use the AITSL standards to develop goals for coaching and mentoring support
- 6 new staff to the school including new educator teachers and learning support staff with an increasing enrolment Preschool – 6
- A (Learning Support Unit) with larger numbers of students with special or additional needs across the school P – 6.
- Leadership and teaching teams to analyse cohort and system data to reflect on AAP strategies for improvement
- Broaden the role of the Family and Community Engagement Coordinator to promote parent and family engagement through a range of processes and strategies.
- Embed a SWAN (Students with additional needs) team as an interdisciplinary focus on needs to support engagement, wellbeing and learning.
- PBL team to collect and analyse data to better inform wellbeing practices and the school will be implementing the Classroom Systems and Introduce Play is The Way as part of SEL
- All classes implement the Essential literacy practices K - 6
- The Inquiry change process to implement the Australian Curriculum through a Conceptual Framework with the General Capabilities.
- Implement the Dispositions for life through the inquiry learning process

Our school's approach to inquiry and professional learning communities

The school's PLC model focuses on using the multiple sources of evidence approach to inquire into how to improve academic achievement, student wellbeing and foster inquiry thinking lifelong learners in school and beyond. All PLC's have a strategic focus and utilise the Spiral of Inquiry that provides individual and collective accountability in teams that is aligned to the school's Annual Action Plan. The PLC's focus on individual, team and cohort specific literacy, numeracy and wellbeing data, in order to deliberately analyse current classroom learning and reflection on effectiveness of teaching and learning approaches across the school. Outlined here is the PLC approach:

PLC Leadership team (scanning and analysing qualitative, quantitative and school process data each term). Whole school and cohort data for reading, spelling, comprehension, writing and Mathematics. The leadership team will analyse PBL (major and minor behaviour incidents each term). Termly reflection on School's AAP

PLC K – 2 and 3-6 SLC lead Professional Learning team. Each fortnight teams reflect on professional readings and reflect on teaching and learning and team and class evidence for learning. All teachers take an inquiry stance to focus on how to use student data to differentiate and inform feedback. Teams focus on key improvement strategies, analysis of student data in reading and writing as a collaborative conference approach to developing supportive instructional strategies and intervention

PLC SWAN and PBL: Collaborative actions teams collect and analyse SEL and Academic data to inform early intervention strategies for groups and whole school/cohort data for year level teams.

Strategies and actions

Priority 1: Improvement in Academic Achievement

Strategies

1. **Embed a culture and analysis of reliable data in English and Mathematics to inform teaching and learning.**
2. **Embed a coaching culture to build capacity and empower teacher efficacy**
3. **Strengthen differentiated teaching and learning with high expectations from Preschool to Year 6.**

Actions

What resources are needed?	Who will lead this action?	What will be produced to support this action?	How will this action impact on student learning?
ACTION: Utilise cohort and student data to measure value added progress across the year and to inform differentiation			
<p>Essential Literacy Practices Project Professional Learning suite</p> <p>School PLC model to develop staff knowledge and processes</p> <p>PAT standardized assessments and other school- based formative and summative assessments</p>	<p>SLC's and SLB to lead PLC's fortnightly with data on agendas</p> <p>Classroom teachers in team planning to reflect on formative and anecdotal forms of evidence</p>	<p>Mathematics Capacity matrices</p> <p>Authentic student data learner profiles and class and year level growth data spreadsheets for analysis</p> <p>Improved student learning and differentiation</p> <p>PLC and team data analysis and reflections to inform T/L cycle</p>	<p>Teachers improved understanding on analysis of core data sets and measurement of value-added growth for aspects of literacy and numeracy.</p> <p>Improvement in student learning outcomes</p>
ACTION: Teaching teams reflect regularly on formative assessment data and pedagogical practices, embedding the Essential Literacy Practices, writing and spelling in context and mathematical concepts			
<p>Team planning sessions for sharing quality practice and analysing writing samples</p> <p>Coaching time with new educators and Essential Literacy Practices PL</p> <p>School PLC model to develop staff knowledge and processes to</p>	<p>SLC's and SLB to lead PLC's fortnightly with data on agendas</p> <p>Classroom teachers in team planning to reflect on formative and anecdotal forms of evidence</p>	<p>Visual Learning Environment to support literacy learning</p> <p>Capacity matrices for literacy and numeracy</p> <p>PLC and team data analysis and reflections</p>	<p>Teachers improved understanding on analysis of core data sets and measurement of value-added growth for aspects of literacy and numeracy.</p> <p>Improvement in student learning outcomes</p>

implement Learning Progressions in planning PAT standardized assessments		Consistency and accountability in planning documents Appropriate goal setting and student groupings reflected on during team planning	Improved teacher efficacy for differentiation and engaging all learners Authentic analysis to inform teaching and learning
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What <i>resources</i> are needed?	Who will <i>lead</i> this action?	What will be <i>produced</i> to support this action?	How will this action <i>impact</i> on student learning?
ACTION: All teachers develop a professional development plan aligned with the teacher professional standards, aligned to priority one, two or three			
AITSL standards Time allocated for new educators and walkthroughs for all staff throughout the year	Two SLC's with HA certification and lead trainer.	All teachers will have their goals aligned with the standards and priority one. This will lead inquiry into coaching for each teacher	Coaching and teacher support will informed, deliberate and focused. Over time teacher efficacy will improve.

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
ACTION: Implement a coaching and mentoring approach with regular opportunities to reflect on teaching skills and feedback that is aligned with the Professional teacher Standards			
Targeted PL for all staff on Coaching and Mentoring in term 1 Time throughout each fortnight for new educators and new staff to the school in semester 1	Two SLC's with HA certification and lead trainer with Deputy Principal	All teachers will have their goals aligned with the standards and school priorities. New educators will have systematic approach to receive feedback with coach and mentor All staff provide positive feedback on School satisfaction data that they feel supported	Coaching and teacher support will be more informed and focused. Over time teacher efficacy will improve.

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
ACTION: Utilise formative assessment tools such as capacity matrices and learning progression for literacy and numeracy to strengthen personalised goal setting practices and to inform explicit teaching and student feedback			
Seesaw App Mathematics, Formative Assessment and Goal Setting whole staff PL	Leadership team and teachers teachers as peer coaches for Maths	Consistent planning that illustrates formative assessment and differentiation with learning progressions	Improved progress towards personalised goals Improved and informed parental engagement and involvement in student learning

Allocated coaching time focused on Mathematics	LSA's to support assessing	Goals visible in all classes including Maths goals on capacity matrices	Improvement in student learning outcomes
Capacity matrices for all Mathematics concepts in the Curriculum	Leadership team and teachers	Consistent assessment tools Capacity building of staff to utilise learning progressions to differentiate learning	
What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
ACTION: Embed an early intervention model to support students with literacy and numeracy learning needs across K - 3			
SLC's time to implement program SWAN team to analyse cohort data to inform groups with teachers SCL's to attend ALEA, TQI PL and visit schools BASE and other school base data	SLC, K – 3 teachers SWAN team	A tiered two intervention for fundamental literacy and numeracy development for years K -3 Sharing of knowledge for all teachers in differentiation at the group level New referral process for teachers to access additional support.	Students below benchmark in reading, writing and mathematics to have growth towards or at benchmark in 12 months Thorough process to identify students at risk in the early years.

Priority 2: Improvement in Student Well-being

Strategies

- 4. Embed the PBL framework as a whole school approach to wellbeing
- 5. Implement a multidisciplinary approach to strengthen student and family well-being

Actions

What resources are needed?	Who will lead this action?	What will be produced to support this action?	How will this action impact on student learning?
ACTION: Teaching teams to begin implementing the classroom settings component of the PBL framework			
External PBL coach Action team to support Implementation System PL for classroom settings to updated teacher professional knowledge	Principal, SLC and PBL PLC	Student Leadership groups to support PBL projects Induction processes developed for new staff and relief staff regarding PBL expectations Improved communications processes for playground minor and major behaviours PBL on PLT and team meeting agendas PBL Notice board in staffroom for term focus areas Classroom setting expectations created and displayed for each Learning House	Expected behaviours will be taught with clear expectations of positive behaviours for learning. Less student negative incidents in playground and classroom Classroom environment will be developed to support sense of belonging and social and emotional well being

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
ACTION: Teaching teams utilise multiple sources of social and emotional data to inform their S.E.L practices and lessons			
PLC team time as part of the Professional Learning schedule New ACER six star Social and emotional surveys with spreadsheet database Systematic Sentral spreadsheet Play is the Way resources	PBL team and Principal Teachers F.A.C.E School Psychologist	Fortnight reports on negative incident data Pre and post assessment on new ACER SEL surveys Reflection on playground times, duties and structured play Team meetings and PLC's to reflect on small data sets such as, circle time, playground minors, classroom observations Youth Workers small group Zones of regulation and enrichment groups Professional learning and Implementation of P.I.T.W as a support for S.E.L	Improved student wellbeing Improved student learning environments in classrooms and playground Improved teacher confidence to support student well-being A reduction in Major incidents on Sentral Improved data on School Satisfaction regarding behaviour being managed.
What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
ACTION: Students with additional needs PLC model to support student learning and well being			
Community and Family Engagement Coordinator support for disengaged families	Leadership team and teachers, FACE, School Psychologist	F.A.C.E parenting and student group initiatives such as: tuning into kids, Circles of security Partnerships with Kidshope, YWCA, Smith Family, Conder surgery and other external agencies	Improved student wellbeing Improved student learning environments in classrooms and playground

<p>Scheduled meetings times for SWAN team (Student with additional needs)</p> <p>Fulltime youth workers and additional staffing to support wellbeing</p>		<p>SWAN team to lead a collaborative child centred approach to wellbeing and learning with tiered two and three intervention</p> <p>Improved Inclusion approach across K – 6 with LSU, ISP and LSC students</p> <p>A program to reduce the prevalence and negative impact of behavioural problems and disorders in the lives of children, their families and school communities.</p> <p>Youth worker support groups in partnership with Nset social workers</p>	<p>Improved and informed parental engagement and involvement in student learning</p> <p>Improved student safety in classrooms and playground environment</p> <p>Improved allied health intervention for students and families</p>
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<p>ACTION: Teachers and leaders build relationships by utilising purposeful communication processes to engage, inform and support students and families</p>			
<p>Community and Family Engagement Coordinator with funding in budget for initiatives</p> <p>Seesaw App</p> <p>Pilot Fathering Project</p>	<p>Deputy, FACE, PE Teacher and P&C support</p> <p>Teachers</p>	<p>A range of opportunities for families to engage with the school</p> <p>The school to provide community services with partnerships from the local area</p> <p>Teachers developing learning goals and sharing student learning and strategies with consistent use of Seesaw to inform parents of student learning and progress</p>	<p>Improved family and student well being</p> <p>Positive and reciprocal communication between school and home</p> <p>More engagement and involvement with Fathers and fathering figures with pre and post surveys</p>

		A fathers group working in collaboration to develop community events.	
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Priority 3: Embed a culture of Inquiry to foster lifelong learners in school and beyond

Strategies

6. Strengthen the assets of life model to facilitate learning of skills and disposition to be an effective learner

7. Develop an inquiry process to systematically deliver the Australian Curriculum

What resources are needed?	Who will lead this action?	What will be produced to support this action?	How will this action impact on student learning?
ACTION: Build teacher efficacy and repertoire of inquiry practices to support 21st century learner practices such as the Assets for Life.			
<p>SLCs deliver PL at the beginning of the year to share key components of effective inquiry teaching and learning, unpacking of the current reality at CCPS and sharing the vision for continued progress in this area</p> <p>Inquiry Professional readings from the ‘Power of Inquiry’, Kath Murdoch and use of resources from Murdoch’s blog and website</p> <p>Collaborative work with evaluating and refining the school’s, ‘Know the Child, Grow the Child’ statements which are part of the Pedagogical framework.</p> <p>Leadership team to align the new statements to the Assets for Life and the dispositions that connect with each asset.</p>	<p>SLCs and inquiry teacher experts within teaching teams</p>	<p>In the 0 Week PL, teachers will reflect on the effective practices of an inquiry teacher and identify strengths and areas for focused development.</p> <p>Classroom Learning environments will illustrate explicit unpacking of the assets and dispositions and will show how they are utilised for their group of individual learners.</p> <p>Whole school continuum document for assessing the skills and dispositions of students K-6 will be utilised by all teachers to support a personalised approach to developing each individual student.</p>	<p>Effective visible learning environments co-constructed with the students e.g. Asset posters and anchor charts</p> <p>Improved student language and application of the Assets and dispositions</p> <p>Increased teacher confidence when promoting and embedding an inquiry disposition throughout the learning day</p> <p>Shift of mindset of teachers to view themselves as inquirers (evident in their active involvement in PLCs) and engagement in pursuing their own personal inquiry. This will impact student learning, by giving teachers deeper insights into the process of inquiry which they expect students to be taking on.</p>

		<p>New statements for 'Know the Child, Grow the Child' will be developed, aligning to the Assets for Life and dispositions.</p> <p>Teachers will reflect on the 5 new statements and evaluate their current reality as an educator in their effectiveness with developing their students' skills and dispositions outlined in the statements.</p> <p>Teachers will develop a personal and team goal for the year, based on their written reflection, collaborative sharing and professional discussions.</p> <p>There will be regular scheduled opportunities each term for teachers to share and discuss their personal area they are inquiring into (i.e. their personal goal).</p> <p>Personal and team goals will be shared and achievements celebrated at end of year.</p> <p>Parents/Carers will be communicated their child's Asset for Life goal each term.</p>	<p>Teachers and students will utilise the whole school continuum document of skills and dispositions to communicate individual students' current reality and what they are working towards. This document will allow teachers and students to track their progress with the skills and dispositions.</p>
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ACTION: Design and implement a conceptual Inquiry framework with authentic contexts connected to local and global communities to deliver the Australian Curriculum			
<p>Time for SLC and leaders to review and reflect on 2020</p> <p>SLCs plan whole school conceptual big idea based on evaluation of school context and current needs. Relevant content from across curriculum areas will be identified for teams to potentially cover when pursuing the big idea inquiry question.</p> <p>SLCs deliver whole school PLs at beginning of Semester 1 and 2 to share and collaborate around the 'big idea'.</p> <p>Quality resources for whole school around the Semesterly 'big idea' will be investigated and purchased/made accessible to teachers</p>	<p>Leadership team and inquiry teacher experts within teaching teams</p>	<p>Development of systematic Conceptual inquiry frameworks for K – 6 2021 (Semesterly approach).</p> <p>SLCs will pull out possible Australian Curriculum content for teachers to focus upon – across the Arts, Health, English, and HASS.</p> <p>Flexible Inquiry planning processes and documents for K – 6 – all teachers accountable for documenting their individual inquiry journey around the whole school semesterly big idea.</p> <p>Preschool team to incorporate aspects of the big idea where relevant and when documenting their inquiry teaching and learning, they will make links to the Early Years Learning Framework.</p> <p>General Capabilities aligned to the Assets for Life document will be</p>	<p>Students engaging in the inquiry process around a big idea/concept.</p> <p>Students engage in authentic real- life contexts connected to the local and global community.</p> <p>Student work samples will reflect their engagement and meaningful connections to the big idea/concept.</p> <p>Students will receive relevant and meaningful feedback (assessment and reporting) linked directly to the skills and dispositions of a 21st century learner as well as the content across the curriculum areas covered.</p>

		<p>utilised and embedded into planning documents.</p> <p>Whole school semester big idea will be showcased in the Learning Hub and student learning will be regularly added to the display.</p> <p>Fortnightly team check-ins will include time for discussion and reflection of inquiry teaching and learning.</p>	
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