Gordon Primary School

Network: Tuggeranong

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:
  > _Improve Learning Outcomes in Literacy and Numeracy_
  > _Improve student's 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:

- 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 2020. 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 move confidently in response to the Australian Digital Technologies initiative and greatly enhance our focus on Play Based and Project Based Learning.

Strategies and actions

Priority 1: Improve Learning Outcomes in Literacy and Numeracy

Strategies

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

How will the action *impact* on student learning?	What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?
ACTION: • Further enhance 'pedagogy meetings' that systematically and regularly assess impact of instruction (including implementation of Rapid Cycle PDSA testing). • Extend 'pedagogy meetings' to preschool and specialist teachers. • Regularly adjust instruction through the 'Spiral of Inquiry' process.			
• The Assessment and Data Plan clearly outlines ways of identifying students who are not achieving expected growth in Reading and Writing. • Evidence of improved percentages of students exceeding expected growth in Reading and Writing.	Release time for teachers to support: • The enhanced DOTT process (Pedagogy Meetings) • The sharing of teacher expertise through intentional collaboration.	• Executive	• Teachers are better able to assess the impact of teaching and adjust instruction accordingly.

How will the action *impact* on student learning?	What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?
ACTION: • Define / Refine Tier 2 & Tier 3 implementation. • Create a data informed approach to early intervention, transitioning from cohort to individual data. • Build the meta language of maths through explicit exposure to concepts in the early years.			

• Assessment and Data Plan clearly outlines ways for identifying students who are not achieving expected growth in Numeracy
 • Evidence of improved percentages of students exceeding expected growth in Numeracy
	• NAPLAN data
	 • Gordon Primary School assessment data
	    ○ SENA
	    ○ PAT Maths
	    ○ Di Siemons Phases
	 • Time for Executive and PLCs
		• PLCs
		 • Executive
			• Refined and collaboratively developed differentiation strategies to enhance student growth

ACTION: • 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.			

• Assessment and Data Plan enable identification of students who are not achieving expected growth in Numeracy
 	
 • Evidence of improved percentages of students exceeding expected growth in Numeracy
	• Release time for teachers to support:
	    ○ *The enhanced DOTT process (Pedagogy Meetings)*
	    ○ The sharing of teacher expertise
		• Executive	• 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

How will the action _impact_ on student learning?	What _resources_ are needed?	Who will _lead_ this action?	What will be _produced_ to support this action?
ACTION: • Continue the Writing Project and school wide professional development to build capacity in the teaching of writing. • Continue using the 'Gordon Writing Ruler' (renamed the Gordon Writing Progress Tracker) and utilise with all students, refining benchmarks for measuring growth. • 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.)			

• Students have a clear understanding of what constitutes good writing through regular and effective use of Gordon writing progress Data Tracker.
• Students experience a common approach to learning writing through explicit classroom practice and planning.
	• PIPs data
	• NAPLAN data
	• Gordon Primary School assessment data
	• Time for Executive and PLCs
		• Team Leaders
		• Executive Team
			• Refined and collaboratively developed Intervention Plans to enhance student growth
			• Records of team Planning documents demonstrate refined practice re teaching Writing
			• Regular and consistent use of data collected on student achievement and strengths and weaknesses, in all classrooms, to inform:
			   o _Judgements about student needs_
			   o _Appropriate starting points for teaching; and to_
			   o _Personalise teaching and learning_
			•

How will the action *impact* on student learning?	What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?
ACTION:			
- Review Reading assessments from Year 3 – 6. - 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 combined with breakfast club, All reading at the same time.			
- Students have regular opportunities, in a variety of situations, to read - Student growth in reading will be enhanced	- Release time for teachers to support: *The enhanced DOTT process (Pedagogy meetings)* - The sharing of teacher expertise	Executive	- 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: *Judgements about student needs* *Appropriate starting points for teaching; and to* *Personalise teaching and learning* - Regular and effective use of Gordon Data Tracker evident in classroom practice and planning and instruction adjusted accordingly

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 environment 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

How will the action *impact* on student learning?	What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?
ACTION: • Launch and Implementation of Positive Behaviours for Learning (PBL) across the school. • Extend PBL to include in-class behaviour.			

• Students across all year groups understand and apply:
   o A positive class and school culture
   o School Satisfaction Survey and School Climate Survey indicates positive feedback from parents and students
   o Student and staff well-being reflect positivity
   o School based data reflect increasingly positive behaviour
   o Students develop a clear understanding of expectations through a common language
	• Development of a Capacity Matrix that measures teacher confidence in teaching for an enhanced sense of satisfaction, enjoyment of learning and sense of wellbeing.	• Executive
		• Wellbeing Committee
			• Satisfaction Survey data that confirm achievement of targets in Strategic Plan
			• Bounce Back lessons developed and implemented.
			• Code of Cooperation in all classrooms
			• Glasser aligned language common across the school
			• Kagan Cooperative Learning Structures evident across the school
			• Circle Time structures evident in classrooms.

How will the action *impact* on student learning?	What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?
used across the school- eg bucket filling, Bounce back ○ Students reflect PBL values through the community.			• 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) •

How will the action *impact* on student learning?	What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?
ACTION: • Audit staff capacity and provide Targeted Professional Learning as required. • Teams implement Kagan Cooperative Learning structures, explicit teaching of social skills, restorative practices, Reality Therapy.			
• 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'. This is consistently reinforced by teachers in their daily practice. •	• Teacher time for professional learning • Professional Learning • Development of a Capacity Matrix that measures teacher confidence in teaching for an enhanced sense of satisfaction, enjoyment of learning and sense of wellbeing	• Executive • Wellbeing Committee	• 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 • A dedicated leadership team has facilitated implementation of a proactive wellbeing program for students exhibiting high level social/emotional needs •

How will the action _**impact**_ on student learning?	What _**resources**_ are needed?	Who will _**lead**_ this action?	What will be _**produced**_ to support this action?
ACTION: • Each Team establish systems to regularly share student successes and learning with parents/carers.			
▪ Student and staff celebrate achievement of the Gordon Values as evidenced by: o The regular sharing of examples of student learning success with parents / carers. o Regular celebrating student achievement	• Executive time to establish systems • Trial 'See Saw' • Professional Learning on facilitating successful Parent Teacher conversations, including challenging and fierce conversations	• Each team/PLC • Specific working group	• Effective systems for sharing • A culture of sharing practices, specifically around student wellbeing • A refined system is in place to recognise student achievement of the Gordon Values

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

How will the action *impact* on student learning?	What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?
ACTION: • Professional Learning on developing collaborative learners who are curious and self-directed problem solvers. • Investigate, in super teams, Play based learning and Passion Projects. • Explicitly link wellbeing team and play based learning. • Share information between wellbeing team and teachers.			
• Students will grow their understanding of the DT curriculum to enable the skills and capabilities to: o Effectively use the DT thinking skills to drive the way they solve problems o Use the meta-language of the DT curriculum and the critical and creative thinking general capability, to identify the problem-solving skill that they are applying in their learning o The integration of Digital Technologies across the curriculum supports students and their learning	• Intentionally design Digital Technology Learning Elements • Melanie Hughes (ACARA)and Toni Falusi (University of Adelaide) to work with class teachers on implementation of Digital Technologies curriculum (Semester1) • Develop capacity matrix questions on teacher confidence around both problem solving and developing curious and creative learners.	• Digital Technology Curriculum Implementation coordinated by Mike Aspden • Teachers working with Melanie Hughes (ACARA)and Toni Falusi (University of Adelaide	• Learning elements that enable students with the digital literacies and problem-solving skills that will enable 21 C capabilities • Teachers are confident to equip students with the digital literacies and problem-solving skills that will enable 21 C capabilities

How will the action *impact* on student learning?	What *resources* are needed?	Who will *lead* this action?	What will be *produced* to support this action?
ACTION: • Refinement of Project and Play Based Learning. • Explore implementation of aspects of the Australian Curriculum through Play based and Project based learning.			
• Learning tasks relevant to students' skills and needs created and applied across the year groups.	• Professional Learning related to Project and Play Based Learning	• PLC (Team) Leaders	• 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
ACTION: • Explore ways to involve students in assessment.			
• Expanded students voice in learning	• Targeted Professional Learning on student to student feedback and Bump It Up Walls • Scholar website	• Executive	• Students are involved in self-assessment and peer Explore Bump It Up Walls
ACTION: • Explore ways to ensure that every student experiences success.			
• PLC's collaboratively develop additional strategies for engaging students (including Play Based and Project Based learning)	• Targeted Professional Learning on Play Based and Project Based learning	• Executive	• Celebration of success through sharing of exemplars of student work achieved in Project based and Play based learning