

Narrabundah Early Childhood School

Network: South Canberra/ Weston

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:
 - > Improved wellbeing for each child
 - > Maximise the growth in learning for every child

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

- At the end of 2018 NECS lost the Deputy Principal, five classroom teachers and two learning support assistants. The need to rebuild a team with shared understandings around our strategic direction is imperative and will take time.

Our school's approach to inquiry and professional learning communities

Narrabundah Early Childhood School has utilised a strong professional learning community (PLC) framework to support staff to investigate, share, evaluate, explore and implement innovative practices that are data informed.

We ensure our professional learning communities are relevant, collaborative and future focused. A focus on improved student outcomes is at the heart of our PLCs. The individual context of our school, where staff are up to in their learning journey and environmental factors are all taken into consideration when developing our PLCs and the schedule.

Providing authentic feedback to staff to enable considered reflection has been a major focus over the years. Embedding an effective approach that focuses on building teacher capacity that focuses on the AITSL teacher standards and Quality Teaching model (QTM) has enabled us to strengthen practice and lead to improved learning outcomes for our children. We will continue to embed this across the school.

NECS values the learning of all of its staff. The research is clear. There is a strong link between the professional qualities of individual educators and the learning outcomes of students. High standards of education and professionalism of staff are in the best interests of students, of public education and of the profession. Our PLCs ensure all staff have opportunities to engage in high quality experiences to build their capacity to meet children where they are and move them to the next level.

We strongly believe that:

- PLCs should contribute, either directly or indirectly, to improved student learning outcomes
- we all have the right to be supported in our professional learning throughout our career, especially as it relates to the major strategic directions of the ACT Education Directorate
- we all have a professional responsibility to be a lifelong learner
- professional learning is most effective when it is planned and linked to individual, team, workplace and/or organisational learning priorities (ACT Education Directorate Strategic Plan, NECS Strategic Plan, NECS Annual Plan)
- our prior learning and existing skills and knowledge should be recognised and valued;
- technology, open learning models and flexible learning will provide us with enhanced access to professional learning opportunities and growth individually and collaboratively.

Strategies and actions

Priority 1: Improved wellbeing for each child

Strategies

1. Analysis and discussion of data
2. Systematic Curriculum Delivery
3. Differentiated teaching and learning

Actions

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: Effective analysis and discussion of data around resolving conflict and goal setting			
1. Develop data plan and share with all staff.	Principal	<ul style="list-style-type: none"> • A systematic and comprehensive school data plan developed that includes: <ul style="list-style-type: none"> • Teacher judgements • Moderation • Storage and accessibility of data • Where, when and who of data 	<p>All staff will use data effectively to plan programs and track the progress of children ensuring programs reflect the point of need for each child – every child, every day!</p> <p>Data will be used to identify gaps and put interventions in place to support the closing of these gaps for children.</p> <p>Data will be used as evidence of successful teaching and learning.</p>
2. Professional learning on analysing and interpreting data. <ul style="list-style-type: none"> • Access a consultant to work with staff around analysing and interpreting data. 		<ul style="list-style-type: none"> • Professional learning will be delivered. 	Staff will feel confident to use data to improve learning outcomes for children.

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: Systematic curriculum delivery			
1. Develop a whole school cumulative curriculum that supports the learning needs of all children.	Deputy Principal & Executive teacher	<ul style="list-style-type: none"> • A documented and systematic curriculum delivery plan has been developed that identifies the teaching and learning priorities around resolving conflict and goal setting. 	Children will be provided with experiences that support their growth in resolving conflict effectively and creating their own learning goals.
2. Professional learning around goal setting and supporting children to resolve conflict effectively.	Principal	<ul style="list-style-type: none"> • Professional learning will be delivered 	<p>Children will have agency and voice around their learning goals and be able to clearly see their progress and where to next.</p> <p>Story Park posts will link to learning goals for each child around wellbeing.</p>
3. Positive Behaviour for Learning implementation	PBL team led by Mel	<ul style="list-style-type: none"> • PBL implementation plan developed. • RISE award system implemented. • Token system and associated whole school award embedded within school systems. • Continue to develop PBL lesson plans and save on G-drive. 	<p>Improved social climate for children, staff, families and visitors.</p> <p>Increased number of children displaying positive behaviours.</p> <p>Consistent delivery of effective programs and practices that are sustained over time, including consistent positive feedback to children.</p>

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: Differentiated teaching supports student learning outcomes			
1. Response to Intervention Plan developed.	DECO – Deputy Principal	<ul style="list-style-type: none"> • Tier 1, 2 and 3 interventions are developed and implemented to support children requiring additional support to effectively manage conflict. • Bump it up walls are highly visible and clearly support children to identify what the next step in learning is. 	<p>Children will be provided with intervention to support their growth in learning social skills to support their success to resolve conflict effectively.</p> <p>Children will be able to develop their own learning goals and work towards achieving them and evaluating their success.</p>

Priority 2: Maximise the growth in learning for every child.

Strategies

4. Analysis and discussion of data
5. Systematic curriculum delivery
6. Differentiated teaching and learning

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: Effective analysis and discussion of data around resolving conflict and goal setting			
1. Develop data plan and share with all staff.	Principal	<ul style="list-style-type: none"> • A systematic and comprehensive school data plan developed that includes: <ul style="list-style-type: none"> • Teacher judgements • Moderation • Storage and accessibility of data • Where, when and who of data 	<p>All staff will use data effectively to plan programs and track the progress of children ensuring programs reflect the point of need for each child – every child, every day!</p> <p>Data will be used to identify gaps and put interventions in place to support the closing of these gaps for children.</p> <p>Data will be used as evidence of successful teaching and learning.</p>
2. Professional learning on analysing and interpreting data. <ul style="list-style-type: none"> • Access a consultant to work with staff around analysing and interpreting data. 	Deputy Principal	<ul style="list-style-type: none"> • Professional learning will be delivered. 	Staff will feel confident to use data to improve learning outcomes for children.

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: Systematic curriculum delivery			
1. Investigate and Develop a whole school cumulative curriculum plan that supports the learning needs of all children in mathematics.	Deputy Principal & Executive teacher	<ul style="list-style-type: none"> • A documented and systematic curriculum delivery plan has been developed that identifies the teaching and learning priorities around the teaching of mathematics 	<p>Children will be provided with experiences that support their development of mathematical skills, knowledge and understanding.</p> <p>Children will be able to create their own learning goals.</p>
2. Professional learning with a focus on best practice in mathematics	Mathematics team led by Sarah	<ul style="list-style-type: none"> • Professional learning will be delivered around goal setting. • Professional learning will be delivered around mathematics – Anita Chin. • Coaching and mentoring opportunities are focused around mathematics. • A critical friend will be engaged to support our journey in mathematics. • Resources boxed will be created for every learning space with materials relevant to each room. • Workshops for families. 	<p>Children will have agency and voice around their learning goals and be able to clearly see their progress and where to next.</p> <p>Story Park posts will link to learning goals for each child around their mathematical thinking, understanding and skill base.</p>
ACTION: Differentiated teaching supports student learning outcomes			
1. Response to Intervention Plan developed.	DECO – Deputy Principal	<ul style="list-style-type: none"> • Tier 1, 2 and 3 interventions are developed and implemented to support children requiring additional support in mathematics 	<p>Children will be provided with intervention to support their growth in learning social skills to support their success to resolve conflict effectively.</p>

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?
2. Feedback & goal setting	Principal	<ul style="list-style-type: none"> • PL delivered around providing effective feedback to children. 	Children will be able to develop their own learning goals and work towards achieving them and evaluating their success.
3. Planning tools to differentiate effectively.	Deputy Principal & Executive teacher	<ul style="list-style-type: none"> • All teaching and learning programs will clearly indicate how tasks are differentiated to meet children where they are at. 	Children will be provided with tasks at the 'zone of proximal development
4. Cumulative cards showing the increasing complexity of strategies to find solutions to tasks.	Principal	<ul style="list-style-type: none"> • Bump it up walls created in every K-2 learning space. 	Children will have visual supports regarding strategies they can use to support them to find solutions to mathematical problems.

