

# Bonython 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:
  - *Embed the strategies of Formative Assessment to improve student learning outcomes*
  - *Build, develop and sustain an Inquiry mindset in students*
  - *Increase agency of key stakeholders in our Community*

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

### Changes affecting our school's annual planning

What changes have been identified since the inception of your current School Improvement Plan that could affect planning?

- **Perception data**

- Perception data remains strong. IN 2019 further investigation around:
  - Unpacking staff satisfaction - “communication” “high expectations” “behaviour mgt” “wellbeing” results
  - Unpacking with parents - “behaviour”
  - Unpacking with students - “fairness” “choice”
- Continues to ask questions about student perception data eg student agency
- **Student Learning data**
  - Writing needs to be an area of focus for 2019 and beyond due to NAPLAN and school data sets
  - Data sets indicate strong learning culture. The time is now right to increase expectation on output for students
- **Demographic data**
  - Increased enrolment numbers
- **School processes -school programs and processes**
  - Cultural Markers
  - Leadership walks
  - Roomshares focus / feedback
  - A focus on Cultural Integrity through Cross-Curricular Priorities and engagement with community

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

With a focus on improving student learning, what methods will you use to engage all staff in an inquiry approach within professional learning communities?

A layered and personalised approach:

- Educator as Inquirer Initiative - personalised inquiry with collaborative groupings around the Cultural Markers; sessions in Week 0; sessions through the year; potential for collaboration
- Team planning “The Planning Table” – evidence of student achievement brought to each planning conversation; all teams have 90 mins of release together
- Writing focus for formative assessment
- Leadership walk throughs
- Creation of ‘Data and Impact’ team

## Strategies and actions

### Priority 1: Embed the strategies of Formative Assessment to improve student learning outcomes

#### Strategies

1. Strengthen formative assessment approach and student accountability

#### 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:</b> Through formative assessment strategies develop and embed structures for promoting quality writing in the classroom.			
<ul style="list-style-type: none"> <li>● Coaching - using coaches across teams</li> <li>● Roomshare - strategies</li> <li>● Teachers to be support through release timetable</li> <li>● Planning time discussions and data analysis</li> <li>● UC Affiliation (English Clinics)</li> <li>● PL budget \$25,000 Writing Book PL (6 Traits of Writing)</li> <li>● Engage in writing professional learning for leaders and key teachers within the school.</li> </ul>	<p>Team leaders at the planning table (Planning table as a PLC -inquiring into student writing)</p> <p>Coaches - Lisa, Ben</p>	<ul style="list-style-type: none"> <li>-minimum three work samples collected over the year per student</li> <li>-roomshares in term 1 to focus on writing strategies</li> <li>-visible learning for writing development - writer’s walls/displays</li> <li>-6 Traits of writing as shared language across the school</li> <li>- effective sharing of learning intentions and success criteria to provide quality feedback from educators and peers.</li> <li>-known/shared structures teacher conferencing skills</li> </ul>	<ul style="list-style-type: none"> <li>-more effective growth in writing (NAPLAN)</li> <li>-samples reflect personal growth through the year</li> <li>-shrinking the “below standard” for writing tail</li> <li>-visible evidence of writing structures to support literacy for and through inquiry as outlined in cultural markers (leadership walkthroughs - 2019 look fors)</li> <li>-perception data - Increase in percentage of teachers who are more confident teaching writing.</li> </ul>

<b>ACTION:</b> Grow students capacity to judge their own learning, to track their own progress and to set goals for improvement			
<ul style="list-style-type: none"> <li>● continue to build skills and knowledge around the achievement standards</li> <li>● Continuing to plan for formative assessment</li> <li>● Staff to develop and plan for what the students will do</li> <li>● staff continue to define look fors and students understand their role</li> <li>● coaching</li> <li>● timetabling resourcing</li> <li>● PL budget \$25,000</li> </ul>	<p>Leadership team</p> <p>Key staff members through roomshare and other PLC platforms.</p>	<ul style="list-style-type: none"> <li>-Electronic portfolios</li> <li>-Inquiry journals</li> <li>-Google Community posts</li> <li>-Clearly defined 'look-fors' in the split screen</li> <li>-Solo taxonomies of understanding as part of inquiry planning</li> <li>-Roomshare - formative assessment in the writing process/cycle; strategies to grow capacity of students to track progress and set goals for improvement</li> </ul>	<ul style="list-style-type: none"> <li>-Leadership walkthroughs to build students and teacher shared language and shared approaches (cultural marker)</li> <li>-Solo taxonomy of understanding (developed through team inquiry planning)</li> <li>-Evidence of student improvement in being able to articulate learning and thinking.</li> </ul>
<b>ACTION:</b> Through the creation of a data team, support staff to effectively use classroom data to inform planning and assess growth.			
<ul style="list-style-type: none"> <li>● Developing skills around analysis and actioning data.</li> <li>● Meeting structure to incorporate whole staff updates and celebrations of trend data.</li> <li>● Team Planning to incorporate evidence of learning against the achievement standard in targeted areas.</li> </ul>	<p>Leadership team and selected teachers.</p> <p>Key members in planning teams.</p>	<ul style="list-style-type: none"> <li>-creation of data impact team</li> <li>- data team analysis of data to feed back into teaching team inquiries into their students.</li> <li>- one pager on data collection and use in the school</li> </ul>	<p>Perception data: Staff are more data literate</p> <p>NSIT Domain 2</p>

**Priority 2: Build, develop and sustain an Inquiry mindset in students**

*Strategies*

2. Sustain staff collaboration through team planning for inquiry learning
3. Implementation of curriculum map through the promotion of pedagogies for inquiry 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?
<b>ACTION:</b> Teachers engage in collaborative, professional learning communities to develop inquiring mindsets			
These may include, but are not limited to: <ul style="list-style-type: none"> <li>● Helen Timperley’s inquiry cycle around the planning table</li> <li>● UC Affiliation - support with research</li> <li>● Resourcing time during planning and after school commitments schedule</li> <li>● Power of Inquiry &amp; Connections with Kath Murdoch</li> <li>● Week 0 PL and Launch; termly whole staff sessions; 1-2 collaborative sessions per term</li> </ul>	Amanda and Marc Leadership team Collaborative teams	<ul style="list-style-type: none"> <li>● BPS Educators as Inquirers initiative</li> <li>● Actions and recommendations from teachers/admin staff inquiries</li> <li>● BPS Brief - Professional Learning (AITSL Professional Learning)</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of self-inquirer (self-reflection/perception survey)</li> <li>-Measure - NSIT Expert Teaching team &amp; AITSL Professional Learning</li> <li>-Measure - Cultural marker for an inquiry school               <ul style="list-style-type: none"> <li>-100% of teachers have collaborative planning time</li> <li>-100% of educators achieve their pathways goals</li> <li>-Perception data - I have autonomy in my PL</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Celebration/sharing event at the end of 2019</li> <li>● PL budget \$25,000</li> </ul>			
<b>ACTION:</b> Strengthen teacher understanding of the Australian Curriculum Achievement Standards to identify the concepts to guide student learning opportunities, including strong focus on skills and dispositions (Learning Assets & Cross-Curricular Priorities)			
<p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Week 0 Provocation PL (based on the Cross-curricular priorities)</li> <li>● Arts program focus on cultural integrity</li> <li>● Tuggeranong Arts Centre partnership</li> <li>● PL budget \$25,000</li> </ul>	<p>Leadership team Team planning table discussions</p>	<ul style="list-style-type: none"> <li>● P to 6 Inquiry Planner tracker</li> <li>● Team inquiry plans linked to the tracker</li> <li>● Educators as Inquirers</li> <li>● 2019 Art Show - ATSI focus</li> <li>● School grounds - ATSI serpent, gardens, sustainability processes, student acknowledgment of country</li> </ul>	<p>-Measure - demonstrated growth on the Cultural Integrity continuum -Measure - Achievement Standards (confidence and knowledge of the AS) -Measure - planning table objectives are achieved (planning for inquiry learning, planning for formative assessment and bringing the evidence of learning)</p>
<b>ACTION:</b> Teachers engage in embedded opportunities to build capacity as inquiry teachers (action learning/passion projects, professional learning networks, classroom coaching, in-school partnership with critical friend)			
<p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Power of Inquiry &amp; Connections with Kath Murdoch</li> <li>● Connections with Mother Teresa &amp; Melbourne PL</li> <li>● Induction processes</li> <li>● Coaching time</li> <li>● Planning table resourcing</li> </ul>	<p>Leadership team Induction leaders.</p>	<p>This may include (but is not limited to):</p> <ul style="list-style-type: none"> <li>● Induction systems</li> <li>● Educators as inquirers projects</li> <li>● Actions from teachers/admin staff inquiries</li> <li>● BPS Brief - Professional Learning</li> <li>● Inquiry roomshares</li> </ul>	<p>After all your hard work, what has changed? What will be the effect on people?</p> <p>-Measure - cultural markers for an inquiry school -Perception data - questions around teacher confidence delivering inquiry learning experiences - NSIT tool: Expert Teaching Team</p>

<ul style="list-style-type: none"> <li>● Structure of teams</li> <li>● “The Innovator’s Mindset” - George Couros</li> </ul>		<ul style="list-style-type: none"> <li>● Leadership walkthroughs with a focus on the Cultural Markers</li> <li>● BPS Feedback cycle</li> </ul>	
<b>ACTION:</b> Compile agreed upon pedagogical practices for an inquiry classroom			
These may include, but are not limited to: <ul style="list-style-type: none"> <li>● Power of Inquiry &amp; Connections with Kath Murdoch</li> <li>● Induction processes</li> <li>● Planning table resourcing</li> <li>● Modelling of Thinking Routines through staff sessions including Week 0 PL</li> <li>● Explore the 8 Aboriginal Ways of Learning</li> </ul>	Leadership team	This may include (but is not limited to): <ul style="list-style-type: none"> <li>● BPS Brief - Pedagogical practices</li> <li>● Leadership walkthroughs</li> <li>● Visible inquiry - classroom displays and Google Community Posts</li> <li>● Feedback cycles</li> <li>● Educators as inquirers projects</li> <li>● BPS Brief - Curating and activating learning spaces to promote inquiry</li> </ul>	After all your hard work, what has changed? What will be the effect on people?  Leadership walkthrough data
<p><b>Preschool QIP</b> - ELSA STEM initiative - embedding STEM in Early Childhood.</p> <p>-ELLA: introducing languages education in the early years</p>			

**Priority 3: Increase agency of key stakeholders in our Community**

*Strategies*

4. Provide opportunities for learners to have an active voice in their learning, whole school decision making and leadership
5. Seek ways to become more strategic in forming partnerships with families and the wider community utilising these partnerships to source resources to address identified student learning and wellbeing needs.

*Actions*

What <b><u>resources</u></b> are needed?	Who will <b><u>lead</u></b> this action?	What will be <b><u>produced</u></b> to support this action?	How will this action <b><u>impact</u></b> on student learning?
<b>ACTION:</b> Implementation of Student Leadership Team portfolios across the school			
These may include, but are not limited to: <ul style="list-style-type: none"> <li>● Critical friends and resources</li> <li>● 4 Worlds budgets</li> </ul>	Marissa & 5/6 Team	This may include (but is not limited to): <ul style="list-style-type: none"> <li>● Leadership buddies</li> <li>● Profiles shared through the newsletter and Facebook</li> <li>● BPS Brief: Student Leadership</li> <li>● Connections of ACT Student Parliament</li> </ul>	After all your hard work, what has changed? What will be the effect on people?  Student perception data - choice; leadership
<b>ACTION:</b> Increase the opportunities and rigor of recognition of student achievement and growth e.g reflection journals, community awards, electronic portfolio			
These may include, but are not limited to: <ul style="list-style-type: none"> <li>● Coaching time - setting up electronic portfolios</li> <li>● Staff sharing strategies and techniques for recording learning</li> <li>● Kath Murdoch connections</li> </ul>	Leadership team Team leaders All staff Students	This may include (but is not limited to): <ul style="list-style-type: none"> <li>● Electronic portfolios for all students</li> <li>● BPS Brief - sharing student learning (Google Coms, Semester Reports, teacher</li> </ul>	After all your hard work, what has changed? What will be the effect on people?  -100% of students have access to electronic portfolios -all teachers post daily on the google communities



<ul style="list-style-type: none"> <li>• Connections with other inquiry schools eg Mother Teresa</li> </ul>		<p>meetings, electronic portfolios, etc)</p> <ul style="list-style-type: none"> <li>• Visible learning - displays, google docs, inquiry journals</li> <li>• Split screen with look fors deconstructed</li> <li>• Changed name of leadership awards -<i>GIDES to Success</i></li> </ul>	
<p><b>ACTION:</b> Embed set of whole school values (BPS GIDES)</p>			
<p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Formative Five - book</li> <li>• Week 0 PL on resilience and Grit</li> <li>• Roomshare focus (Term 1 or 2)</li> </ul>	<p>Leadership Team</p>	<p>This may include (but is not limited to):</p> <ul style="list-style-type: none"> <li>• Outdoor learning space includes the GIDES</li> <li>• GIDES is visible in all classroom spaces and is part of teacher and student language</li> </ul>	<p>After all your hard work, what has changed? What will be the effect on people?</p> <p>100% of classroom spaces have visible display and thinking about GIDES</p> <p>Perception data 'I understand the values of the school' (students / parents)</p> <p>Measure - Facebook engagement - poles</p>
<p><b>STRATEGY #5</b> Seek ways to become more strategic in forming partnerships with families and the wider community utilising these partnerships to source resources to address identified student learning and wellbeing needs.</p>			
<p><b>ACTION:</b> Connect students with local and global communities through linking with businesses, services and support agencies that assist to grow an inquiry mindset</p>			

<p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Exploring authentic partnerships that support Cultural Markers for an Inquiry School</li> <li>● Exploring opportunities to connect with QATAR Airlines and the COmmonwealth Bank</li> <li>● Little 'p' community partnerships (including iTlme)</li> </ul>	<p>Leadership team Teams Partnership with UC and Tuggeranong Art Centre</p>	<p>This may include (but is not limited to):</p> <ul style="list-style-type: none"> <li>● Support for inquiry and iTlme</li> <li>● Support for Educators' as Inquirers</li> <li>● Inquiry plans to identify connections</li> </ul>	<p>After all your hard work, what has changed? What will be the effect on people?</p> <p>Measure-Cultural Marker "Students make strong connections to local and global communities" (Cultural Marker Doc)</p> <p>The community beyond the school is used as a context for student inquiry. Demographic data - excursions &amp; walks iTlme and Discovery Tlme inquiry</p>
<p><b>ACTION:</b> Continue to provide learning partnerships with families through digital portfolios and Inquiry Learning Walks.</p>			
<p>These may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● providing digital coaches time</li> </ul>	<p>Leadership team Coaches Elise - BPS Brief Digital Portfolios</p>	<p>This may include (but is not limited to):</p> <ul style="list-style-type: none"> <li>● Using the Google platform to create Electronic Portfolios for ALL students</li> <li>● Parent information sessions/briefs eg How does inquiry learning work? How can I support my emerging reader?</li> <li>● BPS Brief - Digital Portfolios The use of digital portfolios as ongoing students assessment</li> <li>● Students explaining thinking and new learning through</li> </ul>	<p>After all your hard work, what has changed? What will be the effect on people?</p> <p>-Measure - 100% of students have access to electronic portfolios - all teachers post daily on the google communities - one family learning walk per term to share in student inquiries. -Measure - perception data around communication and decision making</p>

		Google Communities platform.	
<b>ACTION:</b> Establish UC Affiliate School partnership through: <ul style="list-style-type: none"> <li>building the capacity of our teaching staff as being more consciously skilled in their mentoring of preservice teachers.</li> <li>supporting the Educators as Inquirer Initiative.</li> </ul>			
These may include, but are not limited to: <ul style="list-style-type: none"> <li>Support provided through the UC eg mentoring support and support for educator inquiries</li> <li>All staff committed to working with PSTs</li> </ul>	Marc - SPEC Leadership Team All teachers Specific UC educators / researchers	This may include (but is not limited to): <ul style="list-style-type: none"> <li>Induction for mentors</li> <li>Mentoring capacity building</li> <li>Access to PL hosted by the UC</li> <li>Hosting 2-3 PCK units</li> <li>Hosting 10 PSTs from a variety of units across the year</li> <li>Teachers' professional pathways plans identify mentoring PSTs as a goal</li> </ul>	After all your hard work, what has changed? What will be the effect on people?  NSIT- Expert Teaching Team Perception data
<b>ACTION:</b> Caring for country - building capacity around the ATSI Cross-curricular priority & Cultural Integrity.			
These may include, but are not limited to: <ul style="list-style-type: none"> <li>Cultural Competency PL for selected teachers</li> <li>PL - as appropriate</li> <li>Week 0 provocation PL for all staff at the National Gallery</li> <li>Opportunities to connect with our Aboriginal families</li> </ul>	Amanda Karen Wilson Leadership Team	This may include (but is not limited to): <ul style="list-style-type: none"> <li>Using a range of personalised acknowledgements at whole school events</li> <li>Classes inquiring into Aboriginal Arts</li> </ul>	After all your hard work, what has changed? What will be the effect on people?  -100% of students represented in 2019 Art Show -Measure - Cultural Integrity Continuum <a href="https://docs.google.com/document/d">https://docs.google.com/document/d</a>

<p>through authentic opportunities</p>		<ul style="list-style-type: none"> <li>● Opportunities for Indigenous families to have an art piece in our show</li> <li>● Cross-curricular priority explored</li> <li>● Using the 8 Aboriginal ways of Learning as a reflection and planning tool</li> <li>● Teachers a part of the Cultural Integrity Google community</li> </ul>	<p><a href="#">/11LHaDwdiYcnELFVt4Kk1RReAihOaVlChh87r4ndDBgQ/edit?usp=sharing</a> - NSIT: A culture that promotes learning.</p>
<p><b>ACTION:</b> Explore and develop a strategy for sustainable waste management.</p>			
<ul style="list-style-type: none"> <li>● Week 0 Provocation to the Recycling Centre</li> <li>● Connections with ACT SMART</li> <li>● Solar panel rebate from electricity bill savings</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership team, Emily and Vince</li> </ul>	<ul style="list-style-type: none"> <li>● BPS Brief - Sustainability</li> <li>● Whole school strategy</li> <li>● Using the design framework to connect and consult with our community</li> <li>● Connections with new Technologies teaching role</li> <li>● Recycling resources, processes and infrastructure</li> </ul>	<p>-Measure - waste reduction - reduce the number of skip bins collected -Perception data - the site is well maintained</p>