

URANGAN SHS Action Plan

Action plan details		
Principal	Glen Robinson	
Assistant Regional Director		
Review report delivered	21 st March 2019	
Action plan commenced		
Follow-up meeting (three months)		Follow-up meeting (nine months)
Follow-up meeting (six months)		Follow-up meeting (12 months)



Action plan objectives

The Principal is responsible for:

1. Preparing this action plan in consultation with the Assistant Regional Director / Principal Supervisor that will outline the key improvement strategies to be undertaken in the next 12 months
2. Ensuring the planning processes is collaborative and reflect the views, ideas, skills, knowledge and understanding of key stakeholders and take into account the school's vision and strategic and operational priorities
3. Ensuring a seamless and sequenced implementation of the school's response to the improvement strategies
4. Ensuring the action plan is delivered on time and is fully costed in terms of financial and human resource implications
5. Ensuring the action plan is clearly linked to the wider school planning and accountability processes
6. Ensuring the action plan is forwarded to the School Improvement Unit (SIU) for endorsement.

	Name	Signature	Date
Principal	Glen Robinson		14/2/2020
Assistant Regional Director (endorse)	Jenny Maier		14/2/ 2020
School Council Chair	Ken Diehm		28/2/2020
Assistant Director-General /Case Manager, SIU (approval)			

URANGAN SHS Action Plan

Improvement strategy from report	Actions to address improvement strategy	Resources	Timelines, milestones and targets (Completion date, artefacts, evidence of targets achieved) <i>Record as three, six, nine and 12 month targets</i>		
<p>Collaboratively review the current reading framework, based on comprehensive analysis of reading data, and develop a strategic plan to extend the explicit teaching of reading across the school.</p> <p>Through this project we will enhance the capability of the school executive leadership team to use and effectively model change management processes that build clarity about, and confidence in, the implementation of the school's Explicit Improvement Agenda(EIA) by all staff.</p>	<p>Clearly articulate to all staff the EIA around curriculum and reading</p> <p>Establish a pilot group (year 7 English Teachers) in conjunction with the leadership team that will pilot the whole school reading agenda.</p> <p>To develop "Clarity of Curriculum" process and as such the embedding of READING demands within the units being taught.</p> <p>There will be a whole of school focus on the use of agreed reading strategies – in 2019 QAR and in 2020 - Active Comprehension</p> <p>Individual student data is monitored and individualised reading goals are established for students identified in the "FLI" classes.</p> <p>The school will register with Region to participate in the North Coast Region project – Clarity with Lynn Sharratt.This will commence in 2020 if accepted.</p> <p>The Executive team will use Lynn Sharratt's book CLARITY to discuss and action "What matters in Most in Learning, Teaching and Leading.</p> <p>USHS curriculum work programs/ units clearly identify; the achievement standards, the reading demands and plan to explicitly teach them</p> <ul style="list-style-type: none"> ▪ Mapping of the achievement standards ▪ Identification of the reading demands - Year 7 English ▪ Identification and relevant literacy continuum descriptors – Year 7 English 	<p>Pilot Year 7 English teaching team</p> <p>Regional commissioned resources eg. PA</p> <p>TRS</p>	<p>Members of each team include</p> <ul style="list-style-type: none"> - Executive – Principal, 5x DP's and 2 x BM - Leadership – All above and HOD's and HOSES - Expert Reading Team – HOD – English, Learning Improvement, Student Welfare and Expert Teaching Team member (Literacy) - Pedagogy Team – DP and HOD Quality Teaching - RETT – Reading Expert Teaching Team – One Yr 7 Teacher from each faculty <p><u>By the end of Term 4 2019</u></p>		
			<p>Outcomes / Actions</p> <p><u>Executive Team</u></p> <ul style="list-style-type: none"> - Action plan signed off by SIU - Roles and Responsibilities of Executive and Expert Reading Team confirmed. (ROBIGL) - Draft "Curriculum And Pedagogical Implementation Process" (CAPIP) completed. (RYEANO) - Survey Staff in relation to their confidence in using Reading strategies is completed and results tabled at Leadership meetings (ROBIGL) <p><u>Pilot Team</u></p> <ul style="list-style-type: none"> - Pilot team will have provided feedback to Executive and Expert Reading Team regarding curriculum implementation process 	<p>Evidence of Impact</p> <p><u>Executive Team</u></p> <ul style="list-style-type: none"> - The Executive team can clearly articulate their role in progressing the Action Plan <p><u>All Teachers</u></p> <ul style="list-style-type: none"> - All teachers recognise that the Explicit Improvement Agenda is (ie Through curriculum clarity, reading and student outcomes will improve) <p><u>Pilot Teachers</u></p> <ul style="list-style-type: none"> - Pilot teachers have discussed and agreed to appropriate reading strategies for Term 4 Unit 4. - Pilot teachers have identified the sequence of teaching and learning experiences and are able to align the Reading Demands and Literacy Continuum links for unit 1, Term 1, 2020. - The Pilot team have provided feedback to the ERT at the end planning sessions at the end of Term 4 <p><u>Leadership Team</u></p> <ul style="list-style-type: none"> - The Leadership team have reviewed the CAPIP in preparation for the presentation to the Leadership team in term 1 2020 	<p>Artefacts</p> <ul style="list-style-type: none"> - Action plan signed off by SIU - Pilot team feedback to Executive and Expert Reading Team - Document with the Roles and Responsibilities of Executive and Expert Reading Team published (ROBIGL) - Survey regarding staff confidence in using Reading strategies is completed and results tabled at Leadership meetings (ROBIGL) - Draft "Curriculum and Pedagogy and Implementation Process" (CAPIP) completed for presentation to Leadership team in Term 1 2020 (RYEANO)

URANGAN SHS Action Plan

Members of each team include

- Executive – Principal, 5x DP's and 2 x BM
- Leadership – All above and HOD's and HOSES
- Expert Reading Team – HOD – English, Learning Improvement, Student Welfare and Expert Teaching Team member(Literacy)
- Pedagogy Team – DP and HOD Quality Teaching
- RETT – Reading Expert Teaching Team – One Yr 7 Teacher from each faculty

By the end of Term 1 2020 (6 months)

<u>Outcomes/ Actions</u>	<u>Evidence of Impact</u>	<u>Artefacts</u>
<p><u>Executive Team</u> -The Executive team and selected staff members will have engaged in the first sessions of the Clarity project (Regional Project)</p> <p>- The Executive team will have in-serviced the Core HODs in the “Curriculum And Pedagogical Implementation Process” (CAPIP)</p> <p><u>Leadership</u></p> <ul style="list-style-type: none"> - HOD Learning Improvement will present an “ Introduction to Active Comprehension” to all classroom staff on January SFD. - DP will present an introduction to the “Curriculum And Pedagogical Implementation Process” to all staff on January SFD. - CORE Faculty HODs and RETT participate in Active Comprehension Focus Whole Day PD before Week 5 (WHITDA/STROC) <p><u>Pilot Team</u></p> <ul style="list-style-type: none"> - Pilot Team led by Regional Support, Executive Members (RYEAN0/ MCMOR) and ERT use phase 1 of CAPIP to prepare Term 2 Unit 2. - Pilot teachers will determine which data sets will be utilized in preparation for Term 3 Unit 3. <p><u>RETT</u> - RETT teachers work with ERT to identify reading activities for Year 7 Term 2 Unit 2 and develop appropriate Active Comprehension reading resources.</p>	<p><u>Students</u></p> <ul style="list-style-type: none"> - All students doing Year 7 English are able to explain the agreed reading strategies being used in their classrooms. <p><u>Faculty HODs and RETT</u></p> <ul style="list-style-type: none"> - Core HODS and RETT will be confident in implementing the CAPIP in unpacking and developing Active Comprehension Strategies for term 2 Unit 2. <p><u>Pilot Teachers</u></p> <ul style="list-style-type: none"> - Pilot teachers will be positive in their ability to deliver an increased range of differentiation in reading strategies provided to their class. - In Pilot team classes, key reading strategies from the Active Comprehension suite will be evident in student work (Year 7 English). 	<ul style="list-style-type: none"> - Data sets involving FLI students are published in Reading Room - Probe testing results for selected students. (FLI Students) - New School Literacy framework developed (STROCL/WHITDA) - Active Comprehension posters are evident in every classroom <p><u>Faculty HODs and RETT</u></p> <ul style="list-style-type: none"> - Appropriate text for term 2 units are created by RETT/ HOD/ HOSES in consultation with ERT targeting Active Comprehension Reading strategies. <p><u>Pilot Team</u></p> <ul style="list-style-type: none"> - Reading strategies have been developed and are evident in student work for Year 7 Unit 2 - Pilot Team feedback to Expert Reading Team after using identified opportunities to use Active Comprehension strategies. <p><u>RETT</u></p> <ul style="list-style-type: none"> - Reading activities prepared for term 2

URANGAN SHS Action Plan

Members of each team include

- Executive – Principal, 5x DP's and 2 x BM
- Leadership – All above and HOD's and HOSES
- Expert Reading Team – HOD – English, Learning Improvement, Student Welfare and Expert Teaching Team member(Literacy)
- Pedagogy Team – DP and HOD Quality Teaching
- RETT – Reading Expert Teaching Team – One Yr 7 Teacher from each faculty

End Term 2, 2020 (9 months)

<u>Outcomes/ Actions</u>	<u>Evidence of Impact</u>	<u>Artefacts</u>
<ul style="list-style-type: none"> - The ERT use Probe and other agreed data sets to lead discussions teaching strategies (RYEAN/STROCL/ANSOLE) - CAPIP process utilised by CORE Faculty HODs in preparation for Year 7 term 3 units. - DP's to lead PD on differentiation of reading for RETT and Core Faculty HODs (ANSOLE/BUXTLI) - The RETT and Core Faculty HOD's to plan and identify appropriate active comprehension reading strategies in Year 7 Term 3 units 	<p><u>Pilot Team</u></p> <ul style="list-style-type: none"> - Pilot team can demonstrate where they have used data sets to inform differentiated teaching practice - Pilot Teachers can: <ul style="list-style-type: none"> o Explain how the literacy demands are identified and mapped in the assessment and unit plans o Demonstrate reading episodes that they have planned and delivered in their Year 7 English classes o Discuss the reading ability of the students in their Year 7 English class and strategies they are using to improve their performance <p><u>Leadership Team</u></p> <ul style="list-style-type: none"> - CORE Faculty HODs share examples from staff of the implementation of Reading strategies used in Yr 7 units - RETT and Core Faculty HODs can: <ul style="list-style-type: none"> o Explain how the curriculum and in particular reading (ie Australian Curriculum Reading Demands and agreed school strategies) are delivered within their faculties <p>- <u>Students</u> Students in Year 7 (Core Subjects) can explain reading strategies that are being used in their classrooms.</p>	<ul style="list-style-type: none"> - PROBE and agreed (Term 1) data sets are created. - Reading strategies developed are evident in student work for Year 7 Unit 2 (Core subjects) - Formal feedback from Year 7 teachers (Core subjects) after using identified opportunities to use targeted reading strategies

URANGAN SHS Action Plan

Members of each team include

- Executive – Principal, 5x DP's and 2 x BM
- Leadership – All above and HOD's and HOSES
- Expert Reading Team – HOD – English, Learning Improvement, Student Welfare and Expert Teaching Team member (Literacy)
- Pedagogy Team – DP and HOD Quality Teaching
- RETT – Reading Expert Teaching Team – One Yr 7 Teacher from each faculty

End Term 3, 2020 (12 months)

Executive and ERT

- Executive/ ERT and Pilot Team work through CAPIP in preparation for Term 4 Unit 4.
- ERT and all other Curriculum HODs (Non Core) undertake PD Active Comprehension Focus (Whole Day PD) Before Week 5.

RETT / Pilot Teams

- RETT teachers/ Pilot Team will have recorded a range of sessions where examples of Active Comprehension strategies demonstrated.
- RETT teachers (Core) can plan for and assist the other teachers in their team to deliver quality reading episodes in Term 4 unit 4.

Leadership Team

- HODS can identify and plan explicit teaching sequences for literacy descriptors in a Year 7 Unit.
- The Executive, Leadership and all year 7 teachers are confident in using the Active Comprehension strategies when conducting a reading activity as per survey data.

All Teachers

- All teachers involved are confident that the CAPIP addresses all elements necessary for implementing the Australian Curriculum.
- Students
Students in Year 7 English can articulate their individual reading goal and the strategy they are using to progress.

- Survey relevant staff regarding their confidence in identifying reading demands and the teaching of Active Comprehension strategies.
- Lesson plans and videos of HOD's/ pilot team teachers utilising Active Comprehension reading strategies have been developed.
- A comparison of 2019 student data is completed looking at A-E data in Year 7 Core subjects and provided to the Leadership team and teachers involved in the trial.
- Teaching Staff see the Executive team as a Cohesive team that is leading school's Explicit Improvement agenda - **Through curriculum clarity, reading and student outcomes will improve.**

URANGAN SHS Action Plan

--	--	--	--