

2019 School Improvement Plan summary

Goals	Targets	Challenge of practice	Actions	When / who	Success criteria
Improve students' perception of the learning intentions in every lesson.	70% of students can articulate what they are learning and why it is important, in any lesson	Develop agreed understandings and consistent language about what students are learning and why it is important, as drivers of learning task design.	Review current understandings held by APOS teachers about what we believe is important	Term1, Curriculum leaders	<ul style="list-style-type: none"> All lesson documentation (teacher notes) include agreed learning intentions. Lesson documentation for common lessons include success criteria (low floor to high ceiling). Student focus groups responses about what they are learning (after individual lessons and after camp) show a shift compared with 2017 responses. PLT minutes reflect a strengthening of shared understandings of how task design and pedagogy supports learning intentions.
			Redevelop current lesson plans to include learning intentions and success criteria for all lessons (already started in 2018). Check for developmental appropriateness.	All year, All teachers	
			Develop tools to determine student perception of what they are learning and why (eg expanded focus groups from 2017, end of lesson surveys)	Terms 1&2, Curriculum leaders	
			Use our Professional Learning Team (PLT) approach to peer review the degree to which task design and teacher pedagogy address learning intentions.	Terms 1&2, PLT	
			Analyse evidence collected about student perception of learning intentions (links strongly with last cycle Visible Learning Program)	Term 4, Curriculum leaders	
Improve visiting teacher participation and ownership in designing and implementing their camp program to maximise student learning opportunities.	100% of teachers can articulate their next steps in the end of camp survey or interview.	Improve the quality of support, communication and relationship development with visiting teachers in all stages of their camp experience.	Develop tools to determine visiting teachers level of engagement during their camp (eg lesson walkthrough observation, interviews, end of camp focus groups)	Term1, Curriculum leaders	<ul style="list-style-type: none"> Evidence collection tools (eg walk through observations and interviews) are being used to provide snapshots of visiting teacher involvement and engagement. Agreed protocols for involving visiting teachers are documented and in use. Teacher focus group and survey responses immediately after their camp, describe next steps in student learning. PLT minutes reflect a strengthening of the educative partnership between APOS and visiting teachers.
			Review current communication points on a timeline (pre camp, during camp, post camp).	Term 2, Curriculum leaders	
			Collect data about level of responsiveness we are receiving from current communication strategies.	Terms 1&2, Curriculum leaders	
			Use our PLT approach to peer review the real time interactions individual APOS teachers have with visiting teachers and parents.	Terms 3&4, PLT	
			Develop and practice strategies that proactively engage visiting teachers in their camp experience	All year, All teachers	