

2020 School Improvement Plan summary

Goals (student learning)	Targets	Challenge of practice (for teachers)	Actions	When/who	Success criteria
Improve students' perception of the learning intentions for their camp and individual lessons.	70% of students can articulate what they are learning and why it is important, in any lesson, and in their camp.	Develop agreed understandings and consistent language about what students learn and why it is important, as drivers of learning task and program design.	1. Continue a review of current understandings held by APOS teachers about what learning is important and why.	Term 1, Curriculum leaders	<ul style="list-style-type: none"> All lesson documentation (teacher notes) includes agreed learning intentions and success criteria (low floor to high ceiling). Student focus groups responses about what they are learning (after individual lessons and after camp) are consistent with their teachers' intentions. PLT minutes reflect a strengthening of shared understandings of how task design and pedagogy supports learning intentions.
			2. Review current lesson plans to include learning intentions and success criteria for individual lessons and a whole camp (continuing the work from 2019). Check for developmental appropriateness.	All year, All teachers	
			3. Develop and test tools to determine student perception of what they are learning and why (eg refined student focus groups from 2019, refined end of lesson surveys, electronic 'anytime' surveys, trials of 'assessing' small groups of students using success criteria, 'snap shot' learning intention survey of visiting adults immediately after a lesson)	Terms 1&2, Curriculum leaders	
			4. Analyse and reflect upon evidence collected about student perception of learning intentions.	Term 4, Curriculum leaders	
			5. Use our Professional Learning Team (PLT) approach to peer review the degree to which task design and teacher pedagogy address learning intentions.	Terms 2&3, PLT	
Improve student engagement and participation.	90% of students show high levels of engagement (specifically early years students).	Design learning tasks and camp programs that differentiate for students' developmental needs (specifically for early years students).	1. Review the status of current learning tasks for R-2 students (eg AC mapping, curriculum documentation, lesson observation).	Term 1, Curriculum leaders	<ul style="list-style-type: none"> R-2 students are offered developmentally appropriate camp programs and learning design. High levels of student engagement and learning is reported in feedback from early years visiting teachers (eg. in interviews and surveys) High levels of student engagement and learning is reported in lesson observation by APOS teachers (eg observation rubric scores). Student focus group responses indicate high levels of engagement.
			2. Develop and test tools to determine the level of engagement and participation of early years students (eg observation rubrics, walkthroughs, focus groups).	Terms 1&2, Curriculum leaders	
			3. Engage in professional learning about developmental stages of learners (eg a review of existing published documentation on the APOS school website, invite external early years practitioners and/or researchers to observe and provide advice about developmentally appropriate pedagogies)	Terms 1&2, Curriculum leaders	
			4. Design or re-design learning tasks that provide appropriate challenge and stretch for early years students.	All year, All teachers	
			5. Develop methods for early diagnosis of particular student learning needs for each school group that comes on camp (eg day 1 observation and conversation with visiting teachers).	Terms 1&2, All teachers	
			6. Use a Professional Learning Team (PLT) approach to explore the connection between engagement and task design / pedagogy / content in early years lessons.	Terms 1&2, PLT	