

2021 School Improvement Plan Summary

ARBURY PARK OUTDOOR SCHOOL

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 for individual lessons.	70% of students can articulate what they are learning and why it is important, for any lesson and for their whole camp.	Develop agreed understandings and consistent language about what students learn, why it is important, and how it is delivered (consistent with what visiting teachers believe is important for their students)	1. Progressively review the agreed learning intentions and success criteria for current lesson plans (first round completed in 2020). Check for rigour and developmental appropriateness.	Ongoing, curriculum leaders	<ul style="list-style-type: none"> All lesson documentation shows a consistent approach to learning intentions and success criteria (consistent language, taxonomy, scope). Student descriptions 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 support learning intentions.
			2a. All teachers continue to use existing assessment tools (eg student focus groups, end of lesson student surveys, post camp visiting teacher surveys). 2b. Develop new assessment tools to gauge student and visiting teacher perception of what students are learning and why (eg recording end of camp reflection activities, electronic 'anytime' surveys on iPads, trials of assessing student learning using success criteria).	Term 1&2, curriculum leaders	
			3. Analyse and reflect on evidence collected about student perception of learning intentions. eg compare pre-camp teacher intention statements and students' end of camp self-reported learning.	Term 3&4, curriculum leaders	
			4. Use Professional Learning Team (PLT) approach to inquire into the relationship between learning intentions, task design and teacher pedagogy (an emergent planning process).	Terms 1,2,3, PLT	
Improve student engagement and participation, with a focus on year5/6.	90% of students show high levels of engagement.	Design differentiated learning tasks and camp programs (specifically, appropriate stretch and challenge for year 5/6 students, given Year 7s will move to high school in 2022).	1. All teachers revisit effective strategies, identified in 2019 SIP, for improving visiting teacher involvement as co-teachers of their students' camp program.	Term 1, curriculum leaders	<ul style="list-style-type: none"> High levels of student engagement and learning are reported in feedback from visiting teachers (eg. in interviews and surveys) High levels of student engagement and learning are reported in lesson observation by APOS teachers (eg observation rubric scores, PLT video observation). Student focus group responses indicate high levels of engagement.
			2. Review the appropriateness of current learning tasks that span several year levels (eg <i>Freshwater Life</i> across R-7, <i>Nature's Recyclers</i> across 3-7, <i>Animal Survival</i> across 3-7). Cross reference scope and sequence in the Australian Curriculum and in DfE <i>Units of Work</i> developed in 2020	Ongoing, curriculum leaders	
			3. All teachers collect evidence of engagement and participation from students and visiting teachers (eg observation rubrics, student focus groups, student and visiting teacher perception surveys)	Ongoing, curriculum leaders	
			4. All teachers design or re-design learning tasks to provide students with appropriate challenge and stretch (eg group development lessons)	Ongoing, curriculum leaders	
			5. Use a Professional Learning Team (PLT) approach to inquire into the relationship between student engagement, task design and teacher pedagogy (an emergent planning process)	Terms 1,2,3, PLT	