

2023 School Improvement Plan Summary

Goal (student learning)	Improve students' capacity to describe what they are learning , rather than what they are doing.		
Challenge of practice (for teachers)	Strengthen the precision of the instructional dialogue we use to deepen student learning (e.g. presenting a learning intention, skilful questioning, targeted feedback).		
Success criteria	<ul style="list-style-type: none"> • Students can describe what they are learning (after individual lessons and end of camp) • Student-reported learning is consistent with agreed APOS intentions (in terms of individual lesson intentions and also our values of <i>Curiosity, Care, Community</i>). • Students and visiting teachers provide observational feedback about effective dialogue strategies used by APOS teachers. 		
Actions for improvement	Timeline	Roles and responsibilities	Resources
1. Teachers will review our agreed learning intentions and success criteria for current lesson plans. Audit for clarity, precision, and developmental appropriateness (ongoing from 2022)	Starting term 1	<ul style="list-style-type: none"> – All teachers ensure lesson documentation shows a consistent approach to learning intentions and success criteria (consistent language, taxonomy, scope) – Principal and Coordinator schedule this task on staff meeting agendas 	<ul style="list-style-type: none"> – Teacher notes for individual lessons – Summary document of learning intentions and success criteria – Student learning snapshot grid of success criteria
2. Teachers will build their confidence and capacity around <i>Assessment for Learning</i> strategies, in particular, purposeful dialogue (ongoing from 2022)	Term 1,2	Principal and Coordinator will source and provide relevant professional learning alongside the PLT	<ul style="list-style-type: none"> – <i>Embedding formative assessment</i>, Wiliam – SAPP / DfE Assessment for learning document
3. Teachers will use existing student and visiting teacher perception tools to gather evidence about their teaching practice (end of lesson surveys, focus groups, end-of-camp reflection)	Terms 1-3	<ul style="list-style-type: none"> – Principal and Coordinator will prepare a schedule for data collection (using existing perception tools, including new targeted focus group questions) – All teachers will contribute to data collection as per the schedule 	<ul style="list-style-type: none"> – Focus group questions with agreed conversation protocols – End of lesson student surveys, end of camp student reflection transcripts, electronic surveys on iPads
4. Teachers will self-analyse and then peer-reflect on evidence collected about student learning and the effectiveness of their instructional dialogue, eg. <ul style="list-style-type: none"> – comparing student end-of-lesson surveys with our agreed learning intentions – categorising students' end-of-camp self-reported learning and comparing this with our camp intentions – finding patterns in end-of-lesson student surveys about effectiveness of teacher communication – categorising student comments collected in focus groups 	Term 3&4	Principal and Coordinator will collate evidence and report back to teachers for shared analysis during staff meetings.	<ul style="list-style-type: none"> – End of lesson student survey summary spreadsheet with charts of data – End of camp student reflection transcripts for each school – Focus group transcripts for each school – Criteria and procedure for categorising student comments (as used in 2021)
5. Teachers will strengthen their skills and precision in instructional language (eg clarity, rich dialogue, skilful questioning, precision of feedback) using an emergent Professional Learning team (PLT) approach that will evolve as evidence is collected	Terms 1,2,3	<ul style="list-style-type: none"> – PLT members will record minutes that reflect a strengthening of teacher capabilities in skilful dialogue that enhances student learning – Principal and Coordinator will explore options for meeting times that enable PLTs to meet productively 	<ul style="list-style-type: none"> – <i>Clarity of Teacher Communication</i> observation rubric (developed in 2022) – Professional reflective practice protocols – Meeting schedules and term planners