

Annual Improvement Plan

School Name: Ss Peter & Paul's Primary School , Goulburn

Year: 2020

Goal 1

Learners will be engaged in Challenge Learning in all aspects of school life.

Targets	Key Improvement Strategies	Actions	Success Indicators
<p>12 months growth (or more) in key learning areas of Literacy and Numeracy, regardless of students' entry point.</p>	<p>Implementation of Schoolwide Practice for Literacy and Numeracy (attached)</p>	<p>Whole Staff to follow actions defined in Schoolwide Practice for Literacy and Numeracy, introduced at stage level planning days, followed up on staff development day term 1, regularly revisited during stage planning sessions (weekly)</p> <p>LNAP Officer/ Instructional Leader to use classroom visits to demonstrate and coach schoolwide practice.</p> <p>Whole Staff Attendance at Term 2 Challenging Learning workshop. Staff groups to attend other scheduled Challenging Learning workshops throughout year. Implementing ideas from those sessions.</p> <p>Continued purchasing for updating classroom libraries and Maths Manipulatives to support challenge level learning.</p>	<ul style="list-style-type: none"> • ePart • Best Start • Plan 2 • Naplan • Pat R, Pat M • Accelerated Reader data • Common Writing Tasks data • Conferencing notes from Reading & Writing Sessions • Satisfaction Surveys • Student Focus Groups (Interview) • Instructional Leader Coaching Notes • Staff PLPs • Teaching Programmes & annotation • Writing Portfolio



<p>Students and Staff able to express their own learning goals in all aspects of school life.</p>	<p>Embedding “Language of Learning” practices in all aspects of school life.</p>	<p>Classroom displays used by students to express current reflection on their own learning (Challenge Learning Zone/ Practise Zone, etc.)</p> <p>Anchor Charts on display (visual scaffolding) Language of Learning used in these charts.</p> <p>Visible frequent use of Learning Intentions and Success Criteria, which are clearly understood and discussed by students.</p> <p>Staff engaged in professional learning about effective feedback.</p>	<p>Instructional Leaders Walks to observe classroom displays (Reflection on Learning, Anchor Charts, Learning Intentions, Success Criteria). Photos.</p> <p>Student focus groups (interviews)</p> <p>Record of shared professional reading and staff meeting discussion of those topics.</p>
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Goal 2

Learners will be actively and regularly engaged in Dialogue to support and enhance learning.

Targets	Key Improvement Strategies	Actions	Success Indicators
More class time devoted to learners' dialogue than "teacher talk".	<p>Teachers to speak for less than 10 minutes (as a general goal) for explicit instruction to allow students maximum time in dialogue for learning</p> <p>Teachers introducing and using Jo Boaler's <u>Positive Norms for Maths Class</u></p>	<p>Teachers observing and providing feedback to colleagues on stage teams.</p> <p>Exec to visit classrooms on "learning Walks" to observe and measure ratio of teacher talk to student talk.</p> <p>Professional reading and staff discussion of <u>Dialogue</u> and <u>Challenging Learning</u> books</p>	<p>Observation data from George Telford, Leonie Anstey, Matt Sexton, Teachers and Ss P&P Execs</p> <p>Student focus groups</p> <p>Professional Learning (staff group) dialogue notes</p>
A variety of effective questioning and dialogue will be used by teachers and students to suit learning contexts, including P4C.	<p>Use of Philosophy for Children format for suitable KLA lessons.</p> <p>Professional Learning (staff groups) to discuss and decide which resources and formats to use across the school for increasing open ended questioning, debate and dialogue.</p>	<p>Staff meetings to include sessions on use of P4C and other formats from Dialogue book.</p> <p>P4C to be practised weekly in classrooms, connected to suitable KLA.</p> <p>Anchor charts with question prompts and norms to be designed by teachers and students.</p>	<p>Video of P4C sessions by Teachers and Ss P&P Execs to view and discuss for professional development</p> <p>Photos of classroom environments to see development and sharing of useful anchor charts that promote and support dialogue</p>
Teachers and students will offer and use feedback about learning.	<p>(Term 2) Professional Learning about the types of feedback, when it is effectively used.</p> <p>(Term 3&4) This will lead to implementation in classrooms.</p>	<p>(Term 2) Staff engaged in professional learning about effective feedback, including readings from <u>Challenging Learning through Feedback</u>.</p> <p>(Term 2) All staff to attend Challenging Learning: Feedback professional learning day in Cootamundra.</p>	<p>Staff survey on first implementation of Feedback strategies in classrooms.</p> <p>Student surveys and focus groups re: feedback.</p>

Goal 3

Learners will collaborate to increase positive impact on learning, planning and school culture.

Targets	Key Improvement Strategies	Actions	Success Indicators
<p>Improved Visible Learning through greater teacher efficacy and collaborative planning.</p>	<p>“Collaborative conversation based on evidence” to be the main planning tool for programming and assessment.</p> <p>Classrooms designed for effective collaborative learning</p>	<p>Teachers and Instructional Leaders to collect, moderate, plan targeted instruction from discussion of student work samples (evidence/data).</p> <p>Part of weekly RFF time, and staff meetings every few weeks, to be scheduled for collaborative planning.</p> <p>Execs/ Instructional leaders to model protocols for collaborative planning sessions.</p> <p>Teachers, I.L.s and Execs to set up classrooms for effective collaboration</p> <p>Use of Local Schools Community Grant for design of stage 3 collaborative classroom learning areas</p>	<p>Minutes of Stage level collaborative planning meetings to be kept.</p> <p>Student growth in KLAs addressed by collaborative planning from student data (see success indicators from goal 1)</p> <p>Student survey/ focus group.</p> <p>Photos/ videos of students collaborating in designed spaces.</p>

At the end of each term Targets will be discussed with the Performance & Improvement Leader and progress monitored using the traffic light system E.g. Red – Not yet begun, Amber – Underway, Green – Achieved