

Improvement Plan based on an ESR 4 Year return

School Ridgehaven Primary Principal Jean Perks Education Director Ann Lamont Commencement Date January 2017 (reviewed January 2018)

Direction(s) from the External School Review	Agreed Strategies/Actions to Address Direction	Who/How	1 Year Success indicators		2 Year Success indicators		3 Year Success indicators		4 Year Success indicators	
			Measurable Progress/ Evidence/ Outcomes	On Track	Measurable Progress/ Evidence/ Outcomes	On Track	Measurable Progress/ Evidence/ Outcomes	On Track	Measurable Progress/ Evidence/ Outcomes	On Track
Build on work already occurring to engage students in higher-order thinking, particularly through the use of authentic learning tasks.	<ul style="list-style-type: none"> Teachers share data with students & families. Share data with families during interview times including students growth using NAP/PAT tracker. Teachers build vocab re learning goals/authentic learning with students & families. Time during staff meetings and PLCs for professional dialogue around developing authentic learning goals and student learning design. Develop proforma using SMARTA goals that are also consistent with indicators from the AC. Teachers released using Numeracy Literacy Plus funding to work in teams to plan for learning, drill deeper into pedagogy. Sharing of activities/websites/apps during team and staff meetings on a regular basis and record using the teacher share drive. Continue to transform and differentiate learning activities. Continue to develop powerful learners by incorporating a 'split screen' methodology. Participation in action research project based on effective questioning that aims to encourage curiosity, 	<p>All teachers to share data and student growth during Term 1 & 3 interviews. Senior Leader (pedagogy) and SLIP to work with teachers to develop and share authentic learning goals. Senior Leader (pedagogy) and SLIP to work with teachers to develop SMARTA goals.</p> <p>L/ship to provide release time for teachers to develop literacy block. Teachers share quality practice, resources and activities during staff meetings, staff visit all classrooms throughout 2018. Senior Leader (pedagogy) to work alongside teachers to model, observe, release and give feedback re practice and performance.</p> <p>Participation in the TTG partnership</p>	Students are able to set authentic learning goals in Maths and 1 other curriculum area. Teachers are sharing planning in staff meetings and in tri cluster.		Students are able to set authentic learning goals in Maths and 1 other curriculum area.				Teachers are transforming learning tasks in all curriculum areas. Regular sharing in PLCs. Resources shared on teacher share drive.	

	inquiry and deep thinking.	questioning project.								
Increase the capacity of teachers to continuously track the progress of students, and refine and modify their teaching plans in response to formative assessment data and information.	<ul style="list-style-type: none"> Teachers build on their understanding of what are good formative assessment processes with a focus on learning intention. Collect and share formative and collaborative data on a regular basis. Review whole school Numeracy and Literacy agreements in Week 0-3. Build on the use of NAP Tracker and PAT Tracker with all staff. Agree that learning intentions and indicators from the AC need to be recorded with students' work. Time for staff to discuss/share work re learning intentions. Develop a coherent while-school evidence based narrative about student learning growth. 	<p>Senior Leader (pedagogy) to work alongside teachers to model, observe, release and give feedback re formative practices. Share, discuss and trial Dylan William approaches to formative assessment. Whole staff input into agreements, led by Senior Leader (pedagogy). PAT champions and Senior Leader (innovation) to lead professional development and model effective use. Support from partnership SLIP. Time allocated during team and staff meetings. Support from ED and/or principal consultant.</p>	<p>Teachers are explicit about the learning intention of every lesson and make it visual in every classroom. Teachers are using MarkIT to plot student growth. Teachers have conversations using this knowledge to inform intentional teaching.</p>		<p>Teachers are explicit about the learning intention of every lesson and make it visual in every classroom (share units of work that demonstrate clear and appropriate learning intentions).</p> <p>Teachers have conversations using this knowledge to inform intentional teaching.</p>				<p>Teachers are using formative assessment processes to modify learning plans. Teachers share progress data with students and their families. Teachers share data about student learning in Pro chats, PLCs. Teachers regularly updating MarkIT with student data.</p>	
Increase all students' interest and motivation in learning, and their empowerment as learners, through regular discussion about learning intention and success criteria, and in the design of learning and assessment.	<ul style="list-style-type: none"> Give learning tasks a context and a purpose. Give students opportunities to voice ideas re learning content, tasks and assessment methods. This can include choices on how to present work and input into assessment rubrics and success criteria. Use student 'friendly' vocabulary when designing tasks and assessment. Make learning visible by highlighting the process of learning and opportunities for learners to reflect on their learning. 	<p>Senior Leader (pedagogy) to work alongside teachers to model, observe, release and give feedback re learning task purposes and student voice.</p>	<p>Teachers are explicit about the learning intention of every lesson and make it visual in every classroom. Students are demonstrating interest and curiosity with their learning. Students participate in inquiry based learning activities and methodologies.</p>						<p>Students demonstrate motivation through inquiry models of learning. Students are involved in goal setting and are able to communicate learning intentions and success criteria.</p>	

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The next External School Review will be scheduled within 4.5 Years of the commencement of this Improvement Plan.

Education Director signature: _____

Copy to Director Review, Improvement and Accountability