

Annual Improvement Plan

School Name: Trinity Murrumburrah **Year:** 2020

Goal 1

To improve student engagement and learning in literacy

Targets

- All students make a minimum of 12 months learning growth in literacy regardless of student entry point
- Increase the proportion of NSW students in the top two NAPLAN bands in reading by eight per cent

Key Improvement Strategies

- Collaborative planning with Literacy Instructional leader and monitoring (K-3 and 4-6), with provision for half day release of teachers for planning
- Focus professional learning conversations on unpacking and using NSW syllabus documents (curriculum) to guide programming, assessment and reporting
- Embed the use of the NSW Learning Progressions into teaching practice and planning.
- Team planning including data analysis and tracking to determine targeted interventions (minutes of meetings)
- Goal setting evident in every classroom for every student pitched to student needs, reflected in Personalised Plans and monitored and updated regularly
- Staff goal setting evident in pedagogy, programs, PLP meetings and dialogue and feedback with students

Actions

- Modelled lessons by - Literacy Instructional Leader-Penny
- 1:1 and group feedback sessions with Kaye Lowe, focusing on lesson analysis and goal setting for pedagogical improvements
- Learning walks by IL's (Penny and Marylou) to support the transformation of classroom teacher practice and reflection where feedback from the learning walks is used to focus on strength of practice and opportunities to grow teachers' pedagogical actions in classrooms
- Visible frequent use of Learning Intentions and Success Criteria, which are clearly understood and discussed by students
- Staff meetings and PD days focused on LNAP- Literacy and Numeracy and Challenging Learning
- Instructional Leaders (Penny, Rebecca and Marylou) to attend PD and relief for staff to attend clusters, with expectations that those staff members will share new information about content and pedagogy with all other staff
- High yield strategies implemented, including instructional coaching with Kaye Lowe and IL's, lesson study, videos of practice, goal setting, and feedback
- Teacher professional reading literature on questioning and Philosophy for Children
- Relief for collaborative planning in Professional Learning Teams 2x term for Literacy Instructional Leader and teachers
- Teacher professional reading literature on questioning and Philosophy for Children

Success Indicators

- ePart
- Best Start
- Plan 2,
- Pat R, Pat M
- NAPLAN
- Teacher programs and annotations/adjustments

- Staff PLPs
- Instructional Leader Coaching notes
- Student Focus Groups (Interviews)
- P4C videos
- Writing portfolio
- Conferencing and feedback notes from Reading and Writing sessions
- Satisfaction surveys

Goal 2

Teachers know how and what students can do and use the information to inform them to plan differentiated teaching and learning for all students that is challenging, deepens inquiry and active participation in challenging and engaging experiences

Targets

- All students make a minimum of 12 months learning growth in Numeracy
- Increase the proportion of NSW students in the top two NAPLAN bands in numeracy by eight per cent

Key Improvement Strategies

- All teachers improve and develop pedagogical content knowledge with a whole school approach using goal setting and reflection, learning walks, and coaching
- All teachers to apply their mathematical knowledge, skills and understanding when planning, teaching, and assessing for student learning

- Learning walks by IL's (Rebecca and Marylou) to support the transformation of classroom teacher practice and reflection where feedback from the learning walks is used to focus on strength of practice and opportunities to grow teachers' pedagogical actions in classrooms

Actions

- Modelled lessons by Numeracy Instructional Leader-Rebecca
- 1:1 and group feedback sessions with Matt Sexton, focusing on lesson analysis and goal setting for pedagogical improvements
- 1:1 group feedback session with Rebecca (Numeracy Instructional Leader)
- Instructional Leaders (Rebecca and Marylou) to attend PD and E-Conference (Leonie) and relief for staff to attend clusters, with expectations that those staff members will share new information about content and pedagogy with all other staff
- Relief for collaborative planning in Professional Learning Teams 2x term for Literacy Instructional Leader and teachers
- Staff attending professional learning workshops for Junior and Middle years
- Teacher professional reading literature on questioning and Philosophy for Children
- Classroom displays used by students to express current reflection on their own learning (Challenge Learning Zone/ Practise Zone, etc.)
- High yield strategies implemented, including instructional coaching with Matt Sexton and IL's, lesson study, videos of practice, goal setting, and feedback
- Visible frequent use of Learning Intentions and Success Criteria, which are clearly understood and discussed by students
- Staff meetings and PD days focused on LNAP- Literacy and Numeracy and Challenging Learning
- Professional reading and goal setting embedded in staff meetings and reviewed during school terms using evidence of pedagogical development

Success Indicators

- ePart
- Best Start
- Plan 2,
- Pat R, Pat M
- NAPLAN
- Teacher programs and annotations/adjustments
- Staff PLPs
- Instructional Leader Coaching notes
- Student Focus Groups (Interviews)
- P4C videos
- Writing portfolio
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- Satisfaction surveys

Goal 3

Using challenging learning to improve student growth and achievement across all Key Curriculum Areas (KLA's)

Targets

- All programs will reflect the use of the following high yield teaching strategies-(success criteria, learning intentions and curriculum knowledge)
- A variety of effective questioning and dialogue strategies will be used by teachers and students across all KLA's
- Improved Visible learning through high yield teaching strategies-(success criteria, learning intentions and curriculum knowledge)

Key Improvement Strategies

- Learning tasks that reflect deep content knowledge, engage students, allowing for student input, reflect rigorous and clear expectations that are age and grade level appropriate and increase academic performance
- Greater focus on curriculum and achievement standards in year levels.
- Rigorous focus on High Level Strategies of success criteria, learning intentions and curriculum knowledge) and expected classroom dialogue and questioning moves.
- Teachers embed talk moves to enhance dialogue in classrooms and use insights from dialogue to provide feedback on student performance

Actions

- Planning meetings focused on curriculum
- All staff attending Challenging Learning PL at Cootamundra (T2)
- P4C observations focusing on all KLA areas to ensure that is being applied across the curriculum
- Instructional walks by Marylou, Beck and Penny to assist with data to enable feedback and feed forward for teachers -2x a term supported by professional conversations with Instructional Leader's and team meetings weekly
- Classroom displays used by students to express current reflection on their own learning (Challenge Learning Zone/ Practise Zone, etc.)
- Allocation of 4 Staff meetings per term on LNAP and focusing on high yield strategies- (success criteria, learning intentions and curriculum knowledge) and expected classroom dialogue and questioning moves.
- Instructional coaching with experts and Instructional Leader's, lesson study, videos of practice and feedback

- Instructional Leader's involved in rigorous modelling, observation and feedback process that guide and challenge dialogue and questioning using some or all of the following dialogue and questioning moves
- Visible frequent use of Learning Intentions and Success Criteria, which are clearly understood and discussed by students
- Anchor charts with questioning and prompts to be displayed in all classrooms

Why do you think that?
How did you come to that answer conclusion?
I'm wondering is there another way to show that?
What if we tried something different or changed something?
How does your idea differ from his? Are there any similarities?
What if we tried that?
Could you explain your thinking for me?
Could you explain that another way?
How could we find that out?
If that worked this time - would that always be the case?
What might help you?
So what would you need to do next?
What advice would you give a friend?
What did you learn?
What high level thinking skills are you using?
Can you predict what will happen next?
How do we know that?

- Teachers will be using Trinity KLA Proforma's including dialogue and talk moves with dialogue and talk moves focused on each week highlighted.
- Use the Trinity Walkthrough Template to collect focused data. Reflection and discussion of the questioning and dialogue data at staff meetings and in 1:1 coaching sessions with Instructional Leader's fortnightly

Success Indicators

- evident in programs and P4C videos
- Observation data from Matt Sexton, George Telford, Leonie Anstey and Kaye Lowe
- Student focus groups
- Minutes of team meetings
- Students, making connections with existing knowledge and understanding and explain their thinking and reasoning.
- Students use questioning and talk moves to enhance their own understanding and deepen knowledge and practices associated with curriculum areas
- Walk throughs provide evidence that teachers are using talk moves and dialogue to facilitate goal setting with a focus on feedback