



Improvement Plan based on an ESR 4 Year return

School: Cobdogla Primary School

Principal: Trevor Broughton

Education Director: Con Karvouniaris

Commencement Date: June 2016

Directions 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 teacher capacity for the further implementation and embedding of key pedagogical approaches.	<p>Implement use of TfEL compass to analyse feedback to improve teacher pedagogy</p> <p>Embed effective whole school practices</p> <p>Improve pedagogical content knowledge through the use of the TfEL framework</p> <p>Peer observation and feedback processes implemented</p> <p>All staff to be participate in Corwin Visible Learning implementation</p>	<p>Principal / Impact Coach</p> <p>Principal/AITSL Teacher Standards</p> <p>Impact Coach / Principal / Teaching staff</p> <p>Principal / Impact coach</p>	<p>Training sessions organised</p> <p>Whole school assessment processes agreed upon and implemented</p> <p>Peer observation strategies are outlined and commenced</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Whole school practices regularly reviewed</p> <p>AITSL teacher standards indicate teacher growth</p> <p>Teachers able to confidently observe each other and provide constructive feedback</p>		<p>Whole school practices regularly reviewed</p> <p>Pedagogy consistent throughout the school and aligned to TfEL</p>		<p>Pedagogy closely aligned to TfEL framework and consistent throughout the school</p> <p>Peer observations ongoing and form integral part of teacher feedback</p>	
Support the achievement of SIP targets, by aligning Professional Development Plans with identified student learning outcomes.	<p>Transforming tasks workshops to be implemented</p> <p>Develop critical questioning and higher order thinking skills through the design of quality learning tasks</p> <p>Increase student engagement through teachers building capacity in students to understand expected learning outcomes</p> <p>Visible Learning</p>	<p>Cheryl</p> <p>SLLIP Coordinator</p> <p>All staff / Principal</p>	<p>Training sessions organised</p> <p>Teachers demonstrating design of tasks through use of TfEL framework in their planning</p>	<p>✓</p> <p>✓</p>	<p>Transforming tasks workshops completed</p> <p>Students able to articulate expected learning outcomes, their progress and achievement in regard to their learning</p>		<p>Teaching staff designing quality work tasks for students</p> <p>Learning intent is understood by students and discussed at the beginning of each lesson</p>			
Promote a positive culture of improvement by providing regular opportunities for teachers to share and collaboratively generate effective, evidence-based approaches that promote rigorous learning environments for all students.	<p>Provide opportunities for collaborative planning through use of SLLIP Coordinator and TRT release</p> <p>Collaborative planning and teaching: R – 2 and 3 – 7 using TfEL framework and AC planning rubrics</p> <p>Learning Design and Moderation of student work. Assessment portfolios for each student</p> <p>Visible Learning</p>	<p>SLLIP Coordinator / Principal</p> <p>SLLIP Coordinator / Alana</p> <p>All staff / SLLIP Coordinator</p> <p>Impact Coach / Corwin</p>	<p>Teachers planning collaboratively</p> <p>Evidence of rubrics in planning and assessment</p> <p>Differentiated learning for all students</p>	<p>✓</p> <p>✓</p>	<p>Collaborative moderation and use of student portfolios to assign A-E grades</p> <p>Students to use rubrics in self and peer assessment</p> <p>Students to receive and provide feedback in relation to work progress and achievement</p>		<p>Students to participate in the moderation process and provide constructive feedback for others</p>			
Increase student influence in learning by building the capacity of teachers and students to benchmark learning and achievement against the SEA, and engage in ongoing and reciprocal formative and summative feedback and assessment processes in supportive and explicit ways.	<p>Build capacity of teaching staff to develop learning opportunities for students that include student centred feedback</p> <p>Design authentic assessment tasks to enable students to engage in the assessment process</p> <p>Teachers to establish data analysis processes that effectively engage students</p> <p>Inform and educate the community with regard to achievement standards and benchmarks to make them more transparent</p> <p>Increase student capacity to set goals and analyse learning progress in relation to the achievement standards</p>	<p>SLLIP Coordinator / Principal</p> <p>Teaching staff</p> <p>Principal</p> <p>Principal</p> <p>Teaching staff</p>	<p>Students develop an understanding of goal setting and feedback processes</p> <p>Newsletters and reports provide information for parents</p> <p>Data processes clearly outlined and implemented</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Teachers using TfEL compass with students to give and receive feedback</p> <p>NAPLAN and PAT-M/ PAT-R results analysed and used to inform teacher direction</p> <p>Data collection processes reviewed and student progress analysed</p>					



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