



Richmond Primary School R-7 Quality Improvement Plan

High Quality Pedagogy – Increase the Challenge and Rigor of Learning Tasks

2017

PRIORITY What do we plan to achieve this year?	BASELINE EVIDENCE	STRATEGIES What are the actions you plan to take to achieve the outcomes?	WHEN When will this happen?	WHO Who will lead this strategy?	RESOURCES What will we need to resource this?	EVIDENCE / TARGETS How will we measure/evaluate learner progress? Key indicators of learner success.
Further develop students as powerful learners	Gather data using student surveys and / or TfEL Compass	<ul style="list-style-type: none"> Powerful learners focus for first 2 weeks of 2017 Teachers co-planning week 0, through common NIT and staff meetings Investigate and implement STEM pedagogy Investigate from 'tell to ask' lessons to achieve learning stretch Formative assessment and targeted feedback to move students forward 	First weeks of 2017 All year	All staff	Powerful learner resources on curriculum/admin computers Deputy Principal to model lessons SLLIP to provide T & D	Students are able to identify how they display powerful learner dispositions Interview / survey a random selection of students Students in the higher bands are retained
Staff develop a personal inquiry plan to improve the learning outcomes of students	Staff training & development is aligned to Site Improvement Plan	<ul style="list-style-type: none"> Staff are given time to develop a personal inquiry plan Staff have two meetings with the Principal to reflect on their personal inquiry 	Week 0 All year	All staff	2 meetings with the principal	Personal inquiry plans are aligned to the Site Improvement Plan and AITSL standards
Develop expert learners who are able to describe their individual learning intentions and success criteria	Gather data using student surveys, assessments and anecdotal evidence.	<ul style="list-style-type: none"> Regular analysis of student data at common NIT time, staff meeting and pupil free day Data wall visible 	All year	All staff	Data Wall Individual student data ACARA achievement standards	Teachers purposefully and strategically using learning intentions and success criteria explicitly with students Individual learning goals for students