

We will continue to ensure we do not wear ourselves out by pacing our site improvement work too fast. It is always better to do this work thoughtfully and to the best of our collective ability, this year is no exception especially with the unexpectedness of COVID.

Therefore, in term three 2022, we will:

Professional Learning Communities – building collective efficacy.

Challenge of Practice: If we use more specific feedback and formative assessment strategies then our students writing achievement will improve. Both the JP and UP PLCs are working on the same COP.

Junior Primary PLC

Focus on report writing looking at:

- The features of a report
- Sentence structure including macro and micro sentences
- Technical words and vocabulary
- Written and multi-modal reports
- Images
- Punctuation
- Facts and opinions.

Upper Primary PLC

Implement the strategies learnt in the 7 STEPS training to supplement the skills learnt with LGU expert during terms 1 and 2.

Fast Action Sharing Talk (FAST) – Teachers influencing each other’s pedagogic improvement by sharing successful strategies most often with a focus on student writing improvement.

All teachers to share across the year.

Staff Meetings

(Cheryl, Shannon, Kerry, and Miffy will use their learning from STEM 500 and Orbis Courses to influence our improvement work.)

- PLCs – 2 or 3 staff meetings – no admin for at least one (Direction 1).
- NCCD data collection.
- PLC - Writing Improvement with (Jenni Hewett PC)
- Moderation for consistency (Direction 3)– looking at A to E grades, Brightpath data, Scorelink data and student report comments.
- Bump it up Cakes, student agency writing improvement advice (Direction 2), and Strategic Plan.
- Planning for a guaranteed curriculum.
- Tiers of Intervention, wellbeing audit in the penultimate week each term.
- Celebration of Achievements against the level of outcomes tool and re-set direction for the next term in the last week..

Pupil Free Days

- **Not in term 3.**

Performance and Development

PDP meetings as they are due – checking teacher progress towards goals and reducing where there are too many goals or adjusting if goals are not written using the SMART format.

Teacher observations at teacher or site leader request aligned with PDP goals and SIP work in using similar formats to previous years.

Each teacher to meet with principal for a data and intervention meeting.

Student Voice and Agency

In term 3: add belief statement to Student Agency Plan.

Levels of Outcomes with students in the last two weeks of term. In term 2 this was completed as an Afternoon Tea exercise.

Afternoon Tea with the Principal for the year. Use questions generated by staff.

Next Question: What do teachers need to do more of to improve student writing?

Encourage teachers to suggest questions for Afternoon Tea with the Principal.

Provide School Captains dates and times for meetings with the Principal. If School Captains forget to come to meetings go to collect them from class.

Leader’s Work

- Maintain the focus on building collective teacher efficacy through PLCs, informed by PLC reference group work and current reading.
- SIP documentation.
- Review updated WSA work undertaken by teachers in term 2. Encourage other teachers to do the next bit of this work. (Direction 1)
- Keep making links to ESR recommendations.
- Download updated best advice papers for writing.
- Investigate combined staff meetings with Auburn PS.

Influencing Parents

- Growth Mindset and Good Parenting messages in NL and on FB.
- Report on SIP progress in NL using this document to guide reporting.
- Key writing messages into newsletters.
- Continue to inform about Brightpath tools and influences on writing improvement work.

Keep in Mind:

- **ESR Direction 1** - Develop leadership capacity in all staff to take collective responsibility for school improvement planning and targeted improvement.
- **ESR Direction 2** - Support students to engage with their own data, enabling them to set goals for improvement in personal learning.
- **ESR Direction 3** - Collaboratively moderate work samples and assessment tasks using the A-E grades and provide frameworks for students enabling them to monitor and assess their learning and understand what is required to achieve a higher grade.

Not achieved in term one 2022 due to AP – to be corrected in 2023. By the end of term one, teachers will have used the writing self-assessment of literacy teaching in primary schools tool to help define one writing improvement goal.

In 2023 – deepen our work on feedback focussing on writing improvement

In 2024 -