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| Goal 1 | To improve individual student learning growth in a culture of high expectations |
| 12-month target | <p>98% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of;</p> <ul style="list-style-type: none"> - English – Reading and Viewing <p>ABLES and Victorian Curriculum assessment data reflects student growth as measured against previous data in the domains of:</p> <ul style="list-style-type: none"> - English Reading and Viewing <p>Improve School Climate Module School Staff Survey data from 77.5% to 80% endorsement in the areas of; Guaranteed and Viable Curriculum Improve School Climate Module School Staff Survey data from 68% endorsement to 75% endorsement in the area of; Academic emphasis Maintain Stimulating Learning results within the Parent Opinion Survey</p> |
| FISO Initiative | Excellence in teaching and learning - Building practice excellence |
| Key Improvement Strategy 1 | Embed consistent curriculum delivery and evidence based instructional practice in Literacy |
| Actions | <p>Develop a Guaranteed and Viable Curriculum (GVC) in Reading Implement an evidence-based lesson structure to support curriculum delivery</p> |
| Evidence of impact | <p>STUDENTS will:</p> <ul style="list-style-type: none"> • Explicitly hear the goals of each lesson (Learning Intentions) and how they will know if they have successfully achieved them (Success Criteria) • Engage and participate in lessons with highly effective teaching strategies • Demonstrate growth in their ABLES and Victorian Curriculum data • Have equal access and opportunity to learn <p>TEACHERS will:</p> <ul style="list-style-type: none"> • Consistently implement the schools Instructional model including identified HITS • Write succinct learning intentions and success criteria for each lesson • Participate in coaching and peer observation opportunities • Participate in the development of a GVC in Reading • Implement essential learnings as identified in the SSDS GVC - Reading <p>LEADERS will:</p> <ul style="list-style-type: none"> • Support staff and build capacity through professional learning and coaching conversations to deepen their understanding of the development of Literacy and the schools lesson structure • Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during coaching and learning walks • Model the use of the school's lesson structure • Facilitate and support collaborative practices across the school • Implement and support the Professional Practice Model • Provide the time and resources to support the achievement of this KIS |

| Activities and Milestones | Who | Professional Learning Priority | When | Budget |
|--|---|--------------------------------|----------------------|----------------|
| Employ a curriculum consultant *Chris Egan | Principal | | Term 1 | Equity Funding |
| Employ Literacy consultant *Helen Tainsh | Principal | | Term 1 | Equity Funding |
| Facilitate the development of a GVC in Reading through the implementation of Professional Learning *Leadership PL *MLL PL *PL Calendar (yearly and termly) *Documentation and presentations *GVC POPE | Consultant Assistant Principal Leadership Team | Yes | Term 1 to: Term 4 | |
| Implement a Balanced Literacy framework in all classrooms with a focus on Working with Words *PL *Learning Walks | Consultant Assistant Principal Speech Pathologists Leadership Team | Yes | Term 1 to: Term 4 | |
| Develop a suite of curriculum planning documentation aligned to GVC, VCAA and DET requirements *Curriculum Map *Unit Planner *Term Planner *Weekly Planner | Assistant Principal Leadership Team Curriculum Committee | Yes | Term 2 To: Term 4 | |
| Develop and implement a coaching model * Model documented * Observational tool developed & documented *2019 timetable reflects peer observation and coaching | Principal Leadership Team | | Term 1 to: Term 1 | |
| Attend Leading Literacy PL at Bastow to support the development of effective teaching practices across the school | Learning Specialist Speech Pathologist | Yes | Term 1 to: Term 2 | |

| Practice Principle | Pedagogical Model | HITS |
|---|--|--|
| <p>High expectation for every student promotes intellectual engagement and self-awareness 1.1 Teachers convey high expectations of learning, effort and engagement for all students</p> <p>Curriculum Planning and implementation engages and challenges all students 4.2 Teachers collaboratively design and implement a scope and sequence of learning</p> <p>Deep learning challenges students to construct and apply new knowledge 5.3 Teachers support students to be reflective, questioning and self- monitoring learners</p> | <p>Explain Teachers explicitly teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They monitor student progress in learning and provide structured opportunities for practising new skills and developing agency.</p> | <p>Setting Goals Effective teachers set and communicate clear lesson goals to help students understand the success criteria, commit to the learning, and provide the appropriate mix of success and challenge.</p> <p>Explicit Teaching Effective teachers use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills. In explicit teaching practice, teachers show students what to do and how to do it and create opportunities in lessons for students to demonstrate understanding and apply learning.</p> <p>Feedback Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice.</p> |

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| Goal 2 | To create and maintain a collaborative, safe, stimulating and positive learning environment |
| 12-month target | <p>ABLES and Victorian Curriculum assessment data reflects annual student growth as measured against previous data in the domains of; Personal and Social Capability</p> <p>SSS data shows an improvement in the overall score for School Staff Safety and Wellbeing to at or above all Special Schools</p> <p>Maintain Promote Positive Behaviour results in the Parent Opinion Survey to above 85% in 2019</p> <p>Tier fidelity inventory data will be improved by 75% to 90%</p> |
| FISO Initiative | Positive Climate for Learning – Health and Wellbeing |
| Key Improvement Strategy 2 | Develop and implement school wide structures and strategies to support engagement and wellbeing |
| Actions | Develop and implement a school wide engagement and wellbeing strategy |
| Evidence of impact | <p>STUDENTS will:</p> <ul style="list-style-type: none"> Have access to strategies and programs that support their learning, social relationships and achievement Develop secure and positive relationships with staff Have opportunities to activate their voice, leadership and agency <p>TEACHERS will:</p> <ul style="list-style-type: none"> Use social and emotional learning approaches to develop student awareness, self-management and relationship skills Develop secure and positive relationships with students, colleagues, families and community partners Provide opportunities for student voice, leadership and agency Have access to PL to support engagement and wellbeing <p>LEADERS will:</p> <ul style="list-style-type: none"> Support staff and build capacity through professional learning Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during coaching and learning walks Provide the time and resources to support the achievement of this KIS |

| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
|---|---|--|-------------------|----------------|
| Document a school wide Engagement and wellbeing strategy *Students *Staff *Parents | Principal Leadership Team | | Term 1 to: Term 4 | |
| Review PLS Tier 1 school wide strategies *Bright Start *Individual Student Profiles *Matrix *Classroom Rules *Acknowledgement System | Positive Climate for Learning Leader Leadership Team PLS committee | Yes | Term 1 to: Term 2 | |
| Develop and implement Professional Learning *PLS *Respectful Relationships *Team Teach *Mojo Maintenance | Positive Climate for Learning Leader Leadership Team | Yes | Term 1 to: Term 4 | Equity funding |

| Practice Principle | Pedagogical Model | HITs |
|--|---|---|
| <p>High expectation for every student promotes intellectual engagement and self-awareness 1.2 Teachers convey high expectations of learning, effort and engagement for all students</p> <p>Student voice, agency and leadership empower students and build school pride 3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn 3.3 Teachers provide leadership opportunities</p> | <p>Engage Teachers know their students well and engage them in building supportive, inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop agency.</p> | <p>Differentiated Teaching Effective teachers use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles, to make adjustments for individuals so all students experience challenge, success and improved learning.</p> |