

# SSDS AIP 2021

<b>Strategic Plan Goal 1</b>	<b>Improve student learning outcomes in Literacy</b>
<b>12-month target</b>	<p><b>Individual Learning Plan Goals</b> 94% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; English (R&amp;V, S&amp;L and Writing)</p> <p><b>Victorian Curriculum Judgement Tool</b> The percentage of students demonstrating growth against the Victorian Curriculum will increase by 10 per cent in: Reading and Viewing Speaking and Listening Writing</p>
<b>FISO Initiative</b>	<p><b>Priority Area:</b> Excellence in Teaching and Learning</p> <p><b>Dimension/s:</b> 1. Curriculum planning and assessment 2. Evidence based HITS</p>
<b>KIS 1</b>	<b>DET - Learning, Catch-Up and Extension priority</b>
Actions	Develop knowledge and skills in the Four Blocks Balanced Literacy framework Revisit and strengthen the use of HITS in classrooms with a focus on Lesson Structure
Outcomes	<p><b>STUDENTS will:</b></p> <ul style="list-style-type: none"> <li>Engage and participate in evidence based literacy instruction (Four Blocks)</li> <li>Engage and participate in a lesson structure underpinned by High Impact Teaching Strategies</li> <li>Demonstrate growth in their ABLES and Victorian Curriculum data</li> <li>Engage in the Professional Practice Model to develop teacher capability</li> </ul> <p><b>TEACHERS will:</b></p> <ul style="list-style-type: none"> <li>Consistently implement the schools Instructional model including identified HITS (Lesson Structure)</li> <li>Participate in PLTs, coaching, classroom and peer observation opportunities</li> <li>Participate in the development of a GVC in Reading and Viewing, Speaking and Listening and Writing</li> <li>Implement the lesson structure aligned to the schools Instructional Model</li> <li>Consistently implement the agreed assessment schedule</li> <li>Monitor student progress using assessment moderation and data walls</li> </ul> <p><b>LEADERS will:</b></p> <ul style="list-style-type: none"> <li>Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during coaching and learning walks</li> <li>Model the use of the school's lesson structure</li> <li>Implement and support the professional practice model</li> <li>Provide the time and resources to support the achievement of this KIS</li> </ul>
Success Indicators	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>Feedback to teachers</li> <li>ILP goal achievement</li> <li>Demonstrate growth in their English ABLES and Victorian Curriculum Judgement Tool data</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>Coaching Action Plan and documentation/notes</li> <li>PLT minutes</li> <li>Notes from Instructional Rounds and Classroom Observations</li> <li>Work Program and planning</li> <li>Monitor student progress using assessment moderation and data walls</li> </ul> <p><b>LEADERS:</b></p> <ul style="list-style-type: none"> <li>Coaching Action Plan and documentation/notes</li> <li>Notes from Instructional Rounds and Classroom Observations</li> <li>Professional Learning calendar, presentations</li> <li>SSS data - Use Pedagogical Model, Knowledge of High Impact Teaching Strategies</li> </ul>

Activities and Milestones	Who
Implement and monitor the instructional model with a focus on lesson structure (HITS)	School Improvement Team
PLTs goal alignment with a focus on Lesson Structure	School Improvement Team
Develop and implement a Professional Practice Model including coaching	Learning Specialist School Improvement Team
Assessment and data analysis	Teachers School Improvement Team

Practice Principles	HITS
<p><b>High expectation for every student promotes intellectual engagement and self-awareness</b> 1.1 Teachers convey high expectations of learning, effort and engagement for all students 1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals</p> <p><b>Curriculum Planning and implementation engages and challenges all students</b> 4.2 Teachers collaboratively design and implement a scope and sequence of learning</p> <p><b>Evidence based strategies drive professional practice improvement</b> 7.4 Teachers challenge and support each other to improve practice</p>	<p><b>Explicit Teaching</b> 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><b>Structuring Lessons</b> Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills</p> <p><b>Differentiated Teaching</b> 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>

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<b>Strategic Plan Goal 3</b>	Amplify opportunities for student voice and agency
<b>12-month target</b>	<p><b>School Staff Survey</b>            Increase the positive endorsement for;            Use student feedback to improve practice from 53 per cent to 60            Promote student ownership of learning from 53 per cent to 60 per cent            Believes peer feedback improves practice from 73 per cent to 78 per cent.</p> <p><b>Parent Opinion Survey</b>            Increase the positive endorsement for Student Voice and Agency from 73 per cent to 75 per cent</p>
<b>FISO Initiative</b>	<p><b>Priority Area:</b>            Positive Climate for Learning            Empowering Students and Building School Pride</p> <p><b>Dimension/s:</b>            1. Intellectual engagement and self-awareness</p>
<b>KIS 2</b>	<b>DET - Happy, active and healthy kids priority</b>
Actions	Develop a whole school understanding of Student Agency and Voice Develop strategies for students to provide feedback to teachers on their learning Develop strategies for teachers to provide feedback to students on their learning
Outcomes	<p><b>STUDENTS will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to activate their voice, leadership and agency</li> <li>• Provide feedback to teachers on their learning</li> </ul> <p><b>TEACHERS will:</b></p> <ul style="list-style-type: none"> <li>• Be able to articulate what student agency and voice looks like both generally and within their classrooms or specific subject areas</li> <li>• Work in Professional Learning Teams to explicitly integrate opportunities for student voice and agency within the whole school curriculum plan</li> <li>• Participate in coaching , classroom and peer observation opportunities</li> <li>• Provide feedback to students on their learning</li> <li>• Promote opportunities for student agency, voice and leadership within their classroom setting</li> </ul> <p><b>LEADERS will:</b></p> <ul style="list-style-type: none"> <li>• Be able to clearly articulate what student agency and voice looks like at Sunshine SDS</li> <li>• Support staff to build their capacity in what student agency and voice looks like for students at Sunshine SDS</li> <li>• Facilitate and support collaborative process to develop strategies for student, agency, voice and feedback within the school</li> <li>• Provide the time and resources to support the achievement of this KIS</li> </ul>
Success Indicators	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Feedback to teachers</li> <li>• ILP goal achievement</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• Coaching Action Plan and documentation/notes</li> <li>• PLT minutes</li> <li>• Notes from Instructional Rounds and Classroom Observations</li> <li>• Work Program and planning</li> </ul> <p><b>LEADERS:</b></p> <ul style="list-style-type: none"> <li>• Student Agency and Voice Policy</li> <li>• Notes from Instructional Rounds and Classroom Observations</li> <li>• Professional Learning calendar, presentations</li> <li>• SSS data - Student Agency and Voice</li> <li>• POS data - Stimulating Learning</li> </ul>

Activities and Milestones	Who
Develop a Sunshine SDS Student Voice and Agency Policy	Student Voice and Agency Committee All Staff
Review school structures and processes to incorporate opportunities for Student Voice and Agency	School Improvement Team All Staff
Development and implementation of professional learning to support understanding of student feedback	School Improvement Team

Practice Principle	HITS
<p><b>Student voice, agency and leadership empower students and build school pride</b></p> <p><b>3.1</b> Teachers empower students to have a democratic voice in the running of the communities in which they learn</p> <p><b>3.3</b> Teachers provide leadership opportunities</p>	<p><b>Feedback</b>            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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<b>Strategic Plan Goal 3</b>	Amplify opportunities for student voice and agency
<b>12-month target</b>	Parent Opinion Survey
<b>FISO Initiative</b>	<p><b>Priority Area:</b> Building Communities</p> <p><b>Dimension/s:</b> 1. Parents as carers and partners 2. Networks with schools, services and agencies</p>
<b>KIS 3</b>	<b>DET – Connected School’s priority</b>
Actions	Strengthen and embed the school-wide approach to communication and engagement with parent/guardians and families
Outcomes	<p><b>STUDENTS will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to activate their voice, leadership and agency</li> <li>• Provide feedback to teachers on their learning</li> </ul> <p><b>TEACHERS will:</b></p> <ul style="list-style-type: none"> <li>• Regularly connect with the parents/guardians and families of all students</li> <li>• Have a strong relationship with parents/guardians and families of students at risk</li> </ul> <p><b>LEADERS will:</b></p> <ul style="list-style-type: none"> <li>• Support structures and opportunities for staff to communicate and build relationships with parents/guardians and families</li> <li>• Ensure the wider community feel welcome in the school and regularly use school facilities</li> <li>• Provide the time and resources to support the achievement of this KIS wider community will feel welcome in the school and regularly engage in school structures to support connectedness</li> </ul>
Success Indicators	<p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• Attendance data and follow up</li> <li>• Frequency of communication with parents/guardians and families</li> <li>• Parent Opinion Survey</li> </ul> <p><b>LEADERS:</b></p> <ul style="list-style-type: none"> <li>• Whole School Survey data (POS, SSS)</li> <li>• Increased parent/guardian and family attendance and engagement at events and opportunities</li> </ul>

Activities and Milestones	Who
Enhance use of school grounds and facilities as a 'community hub' for engagement of families and networks	Leadership Team Positive Climate for Learning Team
Develop and document a parent engagement strategy including calendar of events	Leadership Team Positive Climate for Learning Team
Strengthen relationships with external support networks, agencies and community services	Leadership Team Positive Climate for Learning Team

Practice Principle	HITS
<p><b>9. Partnerships with parents and carers enhance student learning</b></p> <p><b>9.1</b> Teachers establish open and sustained communication with parents/carers</p> <p><b>9.2</b> Teachers seek and use parents'/carer' knowledge and feedback</p> <p><b>9.3</b> Teachers facilitate parent/carer involvement in education within the classroom, school and beyond</p>	<p><b>Feedback</b></p> <p>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>