

## SSDS AIP 2022

<b>Strategic Plan Goal</b>	<b>Improve student learning outcomes in Numeracy</b>						
<b>12-month target</b>	<p><b>Individual Learning Plan Goals</b> 90% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; Mathematics (Number &amp; Algebra, Measurement &amp; Geometry, Statistics &amp; Probability)</p> <p><b>Victorian Curriculum Level Tracker</b> The percentage of students demonstrating growth against the Victorian Curriculum will increase by 10 per cent in: Mathematics</p>						
<b>FISO</b>	<p><b>Priority Outcome Area:</b> Learning</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Core Elements</th> <th>Dimension</th> </tr> </thead> <tbody> <tr> <td>Teaching and Learning</td> <td>Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships</td> </tr> <tr> <td>Assessment</td> <td>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment, and wellbeing capabilities</td> </tr> </tbody> </table>	Core Elements	Dimension	Teaching and Learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment, and wellbeing capabilities
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<b>KIS 1</b>	<b>DET - Numeracy</b>						
<b>Actions</b>	<p><b>Whole School</b> Develop a schoolwide numeracy strategy</p> <p><b>Classroom</b> Establish/embed consistent approaches to formative/summative assessment Establish/embed small group learning stations Establish/embed explicit teaching practices</p> <p><b>Individual and small group</b> Prioritise time for teachers to engage in shared planning to differentiate and implement curriculum</p>						
<b>Outcomes</b>	<p><b>STUDENTS will:</b></p> <ul style="list-style-type: none"> <li>Engage and participate in numeracy instruction</li> <li>Engage and participate in a lesson structure underpinned by High Impact Teaching Strategies</li> </ul> <p><b>STAFF will:</b></p> <ul style="list-style-type: none"> <li>Consistently implement the schools Instructional model including identified HITS (Lesson Structure)</li> <li>Confidently and accurately identify student learning needs in mathematics</li> <li>Participate in the development of a GVC in Mathematics</li> <li>Monitor student progress using assessment moderation rubrics and data walls</li> </ul> <p><b>LEADERS will:</b></p> <ul style="list-style-type: none"> <li>Support the continuous development, documentation, implementation and review of Mathematics curriculum and instruction</li> <li>Provide regular feedback to teaching teams and individuals, through observation of practice during coaching</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>						
<b>Success Indicators</b>	<p><b>Early Indicators</b> Teachers' formative assessment data and summative assessment data against the curriculum Classroom observation and learning walks demonstrating use of strategies from professional learning Assessment schedule implemented and assessment data moderated</p> <p><b>Late Indicators</b> Semester 2 assessment data Staff and parent perception surveys</p>						

Activities and Milestones	Who
Schedule and organise PL on: <ul style="list-style-type: none"> <li>embedding numeracy across curriculum areas</li> <li>collecting, analysing, responding to, and monitoring data throughout the year</li> </ul>	Leadership Team School Improvement Team
Schedule and organise PL embedding numeracy across curriculum areas	School Improvement Team
Document plans for coaching/mentoring/observation	Learning Specialist School Improvement Team
Assessment and data analysis	Teachers School Improvement Team

Practice Principles	HITS
<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>Rigorous assessment practices and feedback inform teaching and learning</b> 4.1 Teachers place student needs at the centre of program planning and delivery 4.3 Teachers regularly review and update learning programs in line with school curriculum plans</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. <b>Key elements</b> Shared learning intentions Relevant content and activities New content is explicitly introduced and explored Teacher models application of knowledge and skills Worked examples support independent practice Practice and feedback loops uncover and address misunderstandings</p> <p><b>Multiple Exposures</b> Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days and using different activities to vary the interactions learners have with new knowledge. <b>Key elements</b> Students have time to practice what they have learnt Timely feedback provides opportunities for immediate correction and improvement</p>

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<b>Strategic Plan Goal</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 64 per cent to 68 per cent            Promote student ownership of learning from 61 per cent to 64 per cent            Believes peer feedback improves practice from 82 per cent to 85 per cent</p> <p><b>Individual Learning Plan Goals</b>            90% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within Personal and Social Capability</p>	
<b>FISO</b>	<b>Priority Outcome Area:</b> Wellbeing	
	<b>Core Elements</b>	<b>Dimensions</b>
	Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school
	Support and resources	Responsive, tiered, and contextualised approaches and strong relationships to support student learning, wellbeing, and inclusion
<b>KIS 2</b>	<b>DET – Wellbeing Priority</b>	
Actions	<p><b>Whole School</b>            Embed a tiered social and behavioural regulation model – School Wide Positive Behaviour Support</p> <p><b>Classroom level</b>            Implement classroom curriculum and tiered strategies</p> <p><b>Individual and small group</b>            Build positive relationships and engage with families</p>	
Outcomes	<p><b>STUDENTS will:</b></p> <ul style="list-style-type: none"> <li>• Feel supported and engaged in classrooms and contribute to a strong classroom culture</li> <li>• Have a strong relationship with staff</li> <li>• Have access to their communication system at all times</li> </ul> <p><b>STAFF will:</b></p> <ul style="list-style-type: none"> <li>• Plan for and implement social and emotional learning within their curriculum areas</li> <li>• Implement and model consistent routines</li> <li>• Participate in coaching, classroom, and peer observation opportunities</li> <li>• Promote opportunities for student agency, voice, and leadership within all school settings</li> </ul> <p><b>LEADERS will:</b></p> <ul style="list-style-type: none"> <li>• support the continuous development, documentation, and revision of a multi-tiered response model</li> <li>• Provide the time and resources to support the achievement of this KIS</li> </ul>	
Success Indicators	<p><b>Early Indicators</b>            Observation of changes to classroom practices            Student engagement in wellbeing programs            Student engagement and assessment data            Engagement data from learning management system - Xuno</p> <p><b>Late Indicators</b>            Semester 2 assessment data – Personal and Social Capability            Staff and parent perception surveys            Attendance data</p>	

Activities and Milestones	Who
Schedule and organise PL on SWPBS including curriculum: <ul style="list-style-type: none"> <li>• Respectful Relationships</li> <li>• Zones of regulation</li> </ul>	Leadership Team School Improvement Team All Staff
Audit and develop curriculum to reflect wellbeing and social-emotional learning focus	Student Voice and Agency Committee All Staff
Establish lunchtime zones that promote healthy habits and positive relationships	Student Voice and Agency Committee All Staff

Practice Principle	HITS
<p><b>High expectations for every students promote intellectual engagement and self-awareness</b></p> <p><b>1.1</b> Teachers convey high expectations of learning, effort, and engagement for all students</p> <p><b>1.3</b> Teachers scaffold and differentiate learning to enable students to achieve their goals</p>	<p><b>Metacognitive Strategies</b>            Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning.            Metacognition extends to self-regulation or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.</p> <p><b>Key elements</b>            Teaching problem solving            Promotes self-questioning</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> <p><b>Key elements</b>            Precise, timely, specific, accurate and actionable            Questioning and assessment is feedback on teaching practice            Use student voice to enable student feedback about teaching</p>