

SSDS AIP 2020

Strategic Plan Goal 1	Improve student learning outcomes in Literacy
12-month target	
FISO Initiative	Priority Area: Excellence in Teaching and Learning Dimension/s: 1. Curriculum planning and assessment 2. Evidence based HITS
Key Improvement Strategy 1	Develop consistency in the implementation of the agreed Instructional Model Develop a Guaranteed and Viable Curriculum (GVC) in Reading, Speaking and Listening and Writing
Actions	Develop knowledge and skills in the Four Blocks Literacy Framework Develop teacher instructional practice in the area of Vocabulary through the Professional Practice Model
Outcomes	<p>STUDENTS will:</p> <ul style="list-style-type: none"> Engage and participate in essential learning as identified in the GVC and evidence based literacy instruction (Four Blocks) Demonstrate growth in their ABLES and Victorian Curriculum data Have equal access and opportunity to learn Engage and participate in a lesson structure underpinned by High Impact Teaching Strategies <p>TEACHERS will:</p> <ul style="list-style-type: none"> Participate in the development of a GVC in English Implement essential learnings as identified in the SSDS GVC - English Implement the schools Instructional model including identified HITS (Lesson Structure) Participate in PLTs, coaching , classroom and peer observation opportunities Participate in the development of a GVC in Reading, Speaking and Listening and Writing the lesson structure aligned to the schools Instructional Model <p>LEADERS will:</p> <ul style="list-style-type: none"> Support staff and build capacity through professional learning and coaching conversations Model the use of the school's lesson structure Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during coaching and learning walks 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
Success Indicators	<p>STUDENTS:</p> <ul style="list-style-type: none"> Feedback to teachers ILP goal achievement Demonstrate growth in their ABLES and Victorian Curriculum data <p>TEACHERS:</p> <ul style="list-style-type: none"> Coaching Action Plan and documentation/notes PLT minutes Notes from Instructional Rounds and Classroom Observations Work Program and planning FISO Continua <p>LEADERS:</p> <ul style="list-style-type: none"> GVC will be documented and implemented Coaching Action Plan and documentation/notes Notes from Instructional Rounds and Classroom Observations Professional Learning calendar, presentations SSS data - GVC, Academic Emphasis, Understand Curriculum POS data - Stimulating Learning

Activities and Milestones	Who
Implement and monitor the instructional model with a focus on lesson structure (HITS)	Leadership Team
PLTs goal alignment with a focus on Literacy (Vocabulary)	PLT Leaders
Facilitate the development of a GVC in Literacy through the implementation of Professional Learning	Assistant Principal Curriculum Committee
Develop a suite of curriculum planning documentation aligned to VCAA and DET requirements	Assistant Principal Curriculum Committee
Develop and implement a Professional Practice Model including coaching	Leadership Team Learning Specialist School Improvement Team
Assessment and data analysis	Teachers School Improvement Team

Practice Principles	HITS
<p>High expectation for every student promotes intellectual engagement and self-awareness</p> <p>1.1 Teachers convey high expectations of learning, effort and engagement for all students</p> <p>1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals</p> <p>Curriculum Planning and implementation engages and challenges all students</p> <p>4.2 Teachers collaboratively design and implement a scope and sequence of learning</p> <p>Evidence based strategies drive professional practice improvement</p> <p>7.4 Teachers challenge and support each other to improve practice</p>	<p>Explicit Teaching</p> <p>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>Differentiated Teaching</p> <p>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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Strategic Plan Goal 3	Amplify opportunities for student voice and agency
12-month target	
FISO Initiative	<p>Priority Area: Positive Climate for Learning</p> <p>Dimension/s:</p> <ol style="list-style-type: none"> Empowering students and building school pride Intellectual engagement and self-awareness
Key Improvement Strategy 2	<ol style="list-style-type: none"> Building staff knowledge and understanding of student voice, agency and leadership Develop whole school structures and processes to promote student voice and agency
Actions	<p>Develop a whole school understanding of student voice and agency</p> <p>Develop strategies for students to provide feedback to teachers on their learning</p>
Outcomes	<p>STUDENTS will:</p> <ul style="list-style-type: none"> Have opportunities to activate their voice, agency and leadership Provide feedback to teachers on their learning <p>TEACHERS will:</p> <ul style="list-style-type: none"> Be able to articulate what student voice and agency looks like both generally and within their classrooms or specific subject areas Work in Professional Learning Teams to explicitly integrate opportunities for student voice and agency within the whole school curriculum plan Participate in coaching, classroom and peer observation opportunities Promote opportunities for student voice, agency and leadership within their classroom setting <p>LEADERS will:</p> <ul style="list-style-type: none"> Be able to clearly articulate what student voice and agency looks like at Sunshine SDS Support staff to build their capacity in what student voice and agency looks like for students at Sunshine SDS Facilitate and support collaborative process to develop strategies for student voice, agency and feedback within the school Provide the time and resources to support the achievement of this KIS
Success Indicators	<p>STUDENTS:</p> <ul style="list-style-type: none"> Feedback to teachers ILP goal achievement <p>TEACHERS:</p> <ul style="list-style-type: none"> Coaching Action Plan and documentation/notes PLT minutes Notes from Instructional Rounds and Classroom Observations Work Program and planning <p>LEADERS:</p> <ul style="list-style-type: none"> Student Voice and Agency Policy Notes from Instructional Rounds and Classroom Observations Professional Learning calendar, presentations SSS data - Student Voice and Agency POS data - Stimulating Learning

Activities and Milestones	Who
Develop a Sunshine SDS Student Voice and Agency Policy	Leadership Team Student Voice and Agency Committee
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 Voice and Agency	Leadership Team
Development and implementation of professional learning to support understanding of student feedback	Leadership Team

Practice Principle	HITS
<p>Student voice, agency and leadership empower students and build school pride</p> <p>3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn</p> <p>3.3 Teachers provide leadership opportunities</p>	<p>Feedback</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>