

## **Explicit Improvement Agenda : Improve writing within AC offerings as measured in Writing Sample Improvements.**

*Teaching - Focus on student learning in the Australian Curriculum through an Explicit Instruction Pedagogy.*

Strategy : Refine whole school curriculum plan aligned with the Australian Curriculum and monitor ongoing implementation.			
Actions	Targets	Timelines	Staff
Refine the Whole School Curriculum Plan to deliver mandated AC and sequenced unit plans, assessments, GTMJ and scheduled moderation processes. (PLA 2)	100% students access partial achievement standards or general capabilities and receive moderated results.	June & November	ABC
Strategy: Enhance initiatives that facilitate collaborative practice in unit planning, moderation, pedagogical practices and differentiated instruction.			
Ensure breadth of experience planning teams supported by EIA coach to differentiate C2C SWD Units with Part. Ach. Standards or Ext. Gen. Capabilities to improve student writing.	100% - differentiated units Inc. Writing strategies 100% - targeted students –improve on D.W. Scale	T1	ABC
Continue scheduled learning walks, involving a broader range of staff to increase best practice understanding through collaborative feedback.	TPADS data exists for 100% of teachers to inform support plans.	Each Term	B
Strategy: Enhance the quality assurance process for alignment of the Achievement Standard/ Extended General Capability/GIL goal.			
Refine C2C SWD Guides to Making Judgements, Ext. Gen. Capabilities & GIL Judgement Guides for grade consistency and summative assessment folders reflecting attainments.	100% of students have results moderated against clear standard/guide.	June & November	BCE
Strategy: Further develop processes to establish modelling of agreed effective teaching strategies to build capacity and consistency of practice. KIS-4			
Develop Lighthouse modelling initiatives to facilitate demonstration of best practice strategies to deepen staff pedagogical understanding.	100% of targeted students demonstrate improved writing on DWS.	Each Term	F
Provide Desk Audit written feedback from teacher led analysis of attainments, selection of diagnostic tools and strategies and aspirational student target setting.	All teachers receive feedback each term.	Each Term	BE

*Capability – Build staff capability through differentiated coaching of staff tailored to performance development needs.*

Strategy: Build teacher capability with regular feedback on pedagogical practice aligned to Explicit Improvement Agenda.			
Actions	Targets	Timelines	Staff
Continue Learning walks with broad base of staff to build capacity, and promote ongoing feedback and high quality pedagogical practice.	All teachers receive feedback each term.	Each Term	BE
Sustain insight papers which address identified professional learning need as a single point of truth explaining school practice and underpinning rationale.	At least 4 New Insights Papers Published	Each Term	A
Strategy: Support future leaders conscious of staffing profile & ensure capacity building that provides just in time learning for deep collegial conversations.			
Utilise On-Line Professional Learning in Balanced Literacy to frame EIA Hot Spots to enable diverse adult learners to have differentiated learning opportunities.	100% of teachers have a Personal Response to EIA.	T1, T3.	F

*Wellbeing - Maintaining a Safe, Supportive and Disciplined School Environment.*

Strategy: Support programs with sufficient staff and support to facilitate the stated learning goals.			
Actions	Targets	Timelines	Staff
Sustain differentiated staffing practices (PLA-1) based on need and referral prioritisation systems for Chaplaincy, Guidance, Therapy and Student Support Services.	Referral System in place & Equitable Staff Timetable.	T1, T3.	AB
Sustain Senior Programing within the Guide for Individual Learning (PLA-3) & enhance work experience on site infrastructure to enhance post schooling preparation.	Student GIL Lodged by due date.	T1W10	E
Strategy: Collaboratively define the whole-school approach to behaviour support with appropriate Professional Development for all staff. KIS-3			
Review Student Code of Conduct to ensure community support and incorporate Positive Behaviour for Learning strategies enhancing student social learning opportunities.	Endorsed Revised Student Code of Conduct	T1	AD
Strategy: Develop whole-school approach to student, staff & parent wellbeing KIS-2			
Work with the Regional Wellbeing consultant to inform school strategies and support ongoing AO support of student learning with permanent structures.	20% Improvement on Wellness Scale	T3	AB

*Inclusion – Enhance differentiated student learning to foster student engagement.*

Strategy: Sustain a culture of unrelenting focus on supporting the unique needs of students through informative school structures that analyse student data.			
Actions	Targets	Timelines	Staff
Utilise HPT Collegial Deep Dive analysis of data to model informed differentiated practice.	4 Deep Dives documented on Data Wall / Term	Each Term	AB
Refine Student Services provision to support social learning needs including Complex Case Management roles, Prioritisation structures and Documented Individual Planning.	Meeting Minutes Available	Fortnightly	D
Refine engagement strategies through the provision of Part Time Education Plans, Individual Behaviour Plans and the ongoing review of student centred individual support programs.	Review PTEP and Upload at Renewal.	Each Term	D
Continue systematic use of data walls and database structures as the basis for collegial discussions around next step best practice strategies to support student learning outcomes.	100% Teachers have Desk Audit Responses	Each Term	B

*Performance –Refine Strategies to monitor and enhance staff performance and ensure consistent school wide quality practice.*

Strategy: Review and refine the whole-school vision and values to provide strategic direction for future growth and development of the school KIS-1			
Actions	Targets	Timelines	Staff
Review school vision and values to reflect the changing needs of the school in order to build staff capacity and systems can sustain as staff changes occur.	Revised Vision and Values Statement	End T1	A
Incorporate School Review Findings into Strategic & Annual Improvement Plan	Codified KIS in Strategic and Operational Plans	T1	A
Strategy: Provide training and development opportunities for staff and appropriately monitor outcomes to refine plans and support high level professional performance.			
Supervise delegated strategies through HPT Meetings to monitor intended outcomes.	Meeting Minutes	Each FN	A
Use data from Desk Audits, Learning Walks and Reflections to differentiate staff coaching.	TPADS data for all teachers	Each Term	A

*Partners – Develop, Grow and Sustain mutually beneficial community partnerships that support maximum student outcomes.*

Strategy: Develop and Implement the Parent and Community Engagement Framework.			
Actions	Targets	Timelines	Staff
Review of partnerships are documented and needs of partners recorded to ensure utility.	Documented Reviews	End S1, S2	G

Legend: A - Principal B- Deputy Principal C – HOD Curriculum D – HOD Student Services E – Curriculum Planning Team Coordinators F - Explicit Improvement Agenda Coach G – School Transition Officer

Endorsement - This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Principal

P&C President

Assistant Regional Director