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|  | **Name** | **Signature** | **Leadership team members** |
| **Principal** | **Aaron Morgan** |  **24 February 2023** |

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| Jessica Willis | **Deputy Principal** |
| Michele Griffin | **Deputy Principal** |
| Suzanne McSweeney | **Guidance Officer** |
| Sarah Winter | **Head of Department** |
| Fiona Kidziak | **Curriculum & Pedagogy Coach** |
| Dan Willett  | **Community Liason Officer** |
| Peter Jackson | **PBL Coach** |

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| **Assistant Regional Director** | **Leasa Smith** |  |
| **Regional Director** | **Lyle Giles** |  |
| **Review date** | **Nov- Dec 2023** |



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| **Improvement Strategy 1:** Enhance data literacy skills of teachers and school leaders to analyse and monitor student performance data to ensure consistency in curriculum decision making and application of specialised pedagogical approaches to enhance student outcomes.  |
| **Describe the 12-month success criteria:*** *All teaching staff will be familiar and implementing all aspects of the schools data plan to ensure consistency of curriculum access, assessment and monitoring of progess of student performance.*
* *All teaching team members (including teachers and aides) will be involved in professional dialogues including walkthroughs and analysis of data walls to focus on absence/behaviour/curriculum data. This will be evident by documented feedback between colleagues and monitoring of progess of targeted marker students.*
* *All students will be have increased engagement in the school’s comprehensive literacy program, as evidenced in classroom walkthroughs and levels of student engagement and progress..*
* *Marker students will be able to articulate their learning goals, and next steps for learning using QR code applications.*
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| **Actions to address improvement trategy** | **Resources****(Financial, human and physical)** | **Responsible officer****(who will lead the strategy)** | **(Completion date, artefacts, evidence of targets achieved)****Record as phase 1, 2, 3 and 12-month targets** |
| **Timelines/Outcomes** | **Evidence of Impact (express in behavioural terms)** | **Artefacts** |
| **Data/Moderation Processess**Review & refine the whole school data plan and pre/post moderation processes to inform curriculum decision making, teaching, learning and reporting cycle.**Data Analysis/Interpretation**Conduct whole school professional development in the use, interpretation and anyalsis of data tools, data walls and moderation processes to inform curriculum decisions.Analysis and use of targeted marker students (identified on data walls) to identify curriculum access and specialised pedagogical practices.Use of data wall to *develop a student achievement tracking tool that enables staff to identfify and celebrate distance travelled for all students.* **Data Professional Learning**Scheduled training for staff in the use of data gathering tools as per data plan and the interpretation of and application of assessment results to inform curriculum decision making. *Formalise data conversation processes to provide opportunities for all staff to discuss individual student achievenment and next steps for learning.**Differentiate the provision of professional learning to support the capability of teachers to develop data literacy skills to analyse and interpret student achievement data.* | Financial* *I4S used for TRS release for data conversations*

Human* Professional learning accessed by teachers and teacher aides

Physical* Allocation of teacher -aide (term 1) to support development of resource requirements (I4S)
 | *Principal/ Pedagogy Coach/ HOD Curriculum* | * Data conversations using inquiry cycle undertaken with all teachers
* Moderation for selected students implemented with a primary school Liaise with HoD and Data Literacy mentor re. links with Caboolture East SS for external moderation for targeted students.
* Moderating with Caboolture Special School for HIC and DYLP Foundation.
* A-E data to be analysed across sectors and shared with teacher aides
* Teachers identify target groups to focus pedagogy implementation to enhance student progress.
* Scheduled reviews and analysis of data implemented within the teaching, learning and reporting cycle.
* Analysis of trends in attendance data at the whole school, class and individual student level and implementation of strategies to increase student attendance. (learning and wellbeing)
* One School behaviour data to be reviewed, analysed and utilised for whole school strategies and individual support for students by PBL team on a fortnightly basis.
* Differentiated professional learning provided for pedagogical approaches, disability specific knowledge and curriculum knowledge.
* QR codes linked to visual vignettes for Developmental Writing Scale to enable student engagement with learning goals.
* PBL committee operational and using data sets to determine whole school programs and interventions.
* Target individual student interventions using the functional considerations processes guided by OneSchool behaviour data to develop IBSPs.
 | **Behaviourally:** *Students can/will:** *Be aware of personal achevemnets and next steps in learning.*
* *Engage in literacy activities routinely each day*

*Teachers can/will:** *Complete classroom comprehensive literacy practices as per student abilities on a daily basis*
* *Complete formative assessment tasks to determine curriculum access levels for each student.*
* *Monitor targeted marker students and determine best practice pedagogies based on absence, behaviour and curriculum data.*

*The leadership team can/will:* * *Drive the professional learnng opportunities for all staff.*
* *formation of the curriculum and pedagogy focus team*
 | * *Playbooks and Inquiry cycles reviewed and shared across staff.*
* *Initial student formative data results*
* *Development of data walls linked to individual student dashboards on Oneschool.*
* *Classroom audits of comprehensive literacy implementation – Look-fors.School reading practices scan*
* *Pulse survey re teaching confidence in data literacy.*
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| **Improvement Strategy 2:** Familiarisation of Universal Design for Learning (UDL) as a school-wide pedagogical approach and a plan developed for implementation.  |
| **Describe the 12-month success criteria:*** *All teaching teams will be able to articulate a beginning understanding the UDL.*
* *All teaching teams will be able to identify UDL strategies being implemented during English lessons*
* *Increased staff understanding of the impact of disabilities on learning and strategies that can be put inplace to provide equity*
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| **Actions to address improvement strategy** | **Resources****(Financial, human and physical)** | **Responsible officer****(who will lead the strategy)** | **(Completion date, artefacts, evidence of targets achieved)****Record as phase 1, 2, 3 and 12-month targets** |
| **Timelines/Outcomes** | **Evidence of Impact (express in behavioural terms)** | **Artefacts** |
| *Provide professional learning to build the capability of staff to use UDL strategies that personalise the planned curriculum to cater for the individual learning needs of all students**Develop school-wide practices to assist students to monitor and evaluate their own progress and achievement through the development of learning goals**Provide resources to support students experiencing high sensory needs to enrich engagement in the curriculum- specialised sensory rooms**Provide ongoing professional learning to ensure currency of knowledge of disability-specific expertise**Provide regular opportunities for all staff to develop skills and confidence in supporting students with complex communication needs*Actions listed in red are recommendations from school review (2020)Actions listed in purple are recommendations from Inclusion Scan and Assess (2021) | **Financial**TRS release for professional development, collegial engagement and networking (I4S)**Human**Leadership team – increase knowledge, understanding and sskills in UDLEarly Uptakers/UDL Champions (Pedagogy Group – coaches & mentors)**Physical** Allocation of teacher and teacher aide time to collaborate and create resources to support implentation | PrincipalSchool leaders | *Collegial engagement framework published and shared with staff to include walkthroughs each semester and look fors audits for EIA priorities to improve student outcomes through the ongoing professional learning of teachers**Regular opportunities for all staff to develop skills and confidence in supporting students with complex communication needs*Professional learning provided to build leader and staff knowledge and understanding of inclusive education including the human rights and legislative drivers. (Inclusion Scan and Assess)Continue to scaffold conversations that enable staff to identify underlying beliefs and assumptions pertaining to inclusive education and support team members to align mindsets with human rights and legislative drivers. (Inclusion Scan and Assess) | **Behaviourally:** Students can/will:* demonstrate increased engagement in learning through anecdotal and academic data
* Decrease inappropriate behaviours during teaching time (Oneschool)
* Students will identify 2 strategies that help them to learn (metacognition of what each individual needs to optimise learning)

**Teachers can/will:*** Actively participate in Professional Development opportunities and implement learnings in the classroom (walkthroughs, mentoring)
* Engage in Watching Others Work (LSSSS & other schools) reflecting on personal practice and next steps (Reflection Tool)
* Share with colleagues what they know (survey) and participate in professional conversations during planning days and data conversations
* Use Personalised Learning to document

**The leadership team can/will:** * Participate in Professional Development to build understanding, knowledge and skills of UDL
* Conduct an Inquiry Cycle and identify key learnings – actions – timelines
* Conduct Learning Walks to observe UDL in action and highlighting UDL practices in use acrossthe school
* Model lessons based on UDL principles
* Develop Staff Capability Self Reflection Tool (UDL Focus)
* Identify and support early uptakers (Pedagogy Group)
* Establish links and collaboration with other schools using UDL
 | * Staff surveys
* Annual Performance Development Plans
* Professional Learning feedback forms
* Collegial Engagement Framework
* Anecdotal evidence of student performance
* Student AAC use/baselines and profiles established by SLPs and class teachers.
* ICPs and ICP evidence charts.
* Sensory rooms ICP evidence charts
* Mark books
* Student Profiles
* Anchor charts- UDL (differentiation)
* Staff Capability Reflection Tool
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