

Define actions, evidence of change and tasks

Goal 1	Maximise the learning growth of every student in literacy and numeracy.	
KIS 1.c	Improve pedagogical practice through consistent implementation of the school's instructional models, in alignment with VTLM 2.0.	
Actions	Build teacher capacity in explicit and responsive teaching in English.	
Evidence of change	<p>1: Teachers use learning objectives and success criteria and students can articulate what they are learning and how they can be successful in their learning.</p> <p>2: Teachers activate prior learning and stimulate connections and students can draw upon prior knowledge to support new learning and make connections to previous lessons/content.</p> <p>3: Teachers fully explain what students need to learn and students receive and respond to clear direction and instruction broken into manageable parts.</p> <p>4: Teachers demonstrate and model what students need to learn and students are exposed to worked examples and are given the opportunity to practice the skill together before completing tasks independently of the teacher.</p>	
Tasks	People responsible	
Establish and implement a whole school professional learning framework, drawing on the research of Joyce and Showers.	☑ School improvement team	
Establish and build instructional coaching process and protocols for middle leaders to support teachers with their classroom practice, focusing on explicit and responsive teaching in English.	☑ School improvement team	
School improvement team undertake regular learning walks to evaluate and provide feedback and support for explicit and responsive teaching in English.	☑ School improvement team	
Middle leaders attend English planning sessions and model how to strengthen teams planning to include explicit and responsive teaching.	☑ Leading teacher(s) ☑ Learning specialist(s)	
Teachers and the School Improvement Team attend network responsive teaching professional learning with Bronwyn Ryrie-Jones.	☑ School improvement team ☑ Teacher(s)	
PLC inquiry whole school into VTLM 2.0 Elements of Teaching- Explicit Teaching: Focus the Learning and Explicit Explanation and Modelling throughout Term 1 - Term 4.	☑ School leadership team ☑ Teacher(s)	

Goal 2	Optimise the wellbeing of every student.	
KIS 2.b	Review and refine the Multi-Tiered Systems of Support to improve students' academic, wellbeing and behaviour outcomes.	
Actions	Build teacher capacity to support students incorporating VTLM 2.0 'Enabling Learning' utilising PCMS 1-4 to strengthen Tier One supports.	
Evidence of change	<p>1: Students demonstrate increased self-regulation and accountability, with individuals making more appropriate choices independently.</p> <p>2: A reduction in challenging or disruptive behaviours displayed by students as expectations become clear and are consistently practised.</p> <p>3: Improved student engagement and participation in learning, work, or group activities.</p> <p>4: More frequent use of respectful communication, cooperation, and positive interactions with others throughout the community.</p>	
Tasks	People responsible	
School improvement team undertake regular learning walks to evaluate and provide feedback and support for PCMS 1 - 4 and SEL lessons.	<input checked="" type="checkbox"/> School improvement team	
PLC inquiry whole school into PCMS 1 - 4 throughout Term 1 - Term 4.	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	
Middle leaders attend and support planning of SEL lessons.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	
Establish and build instructional coaching process and protocols for middle leaders to support teachers with their classroom practice, focusing on PCMS 1 - 4.	<input checked="" type="checkbox"/> School improvement team	