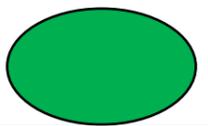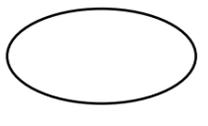EIA: Know your students, know your Curriculum, know your Strategies to empower critical and creative thinkers to GROW, ACHIEVE and SUCCEED as lifelong learners.

School priority 2	*Focus: Culture and Inclusion*		Phase	*Implementing*
	Know your Students, Know your Curriculum, Know your Strategies As courageous Leaders and Teachers we lead our school and class with clear conviction for improvement: • **KNOW OUR STUDENTS and use evidence informed decision making (Data – Numbers – Names of Students)** • **KNOW OUR CURRICULUM and ensure the curriculum is accessible and engaging for every student** • **KNOW OUR STRATEGIES and meet the needs of our learners through asking ourselves "How do I know?"** When we pay attention to the explicit areas of need and improvement, together we can achieve great results. ❖ *Use NCCD and school achievement data to drive the development of effective inclusive practices.* ❖ *Ensure planning is reflective of all reasonable adjustments (link to the NCCD).* ❖ *Clear roles and responsibilities to ensure clarity and accountability.* ❖ *Enhance school-wide processes for collecting and documenting NCCD data.* ❖ *Continue strengthening whole-school opportunities for high-achieving students in both classroom and extension programs*			
Link to school review improvement strategy:	• Collaboratively develop a whole-school approach to inclusion and inclusive practices, with clear roles, responsibilities and accountabilities for all staff to ensure every student is succeeding. • Strengthen a shared understanding of differentiated practices to meet the needs of all students, establishing and embedding a whole-school approach to differentiation. • Develop a shared understanding and consistent approach to student goal setting across the school aligned to the EIA.			
Strategies	*Evidence Sources and Guiding Frameworks* *Lyn Sharratt – Clarity; Good to Great to Innovate; Leading Collaborative Learning, Australian Curriculum, Linda J Graham - Inclusive Education, NCCD, EQ S4SI- IE* *LOA; NAPLAN; SORD; Class snapshot; ACM – marker students.* *Know your Students:* *Deep dive into school, cohort, class data; to identify priority groups and understand the diversity of the students in our school.; Recognise the diverse social, cultural, identity and family backgrounds of all our students in our school and acknowledge their individual needs to create differentiated goals; Use school-wide practices utilising the NCCD process to identify learners who need tailored supports to ensure all learners can access and have success within the curriculum.* *Know your Curriculum:* *Embed consistent school-wide curriculum planning processes, across all three levels, that are collaboratively developed, reflective of evidence gathering, reasonable adjustments and tailored supports, ensuring every student achieves and realises their potential; Data drives inquiry to Identify, select and employ effective pedagogical approaches to support differentiated teaching strategies and learning by providing the curriculum in ways that meet the diverse learning needs of all students. ; Curriculum delivery is an explicit, coordinated and collaborative approach to plan and record all differentiated, focussed or intensive adjustment to support or extend students, with links to the 4 areas of the NCCD.* *Know your Strategies:* *Clarity of staff roles, responsibilities and accountabilities to ensure commitment, planning and monitoring to improve outcomes for all students; Develop a systematic school-wide process to identify, plan, document and collect evidence of students needing adjustments following the NCCD process; Increase whole-school opportunities to extend high-achieving students within classroom learning, programs and initiatives.*			
Actions Including Responsible officer(s)- Tammy Dimech (Principal), David Insch (Deputy), Jess Palmer (HOI), Amy Hallam (Curriculum Coach), Support Team – Tenille Piggin, Bronwyn Taylor, Sayeh Zamansani			**Resources**	

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Know your Students

- Teacher's access, analyse and use a variety of data to create informed starting points for understanding the teaching and learning for all their students within the classroom.
- Leadership, teachers and support staff collaboratively plan for student diversity using the NCCD process flow chart to identifying learners and tailored supports to engage them in the curriculum.
- *Teachers develop an evidence-based PLR for students requiring reasonable adjustments or tailored supports to demonstrate their growth of success using the NCCD process.*
- *Utilise the schools Gifted and talented roadmap to implement opportunities to extend students and develop ways to differentiate their learning.*

Know your curriculum

- Informed selection and use of effective pedagogical practices using the three core principles (the curriculum, the learning and the learner) to support achievement, wellbeing and engagement.
- Planning reflects the diversity of students and the best practices identified to support their needs including provisions, assessment, moderation and reporting.
- Collaborative conversations between teachers, HOI and Curriculum Coach to explicitly document and monitor how the specific support provisions are enacted and implemented in the day to day learning (sliding planning, support provision document, One school).
- Planning is reflective of enriched learning opportunities to promote creative critical thinkers with a gifted a talented lens.

Know your strategies

- *Clarity of staff roles, responsibilities and accountabilities to ensure commitment to school priorities around inclusive practices, rigorous planning procedures and consistent monitoring of data and progress to improve outcomes for all students.*
- *Develop a systematic school-wide process following NCCD to identify students using case management, plan explicit targets, document via PLR's and collect all evidence to support students identified as needing adjustments.*
- *Increase whole-school, community, regional and online opportunities to extend high-achieving students within classroom learning, programs and initiatives.*

Human
- Support teachers
- Inclusion teachers
- Head of Inclusion
- Cultural team
- Thinking Functional team
- School purchased OT
- DRT purchase for PD attendance
- DRT purchase for teacher release during NCCD final submission
- DRT for release of HOI to work with teachers during PLC's

Physical
- Resources
- Evidence collection
- Technological websites
- Ipads
- Visuals
- Alternative texts
- Planning documents
- School wide process documents
- Inclusion One Paager

Structural
- Disabled toilet
- Wheelchair access
- LEC
- HUB

Educational achievement · Wellbeing and engagement · Culture and inclusion

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End Term 4

Measurable outcomes	*Targets* *LOA A/B 50%* *< 90 +% C* *Regional Targets Year 1 LOA A/B 50% Year 4 A/B 50% <C 90%* 100% APDP 95% attendance 100% PLR's completed and shared *First Nations: (P-2) <C 75.2% A/B 46.2% (3-6) <C 84.1% A/B 26.1%* *First Nations: Region (P-2) <C 65.2% (3-6) 74.2* *Marker year levels: Year 1 LOA A/B 50% Year 4 A/B 50% <C 90%*	
Success criteria	**Behaviourally:** **Students can:** have a year's worth of growth and achievement through their learning being tailored and adjusted to their needs. **Teachers will:** articulate all student supports, sharing information, strategies and pedagogies that work for each student with the 2025 class teacher. Sharing PLR's and evidence to back decisions made. **Leadership team will:** share refined school-wide curriculum planning processes for 2025, building on learnt knowledge of what worked what didn't.	
Artefacts	100% of PLR's are updated and shared with future teachers Band scales are updated and used for future planning	Student progress notes are used on one school to share information 2025 extension students identified and experienced are planned	Roles and responsibilities updated for 2024 2024 RAR anticipated

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	Measurable outcomes	Success criteria:	Artefacts	Monitoring
End Term 1	*90 +% students achieve C or above* *100% PLR's in place*	**Behaviourally:** Students will articulate students 5 Questions for learning and confidently discuss their learning journeys boards. Teachers will develop PLR's to monitor adjustments and supports needed for their students, using data to track their progress. Teachers can identify the students in their class in regards to the different areas of Inclusion. Year 1 and Year 4 ACM students' growth will be shared at the Inclusion forum. Leadership team will: complete the NCCD moderation process to analyse and create wanderings for 2025. They can identify and articulate the next steps of Key Inclusion Signposts to develop with staff for a clear focus for 2025. Leaders will collaboratively develop the agenda for the Inclusion forum with Cluster Principals and Regional Team members to share best practice using a council approach for sharing.	*Unit plans with Know/Do/Think/Consider* *One page profiles for Extensive students* *A-E data* *Inclusion Data* *NCCD evidence checklist* *Band scales* *Inclusion signpost*	*PLR's updated twice a term* *Marker students linked to Inclusion each grade* *Identification of AT Risk/Vulnerable* (green oval)
End Term 2	*100% PLR's in place* *100% band scales completed*	**Behaviourally:** Students will articulate students 5 Questions for learning and confidently discuss their learning journeys. And know their next steps in learning. Teachers will engage with parents in collaboration of students' success and needs. Teachers will be able to articulate the supports and adjustments being made for each student, explaining their growth. Teachers will codevelop ICP's for students. Leadership team will drive Spotlight on data discussions. Leaders will use quadrant data to lead strategic data conversations. Build teachers data literacies to further their skills for all student's success. Develop the PLC agenda with dedicated Inclusion time allowing opportunities to create next steps.	*NCCD* *PLR's evidence, progress notes, collaboration* *Inclusion signpost* *Unit planning* *Support timetable* *ICP*	*PLR's updated twice a term* *NCCD cohort conferencing* *Mid term inclusion data check in* (oval)
End Term 3	*100% PLR's submitted Student growth within A-E* *100% band scales being used* *100% students identified in planning*	Behaviourally: Students will. Use the GTMJ to celebrate their learning and guide their next steps in their learning. Students will use the 5QS to understand their progress with their learning. Teachers will independently plan student supports and adjustments building on prior success. Teachers will articulate what Inclusion Signpost has been developed over the term and share own and school next steps. Leadership team will continue to monitor Inclusion Signposts, using data to develop discussions and wanderings for staff and students. Build team to moderate NCCD to make sure all procedures and processes are clear and quality assured.	*PLR's completed with evidence, contacts and progress notes* *NCCD Process* *Inclusion Signpost* *Unit planning* *Sliding planner*	*PLR's updated twice a term.* (oval)
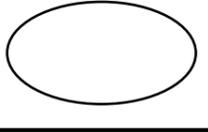
P & C: N/A   Principal Tammy Dimech: *Tammy Dimech*   School Supervisor Helen McCullough: *H McCullough*

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