## INTENDED OUTCOMES

- **Students identified as Wave 2 have a developed One Plan that is regularly reviewed**
- **Build on learners’ understandings in order for students to develop and apply knowledge to real life problems and issues**
- **TfEL 4.1 Personalise and connect learning: Build on learners’ understandings** *(Australian Professional Standards for Teachers – Standards 1 & 3)*
- **TfEL 4.2 Personalise and connect learning: Connect learning to students’ lives and aspirations** *(Australian Professional Standards for Teachers – Standards 1 & 3)*

## MEASURES OF IMPROVEMENT

- Students are achieving their goals as set out in the One Plan each term
- Students acknowledge and understand their own and others’ contexts, cultures and aspirations
- Students work collaboratively to discuss and record what they already know and what they need to know next
- Students use technology to extend learning beyond the classroom
- Students use a range of skills including questioning and reflection to assist in developing sophisticated thinking skills
- The community (families, local, wider) is actively involved in teaching and learning
- Teachers in Performance and Development meetings provide evidence of implementation of elements of TfEL Domain 4

## TARGETS

- 100% of identified students at risk have a One Plan that is reviewed on a regular basis (minimum once a term)
- 100% of staff has implemented elements of TfEL Domain 4

## STRATEGIES

- All teachers will develop a One Plan for students identified at risk to ensure that they achieve learning goals
- Teach and use comprehension skills as explicitly identified in One Plan
- Teachers will communicate with students and parents (as appropriate) on a regular basis to review and update goals
- Teachers and SSOs will meet once a term in terms 1 – 3 to work collaboratively to develop and implement support programmes
- Teachers use a range of literacies, moving from print-based literacies to multiple literacies and new forms of communication
- Teachers provide learning tasks that take into account students’ prior experiences and enable them to apply their understandings in real life situations
- Design learning challenges that
  - are open and stimulate creative thinking
  - focus on inquiry and big ideas that inspire students
  - connect student learning with issues of personal, local or national significance
- Use graphic organisers (e.g. Mind Maps, Lotus Diagram) to support student thinking and problem solving
- Develop processes that allow students to actively reflect on their learning
- Access people, programs, organisations in the wider community to enhance learning
<table>
<thead>
<tr>
<th><strong>TfEL 4.3 Personalise and connect learning: Apply and assess learning in authentic contexts</strong></th>
<th><strong>Australian Professional Standards for Teachers – Standards 3 &amp; 5</strong></th>
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</thead>
<tbody>
<tr>
<td>Students apply their learning in real-world, authentic contexts</td>
<td>Teachers design assessment tasks that connect to real-life events and issues and use relevant assessment criteria</td>
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<tr>
<td>Students demonstrate their learning in a variety of ways drawing upon multiple digital literacies</td>
<td>Use digital resources to simulate real-life situations and assessment tasks</td>
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<td>Teachers are explicit about learning intentions at the beginning of a unit of work</td>
<td>Use formative and summative assessment to monitor student progress</td>
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<td>Students are aware of assessment criteria and relevance to intended learning outcomes</td>
<td>Provide opportunities for students to reflect on their thinking processes to enable self-monitoring</td>
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<td>Students provide self and peer feedback</td>
<td>Teachers negotiate with students how they will demonstrate their learning</td>
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<td>Teachers teach skills of self and peer assessment</td>
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<td></td>
<td>Consistently provide students with timely and precise feedback to support progress</td>
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