# Key improvement strategies and actions

**QUALITY PRACTICE EXEMPLARS**

# KIS 1: roles, responsibilities and Teamwork

Quality Practice Exemplar 1: Menzies Creek Primary School, supporting teamwork.

Menzies Creek Primary School’s leadership team provides teaching staff with time to use the Abilities Based Learning and Education Support (ABLES) suite to assess their students’ strengths and support needs. Teachers then develop detailed learning plans for the whole class that include differentiated learning activities for students with disability and additional needs. These plans are shared with ES staff who follow the plans when supporting students with additional needs and provide feedback to teaching staff about student engagement and learning. Teaching staff and ES staff use a communication book to keep notes about student progress during the day and to let each other know about any areas that presented particular challenges or where the student did particularly well. The school updates its student records on Compass every morning to ensure that teaching staff and ES staff know about any students who may have changing support needs each day.

# KIS 2: professional learning and development

Quality Practice Exemplar 2: Thornbury Primary School, supporting collaborative planning and professional development.

At Thornbury Primary School, the ES staff working in classroom support roles are allocated on a proportional basis dependent on the number of students with disability and additional needs in each group of Multi-Age Classrooms (MACs).

Teachers lead the discussion with ES staff regarding student data. They identify teaching strategies that will best support students to learn, discuss how to differentiate teaching and learning for all students, including students with disability and additional needs, and collaboratively determine where and how to best direct support from ES staff.

The school leadership team coordinates a planning day each term to allow each MAC team (including teachers and ES staff) to plan their curriculum program and the support needed for all students for the next term.

In addition to the planning day each term, the team of ES staff working in classroom support roles meet regularly with student support services (SSS) staff to access professional development about how to support students with disability and additional needs, and to share best practice.

# KIS 3: collaboration and consultation

Quality Practice Exemplar 3: Thornbury Primary School, drawing on strong relationships with its community to support students’ independence.

Thornbury Primary School works closely with its whole school community, including its significant Koorie community, to develop a Koorie-Inclusive School-Wide Positive Behaviour Support program. By systematically teaching and reinforcing the positive behaviour program, the staff, including teachers and ES staff, demonstrate and support the expected and valued behaviour at the school. Staff work closely with the community, SSS staff, and staff from the Department‘s School-Wide Positive Behaviour Support initiative to ensure the program responds to and incorporates the needs of the school community.

Expected behaviours are taught differently in a range of environments across the school to increase students’ confidence in responding positively to the challenges that present themselves during the week. For students who require extra support to engage in school life, the whole school community contributes to developing and implementing positive support interventions, creating opportunities for teamwork and reinforcing the importance of consistency of approach to help the young person re-engage with support.

Students at the school are proud of the ‘I’m Deadly’ behaviours reinforced across the school. They feel safe and valued, have a very positive outlook on the program, and are developing greater confidence in themselves as decision makers.

Quality Practice Exemplar 4: St Georges Road Primary School, Shepparton, collaborating with the broader community.

English as an Additional Language (EAL) staff work with refugee students and their parents/carers who have recently arrived from Middle Eastern and African countries.

Multicultural Education Aides and ES staff support both this program and the families involved. They receive support and advice from EAL and classroom teachers to assist them in this role. ES staff have received professional learning to provide Literacy Intervention Support assistance for small cohorts of students.

# KIS 4: Student-centred practice

Quality Practice Exemplar 5: Wellington Secondary College, using student data to inform learning goals and strategies.

SSS staff and special school staff work with the school’s Lead Teacher who has responsibility for leading inclusion and teaching staff, sharing expertise to develop learning interventions for individual students working well below level or with challenging behaviours:

ES staff plan with teaching staff, SSS and other specialists and identify and negotiate with colleagues as to how they can support these interventions when working in classes across the school and how any identified safety risks to staff or students will be managed.

The school’s Inclusion Lead Teacher works with subject teachers to develop targeted literacy, maths and foundation English classes for groups of students identified, through the school’s assessment program, as needing additional support.

ES staff plan with the Inclusion Lead Teacher and join these classes as an additional adult providing support to all students, including students with disability and additional needs.

Assessment is used across the school to identify student strengths and learning support needs. Subject teaching teams develop curriculum programs across the school.

ES staff plan and work with classroom teachers and the Inclusion Lead Teacher to identify the support they can provide to students working in teacher-designed activities.