

School Priority



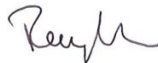
Lifting educational outcomes:  
Pedagogy for engagement  
Increase learner engagement  
through explicit MDVI pedagogy.

ANNUAL IMPLEMENTATION PLAN

2025

ENGAGE every learner

Increasing learner engagement through explicit MDVI pedagogy

Link to school review improvement strategy							
Domain 8: Systematically enact opportunities for leaders to work alongside teachers in classrooms to develop deep knowledge and understanding of the 3 principles of pedagogy.		Domain 8: Strengthen regular and purposeful observations and feedback to further develop staff knowledge and capability in pedagogical approaches and teaching strategies.		Domain 2: Strengthen staff capability in analysing student learning data to inform planning for highly individualised sequences of teaching and learning.	Domain 5: Formalise opportunities for leaders to develop instructional leadership skills in order to drive effective and consistent practice across the school		
Strategies		Actions			Responsible officer(s)	Resources	
<ul style="list-style-type: none"><li>Formalise instructional leadership approaches to monitor and review learner engagement.</li><li>Develop a consistent approach to use learner data to monitor progress and inform next steps in learning and engagement.</li><li>Develop staff capability in MDVI pedagogy to individualise learning experiences.</li></ul>		<ul style="list-style-type: none"><li>Ongoing PD in MDVI pedagogy</li><li>Ongoing MDVI interest group</li><li>MDVI Pedagogy Leader for capacity building</li><li>Middle leader cohort supporting MDVI pedagogy</li><li>Strategic creation of class teams to build expertise</li><li>Sector planning days and 1:1 data conversations - teacher and HODC</li><li>Sector meeting MDVI pedagogy focus Student case management monitoring</li><li>Behaviour, wellbeing and engagement data monitoring</li></ul>			<ul style="list-style-type: none"><li>Learning walks focus on MDVI pedagogy</li><li>Observation and feedback MDVI focus</li><li>SPG focus on MDVI pedagogy</li><li>Parent education: newsletters, parent meetings, Facebook, ClassDojo informing about and celebrating MDVI pedagogy</li><li>MDVI transition supports for post-school providers</li><li>Personalised Learning for Active Learning and Expanded Core Curriculum created for all students</li></ul>	<ul style="list-style-type: none"><li>Principal</li><li>Deputy Principal</li><li>HODC</li><li>MDVI Pedagogy Leader</li><li>Sector Leaders</li></ul>	<ul style="list-style-type: none"><li>MDVI Pedagogy Leader .6 FTE per week</li><li>Release for Sector Leaders .1 FTE per fortnight</li><li>Instructional leadership framework</li><li>Release time for classroom observations, SPG and data conversations</li><li>Budget includes dedicated cost centres for MDVI PD, resources, specialised equipment, TRS</li><li>New MDVI accessible playground (completed mid year)</li></ul>
End of Term 1 and 3						Monitoring <span>Underway (T1)</span> <span>On track (T3)</span>	
Measurable outcomes		Success Criteria				Artefacts	
<ul style="list-style-type: none"><li>100% of HICP level learners have one Personalised Learning skill focus with an adult/student interaction and independent activity set and reported on based on their Functional assessment scheme (PPA) level</li><li>100% of students have an up-to date Vision Profile and Vision Impairment – Student Access and Adjustment Plan (T1)</li><li>100% of Braille users have an up-to-date Narbethong Queensland Braille Learning Progression (T1)</li><li>100% of senior students have explicit MDVI teaching strategies on SET Plans</li></ul>		Learners can/will: <ul style="list-style-type: none"><li>Transition successfully into new classrooms and routines with (perhaps) unfamiliar people (T1)</li><li>Engage in learning activities and environments designed to meet their individual MDVI needs</li><li>Celebrate achievements in sector assemblies</li></ul>	Teachers can/will: <ul style="list-style-type: none"><li>Get to know their learners and how they learn (Pedagogy of the learner and the learning) (T1)</li><li>Understand and implement pedagogy of the curriculum, learning and learner to select appropriate learning environments and goals for individual learners</li><li>Collaborate with MDVI Pedagogy Leader or HODC to plan and teach learning episodes</li><li>Contribute to Sector Meetings with a pedagogy focus to discuss their learners and co-create strategies</li><li>Contribute to sector planning days with pedagogy focus for following semester</li><li>Engage in classroom observations</li></ul>	Teacher aides can/will: <ul style="list-style-type: none"><li>Get to know the learners in their classrooms and their goals</li><li>Support assessment of student learning</li><li>Engage in MDVI learning</li></ul>	Support staff (therapists, social worker, GO, nurses, etc.): <ul style="list-style-type: none"><li>Support class teams with access, equipment and positioning</li><li>Plan and present Speedy PDs for MDVI access</li><li>Engage in MDVI learning</li></ul>	Leadership team can/will: <ul style="list-style-type: none"><li>Provide resourcing to support actions</li><li>Provide opportunities for moderation, including targeted sector meetings</li><li>Provide instructional leadership through learning walks</li><li>Provide opportunities for classroom observations</li></ul>	<ul style="list-style-type: none"><li>OneSchool reporting</li><li>Completed Student assessment folios</li><li>Personalised Learning progress notes – comment on MDVI focus area of the semester</li><li>Article in school newsletter highlighting MDVI pedagogical approaches.</li><li>Regular Facebook posts to highlight and celebrate learner engagement.</li><li>Learner certificates celebrating engagement</li></ul>
End of Term 2 and 4						Monitoring <span>On track (T2 &amp; T4)</span>	
Measurable outcomes		Success Criteria				Artefacts	
<ul style="list-style-type: none"><li>100% of students have an up-to-date Vision Profile and Vision Impairment – Student Access and Adjustment Plan (T4)</li><li>100% of Braille users have an up-to-date Narbethong Queensland Braille Learning Progression (T4)</li><li>Transitioning students from ECDP have explicit MDVI pedagogy documented in transition statements (T4)</li></ul>		Learners can/will: <ul style="list-style-type: none"><li>Engage in learning activities and environments designed to meet their individual MDVI needs</li><li>Demonstrating learning through MDVI accessible assessment tasks</li><li>Celebrating achievements in sector assemblies</li><li>Engage in transition activities for new classrooms eg: O&amp;M (T4)</li></ul>	Teachers can/will: <ul style="list-style-type: none"><li>Understand and implement pedagogy of the curriculum, learning and learner to select appropriate learning environments and goals for individual learners</li><li>Collaborate with MDVI Pedagogy Leader or HODC to plan and teach learning episodes</li><li>Contribute to Sector Meetings with a pedagogy focus to discuss their learners and co-create strategies</li><li>Contribute to sector planning days with pedagogy focus for following semester</li><li>Provide transition opportunities for learners (T4)</li><li>Reflect on success and plan for 2026 (T4)</li></ul>	Teacher aides can/will: <ul style="list-style-type: none"><li>Support assessment of student learning</li><li>Engage in MDVI learning</li><li>Reflect on success and plan for 2026 (T4)</li></ul>	Support staff (therapists, social worker, GO, nurses, etc.) will: <ul style="list-style-type: none"><li>Support class teams with access, equipment and positioning</li><li>Plan and present Speedy PDs for MDVI access</li><li>Engage in MDVI learning</li><li>Support transition processes (T4)</li><li>Reflect on success and plan for 2026 (T4)</li></ul>	Leadership team can/will: <ul style="list-style-type: none"><li>Provide resourcing to support actions</li><li>Provide opportunities for moderation, including targeted sector meetings</li><li>Provide instructional leadership through learning walks</li><li>Provide sector planning days and engage in data conversation to inform Sem 2 goals and pedagogy (T2)</li><li>Reflect on success and plan for 2026 (T4)</li></ul>	<ul style="list-style-type: none"><li>OneSchool reporting</li><li>Completed Student assessment folios</li><li>Personalised Learning progress notes – comment on MDVI focus area progress</li><li>MDVI specific data updated for transition – vision profile, braille progression, access and adjustment plans (T4)</li><li>Active Learning PPA Learning environments database (T4)</li><li>Article in school newsletter highlighting MDVI pedagogical approaches.</li><li>Regular Facebook posts to highlight and celebrate learner engagement.</li><li>Learner certificates celebrating engagement</li><li>Transition Statements (T4)</li></ul>
APPROVALS: This plan was developed in consultation with the school community and meets school needs and systemic requirements							
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Principal – Karen Neilson		P&C President – Bruce Clark		School Supervisor – Ray Hack			