Stimulating and Secure Learning Environment
- Individualised learning is supported through the provision of inline tools and resources and other emerging technologies
- Audit of school environment looking at use of literacy and whether it is innovatively conducive to student learning
- Update equipment base and support strong literacy strategies linked to independent learning

Learning Communities
- Parents are encouraged to access literacy based tools (including library, online activities) and resources to support student learning
- Support an interactive literacy environment that supports a whole school/community celebration, participation

Professional Leadership
- Vision for school in place
- High Expectations
- Strong coaching techniques to support and share across the school
- Literacy improvement plan in place it will establish, implement and reflect progress through the GLIS model
- Facilitate that all staff undertake literacy professional learning in school as part of the GLIS program
- Literacy goals to be embedded in Annual Review, AIP & Strategic Plan
- Make links with other schools and their data to share and explore Literacy opportunities via the GLIS network and others
- Planning organised for curriculum planning incorporating strong and embedded understandings of data and VELs Standards
- Literacy is embedded across the school community, intrinsic in all learning and teaching programs

High Expectations of all Learners
- School has high expectations of student literacy capabilities and delivers literacy strategies/activities that challenges and engages students
- School community has high expectations for improved student outcomes
- Development of specifically designed activities to engage and challenge students using independent literacy capabilities
- Literacy is well planned and integrated into most areas of curriculum to support and extend learning and teaching
- Student expectations of their capabilities is monitored using online data
- There is an expectation that literacy language will be integrated into most areas of the curriculum to support teaching and extend student learning

Focus on Teaching and Learning
- Develop a Literacy learning culture, including integrated professional learning across the school community- the use of whole group, small group, whole group structures in classroom management
- Literacy coaching for reading and writing using data to inform and direct teaching
- Literacy planning and organisation to be embedded in planning documents
- Focus on learning and improving literacy skills
- Share websites etc in staff bulletins & team meetings
- Use diagnostic tools to support improved teacher practice and planning across the school

Purposeful Teaching
- Whole School approach to curriculum planning, centred on the learner as an individual
- Whole school literacy planning supported by strong data analysis and moderation
- Professional learning to develop skills in teams which is shared & supported
- Reflect on current practice and review on a regular basis
- Set tasks to support students reaching VELs Standards independently

Shared Vision and Goals
- Implementation of School’s Strategic Plan
- Implementation of AIP
- Successful Literacy for all students is realised within all areas of learning, teaching and administration across the school community and is reflected in Strategic Planning

Learning Communities
- Parents are encouraged to access literacy based tools (including library, online activities) and resources to support student learning
- Support an interactive literacy environment that supports a whole school/community celebration, participation

Accountability
- Literacy plans reviewed annually and audited against VELs Standards and GLIS standards
- Reflection and review annually of AIP goals and strategies
- Impact of Literacy within the school will be evident in improved results through whole school data collection and analysis ie. NAPLAN, TORCH and online diagnostic testing
- Celebration of success
- Goals priorities and targets as set in plans

“to improve learning outcomes in Literacy as described in the Victorian Essential Learning Standards”