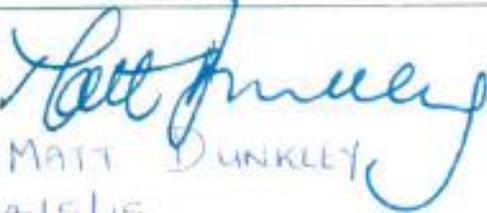


School Strategic Plan for Ascot Vale Primary School 2608 2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed: </p> <p>Name: Sue Osborne</p> <p>Date: 6 May 2015</p>
<p>Endorsement by School Council</p>	<p>Signed: </p> <p>Name: MARTIN GRUBB</p> <p>Date: 6 May 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed: </p> <p>Name: MATT DUNKLEY</p> <p>Date: 4/5/15</p>
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

Purpose	Ascot Vale Primary School provides a safe, supportive and engaging multi-age learning community that aims to motivate and stimulate students' curiosity, enabling them to become creative and passionate lifelong learners.																																								
Values	We value: Multiage learning, High Expectations for all, Diversity, Creativity & developing positive Relationships . These values combine to make us a ' Unique, Learning Community '.																																								
Environmental Context	<p>DEMOGRAPHICS</p> <p>Ascot Vale Primary School was established in 1885 and is located 6 kilometres north of Melbourne's CBD. The school has an enrolment of 266 students (see table 2 below) and a Student Family Occupation (SFO) index of 0.24 (see table 1 below) who live in the local area and beyond. 17% of students are funded as EAL - English as Additional Language learners, placing Ascot Vale PS in the highest category for this group. The Student Family Occupation (SFO) measure determines levels of socio-economic backgrounds and correlating levels of student educational needs in Victorian Government schools. The SFO index for Ascot Vale PS from 2012-2015 outlined below suggests that AVPS levels of disadvantage are low.</p> <p>Table 1:</p> <table border="1" data-bbox="562 743 1346 900"> <thead> <tr> <th colspan="5">AVPS Student Family Occupation (SFO)</th> </tr> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>0.2273</td> <td>0.2065</td> <td>0.2202</td> <td>0.24</td> </tr> <tr> <td>State Median</td> <td>0.5139</td> <td>0.5175</td> <td>0.5186</td> <td>Not available at time of writing</td> </tr> </tbody> </table> <p>Table 2:</p> <table border="1" data-bbox="562 967 1352 1134"> <thead> <tr> <th rowspan="2">YEAR</th> <th colspan="3">AVPS ENROLMENTS</th> <th colspan="3">PROJECTED ENROLMENTS</th> </tr> <tr> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Enrolment Totals/Projections</td> <td>228</td> <td>230</td> <td>255.2</td> <td>266</td> <td>284</td> <td>305</td> </tr> </tbody> </table> <p>Table 2 above sourced from the Department of Education suggests that enrolment numbers at Ascot Vale PS are trending upwards. The school's current enrolment capacity, based on the facilities available is 251-275. To curb the upward trend and avoid the need for relocatable classrooms, enrolment restrictions are in place whereby priority is given to students for whom the school is the designated neighbourhood school and to students with a sibling at the same permanent address who are attending the school at the same time. The school will be closely monitoring enrolments and liaising with regional staff over the coming years to comfortably accommodate the students enrolled in the school.</p>	AVPS Student Family Occupation (SFO)						2012	2013	2014	2015	School	0.2273	0.2065	0.2202	0.24	State Median	0.5139	0.5175	0.5186	Not available at time of writing	YEAR	AVPS ENROLMENTS			PROJECTED ENROLMENTS			2012	2013	2014	2015	2016	2017	Enrolment Totals/Projections	228	230	255.2	266	284	305
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MULTI-AGE STRUCTURE

The current multi-age structure commenced in 1984 with support from the school community. The 2015 structure of our multi-age groups is Unit 1: 2/3/4 & 2/3/4, Unit 2: P/1, P/1 & 3/4, Unit 3: P/1 & 2/3, Unit 4: P/1 & 5/6, Unit 5: P/1 & 5/6. A change in composition of the Unit combinations is anticipated over the coming years as the enrolment numbers at the higher end of the school are expected to increase. A developmental learning model and the multi-age structure allows younger and older children to interact socially and academically. The staff meet regularly in Professional Learning Teams (PLT's) to collaboratively work towards the achievement of goals, targets & key improvement strategies, using data and feedback to drive their work. Teachers assess and monitor the progress of each child using an agreed assessment and reporting schedule and prepare individual learning plans for all student assessed as above or below AusVELS standards.

CURRICULUM

Curriculum planning at Ascot Vale Primary School reflects the AusVELS curriculum. In the Middle Years, the topics of study are created around student interest and learning styles and related to Middle Years strategies. In the Early Years the focus is on teaching and assessing core literacy and numeracy skills and integrating English and Mathematics into units of study as relevant. The school follows a two year cycle, whole school curriculum scope and sequence chart using an integrated, and inquiry approach. Specialist subjects include; Italian, Physical Education and Art.

The school environment allows for team teaching, open-plan and flexible arrangements of furniture and resources, and supports the multi-age approach to teaching and learning across the school. A range of curriculum support and enrichment programs are offered, reflecting student needs.

These include:

- A comprehensive parent funded instrumental program
- Choir for years 3 – 6 and classroom music and recorder for years prep – 1
- Piano and guitar is offered
- A learning studio centre
- A camping / outdoor education program
- Visual and performing arts
- Information communication technology (ICT), including a 1-on-1 bring your own device (BYOD) iPad program for Years 4-6 students
- Physical education, health and sport / interschool sport
- Scheduled swimming once a year
- An annual focus on the learning that takes place outside of the classroom in specialty subjects such as Science, LOTE Italian, Art and Music
- Family and school access to the Mathletics and Reading Eggs online learning
- An active Student Representative Council (SRC)

STUDENT VOICE & LEADERSHIP

A range of student leadership opportunities are in place that promote positive peer relationships across the multi-age structure of the school. These include: Student Representative Council membership; POD squad membership (responsible for overseeing the distribution and packing away of the 'Play POD' equipment at lunch times); appointment of peer mediators to assist students to solve low level issues in the playground; clubs that are available periodically for children to join (e.g., science club).

FACILITIES

The school buildings are made up of a mix of historic and modern structures and designs. The School Council and community are now working together to re-establish and refurbish the grounds facilities at the school. Currently, the grounds offer both active and passive areas for student play, a grassed area with gardens, two adventure playgrounds, plexi—pave basketball court, sand pit, synthetic oval with running track, water tank, and a Play POD and a circular performance or outdoor learning deck. The school has an open gate policy that enables community groups and families to use the school facilities outside of school hours.

COMMUNITY

A dedicated and talented staff, together with supportive parents, work hard to continually improve the school around identified, and agreed, priorities. The school operates an active and involved School Council, a Parent Representative system for each Unit and a fundraising committee for the school. An open gate approach encourages community members to visit and take care of the school outside of hours. Community groups are also encouraged to use the school facilities for sporting / fitness, artistic or cultural pursuits. The school has a large number of community and parent volunteers who dedicate spare time to assist in a variety of ways such as, mentoring children who need 1:1 support, working bees, preparing fresh fruit on Fridays, camps and excursions, classroom assistance, School Council and committees.

ENGAGEMENT AND WELLBEING

Ascot Vale Primary School has a student engagement and wellbeing approach which focuses on primary prevention and early intervention strategies. The school considers that each child has the right to learn and grow in a supportive environment among people who are caring and co-operative. The Student Code of Co-operation has been formulated within this framework and is consistent with Department of Education guidelines and regulations. It was developed and is reviewed in collaboration with the SRC. This code is an important component of our overall Welfare and Discipline policy. Students are encouraged to reflect upon Art Costa's 'Habits of Mind' in relation to their behaviour and attitudes to each other and learning. The Student Engagement and Wellbeing committee meets regularly to monitor and review wellbeing issues and to initiate whole school programs.

ACHIEVMENTS AND FEEDBACK - 2011-2014

Feedback from the 2014 review process suggests that Ascot Vale PS was effective in providing rich opportunities and positive outcomes for its students in the 2011-2014 period. Highlights of the review feedback include:

- Sustained high levels of student learning were evident during that period, along with good levels of student engagement and wellbeing.

	<ul style="list-style-type: none"> • A culture built on positive relationships among all members of the school community – leaders, teachers, students, families and community was an evident feature. • The profile means that expectations for Ascot Vale student outcomes were high. This expectation was tempered through Ascot Vale being in the highest category of English as Additional Language (EAL) schools, with over 17% of students funded in this category. Recent times saw an increase in refugee and asylum seeker families, with 2% of students enrolled at the school in this category. • The school delivered on these high expectations, as evidenced through various student learning performance indicators. • NAPLAN data show that the school Year 3 and 5 Reading and Numeracy means were consistently superior to those for the state and at the levels predicted by student intake characteristics. • School Year 3 Reading and Numeracy means trended upward 2012-2013. • The NAPLAN Relative Gain measures show that the percentages of students making high relative gain in Reading has been exceptionally strong with substantially higher proportions of students making high relative gain than the state benchmark. • Numeracy relative gain for the same cohorts has not been as strong. • Various data indicate Writing as a focus for further relative improvement. <p>FUTURE STEPS</p> <p>Ascot Vale PS is well equipped to work collaboratively with its team of dedicated community members towards achieving the goals, targets and key improvement strategies outlined in this School Strategic Plan, highlighted by:</p> <ul style="list-style-type: none"> • Setting high expectations of achievement for all children. • A strong focus on the work of Professional Learning Teams (PLT) to share student achievement data and best practice teaching and learning strategies. • A strong focus on numeracy and writing. • Emphasis on distributive leadership and collective efficacy models whereby, together, everybody makes a difference. • Expansion of the Student Voice across the school. • Continued strengthening of parent and community relationships. • A strong focus on student engagement and wellbeing. • Alignment of resources (human and physical) to impact effectively on goals and targets.
<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.

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| | <ul style="list-style-type: none">• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.• All students will receive instruction that is adapted to their individual needs. |
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Specific

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| | <ul style="list-style-type: none">• The school aims to respond to all communication by parents and caregivers within 2 working days.• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.• Students will play an active part in the development and review of the school's behaviour policies.• Teachers will endeavour to provide timely and targeted feedback to students about their learning. |
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>Goal</p> <p>Staff will work collaboratively to ensure high expectations in learning achievements for all students are established and reached.</p> <p>To develop learners who are inquiring, self-directed, problem solvers.</p>	<p>Targets</p> <p>To achieve an average cohort growth of 1.00-1.25 AusVELS levels by the end of each school year in number and writing.</p> <p>EAL students to have achieved 12 months growth on the EAL Continuum every year</p> <p>To increase the percentages of A and B grades in AusVELS teacher judgments across the school in number & algebra from 41.5% in 2014 to 47% in 2017 and in writing from 39.5% in 2014 to 45% in 2017.</p> <p>To achieve an average relative gain of 2-2.5 NAPLAN levels for year 5 students in Writing and Number.</p> <p>To improve the percentages of students making high relative growth in NAPLAN measures in writing and number to at or above 25% each year of the SSP.</p> <p>By term 4 2018, the School Staff Survey will increase the overall mean score in Guaranteed and Viable Curriculum from 384 (in 2014) to equal or exceed the 67th percentile (which, in 2014 was 576).</p> <p>By term 4 2018, the School Staff Survey will increase the overall mean score in</p>	<p>Key Improvement Strategies</p> <p>Increase the coherence of English (including EAL) and Mathematics teaching and learning models and embed them consistently across the school.</p> <p>Build teacher capacity by continuing to enhance the role of the 'like year' level PLTs in using assessment data to drive student learning and in implementing teaching and learning models.</p> <p>Continue strong instructional leadership that provides support and guidance for implementation of teaching and learning frameworks.</p> <p>Develop a collective understanding & approach to: 1) inquiry learning across all year levels in a multi age setting. 2) Professional Learning 3) Planning Documentation 4) Giving & receiving feedback</p>

		Collective Responsibility from 416 to equal or exceed the 67% (which, in 2014 was 569).	
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>Goal</p> <p>All Ascot Vale Primary School students will be highly connected to school, motivated and engaged in their learning.</p>	<p>Targets</p> <p>By Term 4 2018, the Student Attitudes to School Data, Teaching and Learning indicators will improve as follows:</p> <ul style="list-style-type: none"> - Stimulating learning from 3.63 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.16) - Teacher effectiveness from 4.12 to equal or exceed the State factor mean score (which, in 2014 was 4.44) - Teacher empathy from 4.17 to equal the State factor mean score (which, in 2014 was 4.45) <p>By term 4 2018, the Parent Opinion Survey, Stimulating Learning result will increase from the third quartile in 2014 (6.04) to reach the fourth quartile.</p> <p>By term 4 2018, the Parent Opinion Survey, Connectedness to Peers result will increase from the second quartile in 2014 (5.91) to equal or exceed the third quartile.</p> <p>By term 4 2018, the Parent Opinion Survey, Student Motivation result will increase from the third quartile in 2014 (5.85) to reach the fourth quartile.</p>	<p>Key Improvement Strategies</p> <p>Provide multi-age curriculum and learning structures that promote student involvement and engagement in their own learning.</p> <p>Promote student leadership and enhance the student voice across the school.</p> <p>Continue to improve school-parent-community partnerships that support student learning</p> <p>Enhance student pathways and transitions across all year levels.</p>

<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>Goal</p> <p>To develop student resilience and behaviours consistent with the school values.</p>	<p>Targets</p> <p>By the end of term 1 2014, establish an agreed upon and succinct school values statement.</p> <p>By Term 4 2018, the Student Attitudes to School Survey, Wellbeing & Student Relationships indicators will increase as follows:</p> <ul style="list-style-type: none"> - Student Distress from 5.92 in 2014 to exceed the State factor mean score (which, in 2014 was 5. 94) - Student Morale from 5.54 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 5.75) - Connectedness to Peers from 4.15 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.34 	<p>Key Improvement Strategies</p> <p>Undertake an action research project into developing a whole-school framework for social and emotional development:</p> <ul style="list-style-type: none"> - Provide explicit teaching of social and emotional development. - Identify how existing programs will fit with the framework
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Goals</p> <p>Use multiple sources of evidence and feedback to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.</p>	<p>Targets</p> <p>By term 4 2018, the School Staff Survey will increase the overall mean score in Professional Learning - school level support from 352 (in 2014) to equal or exceed the 67th percentile (which, in 2014 was 568).</p> <p>By Term 4 2018, the Student Attitudes to School Survey, Teaching and Learning indicators will improve as follows:</p> <ul style="list-style-type: none"> - School connectedness from 4.1 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.39) 	<p>Key Improvement Strategies</p> <p>*Physical resources will be allocated, managed and reviewed yearly via program budgeting processes to give priority to and help meet goals, targets and key improvement strategies contained in the SSP/AIP.</p> <p>*Human resources will be managed to ensure staff or volunteers are allocated to appropriate roles and responsibilities to help meet goals, targets and key improvement strategies contained in the SSP/AIP.</p>

		<p>- Teacher effectiveness from 4.12 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.44)</p> <p>By term 4 2018, the Parent Opinion Survey, General Satisfaction would have remained above state mean to match or exceed the AVPS 2014 school mean of 6.08.</p>	<p>*School wide, agreed upon processes will be developed, implemented and reviewed to help meet the goals, targets and key improvement strategies contained in the SSP / AIP.</p> <p>* NB, The key improvement strategies identified in Achievement, Engagement and Wellbeing outcome areas will provide direction for resource allocation throughout the life of the SSP.</p>
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School Strategic Plan 2015-2018: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.			
<p>Achievement</p> <p>Increase the coherence of the English (including EAL) and Mathematics teaching and learning models and embed them consistently across the school.</p> <p>Build teacher capacity by continuing to enhance the role of year level PLTs in using assessment data to drive student learning and in implementing teaching and learning models.</p> <p>Continue strong instructional leadership that provides support and guidance for implementation of the teaching and learning frameworks.</p>	<p>Year 1</p> <p>2015</p>	<p>ACTIONS</p> <ul style="list-style-type: none"> ▪ Establish Literacy & Numeracy PLTs, allocate a leader to each team and use an action plan model to address goals targets and key improvement strategies contained in the SSP. ▪ Schedule regular L & N PLT meetings ▪ Audit current instructional practices in L&N, including pedagogy, assessment, resources, documentation and data collection, making provisions for EAL students. ▪ By the end of 2015, develop and implement a new and agreed upon assessment schedule for 2016. ▪ Develop norms, protocols for PLT collaborations focusing on the use of data. ▪ Develop and implement action plan for like PLT's that focuses on a consistent approach or model (e.g., the Du Four approach) ▪ Establish PLT SMART goals in the P&D processes. ▪ Continue to schedule regular PLT leaders' meetings to support the development of strong instructional leadership. ▪ Review and continue the action research achievements of the PLT leaders from 2014, following their participation in the Roger Dingle led PD for PLT Leaders. ▪ Seek further opportunities for PD for new and 	<p>ACHIEVEMENT MILESTONES</p> <ul style="list-style-type: none"> ▪ Literacy & numeracy teams have been established, leaders appointed and action plans developed and implemented ▪ Audit of L&N instructional practices completed and documented. EAL students are provided for in the documentation. ▪ 2016 Assessment Schedule developed ▪ Minutes of PLT meetings use a consistent format, showing evidence of a consistent approach (e.g., using the Du Four approach) and a strong focus on data. ▪ PLT norms and protocols and action plans have been documented. ▪ Team SMART goals have been documented. ▪ PLT leader's meeting agendas / minutes. ▪ PD has been attended, shared and changed practice implemented (as documented in the agendas / minutes). ▪ L&N leaders have been appointed, planning meetings attended with PCOs and PD opportunities for these leaders explored /

<p>Achievement</p> <p>Develop and implement a collective understanding & approach to:</p> <p>1) Inquiry learning across all year levels in a multi age setting.</p> <p>2) Professional Learning</p> <p>3) Planning Documentation</p> <p>4) Giving & receiving feedback</p>		<p>existing PLT leaders</p> <ul style="list-style-type: none"> ▪ Appoint Literacy & Numeracy leaders and provide them with PL and support to lead the L&N PLTs. ▪ Investigate coaching and peer observation models, processes & protocols in Literacy, Numeracy & Science. <ul style="list-style-type: none"> ▪ Consult team or curriculum working party to review the AVPS integrated curriculum approach, catering for our multi-age setting ▪ Draft the AVPS 2016-2018 integrated inquiry plan ensuring that science (or multi-sensory learning) appears as a core focus. ▪ PLT leaders refer to the SSS strategies to research 1) best practice on giving & receiving feedback 2) Develop and promote a school professional learning policy DET Evidence based Professional Learning Cycle www.education.vic.gov.au/school/teachers/profdev/Pages/cycle.aspx ▪ Review current planning documentation, including yearly, termly, weekly and classroom / specialist teacher planning documents. 	<p>planned.</p> <ul style="list-style-type: none"> ▪ Coaching and peer observation models, processes and protocols In Literacy, Numeracy & Science have been documented in PLT minutes and an observation proforma has been developed. <ul style="list-style-type: none"> ▪ 2016-2018 integrated inquiry plan is documented. ▪ Science (or multi-sensory learning) appears as a core focus of the 2016-2018 integrated inquiry curriculum plan. ▪ PLT leaders have implemented Improvement Strategies from the 2014 SSS - p32 'The school leadership teams promotes, supports and encourages professional learning opportunities for staff.' And .feedback ▪ Make recommendations for consistent school wide expectations of planning documentation for 2016, including agreed upon proformas.
	<p>Year 2 2016</p>	<ul style="list-style-type: none"> ▪ Develop and implement an agreed upon, researched and evidence based best teaching and learning practice in L&N that outlines the essential elements for each and emphasis on catering for EAL students. ▪ Implement and review 2016 assessment schedule and develop the 2017 schedule. ▪ Literacy & Numeracy PLTs use an action plan model to address goals targets and key improvement strategies contained in the SSP. 	<ul style="list-style-type: none"> • Researched and evidence based best teaching practice has been drafted / collated, catering for EAL students. ▪ 2016 Assessment schedule implemented by all staff ▪ 2017 Assessment Schedule has been developed ▪ Literacy & Numeracy action plans implemented and reviewed.

<p>Achievement</p>	<ul style="list-style-type: none"> ▪ Develop, implement and review action plans in year level PLT's that have a strong focus on the agreed upon consistent approach (e.g., Du Four) and data use. ▪ PLT members refine SMART goals that reflect SSP goals and targets and work collaboratively towards achieving these goals. ▪ Literacy and Numeracy team members share, model and promote the L&N essential elements in like year level PLTs <ul style="list-style-type: none"> ▪ Year Level, Literacy and Numeracy leaders to meet regularly with the PCOs to plan the work of the PLTs. ▪ Leadership PL or mentoring opportunities are provided to PLT leaders. ▪ Coaching and peer observation models of PL are implemented and provide a strong focus of the PLTs. <ul style="list-style-type: none"> ▪ 2016 integrated curriculum inquiry plan, PL policy and feedback processes are implemented. ▪ PLT leaders refer to the SSS strategies to research 1) best practice on giving & receiving feedback 2) Develop and promote a school professional learning policy DET Evidence based Professional Learning Cycle www.education.vic.gov.au/school/teachers/profdev/Pages/cycle.aspx ▪ Planning documents are viewed and reviewed regularly in PLTs and are presented as evidence in the PDP process. 	<ul style="list-style-type: none"> ▪ Year level PLTs are becoming more self-directed in their collaborations as evidenced in action plans and meeting minutes. ▪ Planning documents reflect the L&N essential elements have been implemented <ul style="list-style-type: none"> ▪ Minutes provide evidence that PLT leaders have met regularly, participated in PL and facilitated coaching and peer observation models of PL. <ul style="list-style-type: none"> ▪ Planning documents provide evidence that the 2016 integrated curriculum inquiry plan has been implemented. ▪ PLT leaders have implemented Improvement Strategies from the 2014 SSS - p32 'The school leadership teams promotes, supports and encourages professional learning opportunities for staff.' And .feedback ▪ Feedback models are evident in PDP processes. ▪ Staff align individual professional learning plans with the school Strategic Plan / AIP ▪ Planning documentation has been reviewed in the PDP process as well as in PLTs.
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<p>Achievement</p>	<p>Year 3 2017</p>	<ul style="list-style-type: none"> ▪ Literacy and Numeracy PLT's become more self-directed in promoting and embedding essential elements of L&N consistently across year level PLTs, catering for EAL students. ▪ The Literacy & numeracy PLT determine their action plan for the year, reflecting goals targets and key improvement strategies. ▪ Implement and review 2017 assessment schedule ▪ Year level PLTs are to become more self-directed in using data and the Du Four approach to drive teaching and learning across the team. ▪ Teams review and refine SMART goals to reflect SSP targets and goals. ▪ Year Level, Literacy and Numeracy leaders to meet regularly with the PCOs to plan the work of the PLTs. ▪ Leadership PL or mentoring opportunities are provided to PLT leaders. ▪ Coaching and peer observation models of PL are implemented and provide a strong focus of the PLTs. ▪ 2017 integrated curriculum inquiry plan, PL policy and feedback processes are implemented. ▪ PLT leaders refer to the SSS strategies to research 1) best practice on giving & receiving feedback 2) Develop and promote a school professional learning policy DET Evidence based Professional Learning Cycle www.education.vic.gov.au/school/teachers/pro 	<ul style="list-style-type: none"> ▪ Evidence of essential elements of L&N, catering for EAL, is recorded in PLT planning documents. ▪ 2017 Assessment schedule has been implemented by all staff ▪ 2018 Assessment Schedule has been developed ▪ Literacy & Numeracy PLTs implemented, reviewed and refined action plan ▪ Year level PLT action plans have been developed, implemented and reviewed. ▪ Team SMART goals have been developed and reviewed. ▪ Minutes provide evidence that PLT leaders have met regularly, participated in PL and facilitated coaching and peer observation models of PL across the PLTs. ▪ 2017 integrated curriculum inquiry plan is implemented. ▪ PLT leaders have implemented Improvement Strategies from the 2014 SSS - p32 'The school leadership teams promotes, supports and encourages professional learning opportunities for staff.' And .feedback ▪ Feedback models imbedded into staff PDP ▪ Staff align individual professional learning plans
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Achievement		fdev/Pages/cycle.aspx <ul style="list-style-type: none"> Planning documents are viewed and reviewed regularly and are presented as evidence in the P&D process. 	<ul style="list-style-type: none"> with the school Strategic Plan / AIP Planning documentation has been reviewed in the P&D process as well as in PLTs.
	Year 4 2018	<ul style="list-style-type: none"> Literacy and Numeracy PLT's are to become more self-directed in modelling the essential elements of L&N consistently across year level PLTs, catering for EAL students. Implement and review 2017 assessment schedule Year level PLTs are to become more self-directed in using data and the Du Four approach to drive teaching and learning across the team. Teams review and refine SMART goals to reflect SSP targets and goals. Year Level, Literacy and Numeracy leaders to meet regularly with the PCOs to plan the work of the PLTs. Leadership PL or mentoring opportunities are provided to PLT leaders. Coaching and peer observation models of PL are implemented and provide a strong focus of the PLTs. 2018- Integrated curriculum inquiry plan, PL policy and feedback processes are implemented and reviewed. PLT leaders refer to the SSS strategies to research 1) best practice on giving & receiving feedback 2) Develop and promote a school professional learning policy DET Evidence based Professional Learning Cycle 	<ul style="list-style-type: none"> Evidence of essential elements of L&N, catering for EAL, is recorded in PLT planning documents. 2018 Assessment schedule has been implemented by all staff 2019 Assessment Schedule has been developed Literacy & Numeracy PLTs implemented, reviewed and refined action plan Year level PLT action plans have been developed, implemented and reviewed. Team SMART goals have been developed and reviewed. Minutes provide evidence that PLT leaders have met regularly, participated in PL and facilitated coaching and peer observation models of PL across the PLTs. 2018 integrated curriculum inquiry plan is implemented. Feedback models imbedded into staff PDP Staff align individual PDP's with the school Strategic Plan / AIP New integrated and inquiry curriculum plan is developed

<p>Achievement</p>		<p>www.education.vic.gov.au/school/teachers/profdev/Pages/cycle.aspx</p> <ul style="list-style-type: none"> ▪ Planning documents are viewed and reviewed regularly and are presented as evidence in the P&D process. ▪ Next integrated and inquiry curriculum plan is developed. 	<ul style="list-style-type: none"> ▪ PLT leaders have implemented Improvement Strategies from the 2014 SSS - p32 'The school leadership teams promotes, supports and encourages professional learning opportunities for staff.' And feedback ▪ Staff align individual professional learning plans with the school Strategic Plan / AIP ▪ Planning documentation has been reviewed in the P&D process as well as in PLTs.
<p>Engagement</p> <ul style="list-style-type: none"> - Provide multi-age curriculum and learning structures that promote student involvement and engagement in their own learning. - Promote student leadership and enhance the student voice across the school. 	<p>Year 1</p>	<p>ACTIONS</p> <ul style="list-style-type: none"> - Shift the SSP focus of the existing 'Welfare' team to 'Engagement and Wellbeing'. Consider a name change for this team. - This team will review, refine and document the AVPS multi-age approach and structure. - Continue implementation of ICT for learning including the iPad program - Continue to review and refine processes for monitoring and reducing absences. - Investigate how current multi-dimensional learning spaces can contribute to engagement - promote student leadership and enhance student voice across the school by: <ul style="list-style-type: none"> ▪ Continuing to provide a broad range of student voice, extra-curricular and leadership options. ▪ Review current Reporting, Student led Conferences, Reports, Interviews. Improve the quality of the Portfolios 	<p>ACHIEVEMENT MILESTONES</p> <ul style="list-style-type: none"> - Possible name change reflecting a shift towards addressing SSP goals, targets and key improvement strategies in the categories of Engagement and Wellbeing. - Documentation reflects that a review of the multi-age approach and structure at AVPS has begun. - All year 4-6 students will have easy access to an electronic device to enhance their engagement in learning. - Student absence data reflects a reduction in absences. - Recommendations for 2016 timetabling / unit structure – best use of learning spaces - A student representative council has been established. A staff member has been appointed to lead this team. - Review of 2015 reporting and SLCs has been completed / collated. - Communications in newsletter reflects the benefits of SLCs. - Years 4-6 students will use technology to

<p>Engagement</p> <ul style="list-style-type: none"> - Continue to improve school-parent-community partnerships that support student learning - Enhance student pathways and transitions across all year levels. 		<p>(grade 4-6 use iPads)</p> <ul style="list-style-type: none"> ▪ Changing the focus of Student representative Council (SRC) – links with student engagement, learning and community focus – How can you make a difference? ▪ Continue with approaches to enhancing boys engagement (year 5 and 6) <ul style="list-style-type: none"> - Review the manner in which the school addresses school-parent-community partnerships within the workforce resources available. - Investigate how the current multi-dimensional learning spaces, including the Learning Studio facilities, can contribute to engagement. - Continue to improve school-parent partnerships that support student learning. - Investigate best practice communications between school, home and the community- in order to keep parents up to date and connected with the school (e.g. blogs, website, text messaging, notes home) <p>Appoint transition co-ordinators / or team to review practices and enhance student pathways and transitions across all year levels.</p>	<p>develop their portfolios.</p> <ul style="list-style-type: none"> - Student Engagement / Wellbeing team minutes reflect actions taken to enhance boy's engagement. - Consultative Team minutes to reflect workforce planning has been reviewed in relation to how the school can best address school – parent – community partnerships. - Consultative Team minutes reflect review of multi-dimensional learning spaces. - Communications with parents enhanced by more regular use of electronic communications (email & text messaging system). Other improved methods of communication have been investigated and budgeted for. - Transition co-ordinators / team have been appointed. - Transition practices have been evaluated and planned for 2016-2018 (Feedback received from all key stakeholders).
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Engagement			
	Year 2 2016	<ul style="list-style-type: none"> - Continue implementation of ICT for learning including the iPad program - Continue to review and refine processes for monitoring and reducing absences. - Integrated Curriculum Scope and Sequence 2016-2018 implemented, with a focus on multiage teaching and learning opportunities <ul style="list-style-type: none"> - Continuing to provide a broad range of student voice, extra-curricular and leadership options. <ul style="list-style-type: none"> - Continue to improve school-parent partnerships that support student learning. - Investigate best practice communications between school, home and the community- in order to keep parents up to date and connected with the school (e.g. blogs, website, text messaging, notes home tec) <ul style="list-style-type: none"> - Enhance student pathways and transitions across all year levels. 	<ul style="list-style-type: none"> - All year 4-6 students will have easy access to an electronic device to enhance their engagement in learning. - Student absence data reflects a reduction in absences. - Recommendations for 2017 timetabling / unit structure – best use of learning spaces - Multiage (unit and whole school) teaching and learning embedded into school & classroom planning - A student representative council has been established. A staff member has been appointed to lead this team. - Student SRC sub committees in place – linked to school priorities and goals (e.g. fundraising, education, student wellbeing & engagement) - Develop a ‘new’ student newsletter or student newsletter section in current school newsletter - Continue with approaches to enhancing boys engagement (year 5 and 6) - Consultative Team minutes to reflect workforce planning has been reviewed in relation to how the school can best address school – parent – community partnerships – See 2016 AIP - Consultative Team minutes reflect review of multi-dimensional learning spaces. - Communications with parents enhanced by more regular use of electronic communications (email & text messaging system). Other improved methods of communication have been investigated and budgeted for. <ul style="list-style-type: none"> - Transition plan for 2016 implemented (Including K-P, Internal EOY & 6-7)

<p>Engagement</p>	<p>Year 3 2017</p>	<ul style="list-style-type: none"> - Continue implementation of ICT for learning including the iPad program - Continue to review and refine processes for monitoring and reducing absences. - Integrated Curriculum Scope and Sequence 2016-2018 implemented, with a focus on multiage teaching and learning opportunities - Continuing to provide a broad range of student voice, extra-curricular and leadership options. - Continue to improve school-parent partnerships that support student learning. - Investigate best practice communications between school, home and the community- in order to keep parents up to date and connected with the school (e.g. blogs, website, text messaging, notes home) - Enhance student pathways and transitions across all year levels. 	<ul style="list-style-type: none"> - All year 4-6 students will have easy access to an electronic device to enhance their engagement in learning. Start review into program. Teacher and Family Survey, linked to current best practice. Create report to School Council. - Student absence data reflects a reduction in absences. - Recommendations for 2018 timetabling / unit structure – best use of learning spaces - Multiage (unit and whole school) teaching and learning embedded into school & classroom planning - A student representative council has been established. A staff member has been appointed to lead this team. - Student SRC sub committees in place – linked to school priorities and goals (e.g. fundraising, education, student wellbeing & engagement) - Maintain student newsletter or student newsletter section in current school newsletter - Continue with approaches to enhancing boys engagement (year 5 and 6) - Consultative Team minutes to reflect workforce planning has been reviewed in relation to how the school can best address school – parent – community partnerships. See 2017 AIP - Consultative Team minutes reflect review of multi-dimensional learning spaces. - Communications with parents enhanced by more regular use of electronic communications (email & text messaging system). Other improved methods of communication have been investigated and budgeted for. - Transition plan for 2017 implemented (Including K-P, Internal EOY & 6-7)
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<p>Engagement</p>	<p>Year 4 2018</p>	<ul style="list-style-type: none"> - Review implementation of ICT for learning including the iPad program - Continue to review and refine processes for monitoring and reducing absences. - Integrated Curriculum Scope and Sequence reviewed, with a focus on multiage teaching and learning opportunities. <ul style="list-style-type: none"> - Review school-parent partnerships that support student learning. - Review communications between school, home and the community- in order to keep parents up to date and connected with the school (e.g. blogs, website, text messaging, notes home etc.) - Enhance student pathways and transitions across all year levels. 	<ul style="list-style-type: none"> - All year 4-6 students will continue to have a 1-1 device i.e. iPad. - ICT 1-1 device plan for 2019-2022 presented to all key stakeholders. - Student absence data reflects a reduction in absences. - Recommendations for 2018 timetabling / unit structure – best use of learning spaces - Curriculum Working Party draft & publish 2019-2021 Integrated Studies Scope and Sequence - A student representative council has been established. A staff member has been appointed to lead this team. - Student SRC sub committees in place – linked to school priorities and goals (e.g. fundraising, education, student wellbeing & engagement) - Review and plan for student newsletter or student newsletter section in current school newsletter or investigate website/webpage including blogs or Twitter handle. - Continue with approaches to enhancing boys engagement (year 5 and 6) <ul style="list-style-type: none"> -Consultative Team to develop 2019-2022 School Partnerships plan. -Develop 2019-2012 Communication Strategy <ul style="list-style-type: none"> - Transition plan for 2018 implemented (Including K-P, Internal EOY & 6-7) - Review of 2016-2018 Transition Plan - Publish 2019-2021 Transition Plan
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<p>Wellbeing</p> <p>Undertake an action research project into developing a whole-school framework for social and emotional development</p> <ul style="list-style-type: none"> - Provide explicit teaching of social and emotional development. - Identify how existing programs will fit with the framework 	Year 1 2015	<p>ACTIONS</p> <ul style="list-style-type: none"> - Engagement & Wellbeing team will audit current approaches to teaching and learning social and emotional skills. - Engagement & Wellbeing Team will lead the action research – “Questions of Engagement” in partnership with Victorian University 	<p>ACHIEVEMENT MILESTONES</p> <ul style="list-style-type: none"> - AVPS Student Engagement Policy implemented - Minutes of Engagement & Wellbeing team. - Action plan developed
	Year 2 2016	Draft social and emotional (i.e. wellbeing) scope and sequence – integrate into Integrated Curriculum Plan (2016-2018)	<ul style="list-style-type: none"> - Social and emotional (i.e. wellbeing) scope and sequence developed - Explicit teaching of social and emotional skills and strategies – see work programs and team planning docs
	Year 3 2017	Implement social and emotional (i.e. wellbeing) scope and sequence. Provide explicit teaching of social and emotional development.	<ul style="list-style-type: none"> - Review AVPS Student Engagement Policy - Explicit teaching of social and emotional skills and strategies – see work programs and team planning docs
	Year 4 2018	<p>Implement final year of social and emotional (i.e. wellbeing) scope and sequence. Provide explicit teaching of social and emotional development.</p> <p>Review social and emotional (i.e. wellbeing) scope and sequence with recommendations for next SSP</p>	<ul style="list-style-type: none"> - Explicit teaching of social and emotional skills and strategies – see work programs and team planning docs

<p>Productivity</p> <p>*Physical resources will be allocated, managed and reviewed yearly via program budgeting processes to give priority to and help meet goals, targets and key improvement strategies contained in the SSP/AIP.</p> <p>*Human resources will be managed to ensure staff or volunteers are allocated to appropriate roles and responsibilities to help meet goals, targets and key improvement strategies contained in the SSP/AIP.</p> <p>*School wide, agreed upon processes will be developed, implemented and reviewed to help meet the goals, targets and key improvement strategies contained in the SSP / AIP.</p> <p>* NB, The key improvement strategies identified in Achievement, Engagement and Wellbeing outcome areas will provide direction for resource allocation throughout the life of the SSP.</p>	<p>Year 1 2015</p>	<p>ACTIONS</p> <ul style="list-style-type: none"> • Establish and implement program budget review process to help draft the 2016 program budgets. • Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity • Consult team to review the use of the Learning Studio and management of school parent partnerships. • Design roles and responsibilities to reflect the SSP • Allocate staff to roles and responsibilities that best matches school, team and individual needs and departmental expectations according to classification. • Appoint literacy and numeracy leaders. • Appoint like year PLT Leaders . • Appoint a staff member to manage our volunteer workforce. • Meeting schedule gives priority to Literacy, Numeracy and Like PLT, Consult and Engagement / Wellbeing team • Re convene the curriculum working party to develop next integrated and inquiry curriculum plan • Transition practices reviewed • Assessment and reporting processes and timeline is reviewed and documented. • Action plans developed for all PLTs (like year, literacy, numeracy, consult, engagement & wellbeing, curriculum working party). 	<p>ACHIEVEMENT MILESTONES</p> <ul style="list-style-type: none"> • 2015 Program budgets are completed in term 1 and reviewed in term 3. • 2016 Program Budgets drafted in 2015 • Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity • Consult team to make recommendations for the use of the Learning Studio and management of school-parent partnerships • Roles and responsibilities are developed collaboratively and documented • Meeting schedule is developed. • Transition schedule is developed • A& R timeline / documentation • Curriculum working party produce documented curriculum • P&D processes document common goals and consistent approaches • Action plans are developed for each PLT.
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Productivity	Year 2 2016	<ul style="list-style-type: none"> • Establish and implement program budget review process to help draft the 2016 program budgets. • Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity. PL budget supports coaching and peer observation across literacy numeracy and science. • Consult team to implement the recommendations for use of the Learning Studio and management of school parent partnerships. • Design roles and responsibilities to reflect the SSP • Allocate staff to roles and responsibilities that best matches school, team and individual needs and departmental expectations according to classification. • Appoint literacy and numeracy leaders. • Appoint like year PLT Leaders . • Appoint a staff member to manage our volunteer workforce. • Meeting schedule gives priority to Literacy, Numeracy and Like PLT, Consult and Engagement / Wellbeing team • Transition practices reviewed • Assessment and reporting processes and timeline is reviewed and documented. • Action plans developed for all PLTs (like year, literacy, numeracy, consult, engagement & wellbeing, curriculum working party). 	<ul style="list-style-type: none"> • 2015 Program budgets are completed in term 1 and reviewed in term 3. • 2016 Program Budgets drafted in 2015 • Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity • Consult team to make recommendations for the use of the Learning Studio and management of school-parent partnerships • Roles and responsibilities are developed collaboratively and documented, reflecting goals, targets and key improvement strategies. • Meeting schedule is developed. • Transition schedule is developed • A& R timeline / documentation • Curriculum working party produces integrated inquiry plan • PDP processes document common goals and consistent approaches • Action plans are developed for each PLT.
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<p>Productivity</p>			
	<p>Year 3 2017</p>	<ul style="list-style-type: none"> ▪ Establish and implement program budget review process to help draft the 2016 program budgets. ▪ Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity. . PL budget supports coaching and peer observation across literacy numeracy and science. ▪ Consult team to review the use of the Learning Studio and management of school parent partnerships. ▪ Design roles and responsibilities to reflect the SSP ▪ Allocate staff to roles and responsibilities that best matches school, team and individual needs and departmental expectations according to classification. ▪ Meeting schedule gives priority to Literacy, Numeracy and Like PLT, Consult and Engagement / Wellbeing team ▪ Transition practices reviewed ▪ Assessment and reporting processes and timeline is reviewed and documented. ▪ Action plans developed for all PLTs (like year, literacy, numeracy, consult, engagement & wellbeing, curriculum working party). 	<ul style="list-style-type: none"> • 2015 Program budgets are completed in term 1 and reviewed in term 3. • 2016 Program Budgets drafted in 2015 • Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity • Consult team to make recommendations for the use of the Learning Studio and management of school-parent partnerships • Roles and responsibilities are developed collaboratively and documented, reflecting goals, targets and key improvement strategies. • Meeting schedule is developed. • Transition schedule is developed • A& R timeline / documentation • Curriculum working party produce documented curriculum • P&D processes document common goals and consistent approaches • Action plans are developed for each PLT.

<p>Productivity</p>	<p>Year 4 2018</p>	<ul style="list-style-type: none"> ▪ Implement program budget review process to help draft the 2016 program budgets. ▪ Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity ▪ Consult team to review the use of the Learning Studio and management of school parent partnerships. ▪ Design roles and responsibilities to reflect the SSP ▪ Allocate staff to roles and responsibilities that best matches school, team and individual needs and departmental expectations according to classification. ▪ Time is allocated to conducting the year in review: School Self-evaluation, School Review and development of the new School Strategic Plan. ▪ Meeting schedule gives priority to Literacy, Numeracy and Like PLT, Consult and Engagement / Wellbeing team ▪ Re convene the curriculum working party to develop next integrated and inquiry curriculum plan ▪ Transition practices reviewed ▪ Assessment and reporting processes and timeline is reviewed and documented. ▪ Action plans developed for all PLTs (like year, literacy, numeracy, consult, engagement & wellbeing, curriculum working party). 	<ul style="list-style-type: none"> • 2015 Program budgets are completed in term 1 and reviewed in term 3. • 2016 Program Budgets drafted in 2015 • Professional Learning budget and program reflect goals and targets of the SSP, with emphasis given to building teacher and leadership capacity • Consult team to make recommendations for the use of the Learning Studio and management of school-parent partnerships • Roles and responsibilities are developed collaboratively and documented, reflecting goals, targets and key improvement strategies. • Meeting schedule is developed. • Transition schedule is developed • A& R timeline / documentation • Curriculum working party produce documented curriculum • P&D processes document common goals and consistent approaches • Action plans are developed for each PLT.
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