

2022 Annual Implementation Plan

for improving student outcomes

Ascot Vale Primary School (2608)



ASCOT VALE PRIMARY SCHOOL
No.2608

Submitted for review by Susan Osborne (School Principal) on 28 February, 2022 at 10:31 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<p>Enter your reflective comments</p>	<p>Implementation of Wellbeing, Mathematics & eLearning teams in 2021 had a positive impact in pandemic conditions. Focus/whole school co-ordination of multi-age has improved to be more structured and purposeful. Emotional and relationship literacy is in the process of being embedded into the curriculum - teaching and learning processes.</p> <p>Student voice team continued & clubs were planned, however lockdown halted this. Review for 2022.</p> <p>SRC - continued to operate, albeit, disrupted due to the lockdowns.</p> <p>Environment team flourished when onsite. Very active team, capably and carefully led by a Classroom Teacher.</p> <p>Strong evidence of families struggling due to the pandemic. Bouncing in and out of lock downs. Higher levels of anxiety and the need for reassurance in the community</p> <p>Positive mindset from staff in 2021 continued to be observed and felt.</p> <p>Zones of Regulation PL in term 3 during lockdown was timely and impactful. Consistent behaviours and language use of students and staff was observed and embedded into the culture of school.</p> <p>Respectful relationships scope and sequence was introduced.</p> <p>We note that whilst targeted counselling was not offered by SSS, tier 1 individual support was offered to students/families as required.</p> <p>Staff collaboration levels were strong / high. Staff have been open to student shadowing and receiving feedback. Culture shift - more willingness to seek feedback and change practice.</p> <p>Planning improved, but the focus has not necessarily been on the teaching. In the past we have focused on lesson structure; in the future we aim for the focus to be on actual teacher practice.</p>
<p>Considerations for 2022</p>	<p>Three main areas have been identified to focus on in 2022 - WRITING, WELLBEING & eLEARNING</p> <p>Consideration will be given to:</p> <ul style="list-style-type: none"> - Continuing the work of the eLearning team in 2021 - analysing current practice via the eLearning matrix and development of the eLearning Plan, policy and subsequent investment in Chromebooks across the school. This will enable the implementation of the eLearning Plan and policy. - Identification of PD requirements across the three areas above as priorities to be scheduled across the year - Structuring time for the School Self Evaluation and School Review preparation - Continuing the focus on Mathematics, despite it not having as strong a focus. - Implementing student shadowing with a focus on Writing and Numeracy. - implementing the 2022 Tutor Learning Initiative; developing and building on intervention and extension program across P-6. - Continuing the Vic High Achiever Program. - Continuing and enhancing the 'Wellbeing' successes of 2021, e.g., Multi age & Zones of Regulation. - Resilience Project curriculum to be implemented into each classroom, pausing BounceBack in 2022 - Heightened focus on Personal Safety - empowering students, giving them the skills to be safe. - Exploring how we teach sex ed to all year levels - consider introduction of programs to younger year levels in 2022.

	<ul style="list-style-type: none"> - Implementing the 'Student Check In Tool' with the students in 2022 and compare results of 2020 & 2021. - Reviewing and implementing Professional Learning Communities (PLC's) for Year levels and Specialists in 2022. - Review AVPS values for consistent and deeper implementation. Explore ideas such as - presenting Values acknowledgements in classroom.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>																					
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Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy																					
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable																					
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Key Improvement Strategy 2.b Instructional and shared leadership	Build the capacity of instructional leaders to lead and support staff within PLTs to enhance and review curriculum planning, instructional methods, assessment strategies and student achievement data															

Key Improvement Strategy 2.c Building practice excellence	Build a collaborative learning culture that holds high expectations for teaching and learning by all members															
Key Improvement Strategy 2.d Curriculum planning and assessment	Develop a guaranteed and viable curriculum across year levels for reading and viewing, writing & numeracy															
Key Improvement Strategy 2.e Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes															
Goal 3	To increase engagement in learning for all students															
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Student voice and agency:

Gender	2018	2022 target
Both	64%	71% (= State 2018)
Girls	74%	Above 74% (= State 2018)
Boys	51%	68% (=State 2018)

Target 3.3

By 2022 the percentage positive response in School staff survey Teaching and Learning implementation and evaluation modules will increase in the following areas:

Survey module	2018	2022 target
Seek feedback to improve practice	50%	69% (= Similar & State 2018)
Use student feedback to improve practice	57%	70% (=Similar 2018)
Promote students ownership of learning goals	64%	85% (= Similar & State 2018)
Understand how to analyse data	50%	71% (= State 2018)

Key Improvement Strategy 3.a
Empowering students and building school pride

Develop whole school understanding of student voice, engagement and agency

Key Improvement Strategy 3.b
Building practice excellence

Build staff capacity to activate, implement and embed student voice and agency in learning

Key Improvement Strategy 3.c
Empowering students and building school pride

Develop capacity of students to be active agents of their learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal
Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING STUDENTS - Increased positive response in attitudes to school survey in Stimulated Learning from 68% in 2021 to 81% in 2022 PARENTS -Increased positive response in Parent Opinion Survey in Stimulating Learning Environment from 64% in 2021 to 70% in 2022 STAFF - Increase staff response to the eLearning matrix in Curriculum Delivery and Teacher ICT Capabilities</p> <p>WELLBEING Increased positive response in attitudes to school survey in</p>

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Differentiated learning challenge:

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	<p>FROM 77% in 2021 to 81% which equals 2021 similar schools</p> <p>Increased positive staff response in 'Build resilience and a resilient, supportive environment.' (School Staff Safety and Wellbeing)</p> <p>FROM 59% in 2021 to 65% which equals 2021 similar schools</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
KIS 2 Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</p>
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.
Goal 2	To improve literacy and numeracy learning outcomes for all students
12 Month Target 2.1	<p>TARGET 1. 1</p> <p>In 2022 the percentage of students achieving in the top two bands in NAPLAN will be:</p> <p>Year 3 Writing - 71% (ie, equal the 2021 achievement, from 3 Y average 62%)</p> <p>Year 5 Writing - 32% (ie, SSP target, from 2021- 26%, 3Y average- 27%)</p>

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KIS 4 Curriculum planning and assessment	Develop a guaranteed and viable curriculum across year levels for reading and viewing, writing & numeracy	Yes
KIS 5 Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

In 2022 AVPS intends for the Goal 2 Key Improvement Strategy to build the capacity for teachers to improve student outcomes and strengthen assessment and differentiation practices in WRITING.

The 2019-2022 AVPS School Strategic Plan targets include a focus on three areas of 1. numeracy/number, 2. reading and 3. writing. To date AVPS has managed Annual Implementation Plan foci on Reading (2019) and Number (2020 & 2021) but has not yet had the opportunity to focus on Writing.

2021 Staff Opinion Survey results suggest assessment and data is an area that requires attention and a sharp focus in 2022. In particular, staff positive response to:

'Moderate assessment tasks together' has decreased from 64% in 2020 to 36% in 2021 with a four year average of 53%; the 2021 result is 29% below our 2022 SSP target of 82%.

'Understand formative assessment' has decreased from 86% in 2020 to 50% in 2021 with a four year average of 58.5%; the 2021 result is 29% below the 2022 SSP target of 79%

'Understand how to analyse data' has decreased to 29% in 2021 from 71% in the previous year, with a four year average of 44.25; the 2021 result is 42% below our 2022 SSP target of 71%.

Anecdotally, the School Improvement Team noted the capacity to moderate writing assessment data in 2021 was impacted by the pandemic and inability to meet face to face with colleagues.

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	LEARNING STUDENTS -Increased positive response in attitudes to school survey in Stimulated Learning from 68% in 2021 to 81% in 2022 PARENTS -Increased positive response in Parent Opinion Survey in Stimulating Learning Environment from 64% in 2021 to 70% in 2022 STAFF - Increase staff response to the eLearning matrix in Curriculum Delivery and Teacher ICT Capabilities WELLBEING Increased positive response in attitudes to school survey in Emotional Awareness and Regulation (emotional and relational engagement) BOYS from 66% in 2021 to 74% which equals 2021 similar schools GIRLS from 60% in 2021 to 69% which equals 2021 similar schools Life Satisfaction (Individual social and emotional wellbeing) BOYS from 69% in 2021 to 74% which equals 2021 similar schools GIRLS from 54% in 2021 to 69% which equals 2021 similar schools Increased positive response in Parent Opinion Survey in 'Confidence and resilience' (Student Development) FROM 77% in 2021 to 81% which equals 2021 similar schools Increased positive staff response in 'Build resilience and a resilient, supportive environment.' (School Staff Safety and Wellbeing) FROM 59% in 2021 to 65% which equals 2021 similar schools
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Increase staff capacity to implement the Digital Devices Policy and eLearning Plan across the school

Outcomes	Teachers will be skilled in teaching the ICT curriculum Students will regularly use Chromebooks or Windows devices to enhance their learning. Increased motivation to learn observed in student behaviour and data (ATSS)			
Success Indicators	Student Attitudes to School data - increase in Stimulated learning Parent Opinion - increase in Student motivation and support & Stimulating learning environment Staff - eLearning Matrix indicates improvement from Foundation or Emergent to Innovative.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
.5 eLearning Team continued in 2022.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit and plan F-6 ICT curriculum to ascertain and deliver exactly what is required to be taught at all levels	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Explicit teaching of ICT in Prep-2 with a weekly eLearning focus task	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,403.50 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
ICT in Year 3-6 to be integrated in learning across the KLAs to support and facilitate learning and motivation.	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,403.50 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Teachers plan ICT programs using the Victorian Curriculum including a planned approach to the explicit teaching of safe and ethical behaviours.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Implementation of ICT Professional Learning for Staff with a strong focus on the Google suite of tools.</p>	<p><input checked="" type="checkbox"/> Year Level Co-ordinator(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Provision of information, training and support for parents</p>	<p><input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Build staff capacity to implement The Resilience Project curriculum Implementation of The Resilience Project curriculum Engage parents and carers with The Resilience Project resources and personnel.			
Outcomes	Students, staff and parents will have increased knowledge and positive behaviours in the 4 pillars of Gratitude, Empathy, Mindfulness and Emotional Literacy, Consistent language and teaching approach to wellbeing and resilience education The 4 pillars are embedded across all areas of the school, supporting our school values and vision and combining with the DET Respectful Relationships Curriculum			
Success Indicators	Increased positive student response in The Resilience Project Surveys. Increased positive response in Student Attitudes to School Survey in a) Emotional Awareness and Regulation and b) Life Satisfaction Increased positive response in Parent Opinion Survey in 'Confidence and resilience' (Student Development) Increased positive staff response in 'Build Resilience and A Resilient, Supportive Environment.' (School Staff Safety and Wellbeing)			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Assign a Resilience Project Leader.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing Team to oversee the implementation of The Resilience Project (TRP) across the school	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The Resilience Project staff professional learning and presentations, teamed with resources and activities	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of The Resilience Project curriculum via specific scope and sequence (lesson plans and personal journals)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit the Respectful Relationships Curriculum to identify elements that are addressed in The Resilience Project curriculum.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Parents / carers have access to information about The Resilience Project, in the form of TRP website and presentations and forums.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitor the success of the Resilience Project by implementing pre and post surveys to students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve literacy and numeracy learning outcomes for all students			

12 Month Target 2.1	TARGET 1. 1 In 2022 the percentage of students achieving in the top two bands in NAPLAN will be: Year 3 Writing - 71% (ie, equal the 2021 achievement, from 3 Y average 62%) Year 5 Writing - 32% (ie, SSP target, from 2021- 26%, 3Y average- 27%)
12 Month Target 2.2	TARGET 1.2 By December 2022 the percentage of students working above expected level in teacher judgments in Victorian Curriculum in all year levels will be: Writing from 30.66 in 2021 to 37% or greater in 2022
12 Month Target 2.3	TARGET 1.3 By 2022 percentage positive response in Staff Survey will be: 69% - Time to share pedagogical content knowledge (from 2021- 43%, 4Y trend - 47%) 82% - Moderate assessment tasks together – (from 2021- 36%, 4Y trend - 53%) 79% -Understand formative assessment – (from 2021- 50%, 4Y trend - 58%) 71% - Understand how to analyse data – (from 2021- 29%, 4Y trend - 44%)
KIS 1 Curriculum planning and assessment	Develop a guaranteed and viable curriculum across year levels for reading and viewing, writing & numeracy
Actions	<ul style="list-style-type: none"> - Identify and implement the agreed upon AVPS Writing Approach, as outlined in the AVPS start up program - Participate in Professional Learning, guided by approaches of the Moonee Valley Community of Practice (Writing) - Begin reviewing and refining the AVPS Writing Approach and to incorporate learning from 2022 Professional Development, to set AVPS up for the next four years. - Begin building staff capacity in pedagogical content knowledge and developing / implementing a guaranteed and viable curriculum in writing, to set AVPS up for the next four years. - Begin building staff capability to identify appropriate diagnostic assessments to collect student data, to set AVPS up for the next four years. - Begin building staff capability to design formative and summative assessments to collect student data, to set AVPS up for the next four years.

Outcomes	<p>Teachers are beginning to understand and implement the Vic Curriculum (Writing) ie, G&V curriculum. The writing start up program will be implemented P-6. Staff will participate in Professional Learning pertaining to pedagogical content knowledge and a developing / implementing a guaranteed and viable curriculum in writing. Teachers are beginning to implement agreed upon writing instructional practices. The profile of writing across the school will be lifted and the quality of writing will be celebrated and shared across the school .</p> <ul style="list-style-type: none"> •Teachers use diagnostic, formative and summative assessment •Teachers design their own assessment materials, for example, task outlines, rubrics and Guttman charts •Teachers collaborate on the development and use of assessment materials •Teachers use agreed processes to record student learning data •Leaders support staff to improve their assessment practices through prioritising time and providing professional learning opportunities based on data and evidence collected. 			
Success Indicators	<p>EARLY INDICATORS</p> <ul style="list-style-type: none"> - Writing start up program is implemented in all year levels - Teachers participate in writing professional learning - coaching, workshops, professional readings. - Teachers participate in classroom observations of best practice in writing - Moderation - annotated writing samples - Mid year teacher judgment - increase in students achieving at the highest levels - Assessment schedule demonstrates a variety of diagnostic, formative and summative assessment - Writing Team minutes show evidence of research and implementation - Rubrics and assessment tools are stored and accessed on google staff drive. - Data walls/classroom records/eg, Guttman charts show collection of student data - Introduction of standardised testing - PAT Literacy <p>LATE INDICATORS</p> <ul style="list-style-type: none"> - End of year teacher judgment - increase in students achieving at the highest levels - The gap between Naplan writing achievement and teacher judgment is narrowing. - End-of-year staff survey and student focus group shows changes to staff practice in assessment and collation of data - School records show that every student has completed a range of assessments across the year in writing. - More students will be achieving at the highest levels in writing. - Naplan targets are met in writing. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Implement the AVPS Writing Startup program P-6	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitor the implementation of the writing curriculum/program at AVPS	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Writing Professional Learning program developed and implemented	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participation in 'Writing' Community of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and develop the assessment schedule	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Review current and develop the 2023 writing scope and sequence.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development (and review) of data tools, for example, rubrics, data wall, and assessment tools.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$10,807.00	\$10,807.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$10,807.00	\$10,807.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Explicit teaching of ICT in Prep-2 with a weekly eLearning focus task	\$5,403.50
ICT in Year 3-6 to be integrated in learning across the KLAs to support and facilitate learning and motivation.	\$5,403.50
Totals	\$10,807.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Explicit teaching of ICT in Prep-2 with a weekly eLearning focus task	from: Term 1	\$5,403.50	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
ICT in Year 3-6 to be integrated in learning across the KLAs to support and facilitate learning and motivation.	from: Term 1 to: Term 4	\$5,403.50	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$10,807.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Audit and plan F-6 ICT curriculum to ascertain and deliver exactly what is required to be taught at all levels	✔ Year Level Co-ordinator(s)	from: Term 2 to: Term 3	✔ Planning ✔ Preparation ✔ Curriculum development	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff	✔ On-site
Explicit teaching of ICT in Prep-2 with a weekly eLearning focus task	✔ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	✔ Planning ✔ Preparation ✔ Curriculum development	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff	✔ On-site
ICT in Year 3-6 to be integrated in learning across the KLAs to support and facilitate learning and motivation.	✔ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	✔ Planning ✔ Preparation ✔ Curriculum development	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff	✔ On-site
Teachers plan ICT programs using the Victorian Curriculum including a planned approach to the explicit teaching of safe and ethical behaviours.	✔ All Staff	from: Term 1 to: Term 4	✔ Planning ✔ Curriculum development ✔ Student voice, including input and feedback	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Internal staff ✔ External consultants Google / Chromebook	✔ On-site
Implementation of ICT Professional Learning for Staff with a strong focus on the Google suite of tools.	✔ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	✔ Curriculum development ✔ Individualised Reflection ✔ Demonstration lessons	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ External consultants Google Suite of Tools / Chromebook	✔ On-site

Wellbeing Team to oversee the implementation of The Resilience Project (TRP) across the school	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants The Resilience Project <input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site
The Resilience Project staff professional learning and presentations, teamed with resources and activities	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> On-site
Implementation of The Resilience Project curriculum via specific scope and sequence (lesson plans and personal journals)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Audit the Respectful Relationships Curriculum to identify elements that are addressed in The Resilience Project curriculum.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement the AVPS Writing Startup program P-6	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)					
Writing Professional Learning program developed and implemented	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participation in 'Writing' Community of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Moonee Valley Principal Network - Community of Practice
Review and develop the assessment schedule	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Review current and develop the 2023 writing scope and sequence.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Development (and review) of data tools, for example, rubrics, data wall, and assessment tools.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site