

2024 Annual Implementation Plan

for improving student outcomes

Ascot Vale Primary School (2608)



Submitted for review by Susan Osborne (School Principal) on 26 April, 2024 at 02:53 PM
Endorsed by Jennifer Crowle (Senior Education Improvement Leader) on 29 April, 2024 at 12:03 PM
Endorsed by Phil Burn (School Council President) on 03 June, 2024 at 01:19 PM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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	

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Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
<p>Maximise student learning growth for every student in literacy and numeracy.</p>	Yes	<p>NAPLAN target for student achievement against proficiency standards by 2026 to be confirmed.</p>	<p>By 2024 the percentage of students achieving in the top two bands in NAPLAN will increase as follows: Year 3 Reading from 73% (2023) to 76% (2024) Year 3 Writing from 88% (2023) to 76% (2024) Year 3 Numeracy from 67% (2023) to 76% (2024) Year 5 Reading from 93% (2023) to 93% (2024) Year 5 Writing from 82% (2023) to 83% (2024) Year 5 Numeracy from 86% (2023) to 86% (2024)</p>
		<p>NAPLAN target for student learning growth by 2026 to be confirmed.</p>	<p>By 2024 the percentage of students achieving high growth in NAPLAN will increase as follows: Year 5 Reading from 34% (2023) to 35% (2024) Year 5 Numeracy from 28% (2023) to 29% (2024)</p>
		<p>By 2026, increase the percentage of Year F-6 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: (benchmark Semester 2 2021 -Semester 2 2022)</p>	<p>English Reading and Viewing from 85% (2022-2023) to 87% Writing from 87% (2022-2023) to 88% Speaking and Listening from 90% (2022 -</p>

		<p>English</p> <ul style="list-style-type: none"> • Reading and Viewing from 80% (2022) to 90% • Writing from 86% (2022) to 90% • Speaking and Listening from 84% (2022) 90% <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 77% (2022) to 79% • Measurement and Geometry 82% (2022) to 90% • Statistics and Probability 87% (2022) to 90% 	<p>2023) 90%MathematicsNumber and Algebra from 85% (2022 -2023) to 85%Measurement and Geometry 84% (2022-2023) to 86%Statistics and Probability 90% (2022 - 2023) to 90%</p>
		<p>By 2026, improve the percentage of positive endorsement on School Staff Survey (SSS): Teaching and Learning Practice Improvement module for the components of:</p> <ul style="list-style-type: none"> • Discuss problems of practice from 64% (2022) to 75% • Seek feedback to improve practice from 64% (2022) to 67% • Believe peer feedback improves practice from 64% (2022) to 75% • Professional learning through peer observations 29% (2022) to 50% <p>Teaching and Learning Practice Evaluation module for the component of:</p> <ul style="list-style-type: none"> • Understand how to analyse data 57% (2022) to 75% 	<p>SCHOOL STAFF SURVEY[Teaching and Learning - Practice Improvement]Discuss problems of practice from 85% (2023) to 85% (2024) Seek feedback to improve practice from 46% (2023) to 55% Believe peer feedback improves practice from 77% (2023) to 77% Professional learning through peer observations from 31% (2023) to 40% [Teaching and Learning - Evaluation]Understand how to analyse data from 62% (2023) to 65%</p>
<p>Empower students as active agents of their own learning and wellbeing.</p>	<p>Yes</p>	<p>By 2026 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 62% (2022) to 65% • Self-regulation and goal setting from 77% (2022) to 85% • Perseverance from 65% (2022) to 75% • Motivation and interest from 72% (2022) to 78% • Stimulated learning from 73% (2022) to 77% • Differentiated Learning Challenge from 84% (2022) to 88% 	<p>STUDENT ATTITUDES TO SCHOOLBy 2024 the percentage positive response in Student Attitudes to School Survey will be: [Social Engagement]Student voice and agency from 58% (2023) to 60%[Learner characteristics and dispositions]Self-regulation and goal setting from 81% (2023) to 83%Perseverance from 75% (2023) to 75%Motivation and interest from 77% (2023) to 77%[Effective teaching practice for cognitive engagement]Stimulated learning from 61% (2023) to 67%Differentiated Learning Challenge from 75% (2023) to 80%</p>

	<p>By 2026, improve the percentage of positive endorsement on SSS Teaching and Learning modules for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 50% (2022) to 78% • Promote student ownership of learning from 79% (2022) to 81% 	<p>SCHOOL STAFF SURVEY By 2024 the percentage positive response in School Staff Survey will be: [Teaching & Learning - Evaluation] Use student feedback to improve practice from 85% (2023) to 85% [Teaching & Learning - Implementation] Promote student ownership of learning from 77% (2023) to 79%</p>
	<p>By 2026, increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> • Student motivation and support from 74% (2022) to 80% • Stimulating learning environment from 74% (2022) to 80% • Student agency and voice from 70% (2022) to 78% • Confidence and resilience skills from 83% (2022) to 90% 	<p>PARENT OPINION SURVEY By 2024 the percentage positive response in Parent Opinion Survey will be: [Student Cognitive Engagement] Student motivation and support from 74% (2023) to 76% Stimulating learning environment from 76% (2023) to 78% [Student Development] Student agency and voice from 70% (2023) to 72% Confidence and resilience skills from 81% (2023) to 84%</p>
	<p>By 2026, reduce the percentage of Year F–6 students with 20 or more absent days from 41% (2022) to 26%</p>	<p>20 or more absent days from 31% (2023) to 29%</p>

Goal 2	Maximise student learning growth for every student in literacy and numeracy.
12-month target 2.1-month target	<p>By 2024 the percentage of students achieving in the top two bands in NAPLAN will increase as follows:</p> <p>Year 3 Reading from 73% (2023) to 76% (2024)</p> <p>Year 3 Writing from 88% (2023) to 76% (2024)</p> <p>Year 3 Numeracy from 67% (2023) to 76% (2024)</p> <p>Year 5 Reading from 93% (2023) to 93% (2024)</p> <p>Year 5 Writing from 82% (2023) to 83% (2024)</p> <p>Year 5 Numeracy from 86% (2023) to 86% (2024)</p>
12-month target 2.2-month target	<p>By 2024 the percentage of students achieving high growth in NAPLAN will increase as follows:</p> <p>Year 5 Reading from 34% (2023) to 35% (2024)</p> <p>Year 5 Numeracy from 28% (2023) to 29% (2024)</p>

12-month target 2.3-month target	<p>English Reading and Viewing from 85% (2022- 2023) to 87% Writing from 87% (2022-2023) to 88% Speaking and Listening from 90% (2022 -2023) 90%</p> <p>Mathematics Number and Algebra from 85% (2022 -2023) to 85% Measurement and Geometry 84% (2022-2023) to 86% Statistics and Probability 90% (2022 - 2023) to 90%</p>
12-month target 2.4-month target	<p>SCHOOL STAFF SURVEY [Teaching and Learning - Practice Improvement] Discuss problems of practice from 85% (2023) to 85% (2024) Seek feedback to improve practice from 46% (2023) to 55% Believe peer feedback improves practice from 77% (2023) to 77% Professional learning through peer observations from 31% (2023) to 40%</p> <p>[Teaching and Learning - Evaluation] Understand how to analyse data from 62% (2023) to 65%</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Deepen the capacity of staff to consistently embed evidence-based teaching and learning practices.
KIS 2.b Assessment	Deepen and embed the capacity of staff to consistently use data to inform teaching and learning.

<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.</p>	<p>We wish to focus on the target "Professional learning through peer observation" which achieved 31% (2023). This KIS will help to achieve improvement in this target.</p>
<p>Goal 3</p>	<p>Empower students as active agents of their own learning and wellbeing.</p>
<p>12-month target 3.1-month target</p>	<p>STUDENT ATTITUDES TO SCHOOL By 2024 the percentage positive response in Student Attitudes to School Survey will be: [Social Engagement] Student voice and agency from 58% (2023) to 60%</p> <p>[Learner characteristics and dispositions] Self-regulation and goal setting from 81% (2023) to 83% Perseverance from 75% (2023) to 75% Motivation and interest from 77% (2023) to 77%</p> <p>[Effective teaching practice for cognitive engagement] Stimulated learning from 61% (2023) to 67% Differentiated Learning Challenge from 75% (2023) to 80%</p>
<p>12-month target 3.2-month target</p>	<p>SCHOOL STAFF SURVEY By 2024 the percentage positive response in School Staff Survey will be: [Teaching & Learning - Evaluation] Use student feedback to improve practice from 85% (2023) to 85%</p> <p>[Teaching & Learning - Implementation] Promote student ownership of learning from 77% (2023) to 79%</p>
<p>12-month target 3.3-month target</p>	<p>PARENT OPINION SURVEY By 2024 the percentage positive response in Parent Opinion Survey will be: [Student Cognitive Engagement] Student motivation and support from 74% (2023) to 76% Stimulating learning environment from 76% (2023) to 78%</p>

	[Student Development] Student agency and voice from 70% (2023) to 72% Confidence and resilience skills from 81% (2023) to 84%	
12-month target 3.4-month target	20 or more absent days from 31% (2023) to 29%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Strengthen and demonstrate a whole school understanding of student agency and voice.	No
KIS 3.b Support and resources	Continue to strengthen the school's processes for supporting inclusion, health and wellbeing.	Yes
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.	The school will have a strong focus on inclusion, health and wellbeing via: * the continuation of an Inclusion Co-ordinator and school wide approach * the support of a Regional Inclusion Coach * targeted initiatives of "Mental Health in Primary Schools" and "Schools Mental Health Fund"	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise student learning growth for every student in literacy and numeracy.
12-month target 2.1 target	By 2024 the percentage of students achieving in the top two bands in NAPLAN will increase as follows: Year 3 Reading from 73% (2023) to 76% (2024) Year 3 Writing from 88% (2023) to 76% (2024) Year 3 Numeracy from 67% (2023) to 76% (2024) Year 5 Reading from 93% (2023) to 93% (2024) Year 5 Writing from 82% (2023) to 83% (2024) Year 5 Numeracy from 86% (2023) to 86% (2024)
12-month target 2.2 target	By 2024 the percentage of students achieving high growth in NAPLAN will increase as follows: Year 5 Reading from 34% (2023) to 35% (2024) Year 5 Numeracy from 28% (2023) to 29% (2024)
12-month target 2.3 target	English Reading and Viewing from 85% (2022- 2023) to 87% Writing from 87% (2022-2023) to 88% Speaking and Listening from 90% (2022 -2023) 90% Mathematics Number and Algebra from 85% (2022 -2023) to 85% Measurement and Geometry 84% (2022-2023) to 86% Statistics and Probability 90% (2022 - 2023) to 90%
12-month target 2.4 target	SCHOOL STAFF SURVEY [Teaching and Learning - Practice Improvement] Discuss problems of practice from 85% (2023) to 85% (2024) Seek feedback to improve practice from 46% (2023) to 55% Believe peer feedback improves practice from 77% (2023) to 77% Professional learning through peer observations from 31% (2023) to 40% [Teaching and Learning - Evaluation] Understand how to analyse data from 62% (2023) to 65%

<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Deepen the capacity of staff to consistently embed evidence-based teaching and learning practices.</p>
<p>Actions</p>	<p>Develop and implement a professional learning plan for all staff focusing on teaching and learning. Implement Professional Learning Community inquiry cycles. Plan for and schedule coaching and peer observations of evidence based teaching and learning classroom practice. Create, implement and evaluate an AVPS whole school approach to Writing. Provide equitable student access to digital devices to enhance teaching and learning.</p>
<p>Outcomes</p>	<p>Staff will participate in a Professional Learning Community environment, working through regular inquiry cycles to:</p> <ul style="list-style-type: none"> - actively participate in Professional Learning, such as peer observation and/or coaching and school based workshops. - implement best practice teaching and learning models, which have been observed and researched. - regularly use data to inform teaching and learning practices. - build capacity to implement the AVPS Approach to Writing through coaching and/or peer observations, planning, teaching and assessment, including guiding the use of digital devices. <p>Leaders, in a Professional Learning Community environment, will:</p> <ul style="list-style-type: none"> - undertake the PLC Coaching Program - lead the PLC inquiry cycle process across the school - develop and implement a coaching and peer observation model to consistently embed evidence-based teaching and learning practices, with emphasis on the AVPS Approach to Writing. - use multiple sources of evidence to evaluate the effectiveness of the coaching and peer observation. Barriers and enablers will be identified in this evaluation. - develop and refine leadership skills, including coaching, mentoring and giving/receiving feedback. <p>Greater numbers of Students will be able to:</p> <ul style="list-style-type: none"> - demonstrate motivation and passion towards writing and increased writing stamina, including the use of digital devices. - achieve above expected outcomes in Writing (both NAPLAN and Teacher Judgements). - have equitable access to and regular use of digital devices to support learning. <p>Greater number of disadvantaged students (Language Backgrounds Other than English [LBOTE] and Aboriginal & Torres Strait Islander [ATSI]) will:</p>

	<ul style="list-style-type: none"> - achieve at or above expected outcomes in Writing (both NAPLAN and Teacher Judgements). - achieve at or above expected rates of growth in Writing. 			
Success Indicators	<ul style="list-style-type: none"> - A schedule or calendar of Professional Learning, including coaching, mentoring, learning walks, classroom observations and school based or external workshops. - Completed coaching, observation/feedback templates. - Scheduled and documented PLC Inquiry cycles. - Student work samples and writing data closely reflect the AVPS Approach to Writing, as evidenced in NAPLAN and Teacher Judgement. - Student data that has been tracked and monitored in PLCs using the agreed upon assessment schedule. <p>School Staff Survey Data: [Practice Improvement Module]</p> <ul style="list-style-type: none"> - Seek feedback to improve practice. - Believe peer feedback improves practice. - Professional learning through peer observation. - Discuss problems of practice. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning: - Major PL - Writing focus with Misty Adoniou - School based - developed by the Teaching and Learning AIP Focus Team - PLC Inquiry Cycles - Implementation of PIVOT survey - Academy of Learning PL	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$9,000.00 <input checked="" type="checkbox"/> Other funding will be used
Teaching and Learning Coaching, Learning Walks & Classroom Observations	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Other funding will be used

<p>AVPS Approach to Writing The Teaching and Learning AIP Focus Team will:</p> <ul style="list-style-type: none"> - Evaluate and diagnose - Prioritise and set goals - Develop and Plan - Implement and Monitor 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>AVPS Digital Device Program will equitably:</p> <ul style="list-style-type: none"> - Provide Year P-2 students with 1:2 access to Chromebooks - Provide Year 3-6 students with 1:1 access to Chromebooks 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administration team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$29,641.70</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>PLC Coaching Program 2024</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other funding will be used
<p>Goal 3</p>	<p>Empower students as active agents of their own learning and wellbeing.</p>			
<p>12-month target 3.1 target</p>	<p>STUDENT ATTITUDES TO SCHOOL By 2024 the percentage positive response in Student Attitudes to School Survey will be:</p> <p>[Social Engagement] Student voice and agency from 58% (2023) to 60%</p> <p>[Learner characteristics and dispositions] Self-regulation and goal setting from 81% (2023) to 83% Perseverance from 75% (2023) to 75% Motivation and interest from 77% (2023) to 77%</p> <p>[Effective teaching practice for cognitive engagement] Stimulated learning from 61% (2023) to 67% Differentiated Learning Challenge from 75% (2023) to 80%</p>			
<p>12-month target 3.2 target</p>	<p>SCHOOL STAFF SURVEY By 2024 the percentage positive response in School Staff Survey will be:</p>			

	<p>[Teaching & Learning - Evaluation] Use student feedback to improve practice from 85% (2023) to 85%</p> <p>[Teaching & Learning - Implementation] Promote student ownership of learning from 77% (2023) to 79%</p>
12-month target 3.3 target	<p>PARENT OPINION SURVEY By 2024 the percentage positive response in Parent Opinion Survey will be: [Student Cognitive Engagement] Student motivation and support from 74% (2023) to 76% Stimulating learning environment from 76% (2023) to 78%</p> <p>[Student Development] Student agency and voice from 70% (2023) to 72% Confidence and resilience skills from 81% (2023) to 84%</p>
12-month target 3.4 target	20 or more absent days from 31% (2023) to 29%
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to strengthen the school's processes for supporting inclusion, health and wellbeing.
Actions	<p>Appoint the Mental Health and Wellbeing Leader and action Inclusion Outreach Coaching. Addressing the Mental Health Menu. Implementation of inclusive practices and evidenced based strategies to support mental health and wellbeing across the school.</p>
Outcomes	<p>Leaders will: Prioritise professional learning for inclusion and mental health. Promote a whole school approach to mental health and wellbeing to students, staff and families. Build the capacity of whole school identification, promotion and prevention to support students' mental health and wellbeing needs. Empower the community to be informed about resources and services available to support mental health, wellbeing and inclusion for students. Provide transparent referral pathways for students requiring assessment and/or intervention (internal and external pathways). Monitor and evaluate cohort and student progress.</p>

	<p>Teachers will: Follow clear referral pathways to identify and support students with mental health and inclusion needs. Embed evidence based inclusive classroom practices (Tier 1-3). Embed mental health practices into their classroom. Be involved in targeted professional learning for inclusion and mental health. Monitor and evaluate student progress.</p> <p>Students will: Be active agents in the promotion of mental health and Inclusion. Have access to tier 1-3 school inclusion and mental health supports across the school and within classrooms. Recognise and know how to access supports for inclusion mental health.</p>
<p>Success Indicators</p>	<p>Monitor and track the effectiveness of: -Tier 2-3 Mental Health and Inclusion Practices -employment of a wider range of DET and allied health services -Inclusion Outreach Coaching Partnership Agreement</p> <p>Tracking upward trends on KIS targets and measure across 3 key data sets below</p> <p>1. Student survey data. - Social engagement - Student Inclusion - Individual social and emotional wellbeing - Life Satisfaction - Emotional and Relational Engagement - Peer relationships, Family functioning, Help seeking , Service access and Community connections</p> <p>2. PIVOT survey. - This teacher cares about my wellbeing - This teacher helps me when I am upset - The teacher respects me for who I am - I feel comfortable asking my teacher for help</p> <p>3. Resilience survey data - Healthy Mind (76% positive 2023) - The Positive Learner's Mindset (62% ready to learn 2023) - Anxiety and Depression of 2024 y4 females and y5 males (or all cohorts)</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Inclusion Outreach Coaching Partnership Agreement created - additional Professional learning, advice and coaching by the Regional Inclusion Coach. Approximately 20 days.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Plan and implement T1 Mental Health items from the MH Menu - eg Dogs Connect - introduction and implementation of a wellbeing dog (Riley). Leadership Team = Core and sideline groups. All other activities TBC.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,418.56 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning Plan for: 1. (ALL staff) 2024 School year - DI and MHW (Zones of Regulation, Mental Health, Inclusion, IEP, Physical resources/adjustments, Student Voice & Agency) 2. Jamie, Michael & Ben (Leaders of DI and MHW)- Mental Health and Inclusion ongoing training	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Jamie and Michael build and maintain relationships between home and school to support referrals, SSG's, IEP's, allied health services, Student Support Services.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employ Disability Inclusion and Mental Health and Wellbeing Learning Specialist	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$120,000.00

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
General Cash Budget for Tier 2 supports - eg Speech, Therapies, Classroom resources, evidence based programs, CRT release for staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$31,093.11 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning: - Major PL - Writing focus with Misty Adoniou - School based - developed by the Teaching and Learning AIP Focus Team - PLC Inquiry Cycles - Implementation of PIVOT survey - Academy of Learning PL	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> External consultants Misty Adoniou	<input checked="" type="checkbox"/> On-site
Teaching and Learning Coaching, Learning Walks & Classroom Observations	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
AVPS Approach to Writing The Teaching and Learning AIP Focus Team will: - Evaluate and diagnose - Prioritise and set goals - Develop and Plan - Implement and Monitor	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting		
AVPS Digital Device Program will equitably: - Provide Year P-2 students with 1:2 access to Chromebooks - Provide Year 3-6 students with 1:1 access to Chromebooks	<input checked="" type="checkbox"/> Administration team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC Coaching Program 2024	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Inclusion Outreach Coaching Partnership Agreement created - additional Professional learning, advice and coaching by the Regional Inclusion Coach. Approximately 20 days.	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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 Regional Inclusion Coach	<input checked="" type="checkbox"/> On-site
Plan and implement T1 Mental Health items from the MH Menu - eg Dogs Connect - introduction and implementation of a wellbeing dog (Riley). Leadership Team = Core and sideline groups. All other activities TBC.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Dogs Connect	<input checked="" type="checkbox"/> On-site

<p>Professional Learning Plan for:</p> <p>1. (ALL staff) 2024 School year - DI and MHW (Zones of Regulation, Mental Health, Inclusion, IEP, Physical resources/adjustments, Student Voice & Agency)</p> <p>2. Jamie, Michael & Ben (Leaders of DI and MHW)- Mental Health and Inclusion ongoing training</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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