

2021 Annual Implementation Plan

for improving student outcomes

Ascot Vale Primary School (2608)



ASCOT VALE PRIMARY SCHOOL
No.2608

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Excelling

Positive climate for learning	Empowering students and building school pride	Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Excelling

Enter your reflective comments	<p>Covid 19 interrupted many of the AVPS AIP plans in 2020. Despite this, AVPS experienced the following successes:</p> <ul style="list-style-type: none"> - high levels of collegiality, collaboration and trust (in relation to PLC processes). Evidenced by significant improvements in staff survey results. -high levels of student connection to and engagement in remote and flexible learning as evidenced by ICT distribution and use, close monitoring of at risk students, participation rates in the on site care program, staff communication and follow up with parents and carers to ensure student engagement in remote and flexible learning, implementation of a variety of media to engage students and their families. - successful evaluation, development and implementation of school wide norms and protocols. - successful launch and implementation of our relatively new school values; Covid-19 brought an opportunity to sharpen the focus on and relevance of 'gratitude, respect, responsibly, empathy and excellence. A 'Welcome back to Term 3' staff video showcasing the importance of each value, coupled with video assemblies featuring students demonstrating our school values, heightened the profile of our school values and how they helped us all get through lockdown together. - Despite Covid-19, AVPS managed to achieve some of the Student Agency Voice & Leadership goals in 2020, including
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	<p>establishing and meeting (remotely) with a student voice team in SIT meetings. The focus was switched from numeracy to remote and flexible learning.</p>
<p>Considerations for 2021</p>	<p>Focus in terms one and two on recovering from 2020, with emphasis on the DET priorities.</p> <p>From term two, begin focusing back on the 2020 AIP goals strategies and activities that were not able to be completed due to covid 19, including: a strong focus on Numeracy; Student Voice team to focus on numeracy learning; engage a consultant to conduct analysis of gender data.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal																						
Target 1.1	Support for the 2021 Priorities																						
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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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING, CATCH UP AND EXTENSION DATA Teacher judgements (diagnostic, formative and summative) English Online Interview, Maths Online Interview and Literacy and Numeracy Check-in Assessments available on the Insight Assessment Platform Abilities Based Learning and Education Support Reading and Vocabulary assessment for English as an Additional Language students The Digital Assessment Library which includes levels 2-10 English and Mathematics assessments Other assessment resources and tools such as PAT</p> <p>HAPPY, ACTIVE & HEALTHY</p>

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By 2022 the percentage positive response in the Student Attitudes to School Survey (year 4-6) will increase in the following areas:

Differentiated learning challenge:

Gender	2018	2022 target
Both	82%	86% (=State 2018)
Girls	87%	88% (= State 2018)
Boys	77%	85% (=State 2018)

Stimulated learning:

Gender	2018	2022 target
Both	79%	71% (= State 2018)
Girls	88%	84% (= State 2018)
Boys	69%	78% (=State 2018)

Student voice and agency:

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

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)
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Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>LEARNING, CATCH UP AND EXTENSION DATA Teacher judgements (diagnostic, formative and summative) English Online Interview, Maths Online Interview and Literacy and Numeracy Check-in Assessments available on the Insight Assessment Platform Abilities Based Learning and Education Support Reading and Vocabulary assessment for English as an Additional Language students The Digital Assessment Library which includes levels 2-10 English and Mathematics assessments Other assessment resources and tools such as PAT</p> <p>HAPPY, ACTIVE & HEALTHY KIDS DATA Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as compass Self assessment against the DET Inclusive Schooling Index tool Student and staff surveys developed by the school Interviews and focus groups with students</p> <p>CONNECTED SCHOOLS DATA Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as compass Student and staff surveys developed by the school Interviews and focus groups with students Parent/carer/kin surveys and focus groups Community attendance at events and digital engagement including social media and website traffic data</p> <p>DATA WHICH MAY MEASURE PROGRESS TOWARDS ALL PRIORITIES Observations of classrooms and other areas in the school on the level and breadth of student engagement and teaching practices (e.g. questioning, differentiation, checking for understanding) Self-assessment against the FISO Continua Self-assessment against the PLC maturity matrix Reflection tools booklet from the VTLM Practice Principles</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	To improve literacy and numeracy learning outcomes for all students	
12 Month Target 2.1	By 2021 the percentage of students achieving in the top two bands in NAPLAN will be: Year 3 Reading - 76% Year 3 Writing - 62% Year 3 Numeracy - 60% Year 5 Reading - 58% Year 5 Writing - 32% Year 5 Numeracy - 60%	
12 Month Target 2.2	By 2021 the percentage of students working above expected level in teacher judgments in Victorian Curriculum in all year levels will be: Reading 57% Writing 34%	

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and implement a school-wide pedagogical model	No
KIS 2 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	No
KIS 3 Building practice excellence	Build a collaborative learning culture that holds high expectations for teaching and learning by all members	No
KIS 4 Curriculum planning and assessment	Develop a guaranteed and viable curriculum across year levels for reading and viewing, writing & numeracy	No
KIS 5 Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes	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.

In the first semester of 2021 AVPS will focus on the DET improvement strategies of

- 1) Learning catch up
- 2) Happy, active and healthy kids
- 3) Connected schools

The intention will be to sharpen the focus on recovery from the interrupted 2020 school year due to COVID - 19. AVPS will gradually redirect the focus more sharply towards the School Strategic Plan goals, Key Improvement Strategies and Targets, featuring a focus on improving numeracy, student voice and agency and analysing gender data.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>LEARNING, CATCH UP AND EXTENSION DATA Teacher judgements (diagnostic, formative and summative) English Online Interview, Maths Online Interview and Literacy and Numeracy Check-in Assessments available on the Insight Assessment Platform Abilities Based Learning and Education Support Reading and Vocabulary assessment for English as an Additional Language students The Digital Assessment Library which includes levels 2-10 English and Mathematics assessments Other assessment resources and tools such as PAT</p> <p>HAPPY, ACTIVE & HEALTHY KIDS DATA Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as compass Self-assessment against the DET Inclusive Schooling Index tool Student and staff surveys developed by the school Interviews and focus groups with students</p> <p>CONNECTED SCHOOLS DATA Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as compass Student and staff surveys developed by the school Interviews and focus groups with students Parent/carer/kin surveys and focus groups Community attendance at events and digital engagement including social media and website traffic data</p> <p>DATA WHICH MAY MEASURE PROGRESS TOWARDS ALL PRIORITIES Observations of classrooms and other areas in the school on the level and breadth of student engagement and teaching practices (e.g. questioning, differentiation, checking for understanding) Self-assessment against the FISO Continua Self-assessment against the PLC maturity matrix Reflection tools booklet from the VTLM Practice Principles</p>

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>WHOLE SCHOOL LEVEL Employ a tutor from the DET tutor talent pool Establish link between tutor and School Improvement Team (SIT) Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice Revisit and strengthen the use of HITS in classrooms, with a focus on Explicit Teaching, Differentiated Teaching and Goal Setting - plan whole school Professional Learning opportunities Introduction of new Spelling program P-6 SIT team membership at each PLC group (x4)</p> <p>CLASSROOM LEVEL Prioritise curriculum ‘essentials’: mathematics, reading, writing and science. Ensure these are taught efforts to support students’ learning in taught / revisited across wider curriculum subjects Establish/embed consistent approaches to formative assessment and frequent low-stakes testing Introduction</p> <p>INDIVIDUAL AND TAILORED LEVEL With staff input, establish a targeted support program for students Establish a small group tutoring programs Plan whole school professional learning on differentiation Build staff capacity to understand and implement Individual Learning Plans that have Smart Goals and targeted strategie</p>
Outcomes	<p>WHOLE SCHOOL LEVEL Teachers will confidently and accurately identify student learning needs of their students PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will use HITS, including the AVPS agreed lesson structure in literacy and numeracy, to plan lessons and units Teachers and support staff will have a consistent understanding of core-curriculum priority areas Students will know how lessons are structured and how this supports their learning (Start Up Program) Teachers will have opportunities to moderate together</p>

	<p>CLASSROOM LEVEL Teachers will develop an understanding of curriculum essentials to ensure mastery Teachers will consistently implement the agreed assessment schedule Teachers and leaders (SIT team/ PLCs) will regularly review and update student data sets in literacy and numeracy Students will experience success and celebrate the acquisition of knowledge Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>INDIVIDUAL AND TAILORED LEVEL Students in need of targeted academic support or intervention will be identified and supported Nominated or relevant teachers and leaders will establish intervention/small group tutoring Students and teachers will have more time to work (not all Key Learning Areas) on content at the students point of need Students will know what their next steps are to progress their learning</p>
<p>Success Indicators</p>	<p>WHOLE SCHOOL LEVEL Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies</p> <p>CLASSROOM LEVEL Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels</p> <p>INDIVIDUAL AND TAILORED LEVEL Students will have individual learning goals Data used to identify students for tailored supports Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Appointment/staffing of programs Progress against Individual Education Plans</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation Classroom observations, Peer coaching and learning walks will be reestablished	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a whole School Professional Learning Plan - with Semester 1 and 2 priorities	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Employ a Leading Teacher (1 day per fortnight) to monitor the teaching, learning and achievements of equity funded students and support the work of the AVPS SIT to improve outcomes for these students.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,155.20 <input checked="" type="checkbox"/> Equity funding will be used
AVPS Tutor Program implemented for 26 weeks - supporting up to 45 targeted students	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$64,000.00 <input type="checkbox"/> Equity funding will be used

<p>Develop teams, align staff roles, responsibilities with 2021 DET Priorities - specifically goal 1, for at least semester 1 of 2021</p> <p>SIT to develop a 'domain' team structure to encompass:</p> <ul style="list-style-type: none"> - Learning, catch-up and extension - Happy, active and healthy kids - Connected schools <p>Whilst addressing the School Strategic Plan domain priorities of:</p> <ul style="list-style-type: none"> -Literacy -Numeracy -Student Agency Voice & Leadership 	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Employ an Education Support Staff to implement the Leading Literacy Intervention (LLI) program, targeting equity funded students.</p>	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,093.20 <input checked="" type="checkbox"/> Equity funding will be used
<p>Implement SMART words spelling program</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,000.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	<p>WHOLE SCHOOL LEVEL</p> <ul style="list-style-type: none"> Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels (with a multi-age focus embedded into the daily routine) Establish a whole school approach to social-emotional learning (Zones of Regulation introduction and reestablish Bounce Back resilience program) Establish and embed routines and prioritise time in the school day and classes to integrate and revisit these regularly Embed/strengthen school values across the school Introduction of House Teams across the school (including sport for 3-6's) Lunchtime clubs / Sport / Arts/ game activities Specialist Team linked to Domain team Child Safe Standards policy review, development and implementation. <p>CLASSROOM LEVEL</p> <ul style="list-style-type: none"> Develop a wellbeing program implemented in PLT's Establish an agreed approach to monitoring and responding to student wellbeing and behaviour expectations Implement classroom interventions in emotional skills, exercise and relaxation Build staff capacity to collect, analyse, monitor and respond to student engagement data Strengthen in-class and multi-age relationships through peer and group learning activities Conduct regular check-ins/conferencing with students in homegroups Child safety teaching, learning, practices and behaviours implemented <p>INDIVIDUAL AND TAILORED LEVEL</p> <ul style="list-style-type: none"> Target counselling (through Student Support Services or external Allied Support Services) for individual students with acute needs Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills - How?? Personal safety strategies taught at a group and individual level. Maintain and build relationships and engage with families of at-risk students Assign staff to conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them

<p>Outcomes</p>	<p>WHOLE SCHOOL LEVEL Teachers will model and are consistent in agreed routines and expectations Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing and behaviour management Leaders will strengthen engagement with regional and external support agencies as required Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Including: - understanding and knowledge of the multi age approach at AVPS and rationale for implementation of this traditional model. ALSO, how the multi-age model and approach contributes to happy active healthy kids. -respectful relationships Introduction to Zones of Regulation (ZoR) curriculum to foster self regulation and emotional control - aims to plan a whole school ZoR curriculum by end of 2021 Consider House Teams in 2021. Plan for introduction in 2022</p> <p>CLASSROOM LEVEL Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Relevant teachers and leaders will implement a wellbeing program Students will feel supported and engaged in and across units and contribute to a strong classroom (/ Multi-age Unit) culture. At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers</p> <p>INDIVIDUAL AND TAILORED LEVEL Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing Families of at-risk students will receive regular communication and support from the school Students will experience more success in classes Students and families will be connected to allied health and mental health services</p>
<p>Success Indicators</p>	<p>WHOLE SCHOOL LEVEL Classroom and peer observations - including specialist classes in 2021 Observations of changes to classroom practices Documentation (review and feedback) of planning, frameworks, policies or programs Introduce PLC inquiry process into Specialist Team Internal and external professional learning attendance and shared readings for staff are documented</p>

	<p>Shared goals documented in staff PDPs Curriculum documentation reflecting social and emotional learning, with emphasis on Child Safe Standards Self assessment against the DET Inclusive Schooling Index tool Increased students attendance</p> <p>CLASSROOM LEVEL Students engagement in wellbeing programs (feedback, participation, classroom observations) Samples of student work Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher surveys on effectiveness of programs, referral process Teacher reports of student wellbeing or safety concerns</p> <p>INDIVIDUAL AND TAILORED LEVEL Data used to identify students in need of targeted support Data of counselling services accessed by students and families Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs No chronic absence data (>30% absence) Introduction of clubs and activities</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Assign roles, responsibilities and teams to address the happy, healthy, active kids goal.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Building teacher capacity in planning, evaluating and implementing: - Social and emotional learning	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<ul style="list-style-type: none"> - Bounce back - Child safe standards - Respectful relationships (Term 3) 			to: Term 4	<input type="checkbox"/> Equity funding will be used
Introduction of zones of regulation	<input checked="" type="checkbox"/> Assistant Principal <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
KIS 3 Building communities	Connected schools priority			
Actions	<p>WHOLE SCHOOL LEVEL Strengthen engagement in network communities of practice (CoP Reading - P-2) Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices Build staff capability (develop Professional Learning) to integrate digital learning Define and develop whole school agreed approach and expectations to Multiage teaching and learning Review AVPS Communications policy and practices.</p> <p>CLASSROOM LEVEL Strengthen and embed digital learning in classes Strengthen relationships with parents/carers/kin and conduct regular check ins Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy</p> <p>INDIVIDUAL AND TAILORED LEVEL Revise the approach to follow up by working with parents/carers on root causes Ensure students requiring specific intentions are engaged with external agencies and supports Ensure the benefits of digital learning continue to be available to every student Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</p>			
Outcomes	<p>WHOLE SCHOOL LEVEL Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen</p>			

	<p>The wider community will feel well informed and welcome in the school and regularly use school facilities ICT/Digital Learning and Communications policies to reflect current needs and practices.</p> <p>CLASSROOM LEVEL Teachers will be confident in integrating digital learning pedagogy Teachers will have strong relationships with students and parents/carers/kin Students will feel connected to their school and have positive attitudes to attendance</p> <p>INDIVIDUAL AND TAILORED LEVEL Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students All students will be connected to resources and learning opportunities Teachers can regularly connect with the parents/carers/kin of all students</p>
<p>Success Indicators</p>	<p>WHOLE SCHOOL LEVEL Observations and learning walks demonstrate use of digital learning Documentation of school ICT and communications policies Whole school surveys (SSS, AToSS) Student/staff/parent/carer/kin focus groups and interviews</p> <p>CLASSROOM LEVEL Class participation data Positive student survey data (internal surveys, AToSS) Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks Pulse checks with parents/carers/kin Attendance</p> <p>INDIVIDUAL AND TAILORED LEVEL Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement Strengthen and communicate processes for identifying and referring students and parents/carers/kin to external support agencies or community organisations Identify barriers for individual students to engage in digital learning Provide access to and promote information in appropriate community languages and engage translation services Team up with the local adult education provider to host parents/carers/kin learning onsite</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participation in the Moonee Valley Network Community of Practice (reading)	<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
Review, develop and implement the policies and school-wide approach to digital learning regarding digital access and devices. This will include staff development to ensure consistent practices.	<input checked="" type="checkbox"/> All Staff <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
Define and develop whole school agreed approach and expectations to Multiage teaching and learning	<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
Review the AVPS Communications policy and procedures	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve literacy and numeracy learning outcomes for all students			
12 Month Target 2.1	By 2021 the percentage of students achieving in the top two bands in NAPLAN will be: Year 3 Reading - 76% Year 3 Writing - 62% Year 3 Numeracy - 60% Year 5 Reading - 58% Year 5 Writing - 32%			

	Year 5 Numeracy - 60%
12 Month Target 2.2	By 2021 the percentage of students working above expected level in teacher judgments in Victorian Curriculum in all year levels will be: Reading 57% Writing 34% Number & Algebra 39%
12 Month Target 2.3	By 2021 percentage positive response in School Staff Survey will be: Time to share pedagogical content knowledge - 69% Moderate assessment tasks together- 82% Understand formative assessment - 79% Understand how to analyse data- 79% Guaranteed and viable curriculum - 80%
KIS 1 Evaluating impact on learning	Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes
Actions	<ol style="list-style-type: none"> 1. Every teacher will have PDP goals in number & algebra linked to the AIP target to increase the number of students achieving at the highest levels in number and algebra. 2. Build data literacy in number & algebra.
Outcomes	<ol style="list-style-type: none"> 1. Teachers will implement current, research based pedagogical practice in number to differentiate the teaching of number and algebra 2. Teachers will regularly use data to establish student goals and plan differentiated teaching & learning in number & algebra
Success Indicators	<ol style="list-style-type: none"> 1. Differentiated pedagogical approaches to number and algebra will be evident in: <ol style="list-style-type: none"> a. classroom observations b. planning documentation c. student achievement of number & algebra goals d. PLC records of meetings

2. Students will be:
- a. aware of their goal,
 - b. learning at the point of need
 - c. increasing their achievements in number & algebra

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Bastow Numeracy PL Program	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a whole School Professional Learning Plan - with Semester 1 and 2 priorities	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow 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 Teaching and Learning Coach <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
AVPS Tutor Program implemented for 26 weeks - supporting up to 45 targeted students	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> Area Principal Forums	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Tutor Program Resources <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

<p>Develop teams, align staff roles, responsibilities with 2021 DET Priorities - specifically goal 1, for at least semester 1 of 2021</p> <p>SIT to develop a 'domain' team structure to encompass:</p> <ul style="list-style-type: none"> - Learning, catch-up and extension - Happy, active and healthy kids - Connected schools <p>Whilst addressing the School Strategic Plan domain priorities of:</p> <ul style="list-style-type: none"> -Literacy -Numeracy -Student Agency Voice & Leadership 	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Teaching and Learning Coach <input checked="" type="checkbox"/> Departmental resources Digital Resources <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Employ an Education Support Staff to implement the Leading Literacy Intervention (LLI) program, targeting equity funded students.</p>	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Digital resources <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
<p>Implement SMART words spelling program</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants SMART words	<input checked="" type="checkbox"/> On-site

Building teacher capacity in planning, evaluating and implementing: - Social and emotional learning - Bounce back - Child safe standards - Respectful relationships (Term 3)	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful relationships	<input checked="" type="checkbox"/> On-site
Introduction of zones of regulation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Departmental resources Student support services	<input checked="" type="checkbox"/> On-site
Participation in the Moonee Valley Network Community of Practice (reading)	<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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Various Schools
Review, develop and implement the policies and school-wide approach to digital learning regarding digital access and devices. This will include staff development to ensure	<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"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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 School Council <input checked="" type="checkbox"/> Departmental resources Digital Resources	<input checked="" type="checkbox"/> On-site

consistent practices.						
Define and develop whole school agreed approach and expectations to Multiage teaching and learning	<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"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Bastow Numeracy PL Program	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Bastow	<input checked="" type="checkbox"/> Off-site Bastow