

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Avenues Education (6363)



Submitted for review by Colette Davis (School Principal) on 14 December, 2021 at 09:32 AM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 28 January, 2022 at 03:26 PM
Endorsed by Lynne Allison (School Council President) on 10 March, 2022 at 01:01 PM

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	Assessment matrix and a progress scale will evidence student learning and wellbeing needs and map student progress against IEP goals.
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	<ul style="list-style-type: none"> • Develop an individual and a group curriculum based on Personal and Social Capabilities that enable teachers to identify and respond to students' individual learning needs • Build an aligned assessment matrix and a progress scale that specifically assesses learning needs and maps student progress against IEP goals
Outcomes	<ul style="list-style-type: none"> • Students will be provided with the necessary curriculum and adjustments that respond to their specific learning needs • Teachers will implement differentiated teaching and learning to meet individual student needs • Teachers will identify, assess and map student learning based on the assessment matrix and using the progress scale • Student voice and agency will be reflected in IEP's and students will know what the next steps are to progress their learning • Leaders will support teaching staff to build curriculum, assessment and differentiation practices through clear processes and professional learning
Success Indicators	Early indicators: <ul style="list-style-type: none"> • Curriculum documentation will show plans for differentiation to meet individual student needs • IEP's will demonstrate the strategies that support the individual students' learning needs • Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation of IEP's will be observed Progress against IEP's will be demonstrated <ul style="list-style-type: none"> • Formative and summative assessment rubrics will show student learning growth Late indicators:

	<ul style="list-style-type: none"> • Student, staff, parent survey results • Victorian Curriculum judgments will show growth in learning 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> • Leadership to create Professional Learning Communities (PLCs) with a focus on Individual Curriculum and Group Curriculum • Develop a shared PDP goal focusing on curriculum, assessment and learning progress • Develop assessment matrix and progress scale • Embed time for moderation of IEP's in the professional learning calendar • Audit staff skill set in formative and summative assessment and differentiation for students with additional needs (i.e. disabilities & mental health) • Review and update IEPs format • Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on curriculum and assessment • Organise pre/during/post support surveys to be administered by teachers with each student and parent • Review school / partner feedback surveys 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" 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	<ul style="list-style-type: none"> • Establish SWPBS as the multi-tiered response model to support students' mental health (including Zones, PTR, RR, NIP) • Build aligned assessment matrix and progress scale that specifically assesses student wellbeing and map student progress against IEP goals 			
Outcomes	<ul style="list-style-type: none"> • Students will be provided with the necessary curriculum and adjustments that respond to their specific wellbeing needs • SWPBS will be evident in school practices, policies and programs • Teachers will share a common understanding of SWPBS (Including Zones, PTR, RR, NIP) • Teachers will share a common understanding of the Disability Inclusion Profile, National Consistent Collection of Data, High Impact Teaching Strategies and Victorian Curriculum 			

	<ul style="list-style-type: none"> Students will be able to recognise and use coping, regulation and help seeking strategies that improve their mental health and enable them to access the learning environment Teachers will plan for and implement social and emotional learning within the curriculum Teacher and Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Teachers will identify, assess and map student learning based on the assessment matrix and using the progress scale Student voice and agency will be reflected in IEP's and students will know what the next steps are to progress their learning Leaders will support teaching staff to build curriculum, assessment and differentiation practices through clear processes and professional learning Students will report improved mental health to enable engagement in education 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> Policies, programs, practices and data will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Pre/during/post support surveys administered by teachers with each student and parent IEP's/RTSP/Student Snapshots will document student coping, regulation and help seeking strategies Base school teachers will have access to professional learning to implement strategies for use with students Documentation of strategies students will use at school and be reinforced by base school teachers <p>Late indicators:</p> <ul style="list-style-type: none"> Victorian Curriculum: Personal and Social Capability Student IEPs and referral data will reflect the implementation of universal, targeted and intensive supports 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> Undertake training and embed evidence-based practices of SWPBS (Including Zones, PTR, RR, NIP) Undertake training and embed evidence-based practices of the Disability Inclusion Profile, National Consistent Collection of Data, High Impact Teaching Strategies and Victorian Curriculum Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs Develop and document policies and processes of SWPBS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items

<p>to support student mental health</p> <ul style="list-style-type: none"> • Develop a professional learning plan, which may include Foundation resources from the Schools Mental Health Menu • Define roles and update processes for collaboration between partners and base schools, to ensure all concerns about student mental health are recorded and addressed • Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability • Develop and document a scope and sequence for the teaching of the Personal and Social General Capability • Develop rubrics to embed the Personal and Social General Capability in teaching and assessment • Review SWPBS at the end of each term using data and surveys, and modify for greater impact • Create a data system to instantly record student attendance at Avenues Education i.e. Mark Roll on COMPASS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) 			<p>will be used which may include DET funded or free items</p>
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