

AVENUES EDUCATION AIP 2023

Learning Priority Goal: To maximise student learning growth

Targets:

- **By 2026, 80% of students with an IEP participating in the outpatient program will achieve their goals**
- **By 2026, 100% of individualised lesson plans will be mapped against the personal and social capabilities curriculum**

KIS 1: To build and embed an instructional model across the school (FISO 2.0 – Building Practice Excellence)

Actions	Develop, implement, monitor and evaluate a school wide instructional model that maximises student learning growth
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 universally implement and evaluate the instructional model to directly impact on teacher practice and student learning growth • Leaders will support teaching staff to build and embed the instructional model in curriculum, assessment and differentiated teacher practices • Leadership will provide clear structures, processes and professional learning to embed the instructional model
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Instructional Model will be investigated and developed • Curriculum documentation will show differentiated lessons mapped against personal social capabilities for each student <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum judgments will show growth in learning • Teacher demonstrated implementation of the AE Instructional model, evidenced in meetings and school documentation
Activities	<p>School Leaders will:</p> <ul style="list-style-type: none"> • Use the PLC inquiry model across the school to develop collective teacher efficacy and responsibility for the development, implementation and evaluation of the AE Instructional Model • Use PLC inquiry cycles to focus on teacher practice at each phase of the AE Instructional model, beginning with the Engage Phase • Use Curriculum Instructional Meetings to develop, implement and evaluate the 'Explain' phase of the AE Instructional Model

- Use Curriculum Instructional Meetings to develop and evaluate curriculum, lesson plans and collective teacher efficacy in explicit teaching and assessment
- Provide Professional Learning opportunities for teachers to increase knowledge of evidence-based instructional models and practices
- Implement leadership development coaching opportunities for Instructional Leaders (PLC, Curriculum, SIT)

Teachers will:

- Engage in formal collaborative inquiry to increase knowledge of 'instructional models' by investigating DET guidance, research and frameworks utilised by other schools
- Utilise instructional meetings (PLC, Curriculum) for collaborative inquiry to develop, implement and monitor AE Instructional Model and aligned curriculum and assessments

Students will:

- Provide feedback on AE instructional model implementation via participation in: lesson content, individual educational plans, assessments and survey

KIS 2: Develop consistent ways of assessing personal and social capabilities (FISO 2.0 - Learning)

Actions	Develop, implement, monitor and evaluate a school wide assessment and progress matrix that map student learning growth against the personal and social capabilities curriculum
Outcomes	<ul style="list-style-type: none"> • Students will undertake assessments that enable them to identify their learning progress and set goals based on their areas for learning growth • Teachers will identify, assess and map student learning and progress against the personal and social capabilities curriculum • Teachers will record student progress and demonstrate goal attainment in IEP's • Teachers will map lesson plans against the personal and social capabilities curriculum • Leaders will support teaching staff to build and embed the personal social curriculum and explore multiple assessment and differentiated teacher practices • Leadership will provide clear structures, processes and professional learning to embed the personal social curriculum
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Curriculum documentation will show differentiated lesson plans mapped against personal social capabilities • IEP's will report adjustments, implementation, monitoring and evaluation of student progress and goal attainment <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum judgments will show growth in learning

Activities	<p>Leaders will:</p> <ul style="list-style-type: none"> • Monitor effectiveness of AE Curriculum in improving student learning and wellbeing • Lead staff capability in creating, teaching and evaluating teaching and learning approaches • Build a shared understanding of excellence in teaching and learning, and a collective commitment to embedding this in teacher’s day-to-day work • Audit staff skillset in formative and summative assessment and differentiation for students with additional needs (i.e. disabilities & mental health) • Create a Curriculum meeting structure across the school to develop collective teacher efficacy, accountability for curriculum and assessment of student learning growth • Develop a shared Statement of Expectation goal focusing on curriculum, assessment and learning progress <p>Teachers will:</p> <ul style="list-style-type: none"> • Engage in formal collaborative inquiry to increase knowledge of formative and summative learning assessments by investigating DET guidance, research and frameworks utilised by other schools • Develop, implement and evaluate lesson plans that are aligned to the personal, social and creative thinking capabilities
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KIS 3: To build the capability of staff using the PLC Initiative (FISO 2.0 –Leadership)

Actions	Develop, implement, monitor and evaluate a PLC Inquiry Cycle to drive collective teacher efficacy, shared responsibility and collaborative practices to improve student learning and wellbeing outcomes.
Outcomes	<ul style="list-style-type: none"> • Teachers will utilise the PLC Inquiry cycles to collaboratively strengthen teacher practice to improve student learning growth • Leaders will support teaching staff to utilise the PLC Inquiry cycles to build collaborative teacher practice and improve student learning progress and goal attainment
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Instructional Leaders will participate in the PLC Core Learning and drive PLC Inquiry Cycles • PLC Inquiry Cycles will be defined in line with AIP goals and embedded in practice across whole school <p>Late indicators:</p> <ul style="list-style-type: none"> • PLC Inquiry Cycles will demonstrate increased teacher efficacy in collective practices that improves student progress
Activities	<p>School Leaders will:</p> <ul style="list-style-type: none"> • Establish cultural change and school-level structures to support PLC implementation e.g. creation and implementation of school-wide meeting norms and protocols, development of inquiry cycle processes • Set and model clear expectations for effective collaboration

- Support PLC Leaders to lead a team of teachers in collaborative practices that positively impact student learning and wellbeing outcomes
- Engage collaboratively in leadership professional learning and coaching to support a culture of continuous improvement
- Implement leadership development coaching opportunities for PLC leaders e.g. regular PLC Leader meetings and PLC contribution in SIT meetings
- Monitor and evaluate the efficacy and fidelity of PLC approaches through the use of DET resources e.g. PLC matrix, engagement of PLC Coaches

PLC Leaders will:

- Participate in the 2023, Round 7 intake of the DET PLC Core Professional Learning as a PLC link school
- Provide cultural and technical leadership of a small group of AE teachers
- Monitor efficacy and fidelity of PLC practices to target student learning and wellbeing needs
- Lead capability building of PLC collaborative practices
- Drive a culture of trust, quality relationships, and individual / collective accountability
- Build a shared understanding of excellence in teaching and learning, and a collective commitment to embedding this in teacher's day-to-day work
- Utilise an inquiry cycle to measure the impact of their teaching on student learning outcomes and identify areas for professional learning
- Support their teams to collect and analyse multiple sources of evidence of student learning outcomes
- Build self-awareness and leadership skills that strengthen collective efficacy through a culture of high expectations for all
- Engage in leadership professional learning
- Participate in School Improvement Team meetings to support strategic school direction

Teachers will:

- Use the PLC inquiry cycles to focus on teacher practices in each phase of the AE Instructional model beginning with the Engage Phase
- Utilise the PLC Inquiry cycle to draw upon the collective wisdom of the team to enhance their practices and improve student learning progress

Wellbeing Priority Goal: To improve student wellbeing

Targets:

- By 2026, with the team around the learner, the school will increase student re-engagement in an educational setting education by 20% (e.g. mainstream, alternate or vocational).
- By 2026, to increase the completion rates of the school's student survey from 15% (2022) to 30%

KIS 1: To collect and measure re-engagement in learning (FISO 2.0 – Engagement)

Actions	Identify and implement a range of assessments that measure student engagement in learning
Outcomes	<ul style="list-style-type: none">• Students will be able to recognise and use coping, regulation and help seeking strategies that improve their ability to access learning• Teachers will plan for and implement social and emotional learning within the curriculum that improve student engagement in learning• Leaders will support teaching staff to build curriculum, assessment and differentiation practices through clear processes and professional learning• Students will report improved engagement in education
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none">• Curriculum documentation will show differentiated lesson plans mapped against personal social capabilities• IEP's will report monitoring and evaluation of student progress and goal attainment <p>Late indicators:</p> <ul style="list-style-type: none">• Victorian Curriculum judgments will show growth in learning
Activities	<p>School Leaders will:</p> <ul style="list-style-type: none">• Use PLC inquiry Cycles and Curriculum Teaching Sprints to develop collective teacher efficacy and responsibility for the collection and evaluation of data that measures student re-engagement in learning• Provide Professional Learning opportunities for teachers to increase data literacy and a greater understanding of student re-engagement• Establish school-level structures that will support teachers to collectively monitor and evaluate re-engagement data e.g. curriculum meetings, data focus group, compass chronical, booster sessions, base school longitudinal monitoring etc.• Collaborate with health partners to develop a greater understanding of student re-engagement growth measures and explore comparative data to support AE student cohort• Participate in EES Communities of Practice to explore and develop data collections modes• Provide professional learning to staff with a focus on demographic considerations for engaging vulnerable students, e.g. poverty, culture etc

Teachers will:	<ul style="list-style-type: none"> • Engage in formal collaborative inquiry to increase knowledge of re-engagement by investigating DET guidance, research and frameworks utilised by other schools • Collaboratively explore a range of data sources that can measure student re-engagement in learning • Plan for and implement social and emotional learning within the curriculum that improve student engagement in learning
Students will:	<ul style="list-style-type: none"> • Provide feedback to teachers on lesson content and know what the next steps are to progress their learning • Complete student surveys and assessments pre/during/post sessions and at the end of each educational support program

KIS 2: To share data with the Team Around the Learner (FISO 2.0 – Support & Resources)

Actions	<ul style="list-style-type: none"> • Create, implement, monitor and evaluate data collected and information sharing processes • Share student data and strategies with the Team Around the Learner (TAL) to improve student learning and wellbeing progress
Outcomes	<ul style="list-style-type: none"> • Teachers will create, implement, monitor and evaluate student learning and wellbeing data • Teachers will share student learning and wellbeing progress with the TAL • Leaders will support teaching staff to build data and information sharing processes • Students will report improved engagement in education • Schools will report improved engagement in learning • TAL will report improved data and information sharing regarding student progress and re-engagement in learning
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Policies, programs, practices and data will demonstrate a documented Team Around the Learner approach to improving student learning and wellbeing outcomes • Pre/during/post assessment and progress measures will be administered by teachers and shared with TAL • IEP will document student coping, regulation and help seeking strategies and shared with TAL <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum: Personal and Social Capability • 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
Activities	<p>School Leaders will:</p> <ul style="list-style-type: none"> • Lead staff PL on effective TAL engagement and processes • Collaborate with TAL Members (schools, parents, students, health partners) to:

- identify appropriate shared data sources
- Devise clearer AE teacher role clarity and functions within TAL
- develop greater teacher / health staff role clarity to improve student learning and wellbeing
- Participate in Communities of Practice (CoPs) to explore and develop comparative data modes, e.g. EES, Kingston

Teachers will:

- Engage in formal collaborative inquiry to increase effective TAL engagement and collaboration
- Explore data, research and guidance on effective TAL collaboration to maximise TAL engagement and effectiveness

TAL members will:

- Provide feedback to Avenues Education, through the completion of surveys and contribution to various stakeholder meetings

KIS 3: To elicit student voice (FISO 2.0 – Wellbeing)

Actions	Review, strengthen and extend existing structures, processes and practices to elicit, evidence and amplify student voice and engagement in learning
Outcomes	<ul style="list-style-type: none"> • Students will report increased voice and engagement in their learning • Student voice and agency will be reflected in IEP's and students will know what the next steps are to progress their learning • Teachers will review, strengthen and extend existing structures, processes and practices for eliciting student voice • Teachers will collect data and evidence of student voice and engagement in learning • Leaders will support teachers to review, strengthen and extend existing structures, processes and practices for eliciting student voice
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • IEP's will document student agency in progressing their own learning • Reviewed and implemented processes and practices for eliciting student voice • Multiple data and evidence sets of student voice and engagement in learning <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum: Personal and Social Capability • Student IEP Student Voice and Agency Data will reflect an increase in voice and engagement in learning • Increased completion rate of student survey

Activities

School Leaders will:

- Lead staff in Professional Learning to build a shared understanding of student agency and a collective commitment to embedding this in day-to-day teacher practice
- Lead staff to review and strengthen existing structures, processes and practices that amplify student agency and develop effective processes to elicit and evidence student voice
- Establish school-level structures that will support teachers to collectively monitor and evaluate student voice data
- Provide ongoing professional learning and support to staff focused on developing and maintaining effective adult-student partnerships by establishing clear structures, roles and responsibilities for implementing mutually agreed goals

Teachers will:

- Engage in formal collaborative inquiry to enhance student voice and agency
- Explore research and guidance on effective methods to enhance student engagement to enrich student agency and ownership
- Provide opportunities for students to collaborate and make decisions about what and how they learn, and how their learning is assessed

Students will:

- Participate in developing IEP goals
- Complete student surveys