

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Avondale Primary School (4812)



Submitted for review by Jill Benham (School Principal) on 14 March, 2024 at 06:42 PM

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Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning achievement in literacy and numeracy.
KIS 2.a Instructional and shared leadership	Embed instructional leadership across the school.
Actions	<p>Develop a whole school understanding of instructional leadership, empowering staff, engaging in a process of continuous improvement.</p> <p>To prioritise middle leaders, including Learning Specialists as Coaches, to implement a consistent approach to teaching and learning and drive positive student outcomes</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> * use their expert curriculum knowledge and effective teaching practices to support teams to plan learning using the instructional model and facilitate professional learning * engage in regular, scheduled Learning Walks and provide feedback <p>Teachers will:</p> <ul style="list-style-type: none"> * understand the pedagogical model and embed the High Impact Teaching Strategies in their teaching and learning practice * engage in coaching and peer observations * use the instructional model with fidelity to plan and deliver learning <p>Students will:</p> <ul style="list-style-type: none"> * reflect on their learning and articulate their next steps <p>Community members will:</p> <ul style="list-style-type: none"> * have an increased understanding of student learning and teaching practice
Activities	
Coaching within and across PLCs, with a focus on teaching and learning, wellbeing and engagement	
Review our structure and schedule for learning walks and observations across the school, using a peer coaching model.	

School Improvement Team to support PLC leaders to lead PLC meetings and PLC collaborative planning	
Access quality professional learning through Victorian Academy of Teaching and Leadership	
Access quality professional learning through Princi Consulting Psychology	
KIS 2.c Curriculum planning and assessment	Build a whole school approach to assessment practices and the use of data to inform differentiated teaching and learning.
Actions	<ul style="list-style-type: none"> * Review the assessment processes we have in place and update our Assessment Schedule framework across our school * Strengthen the data literacy of teachers to increase understanding of differentiation, understanding student needs and identifying those who need additional support * Develop tiered systems of support to enable teachers to identify and respond to students' individual learning needs
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> * lead professional learning to increase the data literacy of teachers * structure PLC meetings to focus on data analysis and consistent implementation of assessment practices to inform teaching <p>Teachers will:</p> <ul style="list-style-type: none"> * use data to collaboratively plan and moderate assessments and plan units of learning accordingly * follow the assessment schedule and have a consistent approach to collecting and analysing data * record differentiation and adjustments made for students in weekly work programs <p>Students will:</p> <ul style="list-style-type: none"> * Students in need of targeted academic support or intervention will be identified and supported <p>Community members will:</p> <ul style="list-style-type: none"> * have an increased understanding of whole school assessment practices
Activities	
Establish a whole school assessment schedule	
Establish a process for collecting and monitoring school-wide data	

Embed staff professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	
KIS 2.d Building practice excellence	Build a whole school approach to the implementation of evidence-based pedagogical practices.
Actions	<p>Maintain effective PLCs to use evidence through the inquiry cycle to support teacher collaboration, strengthen teaching practice and monitor the impact of interventions.</p> <p>Plan and implement whole school professional learning in evidence based approaches in Literacy and Numeracy</p> <p>Build staff capacity in assessment and differentiation in mathematics in order to identify and meet students' individual learning needs</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> * support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes * access and provide professional learning for all staff, to build knowledge of Mathematics 2.0 and English 2.0 * maintain PLC structures to enhance teacher collaboration and strengthen teaching practice <p>Teachers will:</p> <ul style="list-style-type: none"> * increase data literacy to inform understanding of student needs and identify students requiring additional support * understand their students' needs and develop and deliver appropriate interventions including tutoring * identify student learning needs in mathematics based on diagnostic assessment data and plan differentiated learning experiences to meet individual student needs using this data * regularly monitor, review and update IEPs to ensure they are responsive to student needs <p>Students will:</p> <ul style="list-style-type: none"> * be identified and supported in English and Mathematics, through the provision of targeted support and intervention * articulate what the next steps in their learning are in English and Mathematics <p>Community members will:</p> <ul style="list-style-type: none"> * see student learning through Compass newsfeeds, open classrooms and whole school newsletters * be informed of the development of literacy and numeracy across the school through newsletters, open classrooms, Compass newsfeeds
Activities	
Mathematics Consultant, Margarita Breed, to work with PLCs twice a term, to build capacity and understanding of the Big Ideas in Number and the Victorian Curriculum.	

Purchase resources to support student learning in Number	
Ensure professional readings, books and resources are provided for all PLCs	
Build teacher familiarity of the Victorian Curriculum 2.0 through professional learning and school based working groups	
Goal 3	Improve student engagement in learning.
KIS 3.b Empowering students and building school pride	Develop and embed a whole school approach to activating student voice and agency in learning.
Actions	<p>Develop understanding of the structures, processes and practices that teachers and school leaders can use to empower students</p> <p>Develop and document clear and consistent roles and responsibilities for recording and monitoring attendance, following up on student absences and escalating attendance concerns.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> * empower students to have democratic voice, reflecting and sharing insights about school * develop a culture that embraces a whole school community approach to adult-student partnerships * collect and analyse attendance data to discuss patterns and reinforce roles and responsibilities for follow up, including meeting with students and families <p>Teachers will:</p> <ul style="list-style-type: none"> * build a common understanding of the meaning of Student Voice, Agency and leadership * create a safe learning environment built on trust and mutual respect * empower students to present their own ideas, opinions, knowledge and experience * use consistent language to reinforce the school's attendance policy and expectations to students and parents <p>Students will:</p> <ul style="list-style-type: none"> * feel their voice is heard and that they are listened to * contribute to key decision making and planning through the Student Representative Council and focus groups * articulate the school's shared expectations towards attendance <p>Community members will:</p>

	<ul style="list-style-type: none"> * contribute ideas through sub committees, surveys and School Council * have an increased connectedness to the school
Activities	
Establish a 2024 Student Representative Council Group and facilitate weekly sessions, including canvassing student views and experiences with attendance	
Establish lunchtime clubs that promote health and wellbeing and positive relationships	
Provide professional learning to build understanding of strategies that engage and motivate students in classrooms to improve learning, including Professional learning sessions with Rita Princi - neuroscience	
Review existing processes using the Amplify self-evaluation toolkit	
Student and Family surveys to reflect and share ideas on student voice and agency	
Schedule regular meetings of attendance and engagement team (SIT) to document roles, responsibilities, review attendance policy and analyse attendance data	
Use Department resources and best practice approaches to support student attendance	
Deliver staff professional learning on the attendance policy	
Goal 4	Improve student wellbeing.
KIS 4.a Health and wellbeing	Develop and embed a whole school approach to student wellbeing
Actions	<p>Create a whole school approach to mental health literacy, to support teachers and school staff to build capability to embed evidence-based mental health strategies, interventions and programs and build mental health literacy to identify and support students with mental health concerns.</p> <p>Strengthen our whole school approach towards social and emotional regulation and learning, planning learning experiences around mental health and wellbeing and disability inclusion (SWPBS, RR and Cyber Safety).</p> <p>Ensure a consistent approach to Disability Inclusion, addressing the needs of students in line with a tiered approach.</p>

<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - engage in MHiPS training with the MHWL, where the MHWL will build teacher capacity to support Tier 1 and 2 behaviours in classroom - promote, document and lead a whole school approach to mental health and wellbeing for students, staff and families, to promote consistency in recognising and responding to mental health concerns - support teachers and school staff to expand their capacity to embed evidence-based mental health strategies, interventions and programs and build mental health literacy to identify and support students with mental health concerns - promote a common understanding of the whole school approach to supporting physical, social, emotional, cultural and wellbeing needs of our students - employ an Occupational Therapist and Speech Therapist to support students and build teacher capacity <p>Teachers will:</p> <ul style="list-style-type: none"> - record behaviour and wellbeing concerns on Compass to establish an ongoing record of incidents, actions and outcomes in line with the SWPBS minor/major behaviour flowchart, collecting, analysing and responding to student wellbeing data - have a common understanding of the whole school approach to supporting physical, social, emotional, cultural and wellbeing needs of our students <p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate improved emotional awareness and resilience - have an increased understanding of and explain what positive mental health means and where they can seek support at school in a timely manner - engage in focus groups to promote student voice and provide feedback on wellbeing and positive mental health <p>Community members will:</p> <ul style="list-style-type: none"> - share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and wellbeing needs of our students - understand the referral process for mental health and disability inclusion at Avondale PS - recognise mental health and disability inclusion as continued priorities at Avondale Primary School
<p>Activities</p>	
<p>Audit and develop curriculum resources to reflect targeted wellbeing and social emotional learning focuses</p>	
<p>Use DE tools such as the Mental Health Planning Tool to better understand student wellbeing needs</p>	
<p>Promote wellbeing and mental health information in appropriate community languages and engage translation services</p>	

I CAN imagination CLUB with the I CAN Network
Neurodiversity talk with Grades 3-6 students
Learning Specialists and MHWL Imagination Club for 2023 I CAN students

Engage in SafeMinds and Mental Health in Schools Professional Learning training

Employ Allied health services (speech therapist) to provide supporting documentation for Disability Inclusion Profiles and implementation of recommendations

Employ Allied health services (occupational therapist) to provide supporting documentation for Disability Inclusion Profiles and implementation of recommendations

Employ education support staff member to support Tier 2 students who are identified as 'at risk'

Employ intervention teacher to provide targeted literacy/ numeracy support for identified students