

# 2018 Annual Implementation Plan

## for improving student outcomes

Ascot Vale Special School (5109)



Submitted for review by Colin Schot (School Principal) on 30 November, 2017 at 03:52 PM

Endorsed by Mona Malouf (Senior Education Improvement Leader) on 08 December, 2017 at 01:11 PM

Endorsed by David Laught (School Council President) on 15 May, 2018 at 01:26 PM

# Self-evaluation Summary - 2018

Ascot Vale Special School (5109)

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

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

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

<b>Enter your reflective comments</b>	<p>Data Literacy will need to be further explored so that student evidence can inform better teaching practice across the whole school (e.g., putting faces to the data).</p> <p>AIP needs to be aligned more thoroughly and personalised with the PDP plans.</p> <p>Evidence of moderation is demonstrated in staff performance and development goals.</p> <p>Teachers implementing Student Feedback and Reflection more frequently.</p> <p>Continue the involvement the of the PLC Inquiry Cycle to drive instructional change.</p> <p>The results of the Staff Opinon Survey showed that the school was at 66.87 for Prin/teach and at 74.36 for whole school for under Guaranteed and Viable Curriculum. This did not meet our target of the 80th percentile. The school did meet the 80th percentile for Collective focus on Student Learning being 84.19 for whole school and 80.88 for Prin/teach.</p> <p>School Climate Module Staff Opinion Survey data at the 85th percentile in Academic Emphasis was not achieved. In Prin/teach it was 71.11 and whole school 70.36. However the school's result was above all special schools which was at 67.87.</p>
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<b>Considerations for 2019</b>	Data Literacy will need to be further explored so that student evidence can inform better teaching practice across the whole school (e.g., putting faces to the data). AIP needs to be aligned more thoroughly and personalised with the PDP plans. Evidence of moderation is demonstrated in staff performance and development goals. Teachers implementing Student Feedback and Reflection more frequently. Continue the involvement the of the PLC Inquiry Cycle to drive instructional change. Senior students being more inclusive in the ILP and CAPS process in 2018.
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Ascot Vale Special School (5109)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To maximize the learning growth of every student in a culture of high expectations.	<ul style="list-style-type: none"> <li>100% of teachers will be participating in effective professional learning communities that will be a "non-negotiable" expectation of teaching at AVSS.</li> <li>100% of students (F-12) have ABLES and other</li> </ul>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Weekly PLC's scheduled in school time.</p> <p>PLC's to follow the FISO improvement cycle.</p> <p>Data will be an integral component of every PLC as evidenced in PLC agenda's.</p>	Building practice excellence

	<p>assessments recorded through the Insight Assessment Portal and Compass.</p> <ul style="list-style-type: none"> <li>• 100% of students (F-10) will have System Reporting Data entered through CASES21 twice a year for Mathematics, English, Health &amp; Physical Education, Personal &amp; Social Capabilities, Digital Technologies, Visual Arts, with Science, Humanities, Civics &amp; Citizenship &amp; Performing Arts at least once a year.</li> <li>• 100% of teachers engaged in giving and receiving feedback in their PLCs and Learning Centre Meetings on student work and on their instructional practice as evidenced on their growth on the HITS Maturity Matrix.</li> <li>• 95% of students will attain their VCAL certificate in their completion year.</li> <li>• 90% or above, of students will achieve learning growth within the Learning Areas of English, Mathematics, Personal &amp; Social Capability and Science.</li> <li>• School Climate Module Staff Opinion Survey data</li> </ul>		<p>Improved practice against the HITS &amp; PLC Maturity Matrix Continuum's.</p> <p>ABLES assessments to be administered in Terms 1 &amp; 3 (A-D)</p> <p>Maths &amp; English Online Interviews to be completed for applicable students.(F-10)</p> <p>HITS continuum survey results to be used to assess growth in giving &amp; receiving feedback.</p> <p>All students in Year 11 &amp;12 will be enrolled in VCAL (Foundation).</p> <p>A number of students will be enrolled in an accredited VET courses.</p> <p>Judgements made against the Victorian Curriculum will record learning growth - (Maths, English, Science, PSC, PE)</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Writing over the full year in this learning area in the</p>	
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	<p>above 80th percentile in the areas of Guaranteed and Viable Curriculum, Collective focus on Student Learning.</p> <ul style="list-style-type: none"> <li>• School Climate Module Staff Opinion Survey data at the 85th percentile in Academic Emphasis.</li> <li>• Learning Focus results within the Parent Opinion Survey data at the 85th percentile</li> <li>•</li> </ul>		<p>Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Speaking and Listening over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 25% learning growth in Measurement and Geometry over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Number and Algebra over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Statistics and Probability over the full year in this learning area in the Victorian Curriculum</p>	
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			<p>Students (Whole School Cohort) to achieve a 15% learning growth in Writing over the full year in this learning area in the Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian C</p>	
<p>To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.</p>	<ul style="list-style-type: none"> <li>• By 2020 the mean absence rate to be below 14.</li> <li>• Destination data (On Track) for final year students to show that all students have been successfully placed in a post-school option.</li> <li>• Student Attitudes to School Surveys in the domain of Learner Characteristics and Disposition to show an overall score of at least 85% in Student Resilience and at least 95% in Student Motivation &amp; Interest to learn.</li> <li>• Response rate from the Parent Opinion Survey to show growth.</li> <li>• Parent opinion as expressed in the "Parent Opinion Survey"</li> </ul>	<p>Yes</p>	<p>Improve attendance rates through increasing student and family awareness of the importance of attendance and its links to student achievement.</p> <p>On track data indicates that all exit students have a post school option placement.</p> <p>Overall score of at least 85% in student resilience and 95% in student motivation and interest attained.</p> <p>Parent opinion survey response rate increased.</p> <p>Parent Opinion Survey variables: Student</p>	<p>Curriculum planning and assessment</p>

	<p>scores in the Student Engagement variables of:</p> <ul style="list-style-type: none"> <li>• Student Motivation</li> <li>• School Connectedness, to show growth.</li> </ul> <p>Staff Opinion Modules to reflect growth against the following benchmark percentages:</p> <p>Teaching &amp; Learning-Implementation</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals (Prin/Teach) (26.7%)</li> <li>• Support Growth &amp; Learning of whole student (Prin/Teach) (66.7%)</li> <li>• Believe student engagement in key to learning (Prin/Teach) (86.7%)</li> <li>• Use student feedback to improve practice (Prin/Teach) (26.7%)</li> </ul>		<p>motivation and school connectedness record an improvement in variable scores.</p> <p>Teaching and learning module scores record an improvement:</p> <ul style="list-style-type: none"> <li>- student ownership of learning goals ( Prin /Teach)</li> <li>- support growth &amp; learning of whole student</li> <li>- student engagement the key to learning</li> <li>- student feedback to improve practice</li> </ul>	
<p>To build a positive and inclusive learning environment that nurtures the wellbeing of every student.</p>	<p>The Student Attitude to School Surveys reflect growth against the following benchmark percentages:</p> <ul style="list-style-type: none"> <li>• Effective Teaching Practice for Cognitive Engagement - Stimulated learning (81%)</li> <li>• Teacher-Student Relations - Effort (81%)</li> </ul>	Yes	<p>Student Attitude to School Survey results record an increase in percentage scores in the following variables</p> <ul style="list-style-type: none"> <li>- Stimulated learning</li> <li>- Effort</li> <li>- Resilience</li> <li>- Sense of belonging</li> <li>- Managing bullying</li> <li>- Experience of bullying</li> </ul>	<p>Building leadership teams</p>



	<ul style="list-style-type: none"> <li>• Learner Characteristics and Disposition - Resilience (78%)</li> <li>• Social Engagement- School Connectedness (Sense of belonging) (75%)</li> <li>• Student Safety - Managing bullying (74%)</li> <li>• Experience of Bullying - Experience of bullying (26%)</li> </ul> <p>Staff Opinion Modules to reflect growth against the following benchmark percentages:</p> <ul style="list-style-type: none"> <li>• School Climate - Collective Focus on Student Learning (Prin/Teach) 73.5%</li> <li>• Parent Community Involvement (Prin/Teach) 66.7%</li> </ul>		<p>Staff Opinion Modules: School Climate results record an increase in percentage scores in the following variables:</p> <ul style="list-style-type: none"> <li>- Collective Focus</li> <li>- Parent Community Involvement</li> </ul>	
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<b>Improvement Initiatives Rationale</b>
<p>The school evaluation of the 2017 AIP reflected that there was a need to continue with the existing improvement priorities and initiatives in this AIP. The school's data related to the FISO Continua of Practice, Staff Opinion survey (teaching &amp; learning), High Impact Teaching Strategy (HITS) and the Professional Learning Communities Maturity Matrix have confirmed that these priorities should remain for 2018.</p>

The school in 2017 engaged in and completed the DET Professional Learning Communities Initiative. PLC's are now an integral part of our teaching and learning culture and staff evaluations have shown improvement in all areas surveyed on the PLC Maturity Matrix. Results gained against this Maturity Matrix indicate that there is still significant work to be done in embedding the work of the PLCs.

The school has implemented the Victorian Curriculum in 2017. Evidence identified in the Teaching & Learning module of the Staff Opinion Survey and the PLC Maturity Matrix supports the need for ongoing work to further develop the Guaranteed and Viable Curriculum and Assessment & Reporting practices. This includes implementing the Respectful Relationships Curriculum, identifying Literacy as a priority and HITS as our preferred model for our Instructional practice.

The school restructure of its Leadership and Learning Centre teams in 2017 has delivered service at the point of need for staff and students in terms of coaching, curriculum and development of collective efficacy across the school. This work has focused staff on delivering improved teaching & learning instruction and student learning growth. Staff Opinion survey and FISO continua have identified the need to further develop the capacity of leadership and school teams in their work of leading others and in teaching and learning.

<b>Goal 1</b>	To maximize the learning growth of every student in a culture of high expectations.
<b>12 month target 1.1</b>	<p>Weekly PLC's scheduled in school time.</p> <p>PLC's to follow the FISO improvement cycle.</p> <p>Data will be an integral component of every PLC as evidenced in PLC agenda's.</p> <p>Improved practice against the HITS &amp; PLC Maturity Matrix Continuum's.</p> <p>ABLES assessments to be administered in Terms 1 &amp; 3 (A-D)</p> <p>Maths &amp; English Online Interviews to be completed for applicable students.(F-10)</p> <p>HITS continuum survey results to be used to assess growth in giving &amp; receiving feedback.</p> <p>All students in Year 11 &amp;12 will be enrolled in VCAL (Foundation).</p> <p>A number of students will be enrolled in an accredited VET courses.</p> <p>Judgements made against the Victorian Curriculum will record learning growth - (Maths, English, Science, PSC, PE)</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Writing over the full year in this learning area in the</p>

	<p>Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Speaking and Listening over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 25% learning growth in Measurement and Geometry over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Number and Algebra over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Statistics and Probability over the full year in this learning area in the Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Writing over the full year in this learning area in the Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian C</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop and embed the HITS Instructional model.
KIS 2	Build capacity of teachers to analyse data, plan and measure their impact.
KIS 3	Embed student voice to promote student motivation for learning by developing their ability to give and receive feedback.
KIS 4	Develop and establish an effective and school-wide consistent Literacy instructional practice.

<b>Goal 2</b>	To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.
<b>12 month target 2.1</b>	<p>Improve attendance rates through increasing student and family awareness of the importance of attendance and its links to student achievement.</p> <p>On track data indicates that all exit students have a post school option placement.</p> <p>Overall score of at least 85% in student resilience and 95% in student motivation and interest attained.</p> <p>Parent opinion survey response rate increased.</p> <p>Parent Opinion Survey variables: Student motivation and school connectedness record an improvement in variable scores.</p> <p>Teaching and learning module scores record an improvement:</p> <ul style="list-style-type: none"> <li>- student ownership of learning goals ( Prin /Teach)</li> <li>- support growth &amp; learning of whole student</li> <li>- student engagement the key to learning</li> <li>- student feedback to improve practice</li> </ul>
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Increase understanding of the Victorian Curriculum through PLC's using the FISO Improvement Cycle.
KIS 2	Collaboratively develop inquiry units of work based on the school's two year curriculum map.
KIS 3	Develop and use formative assessments to target students areas of need, develop interventions and drive instructional practice.
<b>Goal 3</b>	To build a positive and inclusive learning environment that nurtures the wellbeing of every student.

<b>12 month target 3.1</b>	<p>Student Attitude to School Survey results record an increase in percentage scores in the following variables</p> <ul style="list-style-type: none"> <li>- Stimulated learning</li> <li>- Effort</li> <li>- Resilience</li> <li>- Sense of belonging</li> <li>- Managing bullying</li> <li>- Experience of bullying</li> </ul> <p>Staff Opinion Modules: School Climate results record an increase in percentage scores in the following variables:</p> <ul style="list-style-type: none"> <li>- Collective Focus</li> <li>- Parent Community Involvement</li> </ul>
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategies</b>	
KIS 1	Build the capacity of leadership teams to lead and model inclusive practice's where all student's succeed in their learning and are supported in their well-being.
KIS 2	Introduce the Respectful Relationships into our 2 year curriculum map and deliver it through the inquiry units of work.

## Define Evidence of Impact and Activities and Milestones - 2018

Ascot Vale Special School (5109)

<b>Goal 1</b>	To maximize the learning growth of every student in a culture of high expectations.
<b>12 month target 1.1</b>	<p>Weekly PLC's scheduled in school time.</p> <p>PLC's to follow the FISO improvement cycle.</p> <p>Data will be an integral component of every PLC as evidenced in PLC agenda's.</p>

Improved practice against the HITS & PLC Maturity Matrix Continuum's.

ABLES assessments to be administered in Terms 1 & 3 (A-D)

Maths & English Online Interviews to be completed for applicable students.(F-10)

HITS continuum survey results to be used to assess growth in giving & receiving feedback.

All students in Year 11 &12 will be enrolled in VCAL (Foundation).

A number of students will be enrolled in an accredited VET courses.

Judgements made against the Victorian Curriculum will record learning growth - (Maths, English, Science, PSC, PE)

Students (Whole School Cohort) to achieve a 15% learning growth in Writing over the full year in this learning area in the Victorian Curriculum

Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian Curriculum.

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Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian C

<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Develop and embed the HITS Instructional model.
Actions	<p>Build the collective capacity of professional learning teams to analyse data to drive school instructional practice and make appropriate interventions to deliver individual student and cohort growth.</p> <p>Implement the FISO cycle of improvement and inquiry to inform school improvement areas and student interventions and staff engagement with the HITS strategies.</p> <p>Administer the HITS and PLC Maturity Matrix each semester to monitor understanding and knowledge of the staff in these two key drivers of instructional practice.</p> <p>Collect, analyse, moderate and monitor ABLES where implemented, On Line interviews and Victorian Curriculum judgements to assess learning growth, interventions and instructional support required to build the capacity of staff to be data literate and put faces on the data.</p> <p>Students in year 11 and 12 will be enrolled in Foundation VCAL and students where applicable in VET courses.</p> <p>School professional learning calendar and PLCs support the implementation and embedding of the High Impact Teaching Strategies across the school.</p>
Evidence of impact	<p>Students:</p> <p>Can articulate the learning intentions of a lesson and know through self constructed success criteria if they have successfully achieved them.</p> <p>Provide regular self reflections in a variety of ways to teachers about the lesson and their learning.</p> <p>Can relate their understandings of their learning to peers and record and present their learning in multiple ways.</p> <p>Can self assess their progress against the learning and success criteria for the lesson using individual schedules to show completion.</p> <p>Staff</p>

	<p>Staff confident and knowledgeable around the FISO Improvement and Cycle of Inquiry.</p> <p>Learning intentions and success criteria constructed for each lesson or sequence of lessons.</p> <p>Staff knowledgeable and confident in implementing the HITS strategies.</p> <p>HITS strategies evident in planning documentation and the instructional practice of staff.</p> <p>Significant student learning growth recorded in the learning areas of English and Mathematics.</p> <p>Work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes.</p> <p>Analyse student data in PLCs to reflect and review the impact of their practice on learning outcomes.</p> <p>Engage in peer observations and coaching opportunities.</p> <p>Leaders:</p> <p>Provide regularly feedback to Learning Centre teams, individual staff members based on evidence obtained from learning walks, observation, data and feedback that has been provided.</p> <p>Support staff through professional learning, mentoring and coaching based on evidence collected and the employment of an external consultant.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Learning Communities with the support of leadership, driving and supporting staff in building their instructional practice (HITS) and around the work of the Practice Principals.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used



Professional Learning Calendar developed (Termly) and weekly professional learning planned and delivered in Learning centre meetings.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
School planning reflects the implementation of the High Impact Teaching Strategies and school learning walks are framed around the implementation of these strategies.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Attend regional professional learning on HITS and Practice Principles.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To maximize the learning growth of every student in a culture of high expectations.
<b>12 month target 1.1</b>	<p>Weekly PLC's scheduled in school time.</p> <p>PLC's to follow the FISO improvement cycle.</p> <p>Data will be an integral component of every PLC as evidenced in PLC agenda's.</p> <p>Improved practice against the HITS &amp; PLC Maturity Matrix Continuum's.</p> <p>ABLES assessments to be administered in Terms 1 &amp; 3 (A-D)</p> <p>Maths &amp; English Online Interviews to be completed for applicable students.(F-10)</p> <p>HITS continuum survey results to be used to assess growth in giving &amp; receiving feedback.</p> <p>All students in Year 11 &amp;12 will be enrolled in VCAL (Foundation).</p> <p>A number of students will be enrolled in an accredited VET courses.</p> <p>Judgements made against the Victorian Curriculum will record learning growth - (Maths, English, Science, PSC, PE)</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Writing over the full year in this learning area in the Victorian</p>

	<p>Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Speaking and Listening over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 25% learning growth in Measurement and Geometry over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Number and Algebra over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Statistics and Probability over the full year in this learning area in the Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Writing over the full year in this learning area in the Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian C</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	Build capacity of teachers to analyse data, plan and measure their impact.
Actions	<p>PLCs will be scheduled into school time and teaching staff will be released to participate.</p> <p>FISO Inquiry Cycle implemented across all three PLCs - Primary, Secondary and Specialist.</p> <p>Agenda will reflect the use of data, moderation, feedback and evaluation of student learning and progress.</p> <p>Professional learning will be provided to staff through the opportunities to observe PLCs outside the school, professional reading, engagement in professional dialogue around the work of a PLC and attendance at network and system PLC learning opportunities. Professional practice days can also be used to support staff in building their knowledge around the work of a PLC.</p>

	Principal to model the work of a leader by leading the work of the Specialist PLC.			
Evidence of impact	<p>Students:</p> <p>Student learning reflects an increase in the learning outcomes achieved across cohorts and whole school.</p> <p>Student interventions identified through the analysis of individual and cohort data.</p> <p>Staff:</p> <p>Staff confident and knowledgeable in the work of PLC as evidenced in the results of a school Survey Monkey.</p> <p>PLC Matrix indicates growth in all seven areas of this Matrix..</p> <p>Staff confidence and capacity to use data increased significantly as indicated by the responses to a Survey Monkey survey.</p> <p>Staff able to make interventions at the point of need to deliver improved learning growth of students.</p> <p>Victorian Curriculum Judgments when compared against Semester 1 and 2 results attained indicate significant improvement in learning growth.</p> <p>School staff opinion survey results in the module teaching and learning indicate that gains have been made against 2017 results.</p> <p>Leaders:</p> <p>Support staff capacity to analyse data to plan, to drive instructional practice and measure their impact on student learning.</p> <p>Provide the resources and professional learning to support staff in achieving data literacy competence.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Student data and work will be central to the work of a PLC.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Employ a consultant to build the capacity of PLCs to use data to make interventions and inform instructional practice.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC Matrix indicates significant growth achieved when staff surveyed on this matrix.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Teacher Victorian Curriculum judgements record a significant increase in learning growth across cohort and whole school data collected.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
ABLES implemented for all students A-D.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$100.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To maximize the learning growth of every student in a culture of high expectations.
<b>12 month target 1.1</b>	<p>Weekly PLC's scheduled in school time.</p> <p>PLC's to follow the FISO improvement cycle.</p> <p>Data will be an integral component of every PLC as evidenced in PLC agenda's.</p> <p>Improved practice against the HITS &amp; PLC Maturity Matrix Continuum's.</p> <p>ABLES assessments to be administered in Terms 1 &amp; 3 (A-D)</p> <p>Maths &amp; English Online Interviews to be completed for applicable students.(F-10)</p> <p>HITS continuum survey results to be used to assess growth in giving &amp; receiving feedback.</p>

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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 3</b>	Embed student voice to promote student motivation for learning by developing their ability to give and receive feedback.
Actions	SRC established with representatives across the school to promote and encourage Student Voice.

	<p>Lesson plan structure provides the opportunity for students to reflect on the lesson against the learning intentions and success criteria through their reflections.</p> <p>Implement the Student Attitude to School Survey.</p> <p>Student forums established to provide feedback on the Student Attitude to School Survey results.</p> <p>Student opinion pieces a regular feature of the school bulletins to the school community.</p>
Evidence of impact	<p>Students:</p> <p>Students confident and knowledgeable in providing reflections on learning activities.</p> <p>Student Voice embedded into the lesson structure of lessons being delivered in the school.</p> <p>Student Voice recognised and celebrated in forums, events and assemblies in the school.</p> <p>Students opinions and ideas valued, encouraged and promoted.</p> <p>Staff:</p> <p>Workshop the Student Attitude to School results in Learning Centre teams.</p> <p>Staff ensure that the student reflections are an essential part of every lesson or learning activity of specialist and classroom instruction.</p> <p>SRC a regular feature of the school week.</p> <p>Student opinion pieces published in the school bulletin raising the profile of Student Voice in the school.</p> <p>Leaders:</p> <p>Oversee the implementation and facilitation of Student Voice in the school.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
SRC established for Primary and Secondary Learning Centre Teams and meets weekly as a primary and secondary.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Lesson planning structured to provide students with the opportunity to reflect and provide feedback on learning activities and lessons.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Student Attitude to School Survey Implemented, workshopped with staff and students.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To maximize the learning growth of every student in a culture of high expectations.
<b>12 month target 1.1</b>	<p>Weekly PLC's scheduled in school time.</p> <p>PLC's to follow the FISO improvement cycle.</p> <p>Data will be an integral component of every PLC as evidenced in PLC agenda's.</p> <p>Improved practice against the HITS &amp; PLC Maturity Matrix Continuum's.</p> <p>ABLES assessments to be administered in Terms 1 &amp; 3 (A-D)</p> <p>Maths &amp; English Online Interviews to be completed for applicable students.(F-10)</p> <p>HITS continuum survey results to be used to assess growth in giving &amp; receiving feedback.</p> <p>All students in Year 11 &amp;12 will be enrolled in VCAL (Foundation).</p>

	<p>A number of students will be enrolled in an accredited VET courses.</p> <p>Judgements made against the Victorian Curriculum will record learning growth - (Maths, English, Science, PSC, PE)</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Writing over the full year in this learning area in the Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Speaking and Listening over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 25% learning growth in Measurement and Geometry over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Number and Algebra over the full year in this learning area in the Victorian Curriculum.</p> <p>Students (Whole School Cohort) to achieve a 20% learning growth in Statistics and Probability over the full year in this learning area in the Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Writing over the full year in this learning area in the Victorian Curriculum</p> <p>Students (Whole School Cohort) to achieve a 15% learning growth in Reading and Viewing over the full year in this learning area in the Victorian C</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 4</b>	Develop and establish an effective and school-wide consistent Literacy instructional practice.
Actions	<p>Appoint a Literacy Leader and allocate a special payment of \$4000 to support and recognise the work of this leader in the school.</p> <p>School improvement Team to be established that will include the school's literacy and numeracy leaders, school curriculum coordinator and school leadership team.</p>



	<p>Professional learning to be provided to support staff in implementing effective evidence based instruction across the school.</p> <p>Literacy instruction to be a school priority focus.</p> <p>All classrooms to have a classroom library.</p> <p>Literacy leader to attend Bastow Leading Literacy Programs.</p> <p>School investigate the Fountas and Pinnell Guided Reading Program for implementation for 2018.</p>			
Evidence of impact	<p>Students:</p> <p>Increase learning growth achieved for students in school cohorts and whole school in Reading and Writing.</p> <p>Students engaged in classroom libraries and have a consistent literacy instructional practice delivered in their Learning Centres.</p> <p>Staff:</p> <p>Teaching and ES staff implemented the Fountas and Pinnell Guided Reading Program or the Cafe Program for all students who are on Foundation Level and above on the Victorian Curriculum.</p> <p>Four Blocks Literacy Program implemented for students A- D and Big Blocks for students foundation and above.</p> <p>Increased literacy outcomes as measured on the ABLES assessment and Victorian Curriculum Judgements in English.</p> <p>Staff confident in implementing a consistent literacy instructional practice to meet the needs of students at AVSS.</p> <p>Leaders:</p> <p>Lead the working group in the investigation of instructional models for reading and the selection of the appropriate model to suit the context and the needs of the student in the school.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
Literacy Program successfully implemented and staff provided with the necessary professional learning to support this school wide initiative.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy leader attend Bastow Lead Literacy Lead Programs.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
English results in reading and viewing indicate strong learning growth achieved.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.
<b>12 month target 2.1</b>	<p>Improve attendance rates through increasing student and family awareness of the importance of attendance and its links to student achievement.</p> <p>On track data indicates that all exit students have a post school option placement.</p> <p>Overall score of at least 85% in student resilience and 95% in student motivation and interest attained.</p> <p>Parent opinion survey response rate increased.</p> <p>Parent Opinion Survey variables: Student motivation and school connectedness record an improvement in variable scores.</p> <p>Teaching and learning module scores record an improvement:</p> <ul style="list-style-type: none"> <li>- student ownership of learning goals ( Prin /Teach)</li> <li>- support growth &amp; learning of whole student</li> <li>- student engagement the key to learning</li> </ul>

	- student feedback to improve practice
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 1</b>	Increase understanding of the Victorian Curriculum through PLC's using the FISO Improvement Cycle.
Actions	<p>Develop and implement a suite of documents to reflect and support the whole school implementation of the Victorian Curriculum.</p> <p>Establish a School Curriculum Improvement Committee.</p> <p>Establish and allocate special payments to Curriculum, Literacy and Numeracy Leaders to support the implementation of the Victorian Curriculum.</p> <p>Calendar fortnightly meeting of the School Improvement Committee to focus and implement the work that is required to be implemented.</p> <p>Assessment schedule aligned to ensure that student data is collected in a timely manner and drives the work of PLC to use analyse data and support student achievement and learning interventions.</p>
Evidence of impact	<p>Students:</p> <p>Students are engaged in the Victorian Curriculum that is scaffolded to their stage of learning.</p> <p>Student curriculum interventions are targeted to the point of need of students.</p> <p>Staff:</p> <p>Engaged in the development and the refinement of the school curriculum.</p> <p>Work collaboratively in their planning and in the development of Inquiry units of work.</p> <p>Incorporate HITS and Practice Principles into planning and practice.</p> <p>Participate in coaching, mentoring and peer observations.</p>

	<p>Leaders:</p> <p>Build the capacity of the Curriculum Improvement Team and staff through professional learning and coaching conversations to deepen their understanding of whole school curriculum planning processes and expectations.</p> <p>Provide ongoing feedback to Learning Centre Teams and individuals based on evidence collected through observation of practice during learning walks and classroom visits.</p> <p>Model the use of HITS and Practice Principles.</p> <p>Facilitate and support collaborative planning practices across the school.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLCs established, implemented and school meeting time allocated.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Build staff knowledge of the curriculum through meeting structures, professional learning and collaborative planning.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Curriculum planning processes and documentation in place to support the delivery and the implementation of the curriculum.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
HITS and Practice Principles evident in classroom learning environments as evidenced by learning walks (Peers) and classroom visits (Leadership).	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.
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<p><b>12 month target 2.1</b></p>	<p>Improve attendance rates through increasing student and family awareness of the importance of attendance and its links to student achievement.</p> <p>On track data indicates that all exit students have a post school option placement.</p> <p>Overall score of at least 85% in student resilience and 95% in student motivation and interest attained.</p> <p>Parent opinion survey response rate increased.</p> <p>Parent Opinion Survey variables: Student motivation and school connectedness record an improvement in variable scores.</p> <p>Teaching and learning module scores record an improvement:</p> <ul style="list-style-type: none"> <li>- student ownership of learning goals ( Prin /Teach)</li> <li>- support growth &amp; learning of whole student</li> <li>- student engagement the key to learning</li> <li>- student feedback to improve practice</li> </ul>
<p><b>FISO Initiative</b></p>	<p>Curriculum planning and assessment</p>
<p><b>Key Improvement Strategy 2</b></p>	<p>Collaboratively develop inquiry units of work based on the school's two year curriculum map.</p>
<p>Actions</p>	<p>Two year curriculum Scope and Sequence plan developed.</p> <p>Inquiry Unit template developed and implemented.</p> <p>Collaborative planning days allocated to the development of Inquiry Units, per semester.</p> <p>Curriculum Map for English and Mathematics documented.</p>
<p>Evidence of impact</p>	<p>Students</p> <p>Comprehensive curriculum covering all learning areas implemented for Foundation students through to Year 10.</p>

	<p>Students engagement levels high in learning that is being delivered in the Inquiry Units and covers all curriculum learning areas as evidenced in the School's Attitude to School Survey results recorded by the students.</p> <p>Staff</p> <p>Engaged in the collaborative planning of Inquiry Units.</p> <p>Two-year scope and sequence guides the content of the curriculum in the development of Inquiry Units.</p> <p>Staff confident in the planning of Inquiry Units as evidenced by the engagement of students as evidenced in learning walks, classroom visits and survey of staff.</p> <p>Leadership:</p> <p>Support staff to plan inquiry units that have high levels of student engagement through the provision of time, professional learning and coaching conversations.</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Inquiry Units well planned with high levels of engagement and provide coverage of all areas of the curriculum over a two year cycle.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Two year Scope and Sequence developed, aligned with the curriculum map and the Inquiry Units to be implemented.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.
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<p><b>12 month target 2.1</b></p>	<p>Improve attendance rates through increasing student and family awareness of the importance of attendance and its links to student achievement.</p> <p>On track data indicates that all exit students have a post school option placement.</p> <p>Overall score of at least 85% in student resilience and 95% in student motivation and interest attained.</p> <p>Parent opinion survey response rate increased.</p> <p>Parent Opinion Survey variables: Student motivation and school connectedness record an improvement in variable scores.</p> <p>Teaching and learning module scores record an improvement:</p> <ul style="list-style-type: none"> <li>- student ownership of learning goals ( Prin /Teach)</li> <li>- support growth &amp; learning of whole student</li> <li>- student engagement the key to learning</li> <li>- student feedback to improve practice</li> </ul>
<p><b>FISO Initiative</b></p>	<p>Curriculum planning and assessment</p>
<p><b>Key Improvement Strategy 3</b></p>	<p>Develop and use formative assessments to target students areas of need, develop interventions and drive instructional practice.</p>
<p>Actions</p>	<p>Assessment schedule developed, implemented and guides assessment practice to be implemented across the school.</p> <p>Formative assessments investigated, that track the progress of students over the year and identify curriculum interventions to support student learning growth.</p> <p>Formative assessments linked to Inquiry Units of Work.</p>
<p>Evidence of impact</p>	<p>Students:</p> <p>Assessment driving the learning and interventions of students engaged in the curriculum.</p>

	<p>Staff:</p> <p>Implementing the Assessment Schedule of the school and applying formative assessments over to identify learning, intervention of students in their engagement with the Inquiry Units of Work being implemented.</p> <p>Staff knowledge and confidence in using assessment to drive learning and intervention for students increased and supported by staff survey.</p> <p>Leadership:</p> <p>School leaders to work with staff investigating and identifying formative assessment strategies to be implemented and support the work of teaching staff.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Formative assessments researched, identified and agreed to by staff that support student learning and intervention practice in relation to the Inquiry units implemented.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To build a positive and inclusive learning environment that nurtures the wellbeing of every student.			
12 month target 3.1	<p>Student Attitude to School Survey results record an increase in percentage scores in the following variables</p> <ul style="list-style-type: none"> <li>- Stimulated learning</li> <li>- Effort</li> <li>- Resilience</li> <li>- Sense of belonging</li> <li>- Managing bullying</li> <li>- Experience of bullying</li> </ul> <p>Staff Opinion Modules: School Climate results record an increase in percentage scores in the following variables:</p>			



	<ul style="list-style-type: none"> <li>- Collective Focus</li> <li>- Parent Community Involvement</li> </ul>
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategy 1</b>	Build the capacity of leadership teams to lead and model inclusive practice's where all student's succeed in their learning and are supported in their well-being.
Actions	<p>Employ an external consultant to build the capacity of school leaders to lead, model the work of the school in supporting staff in their instructional practice and build the capacity of staff to lead their teams.</p> <p>Attend Regional, Network Forums and designated professional learning programs offered through the Region and Networks.</p> <p>Special School Improvement Network (SIN) to be utilised to support middle level leaders through host visits to schools and through professional learning opportunities with in the network.</p> <p>Leadership team to engage in shared professional reading and dialogue around the contents and themes of the reading and journal articles.</p>
Evidence of impact	<p>Students:</p> <p>Students better positioned to succeed in their learning due to the greater awareness and knowledge of leaders to support inclusive practice and support their wellbeing.</p> <p>Staff:</p> <p>Increased confidence in their ability to work in teams and engage in coaching and mentoring conversations.</p> <p>Increased willingness to engage and participate in peer observations of practice and moderation of student work.</p> <p>Increased access to regular professional learning.</p> <p>Leaders:</p> <p>Regularly engaged in professional learning in-house and external to the school.</p>

	Engaged in shared professional reading opportunities and professional conversations in leadership meetings.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
External consultant employed to build the capacity of the school leaders to lead and support staff.  School leadership engaged throughout the year in professional learning opportunities.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to:	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Centre Leaders confident, knowledgeable and can articulate the language of learning to their teams.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To build a positive and inclusive learning environment that nurtures the wellbeing of every student.
<b>12 month target 3.1</b>	<p>Student Attitude to School Survey results record an increase in percentage scores in the following variables</p> <ul style="list-style-type: none"> <li>- Stimulated learning</li> <li>- Effort</li> <li>- Resilience</li> <li>- Sense of belonging</li> <li>- Managing bullying</li> <li>- Experience of bullying</li> </ul> <p>Staff Opinion Modules: School Climate results record an increase in percentage scores in the following variables:</p> <ul style="list-style-type: none"> <li>- Collective Focus</li> <li>- Parent Community Involvement</li> </ul>
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategy 2</b>	Introduce the Respectful Relationships into our 2 year curriculum map and deliver it through the inquiry units of work.

<p>Actions</p>	<p>Respectful Relationships team ensure that all classrooms have a focus on gender equality and supporting Respectful Relationships relevant to both staff and students.</p> <p>The Respectful Relationships team will work to implement the Resilience,Rights, Respectful Relationships Program.</p> <p>Links to Respectful Relationships are made to SWPB and our school values – when we are praising students for being respectful make sure we include being respectful to different genders.</p>
<p>Evidence of impact</p>	<p>Students:</p> <p>Consult student leaders and/or SRC regarding whole school approach to Respectful Relations.</p> <p>Celebrate student work through promotion in classroom and school newsletter.</p> <p>SRC complete an audit related to student activity that addresses action on issues such as bullying.</p> <p>Students are supported to be involved in and/or lead awareness raising activities and events.</p> <p>Staff:</p> <p>Respectful Relationships Curriculum to be differentiated to meet the learning needs and appropriate age levels of our students.</p> <p>Develop teaching and learning program (based on the resources available in addition to the curriculum) to be delivered across the school.</p> <p>Embed knowledge required to support of the whole school approach to Respectful Relationships into the induction process for all new staff e.g. responding to disclosures, RRRR, gender equality and inclusive language.</p> <p>Leaders:</p> <p>Ensure there are clear and well-understood policies and protocols on how staff should respond to disclosures of violence from both staff and students utilising Child Safe Standards and PROTECT training.</p> <p>All team leaders schedule RRRR during their Learning Centre meetings to ensure all staff align RR and have the capacity to respond</p>

	<p>to disclosures and can locate related school policies.</p> <p>Ensure all staff have completed Mandatory Reporting online module.</p> <p>Ensure all staff have completed Child Safe Standards PROTECT training regarding identifying and responding to all forms of violence.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>All staff promote gender equality and support Respectful Relationships.</p> <p>All staff actively promote the language of Respectful Relationships.</p> <p>Lessons have been developed to trial across all learning centres - feedback/evidence collated.</p> <p>100% of classroom/learning centres have visuals displayed by the end of 2018.</p>	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$4,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

## Professional Learning and Development Plan - 2018

Ascot Vale Special School (5109)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning Communities with the support of leadership, driving and supporting staff in building their instructional practice	School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

(HITS) and around the work of the Practice Principals.			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants  Steve Boyle	
Professional Learning Calendar developed (Termly) and weekly professional learning planned and delivered in Learning centre meetings.	Leading Teacher(s)	from: Term 1 to: Term 1	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
School planning reflects the implementation of the High Impact Teaching Strategies and school learning walks are framed around the implementation of these strategies.	Leading Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation  <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"/> Timetabled Planning Day  <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Attend regional professional learning on HITS and Practice Principles.	School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation  <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Student data and work will be central to the work of a PLC.	PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Employ a consultant to build the capacity of PLCs to use data to make interventions and inform instructional practice.	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"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  Steve Boyle	<input checked="" type="checkbox"/> On-site
PLC Matrix indicates significant growth achieved when staff surveyed on this matrix.	Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teacher Victorian Curriculum judgements record a significant increase in learning growth across cohort and whole school data collected.	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
ABLES implemented for all students A-D.	Team Leader(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SRC established for Primary and Secondary Learning Centre Teams and meets weekly as a primary and secondary.	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Lesson planning structured to provide students with the opportunity to reflect and provide feedback on learning activities and lessons.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student Attitude to School Survey Implemented, workshopped with staff and students.	School Improvement Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Literacy Program successfully implemented and staff provided with the necessary professional learning to support this school wide initiative.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants  Fountas & Pinnell	<input checked="" type="checkbox"/> On-site
Literacy leader attend Bastow Lead Literacy Lead Programs.	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site  Bastow
English results in reading and viewing indicate strong learning growth achieved.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLCs established, implemented and school meeting time allocated.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Build staff knowledge of the curriculum through meeting structures, professional learning and collaborative planning.	School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum planning processes and documentation in place to support the delivery and the implementation of the curriculum.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
HITS and Practice Principles evident in classroom learning environments as evidenced by learning walks (Peers) and classroom visits (Leadership).	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <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"/> On-site
Inquiry Units well planned with high levels of engagement and provide coverage of all areas of the curriculum over a two year cycle.	School Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Two year Scope and Sequence developed, aligned with the curriculum map and the Inquiry Units to be implemented.	School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



Formative assessments researched, identified and agreed to by staff that support student learning and intervention practice in relation to the Inquiry units implemented.	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
External consultant employed to build the capacity of the school leaders to lead and support staff.  School leadership engaged throughout the year in professional learning opportunities.	School Leadership Team	from: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants  Steve Boyle	<input checked="" type="checkbox"/> On-site
Learning Centre Leaders confident, knowledgeable and can articulate the language of learning to their teams.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All staff promote gender equality and support Respectful Relationships.  All staff actively promote the language of Respectful Relationships.  Lessons have been developed to trial across all learning centres - feedback/evidence collated.	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants  Jarrod & Libby	<input checked="" type="checkbox"/> On-site

100% of classroom/learning centres have visuals displayed by the end of 2018.						
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## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

### Dimension 1

- [2017 PLC Mat Matrix analysis Final print copy.pdf \(0.43 MB\)](#)
- [2017\\_School\\_Annual\\_Implementation\\_Plan\\_End\\_of\\_the\\_Year\\_Review.docx \(0.13 MB\)](#)
- [2018\\_AIP\\_DRAFTING\\_TEMPLATE.docx \(0.09 MB\)](#)
- [FISO continua Leadership data.docx \(0.02 MB\)](#)
- [measurement and geometry.pdf \(0.02 MB\)](#)
- [number and algebra 2017.pdf \(0.02 MB\)](#)
- [reading and viewing 2017.pdf \(0.02 MB\)](#)
- [School Staff Survey – Module Component Scores.pdf \(0.23 MB\)](#)
- [School Staff Survey – Module Trend Analysis.pdf \(0.02 MB\)](#)
- [speaking and listening 2017.pdf \(0.02 MB\)](#)
- [stats and probn 2017.pdf \(0.02 MB\)](#)
- [Victorian Judgement tool overall analysis 2017.docx \(0.01 MB\)](#)