



Ascot Vale West Primary School

Annual Implementation Plan 2023

GOAL 1	TARGETS	ACTIONS	OUTCOMES	ACTIVITIES
<p>DET PRIORITIES GOAL</p> <p>1. NUMERACY</p>	<p>Teacher Judgements: Number and algebra-</p> <p>Increase the percentage of P-6 students above age expected level from 35% (2022) to 40% (2023)</p> <p>NAPLAN: YR 5</p> <p>Increase the percentage of students at or above Benchmark growth for numeracy from 59% (2021) to 70% (2023)</p> <p>Increase the percentage of students in the top 2 Bands for numeracy from 15% (2022) to 40% (2023)</p>	<p>Raise the profile of mathematics to address the learning needs of students and teachers.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> - Collect and analyse student data using agreed tools. - Identify learning needs of all students in place value and use learning sequence document to plan Units of Study - Consider the impact of place value when planning and implementing Units of Study - Implement learning tasks that address learning needs. <p>Leaders will:</p> <ul style="list-style-type: none"> - Support staff to strengthen their understanding of the broader numeracy curriculum through a focus on place value - Revise current Units of Study to align lesson sequences. - Document learning sequences for place value and build links across the mathematics curriculum. <p>Students will:</p> <ul style="list-style-type: none"> - Be supported to learn at point of need. - Report higher levels of confidence with their understanding of place value - Actively engage in mathematical learning. 	<ul style="list-style-type: none"> - Establish a numeracy team to track and monitor progress. - Map place value across the curriculum - Develop teacher knowledge of PV content by building LI & SC collaboratively in Units of Study - Review and align numeracy assessment tools to school's assessment guidelines. - Recruitment of AP (0.6)
<p>2. STUDENT WELLBEING</p>	<p>ATS:</p> <p>Increase the percentage of positive endorsement of students for:</p> <p>School Safety - Managing bullying factor: managing bullying from 70% (2022) to 75% (2023).</p> <p>- Social engagement - Sense of connectedness from 75% (2022) to 80% (2023).</p> <p>Parent Opinion</p> <p>Increase the percentage of positive endorsement of students for Safety - Managing bullying</p>	<p>Strengthen school-wide approach to wellbeing practices.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> - Understand and implement restorative practices when relationships between students have been damaged. - Share collective understanding of the school's approach to wellbeing. - Plan and implement a range of interventions in classrooms to support student wellbeing. - Plan and implement wellbeing practices including personal & social learning within their programs. <p>Leaders will:</p> <ul style="list-style-type: none"> - Integrate wellbeing into school practices, policies, and programs. - Mentor teachers to develop school-wide practices 	<ul style="list-style-type: none"> - Use Restorative Justice practices to develop student voice & agency. - Use SRC to promote student voice and seek feedback/ input on well-being practices. - Use DET tools such as Diverse Learner Hub to further build teacher understanding of student well-being needs. - Review role statements to provide clarity of responsibility for teachers, ES and Middle-level leaders.



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factor: from 82% (2022) to 85% (2023).

- Not experiencing bullying factor: from 67% (2022) to 70% (2023).

Attendance

Decrease the percentage of students with 20 or more absence days from 37% (2022) to 25% (2023)

that support student wellbeing.

- Support continuous development, documentation, and review of whole school wellbeing approaches.

- Identify At risk students and provide targeted support in a timely manner.

- Directly support students' mental health and /or provide referrals.

Student Leaders will:

- Be empowered to confidently participate in the development of school wellbeing policies and practices.

- Feel supported and engaged and contribute to a strong school culture.

- Promote wellbeing practices with peers.

Students will:

- Feel supported and engaged and contribute to a positive classroom culture.

- Be able to identify who they can seek support from.

- Be able to seek support when required.

- Be able to contribute to a positive classroom and school culture.

- Create classroom environments that promote positive mental health and inclusive practices.
- Staff PL to build common understandings to support Disability Inclusion.
- Build clarity of understanding – P& S Capability to assist planning of teaching and learning programs to meet diverse student needs.
- Employ a PWO (0.6)



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GOAL 2	TARGETS	ACTIONS	OUTCOMES	ACTIVITIES
<p>SSP GOAL TO IMPROVE LITERACY & NUMERACY OUTCOMES FOR ALL STUDENTS.</p> <p>KIS 2A</p> <p>Develop teacher knowledge and instructional practices to improve student learning at point of need.</p> <p>Building practice excellence (FISO)</p>	<p>NAPLAN</p> <ul style="list-style-type: none"> - Increase the percentage of students at or above Benchmark growth for writing from 62% (2021) to 65% (2023) - Increase the percentage of students in the top 2 Bands for writing from 29% (2021) to 50% (2023). <p>Teacher judgements</p> <p>Increase the percentage of Prep -6 students above expected level for writing from 46% (2022) to 50% (2023)</p>	<p>Strengthen teacher content knowledge of the writing curriculum to support teaching and learning decisions.</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> - Engage in reflective practice, evaluate, and plan curriculum, assessments, and lessons. - Confidently and accurately identify learning needs of all their students. <p>Leaders will:</p> <ul style="list-style-type: none"> - Provide a professional learning program that addresses teacher learning needs. <p>Students will:</p> <ul style="list-style-type: none"> - Engage in the feedback process to identify the next steps to progress learning. 	<ul style="list-style-type: none"> - Build a team to review and strengthen current writing Units of Study to monitor and track learning sequences across the school. - Schedule moderation sessions to build teacher understanding of learner needs (writing). - Introduce and consolidate the use of the Writer's Notebook and conferences with students. - Build LI and SC when planning Units of study in response to student data to further build teacher content knowledge.



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GOAL 3	TARGETS	ACTIONS	OUTCOMES	ACTIVITIES
<p>SSP GOAL TO IMPROVE STUDENT ENGAGEMENT IN LEARNING</p> <p>KIS 3B</p> <p>To build teacher capacity to integrate student voice and agency into teaching and learning.</p> <p>Building practice excellence (FISO)</p>	<p>ATS Increase the percentage of student positive endorsement for voice and agency from 66% (2022) to 75% (2023).</p> <p>Parent survey Increase the percentage of parent positive endorsement for voice and agency from 72% (2022) to 75% (2023)</p> <p>Staff Survey Increase the percentage of staff positive endorsement for collective efficacy from 70% (2022) to 80% (2023) Increase the percentage of staff positive endorsement for leading change factor from 80% (2021) to 85% (2023)</p>	<ol style="list-style-type: none"> Develop a school-wide PL plan in evidence-based approaches to embed voice and agency in teaching and learning. Strengthen school-wide conference practices to address student voice and agency in their learning. 	<p>Teachers will:</p> <ul style="list-style-type: none"> - Understand and develop opportunities to build student voice across lessons - Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design and exercise agency in their learning - Consciously confer regularly with students to foster students' thinking about their learning, ask questions and provide input - Empower students to have a democratic voice in the running of the communities in which they learn - Generate meaningful discussions on behalf of student who lack skills and confidence to express view and opinions <p>Leaders will:</p> <ul style="list-style-type: none"> - Hold consistent beliefs in what student voice, agency and leadership in learning looks like. - Use multiple sources of evidence to 	<ul style="list-style-type: none"> - Schedule and organise PL to support teachers and students to develop voice and agency as they work with students. - Schedule collaborative learning time for staff to observe, share and document practices to build common understandings, knowledge, and practice. - Examine reading conferences to identify strengths of practice that promote student voice and agency and apply these practices to other learning areas.



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support implementation including barriers and enablers

- Invite colleagues to observe their practice.

Student leaders will:

- Be able to seek clarity on school policies and practices.

- Provide input into decisions effecting school policies and practices

- Communicate decisions to student body and community.

Students will:

- Reflect on what they have learnt and what supported their learning

- Negotiate goals and assessment

- Respectfully challenge others' view around learning and teaching.