**Annual Implementation Plan - 2024**

**Define actions, outcomes, success indicators and activities**

Avenues Education (6363)



Submitted for review by Colette Davis (School Principal) on 07 December, 2023 at 10:12 AM  
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**Define actions, outcomes, success indicators and activities**

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| Goal 2 | To improve student wellbeing. |
| 12-month target 2.1 target | Determine re–engagement in learning through building and implementing a range of data and information collection, evaluation and sharing processes that measure and report student engagement in learning. |
| 12-month target 2.2 target | Review and redevelop student participation and feedback mechanisms (pre/ during/ post sessions).Build consistent teacher practices in recording and reporting student participation and feedback. |
| KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | To collect and measure re–engagement in learning |
| **Actions** | Build and implement a range of data and evaluation processes that measure student engagement in learning. |
| **Outcomes** | School wide data demonstrates learning progress and exit points. Improved teaching practices that engage vulnerable students.  Students will report improved engagement in learning.  Improved completion rates of participation and feedback mechanisms. |
| **Success Indicators** | Multiple sources of data are collected and analysed regarding learning progress and exit points. Teachers participate in and utilise skills gained in PL.  Review and redevelopment of student participation and feedback mechanisms (pre/ during/ post sessions). |
| Activities | |
| * Develop school wide student data collection processes. * Build mechanisms for tracking learning pathways after exit from AE programs. * Build teacher knowledge and capability to engage vulnerable students in learning e.g. poverty, culture, justice, inclusion, trauma, feedback etc. * Build mechanisms for measuring engagement in learning during participation in AE programs. | |
| KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | To share data with the team around the learner |
| **Actions** | Create and implement data collection and information sharing processes. |
| **Outcomes** | School wide data on learning progress and exit points is shared with partners and wider school community. TAL will receive targeted data and communication regarding learning progress and exit points. Improved completion rates of feedback mechanisms. |
| **Success Indicators** | Learning progress data collected is analysed and shared with TAL. Improved teacher practices in collecting, documenting and sharing learning progress data.  Review and redevelopment of TAL feedback mechanisms (pre/ during/ post sessions). |
| Activities | |
| * Build school wide processes for documenting and sharing student learning progress. * Build teacher practices in documenting and sharing student progress. * Build formal TAL feedback mechanisms (i.e. surveys, partnership meetings, IT applications) | |
| KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | To elicit student voice |
| **Actions** | Strengthen and extend existing processes and practices to evidence student voice in learning. |
| **Outcomes** | Students will articulate next steps to progress their learning. Student voice in learning will be evidenced in teacher practices and reported to the TAL.  Improved completion rates of student participation and feedback mechanisms. |
| **Success Indicators** | Improved student voice data collection and analysis processes. Improved teacher practices in collecting and documenting student voice data. Review and redevelopment of student participation and feedback mechanisms (pre/ during/ post sessions). |
| Activities | |
| * Build processes and data that evidence student voice. * Build consistent teacher practices in recording and reporting student voice. * Build formal student feedback mechanisms during and at the end of sessions with teachers (i.e., review, surveys, self-assessment, IT applications – kahoots, padlet etc). | |
| Goal 3 | To maximise student learning growth |
| 12-month target 3.1 target | Develop an IEP moderation and review process to reflect curriculum delivered, assessments undertaken, learning progress made and learning pathways. |
| 12-month target 3.2 target | Build an IEP Guide and worked examples to support universality and consistency of practice (including curriculum aligned recommendations/ reasonable adjustments, monitoring/ evaluation of student progress and goal attainment). |
| KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | To build and embed an instructional model across the school |
| **Actions** | Implement and monitor the instructional model.  Monitor and evaluate the efficacy of the IEP. |
| **Outcomes** | Consistent and improved explicit teaching practices. Collective teaching practices that improve student progress. Capable leaders facilitating improvement in teacher practice. Consistency of teacher practice in implementing quality IEP’s. Increased capability of base-school teachers in making reasonable adjustments for students. |
| **Success Indicators** | Co-design & universal use of instructional guides in practice. Teacher practices that improve student outcomes have been developed by Communities of Practice.  LS participation in coaching and PL. IEP Guide and worked examples used in practice by all teachers. IEP will document student coping, regulation and help seeking strategies and be shared with TAL. |
| Activities | |
| * Build and implement guides and templates for each phase of the Instructional Model. * Build and implement collective teaching practices that improve student progress. * Build the leadership capability of instructional leaders. * Build an IEP Guide and worked examples to support universality and consistency of practice (including curriculum aligned recommendations/ reasonable adjustments, monitoring/ evaluation of student progress and goal attainment) | |
| KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | To develop consistent ways of assessing personal and social capabilities |
| **Actions** | Develop, implement, monitor and evaluate a school wide curriculum and assessment matrix that maps student learning growth against the capabilities curriculum |
| **Outcomes** | Scope and sequence will demonstrate differentiated lesson plans mapped against the capabilities curriculum levels. Lessons plans will be explicitly linked to the capabilities curriculum. Assessment map will inform teacher judgments about lesson plans and curriculum entry points.  School wide data demonstrates learning progress and exit points. School wide data sets are informed by other sources. |
| **Success Indicators** | Universal use of capabilities curriculum scope and sequence. Lesson plan audit conducted with teachers.  Teachers able to measure the impact of their teaching on student learning outcomes and can identify areas for own professional learning. Multiple sources of data are collected and analysed regarding learning progress and exit points. Data sources used by partners and EES schools is reviewed and incorporated as relevant. |
| Activities | |
| * Review curriculum scope and sequence to ensure it demonstrates the areas and levels of the Capabilities being taught across the school. * Audit lesson plans to ensure they are explicitly linked to the capabilities curriculum. * Implement assessment map to ensure accurate measurement of learning growth and engagement in learning. * Develop school wide data collection and evaluation processes that quantify learning progress and exit points. * Explore data sets and collection modes used by other EES Schools and ICYMHS Partners | |