

2020 Annual Implementation Plan

for improving student outcomes

Avoca Primary School (0004)



Submitted for review by Jacinta Dellavedova (School Principal) on 17 December, 2019 at 09:51 AM
Endorsed by Aaron Wolaniuk (Senior Education Improvement Leader) on 17 December, 2019 at 10:44 AM
Endorsed by Luke Davis (School Council President) on 29 January, 2020 at 04:24 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>We dedicated time to developing our PLC structures for developing and managing inquires and how this has impacted student learning. All teachers participated in these inquires and have developed their awareness of setting goals, tracking and then reflecting on their practises. When discussing assessment with our whole staff, it was interesting getting the different views and sharing how as individuals we use the data. The sharing of practise then created rich discussions around why we assess and what we get from the assessment. This then lead to us developing an assessment plan for reading and numeracy and we critique how we asses writing; Through these discussions we identified the need to further develop formative assessment at Avoca and we completed teacher professional development in this area. Our coaching has been a great tool in beginning observations and having effective conversations. To further develop this process we need to formalise peer observations as we won't have the ability to have a coach outside of the classroom in 2020.</p>
Considerations for 2020	<p>Formative assessment in Assessment Plan Formalised Peer Observation work setting up the culture and expectations Writing - curriculum instructional model, HITS, Targets for improved outcomes.</p>

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	To improve the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening.
Target 1.1	By 2022, the percentage of year 5 students in the top two bands in NAPLAN writing and speaking and listening will increase from the 2018 baseline outcomes .
Target 1.2	By 2022, increase the percentage of students achieving above expected standards in Writing according to Semester 2 teacher judgement to be at or above Avoca Primary School's similar schools' category.
Target 1.3	By 2022, increase the percentage of students in P-2 above expected standards on Speaking and Listening according to Semester 2 teacher judgement.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build whole school assessment strategies for determining learning progress and achievement in Writing, Speaking and Listening.
Key Improvement Strategy 1.b Evaluating impact on learning	Develop school specific strategies to enable consistent alignment between NAPLAN and Teacher Judgement outcomes.
Key Improvement Strategy 1.c Curriculum planning and assessment	Collaboratively develop whole school and sectional planners for writing and speaking and listening lesson, unit and scope and sequence planning.
Key Improvement Strategy 1.d Building practice excellence	Build teacher practice in the skills of moderation and observation processes for all literacy domains.

Key Improvement Strategy 1.e Curriculum planning and assessment	Continue to build PLC activity to focus on literacy learning and effective assessment practices and processes that enables all students to be taught at their' point of need'.
Goal 2	To improve the learning outcomes in Numeracy.
Target 2.1	By 2022, increase the percentage of students in the top two bands for Year 3 and Year 5 NAPLAN Numeracy.
Target 2.2	By 2022, increase the percentage of students achieving above the expected standard, aggregated across all three Numeracy domains according to Semester 2 teacher judgement.
Target 2.3	By 2022, decrease the percentage of students achieving below one-year growth according to ACER PAT Online Numeracy.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop a comprehensive whole school assessment plan, inclusive of assessment strategies to target each student's 'point of learning'.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build data literacy in numeracy to incorporate to ensure assessment for, as and of learning and build teacher capacity to utilize benchmark achievement data gained from ACER PAT Online Tests in Mathematics to effectively plan for, and assess teaching and learning
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Continue to build teacher capacity to provide timely information that enables teaching to each student's point of learning.
Key Improvement Strategy 2.d Building leadership teams	Build leadership skills across the school to enable induction, mentoring and observational skills to be inclusive and a shared responsibility embedded is practice.

Key Improvement Strategy 2.e Curriculum planning and assessment	Embed a culture of short and longer-term curriculum planning that assesses the impact of numeracy learning programs and adjusts to suit individual student needs.
Goal 3	To amplify the extent to which students have agency in their own learning.
Target 3.1	By 2022, increase, from the 2018 baseline of 30%, student positive responses to 50% in the <i>Learner Characteristics and Disposition</i> domain on the ATOSS.
Target 3.2	By 2022, increase the percentage of positive responses in Student Development (Student agency and voice) on the POS (Parent Observation Survey) from the baseline 2018 survey data, 89%.
Target 3.3	By 2022, Increase the increase the percentage of positive responses in Teaching and Learning on the Staff Survey from the baseline 2018 survey data of 90.5%
Key Improvement Strategy 3.a Empowering students and building school pride	Determine, trial and implement programs that cultivate an engagement and learning environment that enable student agency to be embedded in practice.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop a whole school learning community that builds positive relationships which strengthen connections and develop learning characteristics and capabilities of all students.
Key Improvement Strategy 3.c Empowering students and building school pride	Develop a consistent approach toward empowering students in their own learning such as in personal goal setting.

<p>Key Improvement Strategy 3.d Intellectual engagement and self-awareness</p>	<p>Build student resilience and stamina for self-determination and regulation and confidence, motivation and interest in their learning.</p>
<p>Key Improvement Strategy 3.e Parents and carers as partners</p>	<p>Create and conduct consistent annual school-based surveys, such as using Survey Monkey, to help gauge a triangulated outcome to specific student and parent attitudes to school community agreed critical factors such as those within the student safety and learner characteristics and disposition domains, academic emphasis and parental engagement in the child's learning.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening.	Yes	By 2022, the percentage of year 5 students in the top two bands in NAPLAN writing and speaking and listening will increase from the 2018 baseline outcomes .	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. To increase the percentage of Year 5 students achieving high growth in NAPLAN from 13% to 20% in writing.
		By 2022, increase the percentage of students achieving above expected standards in Writing according to Semester 2 teacher judgement to be at or above Avoca Primary School's similar schools' category.	To increase the percentage of students achieving at or above the expected level according to teacher judgements against the Victorian Curriculum in writing.
		By 2022, increase the percentage of students in P-2 above expected standards on Speaking and Listening according to Semester 2 teacher judgement.	To increase the percentage of students achieving at or above the expected level according to teacher judgements against the Victorian Curriculum in speaking and listening.
To improve the learning outcomes in Numeracy.	No	By 2022, increase the percentage of students in the top two bands for Year 3 and Year 5 NAPLAN Numeracy.	

		By 2022, increase the percentage of students achieving above the expected standard, aggregated across all three Numeracy domains according to Semester 2 teacher judgement.	
		By 2022, decrease the percentage of students achieving below one-year growth according to ACER PAT Online Numeracy.	
To amplify the extent to which students have agency in their own learning.	Yes	By 2022, increase, from the 2018 baseline of 30%, student positive responses to 50% in the <i>Learner Characteristics and Disposition</i> domain on the ATOSS.	To increase the overall percentage of positive responses in the ATOSS factor of stimulated learning from 50% to 75%
		By 2022, increase the percentage of positive responses in Student Development (Student agency and voice) on the POS (Parent Observation Survey) from the baseline 2018 survey data, 89%.	To increase the percentage of positive responses in the Student Development (student agency & voice) framework factor from Parent Observation Survey from 44% to 65%
		By 2022, Increase the increase the percentage of positive responses in Teaching and Learning on the Staff Survey from the baseline 2018 survey data of 90.5%	To increase the overall percentage of positive responses from the staff survey in Teaching and Learning, Practice improvements from 64% to 75%.

Goal 1	To improve the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening.
12 Month Target 1.1	To increase the percentage of Year 5 students achieving high growth in NAPLAN from 13% to 20% in writing.

12 Month Target 1.2	To increase the percentage of students achieving at or above the expected level according to teacher judgements against the Victorian Curriculum in writing.	
12 Month Target 1.3	To increase the percentage of students achieving at or above the expected level according to teacher judgements against the Victorian Curriculum in speaking and listening.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build whole school assessment strategies for determining learning progress and achievement in Writing, Speaking and Listening.	Yes
KIS 2 Evaluating impact on learning	Develop school specific strategies to enable consistent alignment between NAPLAN and Teacher Judgement outcomes.	No
KIS 3 Curriculum planning and assessment	Collaboratively develop whole school and sectional planners for writing and speaking and listening lesson, unit and scope and sequence planning.	No
KIS 4 Building practice excellence	Build teacher practice in the skills of moderation and observation processes for all literacy domains.	Yes
KIS 5 Curriculum planning and assessment	Continue to build PLC activity to focus on literacy learning and effective assessment practices and processes that enables all students to be taught at their' point of need'.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This KIS has been selected to formalise the process of peer observation, so teachers are able to provide and seek feedback and build our practice excellence towards evolve. This allows us to set up the culture for providing feedback and building the capacities of staff whilst maintaining learning outcomes. It also allows us to continue to develop our formative assessment in the area of literacy to ensure we are teaching to the point of need for all students.	
Goal 2	To amplify the extent to which students have agency in their own learning.	

12 Month Target 2.1	To increase the overall percentage of positive responses in the ATOSS factor of stimulated learning from 50% to 75%	
12 Month Target 2.2	To increase the percentage of positive responses in the Student Development (student agency & voice) framework factor from Parent Observation Survey from 44% to 65%	
12 Month Target 2.3	To increase the overall percentage of positive responses from the staff survey in Teaching and Learning, Practice improvements from 64% to 75%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Determine, trial and implement programs that cultivate an engagement and learning environment that enable student agency to be embedded in practice.	Yes
KIS 2 Setting expectations and promoting inclusion	Develop a whole school learning community that builds positive relationships which strengthen connections and develop learning characteristics and capabilities of all students.	Yes
KIS 3 Empowering students and building school pride	Develop a consistent approach toward empowering students in their own learning such as in personal goal setting.	No
KIS 4 Intellectual engagement and self-awareness	Build student resilience and stamina for self-determination and regulation and confidence, motivation and interest in their learning.	No
KIS 5 Parents and carers as partners	Create and conduct consistent annual school-based surveys, such as using Survey Monkey, to help gauge a triangulated outcome to specific student and parent attitudes to school community agreed critical factors such as those within the student safety and learner characteristics and disposition domains, academic emphasis and parental engagement in the child's learning.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

KIS around engagement and learning environment that enables student agency was chosen to ensure teachers develop effective relationships with students, they know student strengths, weaknesses and goals which are communicated to parents and students are encouraged to set high but achievable goals. Teachers need to monitor the learning environment to ensure students are engaged and motivated in their learning. To embed practise for teachers and developing their collective efficacy allowing them to seek and provide feedback to peers on observation and formalising this process. Both Key improvement strategies will address the positive climate for learning area and will help move us from evolve to embed.

Define Actions, Outcomes and Activities

Goal 1	To improve the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening.
12 Month Target 1.1	To increase the percentage of Year 5 students achieving high growth in NAPLAN from 13% to 20% in writing.
12 Month Target 1.2	To increase the percentage of students achieving at or above the expected level according to teacher judgements against the Victorian Curriculum in writing.
12 Month Target 1.3	To increase the percentage of students achieving at or above the expected level according to teacher judgements against the Victorian Curriculum in speaking and listening.
KIS 1 Curriculum planning and assessment	Build whole school assessment strategies for determining learning progress and achievement in Writing, Speaking and Listening.
Actions	Review and Refine our assessment plan to ensure we have a balance of formative and summative assessment. Develop and Review our writing curriculum to form our instructional model.
Outcomes	<p>Leaders will: Formalise and Publish an instructional Model for Writing at Avoca PS. Track students at risk, using accurate assessment data according to our assessment plan.</p> <p>Teachers will: Implement and Monitor Writers Workshop model across classrooms Continue to embed High Impact Teaching Strategies to ensure learning outcomes are met for all students Continue to monitor and provide students with constructive feedback during conferences/goal setting meetings.</p> <p>Students will: Following their GRIP leadership experience students will share their learning, create a network of leaders.</p>
Success Indicators	<p>Staff will be able to align our teacher data both formative and summative with our NAPLAN and moderated VCOP assessment samples.</p> <p>By following our instructional model for writing teachers will have a consistent approach for classroom delivery and assessment.</p> <p>During implementation leadership will provide opportunities for staff to provide feedback, to guide our future directions.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Writing Instructional Model - develop curriculum documents, 3 PD days for staff to visit another school achieving in writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Assessment Plan, Reading, writing, Speaking and Listening, Numeracy	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build teacher practice in the skills of moderation and observation processes for all literacy domains.			
Actions	Develop a Peer Observation document around expectations for Avoca PS Develop a Peer Observation Template Implement Assessment Plan to ensure moderation of teacher judgements and an accuracy of data triangulation.			
Outcomes	Teachers seeking and providing feedback to improve teacher practise. Students being used as a source of feedback, giving them a sense of agency in their learning. Teachers are comparing, analysing student work samples using criteria to inform their judgements.			
Success Indicators	Evidence gathered from Teacher survey, Teaching and Learning area. Teacher judgements aligned with the Victorian Curriculum will increase the number of students achieving at or above.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Peer Observations - Introduce, set up and conduct	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
Goal 2	To amplify the extent to which students have agency in their own learning.			
12 Month Target 2.1	To increase the overall percentage of positive responses in the ATOSS factor of stimulated learning from 50% to 75%			
12 Month Target 2.2	To increase the percentage of positive responses in the Student Development (student agency & voice) framework factor from Parent Observation Survey from 44% to 65%			
12 Month Target 2.3	To increase the overall percentage of positive responses from the staff survey in Teaching and Learning, Practice improvements from 64% to 75%.			
KIS 1 Empowering students and building school pride	Determine, trial and implement programs that cultivate an engagement and learning environment that enable student agency to be embedded in practice.			
Actions	Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning. Develop a whole school understanding of what Student voice, agency and leadership in learning looks like. Develop Peer observations, allowing teachers the opportunity to seek and provide feedback. Explicitly teach students to set and track progress for individual goals.			
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> - coordinate student voice meetings and follow up actions/suggestions from students. - articulate what student voice/agency looks like at Avoca PS. <p>Teachers will:</p> <ul style="list-style-type: none"> - participate in PLCs to integrate opportunities for student agency within the curriculum. - begin the observation process in terms of student shadowing then moving to individual observations. <p>Students will:</p> <ul style="list-style-type: none"> - feel a sense of pride and engagement in their school learning. - identify specific examples of student agency in their learning. - know what is expected of them and how they can achieve it. - Set goals focused on their individual needs and developed in consultation with their teacher. 			

Success Indicators	<p>Students will feel stimulated in their learning and we will see an improvement in the Attitudes to School Survey. Parents will observe student agency and voice, as it will become embedded in our practises at Avoca PS. Staff survey will show positive improvements around peer observations and feedback opportunities. Minutes from Student voice meetings, PLC meetings and presentations on student agency/voice</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Audit - student voice, agency opportunities	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$836.00 <input checked="" type="checkbox"/> Equity funding will be used
Student Voice & Agency Vision for Avoca PS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
School Visits for staff to see how student voice is being used in other areas.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Develop a whole school learning community that builds positive relationships which strengthen connections and develop learning characteristics and capabilities of all students.			
Actions	Develop a school culture in which students feel connected to school. Students have an agency for their own goal setting and learning. Students know teachers hold high expectations for their learning and enjoy feeling successful when evaluating their individual goals. Review and refine our behaviour management schedule to focus on the promotion of positive behaviours.			

	Investigate our participation in the Ararat-Pyrenees Network (Beaufort, Avoca & Pyrenees Cluster schools) for the resilience project. Date to be confirmed.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - model positive and respectful relationships at all times - Support staff to use effective classroom practices. - regularly monitor the implementation and effectiveness of our behaviour management policy. - Monitor the communication regarding the Network and the Resilience Project. <p>Teachers will:</p> <ul style="list-style-type: none"> - model positive and respectful relationships - develop individual learning plans or behaviour plans to support students who are deemed at risk, PSD or displaying unco-operative behaviours - Consistently implement our behaviour management policy for Avoca PS <p>Students will:</p> <ul style="list-style-type: none"> - Participate in conversations regarding behaviours, expectations etc. - Be responsible for their actions. 			
Success Indicators	Attitudes to School Survey Parent Observation Survey Participation in Resilience Project, students, parents and wider school community.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Behaviour Management Audit of Policy	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Voice Meetings	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Student Goal Setting and Individual Conferences	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Positive Behaviour Matrix for Avoca PS	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,936.00	\$5,936.00
Additional Equity funding	\$77,600.00	\$77,600.00
Grand Total	\$83,536.00	\$83,536.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Writing Instructional Model - develop curriculum documents, 3 PD days for staff to visit another school achieving in writing.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,800.00	\$1,800.00
Curriculum Audit - student voice, agency opportunities	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$836.00	\$836.00
Student Voice & Agency Vision for Avoca PS	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,200.00	\$1,200.00
School Visits for staff to see how student voice is being used in other areas.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,200.00	\$1,200.00

Positive Behaviour Matrix for Avoca PS	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$900.00	\$900.00
Totals			\$5,936.00	\$5,936.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
STAP & Intervention Programs - Cost of covering staff member to run these programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$43,730.00	\$43,730.00
Literacy & Numeracy Coaching - Learning Specialist 1 day. Used to the cover the teaching wage to release the learning specialist to provide coaching and mentoring in classrooms.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$19,518.00	\$19,518.00
Classroom Support for students not PSD funded provided by our integration aides in classrooms.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$14,352.00	\$14,352.00
Totals			\$77,600.00	\$77,600.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Writing Instructional Model - develop curriculum documents, 3 PD days for staff to visit another school achieving in writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Curriculum Audit - student voice, agency opportunities	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Student Voice & Agency Vision for Avoca PS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Amplify document	<input checked="" type="checkbox"/> On-site
School Visits for staff to see how student voice is being used in other areas.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> Off-site Another School tbc