

# Annual Implementation Plan: for Improving Student Outcomes

School name: Edithvale Primary

Year: 2017

School number: 3790

Based on strategic plan: 2014-2017

Endorsement:

Principal [James Whitla] [date]

Senior Education Improvement Leader [Jennifer McCrabb] [date]

School council [Steve Smith] [date]

## Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
<ul style="list-style-type: none"> <li>To improve overall student achievement and learning growth in Literacy and Numeracy with a focused and structured whole school approach</li> <li>To deepen the extent to which students feel connected to and engaged with their learning</li> <li>To provide an inclusive, safe and stimulating environment for learning</li> <li>To ensure the allocation of resources maximises student learning and wellbeing outcomes</li> </ul>

Improvement Priorities	Improvement Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	

**Improvement Initiatives rationale:**  
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

**Building practice excellence**  
 High-performing schools are learning organisations that recognise the importance of working together to achieve their collective purpose of learning for all. To do this, schools develop a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience resulting in richer and more sustainable opportunities for school transformation.

**Curriculum planning and assessment**  
 The introduction of the Victorian Curriculum in 2017 provides the school with an opportunity to have a concentrated effort in Curriculum planning and assessment. Staff Survey, Parent Survey and Student Survey all rated lower in Teaching and Learning components.  
 Research has shown that collaborative approaches to teacher development, including peer-to-peer observation, shared teaching and learning program development, and team teaching are most effective in improving student and school outcomes. We will continue with this in 2017.

**Building leadership teams**  
 Promoting teacher learning and development is the leadership activity most associated with achieving student learning outcomes. Strong leaders create a safe environment for teachers to develop their practice with others. Great leaders also develop a culture of communication and collaboration with a focus on distributed leadership. This will continue to be a focus in 2017.  
 We have a young and experienced staff – 15 out of 25 with 7 or less years teaching experience and we need to plan ahead with imminent retirements in the next 2 years.

**Setting expectations and promoting inclusion**  
 Student Safety and School Connectedness of the Student Attitudes to School Survey have been declining since 2013. Connectedness to Peers and Classroom Behaviour of the Parent Opinion Survey has seen a similar decline. Due to this trend, a consistent whole-school approach to wellbeing and Student Behaviour will be a focus in 2017.



## Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
<b>Excellence in Teaching and Learning</b>	<p><b>Building practice excellence</b></p> <ul style="list-style-type: none"> <li>• Through ongoing professional learning as part of the Curiosity and Powerful Learning work</li> <li>• Peer Observations around the Theories of Action and Models of Practice, 'Questioning techniques, Providing Challenging Tasks and Inquiry based learning model'</li> </ul> <p><b>Curriculum planning and assessment</b></p> <ul style="list-style-type: none"> <li>• Document and implement a whole school program and approach in explicit teaching of writing in years F-6</li> <li>• Document and implement a whole school program and approach in explicit teaching of Mathematics in years F-6</li> <li>• Employment of Data Literacy Leader to support teachers to monitor data and plan and work with identified students to support their learning</li> <li>• Investigate and introduce learning opportunities to challenge and extend the top 20% of students in each level – Reading</li> <li>• Investigate and introduce learning opportunities to challenge and extend the top 20% of students in each level – Number and Algebra</li> <li>• Enhance a school wide agreed Inquiry model that challenges students, motivates them to learn and includes the Critical and Creative Thinking curriculum</li> </ul>
<b>Professional leadership</b>	<ul style="list-style-type: none"> <li>• Build leadership capacity of current school leaders</li> <li>• Expand leadership opportunities for staff to be part of Leadership team, in charge of Professional Learning Teams (PLTs)</li> </ul>
<b>Positive Climate for Learning</b>	<p><b>Setting expectations and promoting inclusion</b></p> <ul style="list-style-type: none"> <li>• developing Resilience in students</li> <li>• ensuring a consistent, whole-school approach to catering for students' social needs.</li> </ul>



Framework for Improving Student Outcomes

Published: February 2016

## Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

<b>STRATEGIC PLAN GOALS</b>		To improve overall student achievement and learning growth in Literacy and Numeracy with a focused and structured whole school approach.							
<b>IMPROVEMENT INITIATIVE</b>		<b>Excellence in Teaching and Learning- Building Practice Excellence and Curriculum Planning and Assessment</b>							
<b>STRATEGIC PLAN TARGETS</b>		<p>There will have been an annual increase in the % of students achieving at Bands 5 &amp; 6 (Year 3) and Bands 7 &amp; 8 (Year 5) in NAPLAN over the course of the Strategic Plan</p> <p>By 2017, there will be a 15% increase in the number of students demonstrating high relative growth in NAPLAN</p> <p>From Year 1 to Year 6 in each dimension of Mathematics &amp; English 20% of each year level will grow more than one VicVELS level per year.</p> <p>At least 20% of students will be assessed at 12 months or more ahead of the expected VicVELS level in Mathematics &amp; English.</p>							
<b>12 MONTH TARGETS</b>		<p>Each year level to have an average growth of 1.2 years in Number and Algebra (PATMaths and OnDemand)</p> <p>Each year level to have an average growth of 1.2 years in Reading (Fountas and Pinnell)</p> <p>There will have been an annual increase in the % of students achieving at Bands 5 &amp; 6 (Year 3) and Bands 7 &amp; 8 (Year 5) in NAPLAN</p> <p>There will have been an annual increase in the % of students achieving High Relative Growth between Year 3 2015 and Year 5 2017 in Reading and Number</p>							
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>				
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>		
							<b>Estimate</b>	<b>YTD</b>	
<b>Building practice excellence</b> through ongoing professional learning as part of the Curiosity and Powerful Learning work including through Peer Observations around the Theories of Action and Models of Practice- 'Questioning techniques Providing Challenging Tasks and Inquiry based learning model'	Peer Observations Cycle has been established that targets Models of Practice- Cooperative Group Work Model	JW/AS	Term 1	6 months: All staff have commenced their peer observation cycles. Everyone has been observed and observed others at least twice and feedback through agreed protocols has taken place	● ● ●	Parent opinion Survey shows an increase in Stimulating Learning and Student Motivation	Equity funds		
	Peer Observation schedule is developed and that all staff PDPs include a goal on setting challenging tasks	JW/AS	Terms 1-4	March 10 Curriculum Day held			Staff survey will show an overall increase in the Teaching and Learning Module, with a focus on the Cooperative learning strand		3800-CRT
	Curriculum Day planned to focus on (Models of Practice Cooperative Group Work Model)	LM and Critical and Creative Thinking Team	Term 1	Staff regularly use Cooperative Group Work structures for their students as evidenced in term and weekly planners			<b>Student- Attitudes to School</b>		5000-CPL Membership
	Ongoing PD delivered to all staff that focus on the Inquiry, Research, Collaboration, Presentation and Reflection Model of Inquiry	LM and Critical and Creative Thinking Team	Termly	Members from each year level have met with LM to plan/discuss Inquiry units and the Models of Practice			Stimulating Learning: from 3.86 in 2016 to 4.2 in 2017		
	CPL team to attend ongoing PD with Myer Foundation/	CPL		All staff are using different cooperative group work models and feedback from surveys developed by CCTT show an increase in student motivation and stimulating learning		Student Motivation: from 4.54 in 2016 to 4.66 in 2017			
				12 months: All staff have completed their triad cycle (4 observed lessons and 8 observing others)		<b>Parent-Opinion Survey</b>			
				Parents have had multiple opportunities to see the finished product from students' Inquiry units		Stimulating Learning: from 5.81 in 2016 to 6.00 in 2017			
						Student Motivation: from 5.55 in 2016 to 5.75 in 2017			



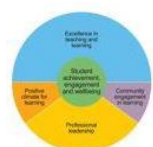
<p><b>Curriculum planning and assessment</b> Document and implement a whole school program and approach in explicit teaching of <b>writing</b> in years F-6</p>	<p>Whole school PD on Seven Steps program run by SS (funded by English budget)</p>	<p>JR &amp; CG</p>	<p>Curric Day Sep 1</p>	<p>6 months: Staff bring Writing moderation samples to whole staff session – end of term 2.</p> <p>12 months: Each year level has grown by at least one Victorian Curriculum level – on average- over the course of 12 months in Writing All staff are using the agreed writing model. They plan, deliver and assess student work consistently against this model</p> <p>All English planners include the non negotiables established by the English PLT</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>English PLT minutes reflect focussed discussion on Writing and team members confidently deliver PD to whole staff</p>		
<p><b>Curriculum planning and assessment</b> Investigate and introduce learning opportunities to challenge and extend the top 20% of students in each level – <b>Reading</b></p>	<p>English Leaders meet with all staff 1:1 to outline expectations, requirements and non negotiables at the staff of the year</p> <p>- Embed the Words Their Way (WTW) Spelling program through whole school PD (internal) Continue to refine the CAFÉ &amp; Daily 5 Reading programs (curriculum &amp; planning documents)</p> <p>Literacy/Numeracy week – engaging and stimulating- is run across the whole school</p> <p>Assessment schedule is implemented and followed throughout the year- Tier 2 assessments (PAT, F and P) are prioritised</p>	<p>- English team &amp; whole staff</p> <p>- English PLT &amp; whole staff</p> <p>English team</p>	<p>- Tues meeting times</p> <p>ongoing</p> <p>Ongoing</p>	<p>6 months: All term and weekly planners (Yr 1-6) to show evidence of at least 3x WTW sorts and 3x Vocab word cycles each term. - Staff bring Writing moderation samples to whole staff session – end of term 2. - Data is on the agenda at each PLT meeting</p> <p>Whole school using CAFÉ and Daily 5 programs showing evidence of F&amp;P assessment to inform mini-lessons, strategy groups and 1-1 student conferencing</p> <p>- Fountas &amp; Pinnell growth targets met for each student relative to 0.75 years (Oct-June)</p> <p>Consistent teaching of all aspects of Reading programs across all year levels</p> <p>All English planners include the non negotiables established by the English PLT</p> <p>12 months: - Fountas &amp; Pinnell growth targets met for each student relative to 1.2 years (Oct-Oct) -Fountas &amp; Pinnell growth targets met for each student relative to 1.2 years (Oct-Oct)</p> <p>Fountas &amp; Pinnell growth targets met- see appendix A Consistent teaching of all aspects of Reading programs across all year levels</p> <p>The top 20% of students in each Year level have been identified and have learning opportunities that extend them through the setting of challenging tasks</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>The agreed assessment schedule has been followed and all required data sets have been entered on to SPA</p> <p>F and P targets have been met and staff are more confident with the planning and assessment of Reading and the use of the CAFÉ structures</p>		
<p><b>Curriculum planning and assessment</b> Investigate and introduce learning opportunities to challenge and extend the top 20% of students in each level – <b>Number and Algebra</b></p>	<p>Work with Nadia Walker on RESOLVE project to have Open Ended and challenging tasks modelled in the classroom</p> <p>Monitoring and provision of stimulating and challenging learning tasks – Maths 300 and problem solving strategies</p> <p>New online program Manga High is being used throughout the year levels</p> <p>Literacy/Numeracy week – is challenging, engaging and stimulating</p>	<p>SR/Maths Team</p> <p>SR</p> <p>SR</p>	<p>Ongoing</p> <p>Monthly at PLT meetings</p> <p>Term 2</p>	<p>6 months: Improvement in parent/student survey about maths engagement</p> <p>All students using Manga High program either at school or for home learning</p> <p>Maths PLT to share and give feedback about Maths300 activities done during the term</p> <p>Maths Night</p> <p>ODT results in SPA (SR/NH)</p> <p>Data is agendered at each PLT meeting</p>	<p>● ● ●</p>	<p>Teacher have had conversations about the RESOLVE lessons while giving feedback and working closely with Nadia. Teachers are providing appropriate and a variety of challenging tasks for the top 20% of students.</p> <p>Parents and Students have a better understanding of the way Maths is taught at EPS.</p> <p>Results from ODT and PAT Maths will show that the top 20% of students have achieved more than 12 months growth.</p>		

	Assessment schedule is implemented and followed throughout the year- Tier 2 assessments (PAT) are prioritised	All staff	Ongoing	<p>Parent feedback from Literacy/Numeracy week and whether they have had a better understanding of Maths at EPS as a result</p> <p>Improvement in student outcomes in Number and Algebra</p> <p>Results from ODT and PAT Maths will show that the top 20% of students have achieved more than 12 months growth.</p> <p>Teachers have worked collaboratively to monitor and assess changes in students' learning and progress. They have developed effective strategies to meet the needs of the top 20% of students.</p>				
				<p>12 months: ODT, NAPLAN and maths results in SPA (SR/NH)</p> <p>Improvement in student outcomes in Number and Algebra</p>	● ● ●			
<b>Curriculum planning and assessment</b> Document and implement a whole school program and approach in explicit teaching of Mathematics in years F-6	<p>Term planners will continue to reference Booker sequence documents (Place Value, Addition, Subtraction, Multiplication and Division) which can be accessed from the server. Weekly planners will follow the same structure and format (Number Fluency, Launch, Discover, Summarise and Assessment/Evidence).</p> <p>New staff to be given an induction to how maths is taught across the whole school (from following the Booker sequence to using a consistent lesson structure for weekly planning)</p>	SR and the Maths PLT	Ongoing	<p>6 months: Consistency across all year levels in their planning documents- to be reviewed at Maths PLT sessions once every term.</p> <p>Conversations have been had with a maths leader about planning and where to access resources and documents each term.</p>	● ● ●	Results from ODT and PAT Maths will show that on average, students in each year level have achieved more than 12 months growth.		
		SR/JW/AS	Term 4 2016	<p>Maths leader has checked weekly and term planners to ensure that the Booker sequence and Victorian curriculum standards are being followed.</p>				
				<p>12 months:  Term planners show evidence of the Victorian curriculum as basis for planning with the standards/ content descriptors cited in the document.</p> <p>Weekly maths planners will show a consistent structure being followed across the whole school (Number Fluency, Launch, Discover, Summarise and Assessment/Evidence).</p>	● ● ●			



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		Develop a rigorous and targeted professional learning program which meets the goals set in the Strategic Plan and AIP						
IMPROVEMENT INITIATIVE		<b>Professional leadership</b>						
STRATEGIC PLAN TARGETS		By 2017 the Staff Survey will demonstrate continuous improvement in order to be consistently above the state mean in the Professional Learning variables of: <ul style="list-style-type: none"> <li>School Level support</li> <li>Renewal of knowledge and skills</li> <li>Feedback</li> </ul>						
12 MONTH TARGETS		The Staff Survey School Leadership module will show growth in the Instructional Leadership domain						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	MONITORING Evidence of impact	Budget	
							Estimate	YTD
Building leadership capacity of current leaders	Principal and Assistant Principal model protocols, meeting structures at weekly Leadership meetings	JW/AS	Day 1 of 2017 and then ongoing	6 months: Whole school Leadership meetings held fortnightly	● ● ●	Leaders feel that their leadership has strengthened throughout the year as shown by changes to their iLead 360 self-evaluation. These changes can be openly discussed as a leadership team where respectful challenge is valued and accepted as the norm	5000-Equity	
	Leaders co-author 2017 AIP and monitor progress	Leadership team		360 degree feedback survey completed and reviewed by all Leaders				
	Leadership weekend training planned in May with Facilitator- Tony Short to mentor young leaders		Term 2	Leaders have identified their area of leadership development focus, discussed and articulated this in PDPs				
	PLT leaders to complete self-evaluation as part of 360 degree feedback	Leadership team	January 2017	The leadership team will be actively involved in professional learning with all staff. Formal, structured learning team leaders will engage in regular coaching conversations with Principal class leaders as they develop their leadership skills. PLT leaders will develop norms, values and protocols for running effective meetings and agenda 'AIP progress' at each meeting.				
	Feedback from team members about the effectiveness of team leaders and their teams is sought and discussed at leadership and team level	AS/JW	Mid term 2	PLT team leaders report back to whole school leadership teams regularly on their progress	● ● ●			
	Leadership meeting schedule of every second Friday morning to be enacted and PLT leaders to receive one hour of release time each week	AS/JW	Ongoing	12 months: The Staff Survey School Leadership module will show growth in the Instructional Leadership domain				
				Leaders' 360 degree self-evaluation has shown improvement in their personally identified area of focus				
Expand leadership opportunities for staff to be part of Leadership team, in charge of Professional Learning Teams (PLTs)	Structure Professional Learning Teams so that leaders can guide team members to present Professional Learning to all staff	JW/AS	Ongoing	6 months: PLTs have met no less than twice per term and delivered PD to whole staff	● ● ●	PLT Leaders delegate authority to others to undertake specific activities.  All Leaders encourage testing, innovation and inquiry in a safe environment where teachers collaborate, challenge, and support each other with appropriate and timely feedback.  All Leaders use their expertise to guide the instructional program of the school. They identify evidence-based, high impact strategies and support teachers to use them consistently.		
	Review organisational structures and roles to optimise resources for effective team leadership.	JW/AS	Bi weekly	All teams have established protocols for meetings- including Norms and values that are referred to at the commencement of each meeting				
	PLT leaders have met individually with ALL staff to establish Expectations and Protocols for the teaching and learning of their Teams-		Term 1	5 PLTs established with leaders identified who receive extra time release for AIP implementation				
	Updated meeting schedules and allocation of financial resources for leaders to have termly pre planning meetings with staff members	JW/AS	Termly	12 months: Each PLT leader has effectively run at least 2 Whole School Leadership meetings- with agenda, protocols, norms, actions and minutes				
	PLT leaders share the running of whole school Leadership team meetings	Leadership team	Ongoing	PLT leaders of English and Maths have met individually with ALL staff to establish Expectations and Protocols for the teaching and learning of their Teams-	● ● ●	They lead school-based professional learning that focuses on the analysis of student data to measure the impact of teaching programs.		

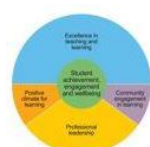


# Section 3: Other Improvement Model Dimensions

<p><b>STRATEGIC PLAN GOALS</b></p>	<p><b>Engagement</b> Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work. To deepen the extent to which students feel connected to and engaged with their learning.</p> <p><b>Wellbeing</b> Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences. To provide an inclusive, safe and stimulating environment for learning.</p>																																										
<p><b>OTHER IMPROVEMENT MODEL DIMENSIONS</b></p> <p><b>STRATEGIC PLAN TARGETS</b></p>	<p><b>Positive Climate for Learning</b></p> <p>By 2017, all Year 5 &amp; 6 students will indicate student satisfaction levels on the students' attitude to schools survey to be at or beyond the 75<sup>th</sup> percentile in the domain of Teaching and Learning.</p> <p>By 2017, there will be continuous growth shown in the levels of satisfaction in the parent opinion survey related to the domains of:</p> <table border="1" data-bbox="528 724 1418 907"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>5.53</td> <td>6.07</td> <td>5.69</td> <td>5.81</td> <td></td> </tr> <tr> <td>Student Motivation</td> <td>5.65</td> <td>5.56</td> <td>5.88</td> <td>5.55</td> <td></td> </tr> </tbody> </table> <p>By 2017 Year 5 Student Attitudes to School data in the Student Relationship and Wellbeing variables will be at or beyond the 75<sup>th</sup> percentile.</p> <p>By 2017 the Parent Opinion Survey data will show sustained growth in the variables relating to Student Safety, Connectedness and Transition</p> <table border="1" data-bbox="528 1054 1418 1291"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Student Safety</td> <td>5.88</td> <td>5.63</td> <td>5.75</td> <td>5.47</td> <td></td> </tr> <tr> <td>School Connectedness</td> <td>5.63</td> <td>6.06</td> <td>6.10</td> <td>5.60</td> <td></td> </tr> <tr> <td>Transition</td> <td>5.83</td> <td>6.12</td> <td>5.78</td> <td>5.98</td> <td></td> </tr> </tbody> </table>		2013	2014	2015	2016	2017	Stimulating Learning	5.53	6.07	5.69	5.81		Student Motivation	5.65	5.56	5.88	5.55			2013	2014	2015	2016	2017	Student Safety	5.88	5.63	5.75	5.47		School Connectedness	5.63	6.06	6.10	5.60		Transition	5.83	6.12	5.78	5.98	
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<p><b>12 MONTH TARGETS</b></p>	<ul style="list-style-type: none"> <li>• Parent- Opinion Survey Student Engagement: Connectedness to Peers from 5.94 in 2016 to 6.16 in 2017 Classroom Behaviour from 4.69 in 2016 to 4.85 in 2017</li> <li>• Student- Attitudes to School Student Relationships: Connectedness to Peers from 4.28 in 2016 to 4.60 in 2017 Classroom Behaviour from 3.04 in 2016 to 3.60 in 2017 Student Safety from 4.32 in 2016 to 4.75 in 2017</li> </ul>																																										



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
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Improving Health and Wellbeing outcomes through developing <b>Resilience</b> in students	Sourcing resilience programs/resources to support staff in teaching of resilience in wellbeing hours.  PD staff and creating a consistent approach to 'wellbeing hour' including the teaching of the character strengths, growth mindset, circle time, restorative chats and resilience.	AS CG	Term 1	6 months: Creation of a wellbeing team that is dedicated to embedding a resilience program within the school  Student- Helen McGrath Bounce Back survey yr 3 to 6  Assess of resilience resources on the school server and clear programs to follow  Commitment of all staff to teaching of resilience through clear documentation and planning of wellbeing hour  The schools' Health and Wellbeing framework is communicated and promoted to staff, students and parents.	● ● ●	Practices to improve the culture and behavioural climate in classroom and the school are developed and implemented. Teachers recognise the need to build awareness, resilience and acceptance.  The school focuses on actions to expand teachers' capacity and skills providing effective ongoing professional development to enhance teacher/student relationships. It also ensure students have the skills to develop positive and self-regulating behaviours.  The school's vision, values and high expectation policies and guidelines are communicated to the school community.  Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The curriculum includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours.		
			Ongoing	12 months:  Parent Opinion Survey and Student Attitudes to School survey targets are achieved.  Individual Education Plans reflect evidence of social skill development for relevant students  There is clear documentation and recording of incidents that occur	● ● ●			
ICT – Continue to provide support to staff with their understanding and confidence when using and teaching ICT.	Create and maintain live documents for ICT equipment use.  Create and maintain staff resource link page.  Research the possibilities of what students can do as a part of the 'presentation' section of the Inquiry, Research, Collaboration, Presentation and Reflection sequence.  ICT show case nights. Invite parents to see what their students can achieve in ICT.	JM/ICT team  JM  All team members    All team members	Term 1 and then ongoing	6 months: Create a live document for timetabling of netbooks/iPads/computer lab to ensure our current resources are being utilised.  Provide staff with differentiated ICT PD to assist teachers at their point of need for teaching ICT skills and using ICT throughout their curriculum.  ICT team meet regularly and feedback to level teams.	● ● ●	Teaching resources are compiled and developed to engage students are their appropriate learning level.  Teaching resources available within the school are listed in the curriculum plans alongside the appropriate learning activity. Additional support materials are sourced.  Teachers encourage students to frequently engage with the tools and resources to enable them to develop a range of questioning skills.  Teachers, students and parents regularly celebrate school achievements within and beyond the school through a broad range of strategies. These include student-led media, school website and presentations beyond the classroom.		
			Ongoing	12 months: Live documents utilised, resulting in resources being used more often and year levels being able to incorporate ICT into their learning rather than it being as a standalone.  Staff have used the ICT checklists to ensure the appropriate ICT skills are taught throughout the year.  A bank of resources developed for ICT resources so students can present their work using ICT in engaging ways.	● ● ●			
			Early term 3					





# Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continuum of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Yes	2 - Evolving	<p><b>Initial</b></p> <p>Our Panorama report shows that in English and Mathematics, we have fewer students achieving above expected standards than other schools in our Network (2015 Data). Our Year 3 NAPLAN data from 2016 had <u>fewer students</u> in the top two bands in Numeracy, Reading and Writing whilst our Year 5 cohort showed more students (by %) in Reading, Writing and Numeracy. The growth shown was reasonable between years, but not great. We have a greater emphasis on assessment and data literacy in 2017</p> <p><u>Seeking feedback</u></p> <p>Schools establish teaching teams that observe and provide feedback on each other's teaching, with the support of leaders and/or external experts, and periodic input from students..</p> <p><u>Focused on student learning</u></p> <p>Teachers use assessment information to evaluate and identify gaps in student learning following programs of teaching.</p> <p><u>Extended opportunities for professional learning</u></p> <p>Teacher professional learning is sometimes linked to evidence of student learning. Schools encourage teachers to develop evaluative and assessment skills, and provide opportunities for teachers to develop and practise these capabilities.</p> <p><b>6 months</b></p> <p><b>12 months</b></p>
	<b>Curriculum planning and assessment</b>	Yes	1 - Emerging	<p><b>Initial</b></p> <p><u>Curriculum</u></p> <p>Schools ensure that teachers share knowledge about curriculum content to sequence and organise learning programs. They discuss teaching strategies suited to different content areas.</p> <p><u>Pedagogical content knowledge</u></p> <p>Teachers are aware of and use a range of approaches to explain new content (e.g. through demonstrations and examples), and are trialling different instructional approaches to address different learning needs</p> <p><u>Effective feedback and formative assessment</u></p> <p>Teachers are developing assessment criteria and methods that match transparent learning goals.</p> <p>Processes are in place to ensure that teachers periodically assess student learning and provide feedback to students about their progress.</p> <p><b>6 months</b></p> <p><b>12 months</b></p>
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	<b>Building leadership teams</b>	Yes	1 - Emerging	<p><b>Initial</b></p> <p><u>Leading teacher professional learning</u></p> <p>Leaders provide access to appropriate professional learning for their teachers. Leaders are aware of emerging literature on instructional practices and school improvement, and communicate their knowledge.</p> <p><u>Developing in-school communication</u></p> <p>Leaders enact informal structures for communication within the school community.</p> <p>Leaders implement coaching and mentoring programs at the school that connect experienced and less experienced personnel</p> <p><u>Providing a safe environment for teachers</u></p> <p>Leaders foster respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn. Leaders encourage innovation, and provide regular opportunities to share ideas and findings.</p>



				<b>6 months</b> <b>12 months</b> <b>Initial</b> <u>Distributed leadership</u> Leaders actively canvas the views of other leaders in the school when formulating decisions. <u>Self-management</u> Leaders use their own knowledge and time to help with instructional planning. <u>Knowledge of effective teaching</u> Leaders as learners are able to identify good instructional, curricular and assessment practice across the school. They identify and respond to practice that fails to meet, or significantly exceeds, required standards. <u>Knowledge of how to improve and evaluate teaching effectiveness</u> Leaders create time and space for teachers to share effective strategies and give each other feedback. They provide professional learning to develop teachers' assessment and evaluation skills. Leaders review student data periodically to assess the effectiveness of the instructional practices of their teachers
	Instructional and shared leadership	Yes	2 - Evolving	
	Strategic resource management	No	Select status	
Positive climate for learning	Vision, values and culture	No	Select status	
	<b>Empowering students and building school pride</b>	No	Select status	
	<b>Setting expectations and promoting inclusion</b>	No	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				

