**Annual Implementation Plan: for Improving Student Outcomes**

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| School name: Romsey Primary | Year: 2017 |
| School number: 0366 | Based on strategic plan: 2017- 2020 |
| Endorsement:Principal: Loren Peavey date 31st March 2017 | Senior Education Improvement Leader : Amanda Hubber date  |
| School council: Elizabeth McDonell date 31st March 2017 |

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.

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| **School Strategic Plan goals** |  | **Improvement Priorities**  | **Improvement Initiatives** | **✓** |
| * To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.
* Build practice excellence through a collaborative and accountable culture that has high expectations for all learners, including students, staff and parents.
* To implement a consistent school-wide positive behaviour approach that ensures all students feel safe, learning time is maximised and students are engaged.
 |  | **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 |  |

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| **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.  |
| **Curriculum Planning and Assessment** has been selected as currently teams plan with minimal rigorous assessment data to inform the development of differentiated learning sequences.. Academic data, Naplan and Teacher judgements show a decline or plateauing of standards in all areas of the curriculum, across all grade levels.  **Building leadership capacity** has been selected as the school leadership profile has changed due to staff movement out of the school over the past 2 years. School Improvement Team ( SIT) to increase in size to include Principal ,Assistant Principal ,Leading Teacher (Mathematics and ICT Leader) and Literacy leader. All leaders being relatively new require individual and collective capacity development. .**Setting expectations and promoting inclusion.** Student and Parent data around safety and behaviour management indicate levels of anxiety being experienced by children not feeling safe in the yard and learning spaces.  |
| **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)** |
| **Curriculum Planning and Assessment** | * Engage students in and taking responsibility for their learning.
* Building a positive learning culture across all stakeholder groups.
* Adopt and embed the Department evidence based action learning cycle resource.
* Develop and adopt a holistic, school-wide, evidence based assessment practice.
* Establish student tracking system to monitor learning growth and achievement in all areas of the curriculum.
* Develop and adopt whole school approaches to:
* teaching and learning
* curriculum documentation
* planning for teaching and learning
 |
| **Building leadership teams** | * Build a strong distributed leadership team (School Improvement Team SIT) to lead the implementation of the SSP and AIP.
* Build leadership capacity of all teachers across the school as leaders of learning.
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| **Setting expectations and promoting inclusion.** |  * Engage students in and taking responsibility for their learning.
* Building a positive learning culture across all stakeholder groups.
* Build relationships and trust across the RPS learning community.
* Build understanding and capacity across all stakeholder groups to support learners to develop responsibility and resilience as learners.
* Develop and implement a school-wide positive behaviour approach.
* Develop student, parent and teacher surveys to administer semiannually to track key measures and enable the adjustment of employed improvement strategies.
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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 not 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.

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| **STRATEGIC PLAN GOALS**  | To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence. |
| **IMPROVEMENT INITIATIVE** | Curriculum Planning and Assessment |
| **STRATEGIC PLAN TARGETS** | **Vic Curriculum**1. The average growth of students is a minimum of twelve months progression in Victorian Curriculum in all English and Mathematics areas using triangulated data.
2. The number of students achieving in the top 2 bands as measured by Victorian Curriculum standards will increase to:
* 40 % in Reading (2015: 33%)
* 25% in Speaking and Listening (2015: 15%)
* 25% in Writing (2015: 19%)
* 25% Measurement and Geometry (2015: 17%)
* 30% in Number and Algebra (2015: 24%)
* 20% in Statistics and Probability (2015: 11%)

**Naplan:**1. Increase percentage of students with high relative growth to:

- 25% in Writing (2016: 9%) - 25 % in Reading (2016: 6%) - 25 % Numeracy. (2016: 14%)  |
| **12 MONTH TARGETS** | **Vic Curriculum**1. The number of students achieving in the top 2 bands as measured by Victorian Curriculum standards will increase to:
* 35 % in Reading (2015: 33%)
* 17% in Speaking and Listening (2015: 15%)
* 21% in Writing (2015: 19%)
* 19% Measurement and Geometry (2015: 17%)
* 26% in Number and Algebra (2015: 24%)
* 13% in Statistics and Probability (2015: 11%)

**Naplan:**1. Increase percentage of students with high relative growth to:

- 10% in Writing (2016: 9%) - 8 % in Reading (2016: 6%) - 16 % Numeracy. (2016: 14%)  |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | **WHO** report here the person responsible | **WHEN**report here the timeframe for completion | **SUCCESS CRITERIA** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] | **MONITORING** |
| **Progress Status** | **Evidence of impact** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] | **Budget** |
| **Estimate**  | **YTD** |
| Engage students in and taking responsibility for their learning. | -Work with Jill Flack “Daring to be Excellent with a Spotlight on Learning”. -Engaging in professional reading “Whose Learning is it?” Flack and Osler. Developing formal avenues for students to give voice to their learning needs and interests and to regularly have input to curriculum planning, teaching and assessment. -Development of an Action Learning Project (ALP) around student responsibility using the DET Learning Cycle based on Timperley. | Prin/Jill Flack  | End 2017 | **6 months:** staff will have established areas of focus in their practice which enables students to take more responsibility in their learning environment and learning. | **⚫**  | All staff are working with Jill Flack and are inquiring into an area of their classroom where children are taking responsibility in their learning.  | $4000 |  |
| **12 months**: each staff member via PDP will have completed an Action Learning Project with evidence of impact around their practice.  | **⚫ ⚫ ⚫**  |  |  |
| Adopt and embed the Department evidence based action learning cycle resource. | -PL in the Action Learning Cycle (ALC)-Develop teams for the Action Learning Cycle to occur in. Related to engaging students in their learning. -Establish times for teams to meet and conduct Action learning. | PrinSITPrin/AP | Early Term2Early Term2Early Term2 | **6 months:** Staff understand the ALC and are placed in teams to begin an action learning project.(ALP).ALP have baseline evidence to measure against. |  **⚫**  | Staff have commenced the ALC with PDP plans.Prep- 2 team IRG cycle has commenced and has been shared with all staff at meeting on the 8th Aug. |  |  |
| **12 months:** Completed ALP demonstrating growth in student engagement in their learning.  | **⚫ ⚫ ⚫**  |  |  |  |
| Develop and adopt a holistic, school-wide, evidence based assessment practice. | -Create school wide evidence based assessment schedule using new assessments Pat R and Pat Maths, Words Their Way, Fountas and Pinnell and provide PL. Including currently used assessments.-Student data to be used at all planning sessions to drive the development of learning sequences.-Moderating writing task in line with Victorian Curriculum. | SITSIT leadersLit leader | End 2017Mid 2017Mid 2017 and end 2017 | **6 months:** begin draft scheduleEvidence collected within the 6 months will include; Words their way, Moderated writing piece aligned with Victorian Curriculum, PROBE, PM Benchmarking,  | **⚫**  | Schedule as evidence.Words their way collected, Probe, PM , Fountass and Pinell starting. |  |  |
| **12 months:** completed scheduleEvidence collected within the 12 months will include; Words their way, Moderated writing piece aligned with Victorian Curriculum, PROBE, PM Benchmarking, Pat R and Fountas and Pinnell.  | **⚫ ⚫ ⚫**  |  |  |  |
| Establish student tracking system to monitor learning growth and achievement in all areas of the curriculum. | -Establish the methodology for calculating average growth of students in Literacy and Numeracy for the 2016 year on AusVels. Track and monitor average growth for 2017 school year on Victorian Curriculum.-Visit Gisborne PS to look at their use of the continuum tracker. Seek other schools further on the continuum tracker journey. | Data and ICT leader with SIT supportStaff from each unit | End 2017Early Term 2 | **6 months:** Development of a methodology for calculating average growth across classes, cohorts and school. | **⚫** | Continuum tracker now on Sentral. Developing ideas around how to use and provide evidence for the tracker. |  |  |
| **12 months:** Completed and applied method for calculating average growth across classes, cohorts and school. | **⚫ ⚫ ⚫**  |  |  |  |
| Develop and adopt whole school approaches to:-teaching and learning -curriculum documentation-planning for teaching and learning- Literacy intervention  | -Document and PL on whole school approach to use of the Café menu for reading sessions and Fountas And Pinnell-Document and PL on whole school approach to wordstudy guided by Di Snowball Spelling k-6. Including use of sound, letter and meaning investigations. Use Di Snowball wordstudy DVDs to support PL.-Continue to use the whole school planning document proformas including agreed headings - Learning Intention - Whole group focus - Activities - Student groups  - Reflection-Focus on the Questions & Possibilities of the critical and creative thinking capabilities to further develop progression in English.-Create a survey to gauge the growth of understanding in the capabilities of critical and creative thinking.-Moderating writing task in line with Victorian Curriculum.-Establish and document an agreed curriculum that every member of the school will teach to ensure that all students in the school can demonstrate proficiency in concepts, skills and dispositions in English.-Development of Literacy Scope and Sequence for RPS based on Victorian Curriculum.Development of Literacy Intervention program for RPS based on Fountas and Pinnell and Victorian Curriculum. | Lit leader, Lit teamLit leader, Lit teamSIT teamLit leader, Lit teamLit leader, Lit teamLit leader, Lit teamLit leader, Lit teamLit leader, Lit teamLiteracy Intervention teacher | End 2017End 2017End 2017Mid 2017Mid 2017 and end 2017End 2017End 2017Mid 2017 | **6 months:** All staff displaying CAFÉ menus across the school and starting to be used for individual conferences and goal setting.PL commenced on sound, letter and meaning investigationsWhole school planners used in weekly planning meetings, saved on google docs including agreed headings.PL in the VicCurriculum English and Capabilities.Students progressing through the Literacy Intervention program. | **⚫** | Photos across the classrooms of the menus.Phonics PL PPT provided to teachers. Lessons now occurring in classrooms based on letter pattern and sound investigations. |  |  |
| **12 months:** Café menu used across whole school for individual conferences and for goal setting for students.All staff using sound, letter and meaning investigations for wordstudy. Continued use of whole school planners used in weekly planning meetings, saved on google docs including agreed headings. Literacy Scope and Sequence completed.Moderated writing piece aligned with Victorian CurriculumStudents completing the Literacy Intervention program. | **⚫ ⚫ ⚫**  |  |  |  |

Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS**  | To build the capacity of School Leaders to lead the learning in the school. |
| **IMPROVEMENT INITIATIVE** | Building leadership teams |
| **STRATEGIC PLAN TARGETS** | 1. To be at or above the state mean in the staff opinion survey in the components of the school climate, professional learning and leadership module.
2. To be at or above the state mean in the student attitude to school survey in the teaching and learning variables.
3. To be at or above the state mean in the parent opinion survey in the school climate variables.
 |
| **12 MONTH TARGETS** | 1. To improve in the staff opinion survey the % of staff who are positive about school climate to move from 34% to 50%.
2. To improve by 2% in the student attitude to school survey in the teaching and learning variables, Year 5 and 6.

-Teacher effectiveness -Teacher empathy-Stimulating learning-School Connectedness-Student Motivation -Learning Confidence1. To improve in the parent opinion survey in the general satisfaction with the school to move from 78% to 80%.
 |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** report here what the school will do and how - including financial and human resources] | **WHO** report here the person responsible] | **WHEN** report here the timeframe for completion] | **SUCCESS CRITERIA**report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] | **MONITORING** |
| **Progress Status** | **Evidence of impact** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] | **Budget** |
| **Estimate**  | **YTD** |
| Build a strong distributed leadership team (School Improvement Team SIT) to lead the implementation of the SSP and AIP. | -Work with John Sloan leadership coach to build capacity of School Improvement Team as individuals and a whole group.  - reflection on, understand and demonstrate growth in leadership skills and capabilities - professional reading around leadership - set and take action on team goal -Each leader to have taken on responsibility for achievement, wellbeing and leadership sections of the AIP and documented in their PDP. | Prin and John Sloan with SITSIT | Over 2017End Term 1 | **6 months**: Complete work with John Sloan.Each SIT leader to have identified an area/s they are responsible for in the AIP and have goal/s included in their PDP. | **⚫**  | Extended to occur across the year. 4 sessions before August. 2 sessions to occur in the final 2 terms of the year. | $4000 |  |
| **12 months:**PDP evidence will demonstrate growth and or success in area responsible for in AIP and feed into the AIP end of year reflection.Leader to complete their section of the AIP 2017 and set goals for the 2018 AIP.Increase in capacity scores on leadership surveys conducted with John as baseline at the start of the work. | **⚫ ⚫ ⚫**  |  |  |  |

Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS**  | To implement a consistent school-wide positive behaviour approach that ensures all students feel safe, learning time is maximised and students are engaged. |
| **IMPROVEMENT INITIATIVE** | Setting expectations and promoting inclusion. |
| **STRATEGIC PLAN TARGETS** | 1. Improve the measures of behaviour management, student motivation, safety and school connectedness in the parent opinion survey to be at or above state and region mean scores.
2. Improve the measures of classroom behaviour, learning confidence, safety and school connectedness in the student attitude to school survey to be at or above state and region mean scores.
3. Improve the measures of trust in students and parents and collective responsibility in the staff opinion survey to be at or above state and region mean scores.
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| **12 MONTH TARGETS** | 1. Improve the measures of behaviour management, student motivation, safety and school connectedness in the parent opinion survey by 5%.
2. Improve the measures of classroom behaviour, learning confidence, safety and school connectedness in the student attitude to school survey by 5%.

- classroom behaviour ( 2016: Yr5- 3% Yr6- 4%) - learning confidence ( 2016: Yr5- 30% Yr6- 22%) - safety ( 2016: Yr5- 30% Yr6- 40%) - school connectedness ( 2016: Yr5- 19% Yr6- 16%) 1. Improve the measures of trust in students and parents to 35% from 32%.
2. Improve the measures of collective responsibility in the staff opinion survey to 55% from 52%.
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| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** report here what the school will do and how - including financial and human resources] | **WHO** report here the person responsible] | **WHEN**  report here the timeframe for completion] | **SUCCESS CRITERIA**report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] | **MONITORING** |
| **Progress Status** | **Evidence of impact** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] | **Budget** |
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| Engage students in and taking responsibility for their learning. | -Work with Jill Flack “Daring to be Excellent with a Spotlight on Learning”. -Engaging in professional reading “Whose Learning is it?” Flack and Osler. Developing formal avenues for students to give voice to their learning needs and interests and to regularly have input to curriculum planning, teaching and assessment. -Development of an Action Learning Project (ALP) around student responsibility using the DET Learning Cycle based on Timperley.- Continue implementing the You Can Do It Program.-Train/update 2 staff members in You Can Do It- Romsey Rag reporters | Prin/Jill FlackWhole of staffWhole of staffAll Staff Selected staffYr 5/6 Students | Over 2017Over 2017Early Term 2Over 2017End Term 1Each month | **6 months:** staff will have established areas of focus in their practice which enables students to take more responsibility in their learning environment and learning. To be included in PDP. | **⚫ ⚫ ⚫**  |   | $4000 |  |
| **12 months**: each staff member via PDP will have completed an Action Learning Project with evidence of impact around their practice on student responsibility in their learning. | **⚫ ⚫ ⚫**  |  | $800 |  |
| Building a positive learning culture across all stakeholder groups. | -Provide information sessions for parents in areas of learning in 2017. -Parent as Helpers Sessions - Playpod information session - Coffee, Cake and Conversation (CCC) to include an element of learning around the school focus. - Cybersafety Session - Numeracy Family evening session - Meet the Teacher Interviews (Feb) - School Readiness evenings - Camp Information nights - Prep Transition Days (Kinder-Prep) - Whole School Transition Days | PrinPrinPrin/AP ICT leader and teamNumeracy Leader and teamAll StaffPrep3-6 TeachersPrepAll staff | Term 1Term 12 per per termMid yearTerm 2FebruaryTerm 3Inline with campsTerm ¾Term 4 | **6 months:**Initial parent as helpers sessions plus ongoing sessions as required.4 CCC to have taken place. Playpod information session to have taken placeMeet the Teacher Interviews to have taken place (Feb)Camp Information nights – Term 2 (5/6)Numeracy Family Night – 24th May | **⚫ ⚫ ⚫**  |  |  |  |
| **12 months:**4 CCC to have taken place in second half of the year. Cybersafety second half of year.Numeracy Family evening session in Lit/Maths weekSchool Readiness evenings take place third termCamp Information nights – Term 3 (3/4)Prep Transition Days (Kinder – Prep) – Third TermWhole School Transition Days – Fourth term | **⚫ ⚫ ⚫**  |  |  |  |
| Build relationships and trust across the RPS learning community. | -Establish playpod -Coffee, Cake and Conversation (CCC) sessions -School developed survey for parents to be administered twice per year. Start Term 2 and start Term 4. Each survey to include blurb with actions taken from previous survey.-Mother/ Daughter Night (Yr5)- Preparation for Puberty Information Night (Yr6)- Grandparents’ Day- Mother’s Day Pamper session (Prep)- Father’s Day Breakfast (Prep)- Breakfast Club - Buddies (each grade has a buddy grade across units. This allows younger to build relationships with older students and vice versa)- New website with specific pages for each teaching Unit (replicating unit newsletters)- Sentral Messaging- Creating surveys for feedback on **major** school events eg: School Production / Camps / Art Show/ prep transition / swimming / bike ed / Family numeracy night / Athletics Day etc… Sharing summaries and actions taken with the community via our new website page and other media. | PrinPrin/APPrin/AP5/6 UnitYear 6 teamPrep UnitAll StaffWhole schoolStaffWhole staffEvent Leaders | Term 12 per termTerm 2 and 4Term 3Term 4Over yearTerm 2 and 3Over yearStart Term 2Early Term 2Over year | **6 months:**Playpod in action 4 CCC to have taken place. Survey to have been administered start Term 2. Grandparents Day – Term 1Mother’s Day Pamper session (Prep) – Term 2Breakfast Club – Begin Term 2 ongoingNew Website – Term 1 | **⚫ ⚫ ⚫**  |  | $2500 |  |
| **12 months:**4 CCC to have taken place in second half of the year. Survey to have been administered start Term 4.Mother/ Daughter Night (Yr5) – Term 3Preparation for Puberty Information Night (Yr6) – Term 4Father’s Day Breakfast (Prep) – Term 3Breakfast Club –ongoingSentral Messaging | **⚫ ⚫ ⚫**  |  |  |  |
| Build understanding and capacity across all stakeholder groups to support learners to develop responsibility and resilience as learners. | -CCC sessions relating each time back to the new Vision, Values, Motto and Keys and we as a community are achieving.-Conduct resilience survey (Yrs 4 -6) and use data to inform conversations with students, parents and teachers around where our students are in this survey.-Introduction and implementation of the playpod concept for use during recess and lunch times. - You Can Do It Program (YCDI)- Zones of Regulation- Rest and Relaxation Activities | Prin/APPrin, Wellbeing leader and teamPrin and Playpod teamWellbeing teamWellbeing teamWellbeing team | 2 per termEnd Term 1End Term 1Over yearOver yearOver year | **6 months:**2 x CCC focussed onnew Vision, Values, Motto and KeysResilience survey administered end Term 1 Years 3-6. Analysis of data from survey t be shared with the staff and community as information to inform future work. Also develop baseline measure of resilience in our students.Playpod introduced end Term1, to be fully operational by start Term 2 during recess and lunch breaks. Develop method for tracking number incidents from the school yard on Sentral to demonstrate impact of playpod on yard behaviour.  | **⚫ ⚫ ⚫**  |  |  |  |
| **12 months**:Visual displays in classroomsStudents using Zones of Regulation language and being able to indicate their zones. Playpod – a decrease in playground negative incidences reported in Sentral | **⚫ ⚫ ⚫**  |  |  |  |
| Develop and implement a school-wide positive behaviour approach. | -Complete School Wide Clear Consequences document for yard and classroom behaviours. Publish across the school. Embed in the school through constant reference to as we respond to student behaviours across the school. -New Vision, Motto, Values and Keys to be published and advertised and used across all interactions in the school. -Continue work with Autism Connect starting to develop the basis for the school wide positive behaviour system.-Staff to visit Bullengarook (Sunbury Macedon Ranges Specialist School).  | Wellbeing leader and team.Wellbeing leader and team.Whole schoolSelected staff | End Term 1 and over yearDuring Term 1Over yearTerm 2 | **6 months:**Complete School Wide Clear Consequences document. To be shared with whole community and displayed across the school, website and communications with families ( newsletters, information packs, information evenings) Continue Work with Autism Connect Coach as we commence School Wide Positive Behaviour (SWPB) approach.  | **⚫ ⚫ ⚫**  |  |  |  |
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| **12 months:**Less recording of incidences in yard in yard duty book.Our Vision, mission, values and keys displayed in classrooms and referred to constantly – language used by teachers, students and parents. | **⚫ ⚫ ⚫**  |  |  |  |
| Develop student, parent and teacher surveys to administer semiannually to track key measures and enable the adjustment of employed improvement strategies. | -School developed survey for parents to be administered twice per year. Start Term 2 and start Term 4. To be clearly summarised and communicated with the school community via school website and newsletters. | AP ad SIT team | Start Term 2 and 4 | **6 months:**School developed survey administered – Start Term 2 | **⚫ ⚫ ⚫**  |  |  |  |
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| **12 months:**School developed survey administered – Start Term 4. Results improved from Term 2. | **⚫ ⚫ ⚫**  |  |  |  |

**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 Continua of Practice should be completed as data becomes available]

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| **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** | Building practice excellence | No | Select status | [**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.] |
| **Curriculum planning and assessment** | Yes | Select status |  |
| Evidence-based high impact teaching strategies | No | Select status |  |
| Evaluating impact on learning | No | Select status |  |
| **Professional leadership** | **Building leadership teams** | Yes | Select status |  |
| Instructional and shared leadership | No | Select status |  |
| Strategic resource management | No | Select status |  |
| Vision, values and culture | No | Select status |  |
| **Positive climate for learning** | Empowering students and building school pride | No | Select status |  |
| **Setting expectations and promoting inclusion** | Yes | Select status |  |
| Health and wellbeing | No | Select status |  |
| Intellectual engagement and self-awareness | No | Select status |  |
| **Community engagement in learning** | **Building communities** | No | Select status |  |
| Global citizenship | No | Select status |  |
| Networks with schools, services and agencies | No | Select status |  |
| Parents and carers as partners | No | Select status |  |
| **Reflective comments:** [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings] |
| **Confidential cohorts analysis:** [**Drafting note** This section is not for public distribution.Report herethe 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] |
| **Considerations for 2018:**  |