

Annual Implementation Plan: for Improving Student Outcomes

School name: Camberwell South Primary School

Year: 2017

School number: 4170

Based on strategic plan: 2017 - 2020

Endorsement:

Principal: David Pelosi March 2017

Senior Education Improvement Leader: Sharon Saitlik March 2017



School council: Pernille Cavanough 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.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
Student Learning <ul style="list-style-type: none"> To embed a rich, relevant, challenging and stimulating learning program that meets all students' point of need. Student Engagement and Wellbeing <ul style="list-style-type: none"> To embed a whole school approach to wellbeing focusing on students developing resilience, empathy and emotional intelligence. Community Partnerships <ul style="list-style-type: none"> To build genuine open learning partnerships with parents. 	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.

Student Learning:
 At Camberwell South Primary School, there is a desire to embed rich, relevant, challenging and stimulating learning program that meets all students' point of need. If consistent teaching and learning protocols and practice are adopted, then students are likely to experience an enhanced capacity to learn and to develop skills, confidence and curiosity.
 Targets designed to measure progress towards achievement of this goal are aimed at ensuring every student makes at least expected progress each year and increasing the percentage of students performing above expected standards.

Engagement and Wellbeing:
 Leadership recognises the need to link curriculum, pedagogy and wellbeing so that students feel more connected to the classroom leadership wishes to embed a whole school approach to wellbeing focusing on students developing resilience, empathy and emotional intelligence. If students are cognitively, emotionally and behaviourally engaged at Camberwell South Primary School, then their outcomes will improve.

Community Engagement:
 The school wishes to further engage parents in their child's learning. A more meaningful home-school partnership, the strongest evidence being increasing numbers of parents taking an active interest in their child's learning, is a key goal for the next four years. Leadership knows that sound communication and effective collaboration between home and school will optimise student learning and wellbeing. Leadership is keen to explore ways of more personalised forms of communication with parents in addition, it wishes to promote and enrich the strength of its existing partnerships and



explore further opportunities.

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)
<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> ○ Building practice excellence ○ Curriculum planning and assessment <p>Positive Climate for Learning</p>	<p>Student Learning</p> <ul style="list-style-type: none"> ○ Build a whole school instructional model to deliver the curriculum at the students' point of need based on data and feedback
<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> ○ Building practice excellence <p>Positive Climate for Learning</p> <p>Professional Leadership</p>	<p>Student Engagement and Wellbeing</p> <ul style="list-style-type: none"> ○ Build a common and consistent framework to enhance positive relationships
<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> ○ Building practice excellence <p>Positive Climate for Learning</p> <p>Professional Leadership</p>	<p>Community Partnerships</p> <ul style="list-style-type: none"> ○ Engage the school community in school-wide practices that further extend their understanding of the learning process, behavioural leadership and positive home learning partnerships



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.

STRATEGIC PLAN GOALS	<p>Student Learning</p> <ul style="list-style-type: none"> ○ Build a whole school instructional model to deliver the curriculum at the students' point of need based on data and feedback
IMPROVEMENT INITIATIVE	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> ○ Building practice excellence ○ Curriculum planning and assessment <p>Positive Climate for Learning</p>
STRATEGIC PLAN TARGETS	<p>Targets</p> <p>Consideration is given to including targets such as the following designed to measure progress toward achievement of the suggested goal in the new Strategic Plan: <i>Teacher Judgments:</i></p> <ul style="list-style-type: none"> ○ For those deemed capable, increase to 90% the number of students achieving a rating of A or B against Victorian Curriculum F-6 to indicate at least 12 months' growth for every student who is deemed capable for each year of the reporting period. <p><i>NAPLAN - Year 3</i></p> <ul style="list-style-type: none"> ○ To increase the number of students achieving Band 6 in Reading from 31.1% (2016) to 60% (2020). ○ To increase the number of students achieving Band 6 in Writing from 23.3% (2016) to 50% (2020). ○ To increase the number of students achieving Band 6 in Numeracy from 32.4% (2016) to 65% (2020). <p><i>NAPLAN - Year 5</i></p> <ul style="list-style-type: none"> ○ To increase the number of students achieving Band 8 in Reading from 23.8% (2016) to 50% (2020). ○ To increase the number of students achieving Band 8 in Writing from 6.3% (2016) to 50% (2020). <p><i>NAPLAN - Relative Growth</i></p> <ul style="list-style-type: none"> ○ To decrease the number of students achieving low relative growth in Reading from 25.5% (2016) to 5% (2020). ○ To decrease the number of students achieving low relative growth in Writing from 17.2% (2016) to 5% (2020). ○ To decrease the number of students achieving low relative growth in Numeracy from 22.4% (2016) to 5% (2020). ○ To increase the number of students achieving high relative growth in Reading from 28.3% (2016) to 50% (2020). ○ To increase the number of students achieving high relative growth in Writing from 34.5% (2016) to 50% (2020). ○ To increase the number of students achieving high relative growth in Numeracy from 25.9% (2016) to 40% (2020). <p>Each year for the review period, to improve the Year 5 and 6 mean factor score on the Student Attitudes to School Survey with all variables identified below at +6:</p> <ul style="list-style-type: none"> ○ Stimulating Learning (2016 - 3.87) ○ Student Motivation (2016 - 4.43) ○ Teacher Effectiveness (2016 - 4.24) ○ Learning Confidence (2016 - 4.09) ○ Teacher Empathy (2016 - 4.32)



12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Student Learning: Build a whole school instructional model to deliver the curriculum at the students' point of need based on data and feedback	FISO Vision, Values and Culture: Create and embed a shared vision							
	<ul style="list-style-type: none"> Leadership Team formed to develop, oversee and evaluate the effectiveness and impact of the AIP 	Prin class LT All staff School Council Students Parents	Mar	6 months: <ul style="list-style-type: none"> Leaders clearly articulate the school vision and values and their importance in guiding all school work All staff and School Council able to articulate school vision 12 months: <ul style="list-style-type: none"> School Community able to articulate school vision Processes are established to consult with students and families and engage them in discussions about the school's vision, values and goals. Potential barriers to engagement are identified. The school works with parents/carers and families to develop students' social and emotional skills in self-managing their behaviour. Collected data shows evidence of improved learning outcomes resulting from an environment where student wellbeing and safety is prioritised and actively promoted across the community. 	●	PLC Maturity Matrix <ul style="list-style-type: none"> Vision, Values and Culture moves from Emerging to Embedded FISO Continua of Practice <ul style="list-style-type: none"> Vision, Values and Culture moves from Emerging to Embedded 	5000	1000
	FISO Building Practice Excellence: Establish common understanding and consistent practices across years P-6							
	<ul style="list-style-type: none"> Develop, implement and communicate Teaching and Learning Protocols 	Prin class LT PLC leads All staff	April	6 months: <ul style="list-style-type: none"> Teaching and Learning Protocols document created and communicated to all staff Protocols for Teaching professional learning complete Professional learning is aligned to FISO goals and priorities Whole-school curriculum planning has begun to identify needs and processes for targeting professional learning to implement the FISO initiatives Professional learning teams are formalised and teachers work collaboratively to review and develop their practice Protocols are established to increase the effectiveness of professional learning including the importance of reflection on practice Teachers provide and receive planned, constructive feedback from peers, school leaders and students to improve teaching practice 	●	PLC Maturity Matrix <ul style="list-style-type: none"> Building Practice Excellence moves from Evolving to Embedded FISO Continua of Practice <ul style="list-style-type: none"> Building Practice Excellence moves from Emerging to Embedded 		
	<ul style="list-style-type: none"> Document and communicate a list of the 'practices' per year level 		April	12 months: <ul style="list-style-type: none"> Consistent protocols in place in every class across the school 	● ● ●			
	<ul style="list-style-type: none"> Provide a summary of research for teachers on rationale of adopted practices (first iteration, regular update) 	Ongoing	12 months: <ul style="list-style-type: none"> Teachers clearly demonstrate their understanding of the link between their practice and student learning. They use student achievement data to identify areas for improvement, in teacher practice. 	● ● ●				
	<ul style="list-style-type: none"> Prioritise time in the weekly meeting schedule for Professional Development (ongoing) 	Each term	12 months: <ul style="list-style-type: none"> The school has embedded explicit systems for collaboration, classroom observation, the modelling of 	● ● ●				
<ul style="list-style-type: none"> Build continued learning into staff Professional Development Plans 	April					5000	3000	



				<p>effective practice and feedback</p> <ul style="list-style-type: none"> Teaching teams meet regularly to plan, observe, assess and evaluate lessons, and share what works. They evaluate and document the impact of new approaches, and collaboratively plan further improvements. Teachers engage students in discussion about learning and teaching approaches and assessment 				
FISO Building Practice Excellence: Develop an agreed instructional model								
<ul style="list-style-type: none"> Document agreed Instructional Model Provide professional learning for instructional model 	Prin class LT PLC leads Teaching staff	Feb Ongoing	6 months: <ul style="list-style-type: none"> Instructional model implemented in every classroom Placemat used for every Literacy and Numeracy lesson The school has identified priority areas for focus aligned to the SSP and AIP For consistency, teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum A consistent approach to documentation is used to ensure that there is cross curriculum area consistency and to enable cross curricula area integration 	●	PLC Maturity Matrix <ul style="list-style-type: none"> Building Practice Excellence moves from Evolving to Embedded FISO Continua of Practice <ul style="list-style-type: none"> Building Practice Excellence moves from Emerging to Embedded 			
<ul style="list-style-type: none"> Develop and implement placemat for Literacy and Numeracy Develop and implement whole school work-plan template Provide professional development for new planning structures to compliment Instructional Model Review Instructional Model at term intervals using PLC Inquiry Process Implement Classroom Teaching Technique (CTT) High Expectations 		June Mar Ongoing Each term Sept	12 months: <ul style="list-style-type: none"> Instructional model extended beyond Literacy and Numeracy Placemat extended beyond Literacy and Numeracy Teachers develop a culture of high expectations for all students by setting challenging learning goals. They support students to use the learning goals to monitor and progress their learning. They encourage students to review and set their own learning goals. The school is aware of students' needs and undertake an audit of the current curriculum. It identifies strengths and weaknesses to inform revision of curriculum plan. Curriculum planning reflects the achievements of students on the standards for learning areas, stages of learning and student backgrounds and needs. 	● ● ●				
Build Professional Learning Communities (PLCs) as effective teams:								
<ul style="list-style-type: none"> Develop and implement Professional Learning Community (PLC) framework 	Prin class LT PLC leads All staff	Feb	6 months: <ul style="list-style-type: none"> PLTs discuss student data and share teaching strategies to support students in their level Role description and clarity established in PLTs Teacher's begin to seek feedback from students about their learning and point of need PLC Maturity Matrix benchmarked PLC framework created and implemented PLTs trial Inquiry Cycle on one unit of work Teachers set explicit, challenging and achievable learning goals for all students, drawing on their background, interests and prior knowledge 	●	PLC Maturity Matrix <ul style="list-style-type: none"> Building professional learning communities through a culture of collaboration for improvement moves from Emerging to Embedded FISO Continua of Practice <ul style="list-style-type: none"> Building Practice Excellence moves from Emerging to Embedded 			
<ul style="list-style-type: none"> Use PLC Maturity Matrix as benchmark Implement PLC Inquiry Cycle Review PLC Maturity Matrix each term 		Feb Each term Each term	12 months: <ul style="list-style-type: none"> PLTs discuss student data and share teaching strategies to support students across school 	● ● ●				



	Implement (CCT) High Expectations		Oct	<ul style="list-style-type: none"> Teachers seek student feedback and adjust programs to meet individual point of need PLC Maturity Matrix benchmarked with growth evident PLTs proficient in Inquiry Cycle High Expectations professional learning complete Teachers develop a culture of high expectations for all students by setting challenging learning goals. They support students to use the learning goals to monitor and progress their learning. They encourage students to review and set their own learning goals. 					
Create and embed protocols for effective communication									
	<ul style="list-style-type: none"> Establish the leadership team communication protocol 	Prin class Communication team	April	6 months:	●	PLC Maturity Matrix	<ul style="list-style-type: none"> Building professional learning communities through a culture of collaboration for improvement moves from Emerging to Embedded 		
	<ul style="list-style-type: none"> Document and agree communication non-negotiables 		April	<ul style="list-style-type: none"> Roles and Responsibility document created and communicated to all staff Role and responsibility linked to individual PDPs 					
	<ul style="list-style-type: none"> Leadership team minutes template (taking notes for team meetings) 		April	12 months:				● ● ●	
	<ul style="list-style-type: none"> Consistent meeting process developed, communicated and implemented including what, when, who and minutes template 		April	<ul style="list-style-type: none"> Staff meeting responsibilities evidenced through PDP 					
	<ul style="list-style-type: none"> Communicate meeting process to level coordinators 		April						
	<ul style="list-style-type: none"> Process to collate major decisions for the staff newsletter, consultative committee and admin section of professional learning agenda 		April						
Build a peer observation and feedback model									
	<ul style="list-style-type: none"> Discussion and professional development with staff on approach to writing Performance and Development Plans (PDPs) 	Prin class LT Feedback team All staff	April	6 months	●	PLC Maturity Matrix	<ul style="list-style-type: none"> Structures and systems to support collaboration for improvement – strategic resource management moves from Emerging to Embedded 		
	<ul style="list-style-type: none"> Schedule time for Learning Walks 		Each term	<ul style="list-style-type: none"> Protocols for feedback and observation created and implemented Coaching structure created and implemented, including professional development for coaches and all staff Professional learning on feedback created and implemented 					
	<ul style="list-style-type: none"> Protocols for observation documented, discussed and agreed 		May						
	<ul style="list-style-type: none"> Trust building activities planned and implemented, linked to protocols for observation 		Ongoing						
	<ul style="list-style-type: none"> Professional development provided to staff on observation techniques, and the giving and receiving of feedback, including the use of the CTT Feedback 		Ongoing						
	<ul style="list-style-type: none"> Schedule time for observations to occur with a documented register to track 		Each term	12 months				● ● ●	
	<ul style="list-style-type: none"> Set a baseline measurement for individuals (included in PDP) using AITSL Standards Continuum of Practice 		May	<ul style="list-style-type: none"> Peer feedback and observation model timetabled and implemented Staff have had access to coaching support with direct links to individual PDPs 					
	<ul style="list-style-type: none"> Provide professional development for use of Continuum of Practice Link Continuum of Practice to feedback model and PDP, aligned with AIP and Strategic Plan 		Sept	<ul style="list-style-type: none"> Staff able to demonstrate improved performance evidenced through PDP as a result of feedback structures, professional learning and coaching support 					
	<ul style="list-style-type: none"> Professional learning implemented for Performance and Development Plan 	April							
								20000	10000



	(PDP) process								
	o Provide coaching support to all staff		Ongoing						
	o Timetable coaching		Each term					100000	50000
Role Clarity for all staff									
	o Document role summary for all the leadership team roles	Prin class LT	April	6 months	●		PLC Maturity Matrix		
	o Share leadership role summary with all staff	All staff	April	o Teacher's have shared understanding of AITSL Continuum of Practice o Teacher's able to benchmark their position on the AITSL Continuum of Practice			o Building professional learning communities through a culture of collaboration for improvement moves from Emerging to Embedded		
	o Document role summary for all roles		May	12 months	● ● ●		FISO Continua of Practice		
	o Staff to co-construct individual role statements		April	o Demonstrated teacher capacity built evidenced by AITSL Continuum of Practice benchmarking			o Building Leadership Teams moves from Evolving to Embedded		
	o Agree any changes to role statements and update		May						
	o Provide role statements to all staff		May						
Support Data Feedback and Usage									
	o Determine the data sources that are available	Prin class LT	Mar	6 months	●		PLC Maturity Matrix		
	o Review and prioritise assessment of data to understand value	Assessment action team	April	o All teachers have feedback built into PDP o Professional learning			o Data used to focus and drive collaborative improvement and evaluate impact on learning moves from Emerging to Embedded		
	o Select data sources to be used for feedback and measurement		May	12 months	● ● ●		FISO Continua of Practice		
	o Stop work on data sources that are not being used or valuable		May	o PDP cycle complete demonstrating growth in teacher capacity as a result of feedback			o Building Leadership Teams moves from Evolving to Embedded		
	o Design and implement ongoing moderation practices for writing, reading and number		July						



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Student Engagement and Wellbeing <ul style="list-style-type: none"> Build a common and consistent framework to enhance positive relationships
IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning <ul style="list-style-type: none"> Building practice excellence Positive Climate for Learning Professional Leadership
STRATEGIC PLAN TARGETS	By 2020, improve the Student Attitudes to School Survey with all variables identified below at +6: <ul style="list-style-type: none"> Student Safety (2016 - 4.34) Student Distress (2016 - 5.93) Student Morale (2016 - 5.51) Classroom Behaviour (2016 - 3.31) Connectedness to peers (2016 - 4.31)
12 MONTH TARGETS	[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																								
					Progress Status	Evidence of impact	Budget																						
							Estimate	YTD																					
Engagement and Wellbeing Build a common and consistent framework to enhance positive relationships	Student Engagement and Wellbeing <ul style="list-style-type: none"> Review the whole school programs for student engagement and wellbeing 	Prin class LT Wellbeing coordinators Wellbeing action team Education sub-committee All staff	Feb	6 months: <ul style="list-style-type: none"> Whole school program to support student engagement and wellbeing implemented and evident in classrooms 	●	Student Attitudes to School Survey data improvement <table border="1"> <thead> <tr> <th>Area</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>3.87</td> <td>4.25+</td> </tr> <tr> <td>Student Motivation</td> <td>4.43</td> <td>5+</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.24</td> <td>4.75+</td> </tr> <tr> <td>Learning Confidence</td> <td>4.09</td> <td>4.5+</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.32</td> <td>4.75+</td> </tr> <tr> <td>Classroom Behaviour</td> <td>3.31</td> <td>4+</td> </tr> </tbody> </table> Pivot Survey data for each of the five standards +4 for Years 4-6 classes, including specialist classes	Area	2016	2017	Stimulated Learning	3.87	4.25+	Student Motivation	4.43	5+	Teacher Effectiveness	4.24	4.75+	Learning Confidence	4.09	4.5+	Teacher Empathy	4.32	4.75+	Classroom Behaviour	3.31	4+	14000	7800
	Area		2016	2017																									
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Teacher Empathy	4.32	4.75+																											
Classroom Behaviour	3.31	4+																											
<ul style="list-style-type: none"> Develop and implement whole school student behaviour management plan 	April	12 months: <ul style="list-style-type: none"> Resilience Project implemented 	● ● ●																										
<ul style="list-style-type: none"> Implement Resilience Project 	Aug	<ul style="list-style-type: none"> Common language across school from students, staff and parents 																											
	Student Voice (student preference and teaching customisation for students) <ul style="list-style-type: none"> Define what student voice is (component parts) 	Prin class LT Wellbeing coordinators Wellbeing action team Education sub-committee All staff	June	6 months: <ul style="list-style-type: none"> Staff participate in independent student perception survey for year 4-6 classes and specialists 	●	Student Attitudes to School Survey data improvement <table border="1"> <thead> <tr> <th>Area</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>3.87</td> <td>4.25+</td> </tr> <tr> <td>Student Motivation</td> <td>4.43</td> <td>5+</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.24</td> <td>4.75+</td> </tr> <tr> <td>Learning Confidence</td> <td>4.09</td> <td>4.5+</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.32</td> <td>4.75+</td> </tr> </tbody> </table> Pivot Survey data for each of the five standards +4 for Years 4-6 classes, including specialist classes	Area	2016	2017	Stimulated Learning	3.87	4.25+	Student Motivation	4.43	5+	Teacher Effectiveness	4.24	4.75+	Learning Confidence	4.09	4.5+	Teacher Empathy	4.32	4.75+	500	500			
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	Learning Confidence		4.09	4.5+																									
Teacher Empathy	4.32	4.75+																											
<ul style="list-style-type: none"> Form a staff working group to document detailed practices to receive student voice 	Aug	12 months: <ul style="list-style-type: none"> Growth in student perception data compared to baseline data collected in March 	● ● ●																										
<ul style="list-style-type: none"> Professional development on using student voice 	Sept	<ul style="list-style-type: none"> Staff able to articulate student voice definition 																											
<ul style="list-style-type: none"> Receive first set of student voice feedback for assessment 	Mar	<ul style="list-style-type: none"> Action plan developed to support implementation of student voice 																											
<ul style="list-style-type: none"> Student feedback priority from leadership team socialised and adjusted with the teaching staff 	Aug																												
<ul style="list-style-type: none"> Create first student voice action plan (list of 	Oct																												



	<p>actions to be documented)</p> <ul style="list-style-type: none"> Plan for student engagement that will occur across the school via curriculum 		Ongoing			<p>PLC Maturity Matrix</p> <ul style="list-style-type: none"> Empowering students and building school pride moves from Emerging to Evolving <p>FISO Continua of Practice</p> <ul style="list-style-type: none"> Empowering students and building school pride moves from Evolving to Embedded 		
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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	Community Partnerships <ul style="list-style-type: none"> Engage the school community in school-wide practices that further extend their understanding of the learning process, behavioural leadership and positive home learning partnerships 							
OTHER IMPROVEMENT MODEL DIMENSIONS	Excellence in Teaching and Learning <ul style="list-style-type: none"> Building practice excellence Positive Climate for Learning Professional Leadership							
STRATEGIC PLAN TARGETS	By 2020, to improve the Parent Opinion Survey with all variables identified below at +6: <ul style="list-style-type: none"> Approachability (2015 - 5.67) Reporting (2015 - 5.42) Parent Input (2015 - 5.30) Stimulating Learning (2015 - 5.80) General Satisfaction (2015 - 5.92) 							
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	MONITORING		
						Evidence of impact	Budget	
Community Partnerships Engage the school community in school-wide practices that further extend their understanding of the learning process, behavioural leadership and positive home learning partnerships	Community Engagement							
	<ul style="list-style-type: none"> Positive contact with parents (3 a week/ongoing contact) 		Ongoing	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]		FISO Continua of Practice <ul style="list-style-type: none"> Building Communities moves from Evolving to Embedded 		
	<ul style="list-style-type: none"> Review the parent teacher reporting and conferencing process 		Aug					
	<ul style="list-style-type: none"> Review feedback from parents on year 5/6 ongoing assessment process 		Each term	12 months:				
	<ul style="list-style-type: none"> Form a family welcome/induction pack in preparation for 2018 		Oct					
	Termly Parent Connection Activities							
<ul style="list-style-type: none"> Develop and implement parent volunteer/class assistant training 		Nov	6 months: <ul style="list-style-type: none"> Teachers use a variety of communication methods to seek and share information with parents and families Inclusive school policies, programs and practices are implemented 		FISO Continua of Practice <ul style="list-style-type: none"> Building Communities moves from Evolving to Embedded 			
<ul style="list-style-type: none"> Schedule school open nights 		Each term	12 months: <ul style="list-style-type: none"> The school works with parents/carers to highlight the importance of high expectations and challenging goals for students, and how they can support these Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness 					



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]

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	Select	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	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	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	
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 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]				
Next Steps:				

