

Annual Implementation Plan: for Improving Student Outcomes

School name: Kororoit Creek Primary School

Year: 2017

School number: 5499

Based on strategic plan: 2017-2020

Endorsement:

Principal **Natalie Bakai** [date]

Senior Education Improvement Leader **Tony Simpson** [date]

School council [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	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> For all students to become highly engaged and highly motivated learners To use data effectively to inform planning, allocate resources and improve student learning outcomes To develop a Parent and Student Communication Strategy <ul style="list-style-type: none"> To improve lateness and non-attendance of students 	Excellence in teaching and learning	Building practice excellence	<input type="checkbox"/>
		Curriculum planning and assessment	<input type="checkbox"/>
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	<input type="checkbox"/>
	Community engagement in learning	Building communities	<input type="checkbox"/>

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.

The above improvement initiatives have been clearly identified in the 2016 School Review as areas to be considered for improvement:

- The implementation of evidence based high impact teaching strategies across the school could support students to become highly engaged and motivated learners.
- Further exploring and embedding the effective use of data to inform planning, resource allocation and improved student learning outcomes
- Student Attitudes To School Survey suggests key areas such as Student Connectedness and Motivation can be improved.
- Student Absence rates are currently above State.

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)
Research, identify, document and provide PL on evidence based high impact teaching strategies	<ul style="list-style-type: none"> Identify a priority set of techniques that all teachers across the school should be using in their classes. Document these techniques and make them an important component of professional conversations, team meetings, classroom demonstrations, observations, feedback and 'professional growth' celebrations. Complement and enrich current professional learning and coaching with teacher managed/team based learning (PLCs) Document the agreed high impact teaching strategies so new teachers are made aware of the school's core generic instructional practices



<p>Develop a school-wide strategy to data collection and analysis that ensures differentiated learning and improved student outcomes</p>	<ul style="list-style-type: none"> • Adopt a school-wide approach to data collection and analysis • Develop processes to ensure data is used to inform coaching, differentiated learning and planning for curriculum implementation within the classroom • Provide Professional Learning Teams (PLTs) with training through the Gradual Release of Responsibility Model (GRR) • Design and implement a structured model that guides curriculum and differentiation
<p>Design a student and parent communication strategy to foster community engagement</p>	<ul style="list-style-type: none"> • Review current communication processes • Engage School Council in review and development of strategy • Focus on re-engagement of students and parents in ensuring timely and regular arrival of students at school



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	To improve the learning outcomes of all students in all learning areas and in particular increase the learning growth of those students in the lowest and highest learning bands For all students to become highly engaged and highly motivated learners To strengthen parental and student engagement and perceptions of the school
IMPROVEMENT INITIATIVE	Goal 1: Excellence in Learning and Teaching: FISO Building Practice Excellence FISO Evidence based High Impact Teaching Strategies Goal 2: Community engagement in Learning: FISO Parents and Carers as Partners Goal 3: Positive Environment for Learning: FISO Empowering students and setting expectations
STRATEGIC PLAN TARGETS	<p>GOAL 1: NAPLAN and Victorian Curriculum F-10</p> <ul style="list-style-type: none"> • To reduce the proportion of students in the <u>lowest</u> NAPLAN bands in Reading, Writing and Numeracy • To increase the proportion of students in the <u>highest</u> bands in Reading, Writing and Numeracy in NAPLAN • Minimum 25% in the top two bands for reading and numeracy Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10 • To reduce the % of students with D and E grades for Victorian Curriculum F-10 • Annual improvement in the Student Attitude to School Survey items of: <ul style="list-style-type: none"> ○ Student Connectedness: ○ Student Motivation: • Meet or exceed the state School Staff Survey scores for: <ul style="list-style-type: none"> ○ Professional Learning ○ Teaching and Learning <p>GOAL 2: Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Annual improvement in the following survey items: <ul style="list-style-type: none"> ○ Learning confidence ○ Student Motivation ○ Stimulating Learning <p>School Staff Survey</p> <ul style="list-style-type: none"> • Meet or exceed the State Staff Opinion Survey scores for the item: <ul style="list-style-type: none"> • School staff believe they have the necessary skills, expertise and resources to successfully educate students. • Collective efficacy • Academic emphasis <p>GOAL 3: <i>Student Attitudes to school survey</i></p> <ul style="list-style-type: none"> • Maintain and/or improve scores to at or above State and School Type means for the following items: <ul style="list-style-type: none"> ○ Student Connectedness: 5.91 ○ Student Motivation: 5.80 ○ School Connectedness: 5.96 <p><i>Parent Opinion Survey</i></p> <ul style="list-style-type: none"> • Maintain and/or improve scores to at or above State and School Type means for the following item: <ul style="list-style-type: none"> ○ To improve parents' sense of engagement with the school <p><i>Student Absence</i></p> <ul style="list-style-type: none"> • Reduce whole school student absence rate by a minimum of 1.94 days across the school • Reduce the number of students with chronic absence by 50%
12 MONTH TARGETS	<p>GOAL 1: NAPLAN and Victorian Curriculum F-10</p> <ul style="list-style-type: none"> • To reduce the proportion of students in the <u>lowest</u> NAPLAN bands in Reading, Writing and Numeracy • To increase the proportion of students in the <u>highest</u> bands in Reading, Writing and Numeracy in NAPLAN • Minimum 25% in the top two bands for reading and numeracy Years 3 & 5 • To increase the % of students in the A and B grades for the Victorian Curriculum F-10



- To reduce the % of students with D and E grades for Victorian Curriculum F-10
- Annual improvement in the Student Attitude to School Survey items of:
 - Student Connectedness:
 - Student Motivation:
- Meet or exceed the state School Staff Survey scores for:
 - Professional Learning
 - Teaching and Learning

TARGETS FOR NAPLAN READING DATA YEAR 3 2017

Decrease Bands 1 and 2 from 7% to 5% over 12 months

Increase Bands 5 and 6 from 68% to 69% over 12 months

TARGETS FOR NAPLAN READING DATA YEAR 5 2017

Decrease Bands 3 and 4 from 11% to 9% over 12 months

Increase Bands 7 and 8 from 42% to 44% over 12 months

TARGETS FOR NAPLAN WRITING DATA YEAR 3 2017

Maintain or Improve Bands 1 and 2 at 1% over 12 months

Increase Bands 5 and 6 from 82% to 83% over 12 months

TARGETS FOR NAPLAN WRITING DATA YEAR 5 2017

Decrease Bands 3 and 4 from 3% to 2% over 12 months

Increase Bands 7 and 8 from 41% to 43% over 12 months

TARGETS FOR NAPLAN NUMERACY DATA YEAR 3 2017

Decrease Bands 1 and 2 from 5% to 4% over 12 months

Increase Bands 5 and 6 from 55% to 60% over 12 months

TARGETS FOR NAPLAN NUMERACY DATA YEAR 5 2017

Decrease Bands 3 and 4 from 10% to 9% over 12 months

Increase Bands 7 and 8 from 36% to 38% over 12 months

READING

WRITING

NUMERACY

- To increase the % of students in the A and B grades for the Victorian Curriculum F-10
- To reduce the % of students with D and E grades for Victorian Curriculum F-10
- Annual improvement in the Student Attitude to School Survey items of:
 - Student Connectedness: Improve from 4.26 to 4.5
 - Student Motivation: Improve from 4.60 to 4.8
- Meet or exceed the State School Staff Survey scores for:
 - Professional Learning
 - Teaching and Learning:



- GOAL 2:**
 Student Attitudes to School Survey
- Annual improvement in the following survey items:
 - Learning confidence. Improve From 4.17
 - Student Motivation. Improve From 4.60
 - Stimulating Learning. Improve From 4.2
- School Staff Survey
- Meet or exceed the State Staff Opinion Survey scores for the item:
 - School staff believe they have the necessary skills, expertise and resources to successfully educate students.
 - Collective efficacy
 - Academic emphasis
- GOAL 3:**
 Student Attitudes to school survey
- Maintain and/or improve scores to at or above State and School Type means for the following items:
 - Student Connectedness: 5.91
 - Student Motivation: 5.80
 - School Connectedness: 5.96
- Parent Opinion Survey
- Maintain and/or improve scores to at or above State and School Type means for the following item:
 - To improve parents' sense of engagement with the school
- Student Absence
- Reduce whole school student absence rate by a minimum of 1 day a cross the school
 - Reduce the number of students with chronic absence by 25%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Identify a priority set of techniques that all teachers across the school should be using in their classes. Document these techniques and make them an important component of professional conversations, team meetings, classroom demonstrations, observations, feedback and 'professional growth' celebrations.	<ul style="list-style-type: none"> Curriculum Team to identify potential resources and strategies most relevant to our learning community Observe teachers techniques to identify any key weaknesses Take proposed list to the Consultative Committee to provide feedback and support priority selections Senior APs to create links with Making the PYP Happen 'The role of the adult' and 'Structuring the environment for students' and embed practices into the PYP Action Plan Development of Professional Learning to be delivered in Term 2 Embed strategies in coaching through AP, LT and EL levels Develop coaching processes to account for the usage and implementation of strategies (e.g. coaching template) 	Curriculum Team Consultative Committee	Term 1 and 2 2017	6 months: <ul style="list-style-type: none"> Priority set developed Resources prepared and published for staff reference References in PYP Action Plan Teacher knowledge of strategies indicated in professional conversations (Team Meetings etc) 	● ● ●			
				12 months: <ul style="list-style-type: none"> Coaches PDPs and coaching notes reflect explicit planning with teachers using the prioritised techniques. 	● ● ●	Student Attitude to School Survey <ul style="list-style-type: none"> Annual Improvement in the following survey items: <ul style="list-style-type: none"> Learning Confidence Student Motivation Stimulating Learning School Staff Survey <ul style="list-style-type: none"> Meet or exceed the state Staff Opinion Survey scores for the items: <ul style="list-style-type: none"> School staff believe they have the necessary skills, expertise and resources to successfully educate students Collective efficacy 		

						o Academic emphasis		
Complement and enrich current professional learning and coaching with teacher managed/team based learning (PLCs)	<ul style="list-style-type: none"> School Meeting Schedule to incorporate PL for all staff, developed and run by AP class. Graduate Meetings to work as a PLC with teachers supported to select and implement various techniques as required. Team Leader meetings to operate as a PLC to support cross-school implementation. 	Leadership Team		6 months: <ul style="list-style-type: none"> Whole staff PL on priority strategies Graduate PLT implementing personal learning goals (minuted and reflected in practice) 	● ● ●	Strategies are visible in planning documents Graduate PLT minutes detail reflections of		
				12 months: <ul style="list-style-type: none"> VIT documents reflect competent use of priority techniques Principal and Teacher PDPs indicate achievement levels 	● ● ●	All graduate teachers achieve full VIT Registration Inquiry documents reflect high yield strategies		
Document the agreed high impact teaching strategies so new teachers are made aware of the school's core generic instructional practices	<ul style="list-style-type: none"> Inclusion of priority set in Curriculum Handbook Inclusion into induction programme for new teachers 	AP level	Semester 1	6 months: <ul style="list-style-type: none"> Curriculum Handbook distributed to all staff 	● ● ●	All staff received personal copy of Curriculum Handbook Copy of Curriculum Handbook on U Drive		
		All staff	Semester 2	12 months: <ul style="list-style-type: none"> Review of induction programme to reflect priorities All staff received PD in PLTs on effective use of Curriculum Handbook Feedback given to Leadership team 	● ● ●	Professional Learning delivered Week 6 Term 2		
Adopt a school-wide approach to data collection and analysis	<ul style="list-style-type: none"> Review of Assessment Schedule once per semester Consistent spreadsheet use and collection process of student data at an individual homeroom teacher level Meeting Schedule aligned with Assessment Schedule Professional learning linked to data literacy All staff have access to the following formal standardised assessment tools: PAT, On-Demand, Insight Assessment Platform (EOI and MOI) 	Leadership Team	Termly	6 months: <ul style="list-style-type: none"> All staff knowledgeable about its use and application Semester 1 data up-to-date Staff access and input their student data in alignment with the assessment schedule Leadership to have successfully collated cohort and whole school level data to support team planning and Assessment & Moderation week Results of student progress within the Levelled Literacy Intervention program have been included on individual spreadsheets Meeting Schedule accessible each term Allocation of meetings aligned relevant data collection Allocation of Curriculum Meeting and Team Leader Meetings as per the Meeting Schedule that indicate and allow time for data analysis based on the Data Wise process. Leadership team participation in the Data Wise professional Learning run within Network All teaching staff to have attended internal professional learning linked to data literacy based on the Data Wise Consistent language as a part of data/ evidence-based discussions (I Notice... I Wonder) and is documented within team minutes All team leaders to have engaged in data analysis with APs at a cohort level Inclusion of appropriate access points, usernames, passwords for the listed tools to be integrated into the Assessment Schedule 	● ● ●	All staff to have access to current and up-to-date Assessment Schedule Collation of class, cohort and whole school level data used to direct and determine coaching foci – evident cohort trends in data sets for Instructional Reading Levels, On-Demand, PAT Reading Comprehension, PAT Spelling, PAT Numeracy and eWrite. Data bank of students in LLI Program with record of attendance, progress and outcomes All staff to have access to current and up-to-date Meeting Schedule Professional learning delivered to staff based on using the consistent language from Data Wise Meeting Schedule provides consistent opportunities to support team-level data analysis and moderation, with clear links to the data literacy (I Notice... I Wonder...) evident in team moderation documents All staff to have access to the formal standardised assessment tools used All school level data to be accessible on SPA		



<ul style="list-style-type: none"> Collation of assessment data into appropriate storage facilities: SPA (Assessment) and COMPASS (Reporting) Access and analysis of whole school data for / of NAPLAN by external coaches Professional learning based on the 'points of need' from the student-level data to be delivered in a differentiated way to cater for the changing demographics of teaching staff 	<p>External coaches Leadership team</p> <p>Leadership Team Curriculum Team</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing, to be developed in line with the Meeting Schedule</p>	<ul style="list-style-type: none"> After assessment administration, student data to be uploaded (where applicable) to SPA for access by all staff Semester 1 Report timeline and process to be clearly established and communicated to all teaching staff The selection of the appropriate areas of the Victorian Curriculum to be reported against by the Curriculum Director and PYP Coordinator in line with the POI Reports to be completed and published through COMPASS for each student Use of SPA to identify trends within key curriculum areas Allocated time for external coaches to unpack data Professional learning targets developed based on analysis of existing school data Targets re-evaluated based on the reception of new data sets <p>12 months:</p> <ul style="list-style-type: none"> Staff and leadership team have attended to and reflected on allocated assessments to support evidence-based planning and report writing Specialist subjects to have developed a tool to allow for growth data to be captured, with the tool mapped out on the Assessment Schedule for 2018 Semester 1 and 2 data up-to-date Year level and cohort available to all staff Consistency in meetings aligned with relevant data moderation and analysis Agreed upon processes for data/evidence to be unpacked and documented/minuted in meetings (Leadership Team, Curriculum Team, Team Leaders, Team) All staff to have accessed relevant tools to assign, implement and collect/filter available data Appropriate student data uploaded to the correct repository (SPA or COMPASS) Semester 2 Reports to be completed and published through COMPASS for each student Use of analysed data to determine 'where to next' in support of professional learning and coaching foci Professional learning delivered in a differentiated need to cater to the needs of KCPS staff i.e. ranging from graduates to mid-level experienced levels 	<p>● ● ●</p>	<p>Clear timeline and processes in place for reporting student achievement against the Victorian Curriculum POI documents make clear reference to the sections of the Victorian Curriculum that are being assessed and reported against for Semester Reports</p> <p>Use of data tracking spreadsheets to collect and support the specialist team to capture and track their assessment data</p> <p>Teaching Staff use assessment data to triangulate and moderate student achievement against the Victorian Curriculum F-10) to meet the following end of year targets:</p> <table border="1" data-bbox="2122 966 2656 1323"> <thead> <tr> <th colspan="3">Victorian Curriculum – Reading</th> </tr> <tr> <th>Level</th> <th>Target: Students achieving A and B</th> <th>Target: Students achieving D and E</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>52%</td> <td>1.7%</td> </tr> <tr> <td>Year 1</td> <td>52%</td> <td>1.7%</td> </tr> <tr> <td>Year 2</td> <td>55%</td> <td>2%</td> </tr> <tr> <td>Year 3</td> <td>52%</td> <td>1%</td> </tr> <tr> <td>Year 4</td> <td>52%</td> <td>6%</td> </tr> <tr> <td>Year 5</td> <td>35%</td> <td>4%</td> </tr> <tr> <td>Year 6</td> <td>46%</td> <td>8%</td> </tr> </tbody> </table> <table border="1" data-bbox="2122 1344 2656 1701"> <thead> <tr> <th colspan="3">Victorian Curriculum – Writing</th> </tr> <tr> <th>Level</th> <th>Target: Students achieving A and B</th> <th>Target: Students achieving D and E</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>37%</td> <td>2%</td> </tr> <tr> <td>Year 1</td> <td>37%</td> <td>2%</td> </tr> <tr> <td>Year 2</td> <td>38%</td> <td>4%</td> </tr> <tr> <td>Year 3</td> <td>36%</td> <td>3%</td> </tr> <tr> <td>Year 4</td> <td>37%</td> <td>6%</td> </tr> <tr> <td>Year 5</td> <td>22%</td> <td>10%</td> </tr> <tr> <td>Year 6</td> <td>33%</td> <td>10%</td> </tr> </tbody> </table>	Victorian Curriculum – Reading			Level	Target: Students achieving A and B	Target: Students achieving D and E	Prep	52%	1.7%	Year 1	52%	1.7%	Year 2	55%	2%	Year 3	52%	1%	Year 4	52%	6%	Year 5	35%	4%	Year 6	46%	8%	Victorian Curriculum – Writing			Level	Target: Students achieving A and B	Target: Students achieving D and E	Prep	37%	2%	Year 1	37%	2%	Year 2	38%	4%	Year 3	36%	3%	Year 4	37%	6%	Year 5	22%	10%	Year 6	33%	10%
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	<p>Achievement Standards in relation to the Victorian Curriculum</p>			<ul style="list-style-type: none"> • Consistent use of Literacy Continuums as part of A&M sessions with teams • Review of Mathematics Scope and Sequence Documents in line with review process established with Team Leaders at the beginning of 2017 • Use of comprehension vocabulary overview evident in A&M documentation, weekly work programs and student goals • Evidence of explicit, targeted differentiation strategies utilised in individual teacher planning • Team Planning Minutes to have documented on a consistent, weekly basis, the use of student evidence in planning utilising the relevant support documents • Specialist Team teachers to utilise appropriate assessment tools/techniques to collect student achievement data in relation to the Victorian Curriculum • Specialist Team to use tracking spreadsheet to assist in the process of triangulating student data for the purposes of reporting against the Victorian Curriculum 		<ul style="list-style-type: none"> • Agenda / Minutes of moderation days detailing use of relevant documents including comprehension / vocabulary overview, literacy continuums, mathematics scope and sequence, Victorian Curriculum and individual student work sample • Individual teacher planning documents reflect consistent use and application of strategies detailed and are uploaded to the Curriculum Drive on a weekly basis • Team planning documents to reflect consistent use and application of strategies detailed and are uploaded to the curriculum Drive on a weekly basis. • Leadership team timetables explicitly detailing coaching allocations are distributed to all staff prior to the week commencing support. 		
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<p>Ensure data is used to inform planning for curriculum implementation within the classroom</p>	<ul style="list-style-type: none"> Professional Learning on the Data Wise process implemented with Teaching Class External coaches to deliver targeted coaching at team and individual teacher level under the direction of the Curriculum Director / PYP Coordinator 	<p>Curriculum Director Curriculum Team</p> <p>Curriculum Director PYP Coordinator External Coaches</p>	<p>Ongoing</p> <p>As per coaching cycles outlined by Curriculum Director / PYP Coordinator</p>	<p>6 months:</p> <ul style="list-style-type: none"> Professional learning to be delivered to all teaching staff about the Data Wise process Curriculum Director and PYP Coordinator to analyse relevant sources of data, including the Panorama Report, to determine focus of External Coaches Data analysis to indicate current areas of focus within the school Coaching cycles implemented based on data analysis 	<p>● ● ●</p>	<p>Professional learning for all staff- on Data Wise process- meeting minutes and assessment and moderation templates reflect 'I notice I wonder' protocol</p> <p>Curriculum meeting minutes reflect school wide data analysis</p> <p>School Wide Data analysis and Coaching allocation record.</p> <p>Coaching tracker</p>		
	<ul style="list-style-type: none"> Assistant Principals to deliver targeted coaching at at team and individual teacher level based on specific, targeted data analysis Leading Teachers and Executive Leaders to deliver targeted coaching at an individual teacher level under the direction of the Curriculum Director / PYP Coordinator Development of indicative progress to support moderation of teacher judgement and triangulation fVictorian Curriculum 	<p>Curriculum Team Assistant Principals</p> <p>Curriculum Director PYP Coordinator Leading Teachers Executive Leaders</p>	<p>As per coaching cycles outlined by Curriculum Director / PYP Coordinator in consultation with the Curriculum Team</p>	<p>12 months:</p> <ul style="list-style-type: none"> Process developed for analysis of student data in line with the Data Wise process for use on Assessment and Moderation days External coaches to have delivered professional learning and targeted coaching at the Team and Individual level based on collected student evidence Ongoing triangulation of data to re-evaluate coaching foci Implementation of coaching in classroom practice based on data analysis Leadership to attend regional Professional learning on Victorian Curriculum reporting standards to support teachers with indicative progress. 	<p>● ● ●</p>	<p>Assessment and Moderation data analysis sheets</p> <p>NAPSIM and PAT and e Write analysis inform external and internal coaching focus Year 3 and 5 in preparation for NAPLAN</p> <p>Meeting schedule reflects professional learning delivered by external consultants</p> <p>Curriculum meeting minutes reflect data analysis and triangulation</p> <p>Curriculum meeting minutes reflect coaching allocations</p> <p>School Wide Data analysis and Coaching allocation record.</p> <p>Victorian Curriculum Indicative progress documentation</p>		
<p>Design a student and parent communication strategy to foster community engagement</p>	<ul style="list-style-type: none"> Review current communication options for students, parents and community Engage School Council in framework for Parent Communication Strategy Research range of strategies used across like schools. 	<p>Principal Bursar School Council SRC</p>	<p>Term 2</p>	<p>6 months:</p> <ul style="list-style-type: none"> School Council working party established Communication review complete Research student attendance strategies 	<p>● ● ●</p>	<p>School Council engaged in development of Communication Strategy</p> <p>Focus on improved timely arrival and attendance of students</p>		
				<p>12 months:</p> <ul style="list-style-type: none"> Framework for Communication Strategy developed Parent Communication Strategy endorsed by School Council 	<p>● ● ●</p>	<p>Student and Parent Communication Strategy Endorsed by School Council for full implementation in 2018</p>		

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
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	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Kindergarten				6 months: 12 months:	● ● ● ● ● ●			
Partnership with other schools				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			



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]				
Considerations for 2018:				