Annual Implementation Plan: for Improving Student Outcomes

School name: Research Primary School

School number: 012959

Year: 2017

Based on strategic plan: 2016-2019

Endorsement:

Principal   Geoff Whyte   20/3/17

Senior Education Improvement Leader: Rebecca Haig   [date]

School council   Liz Shewan   20/3/17

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
Student Achievement • To significantly improve student achievement in Literacy and Numeracy. • To develop students with capacities to be effective global citizens, students who are curious, perseverant and creative, and able to work collaboratively as problem-solvers. **Student Engagement** • To develop students who are highly engaged and connected to their learning **Student Wellbeing** • To develop resilient students who demonstrate attitudes and behaviours consistent with the school values. **School Productivity** • To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.

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

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The school has progressively built staff capacity to deliver its desired approaches to teaching and learning. The general student learning patterns observable in the DET student learning performance indicators show that strategic plan targets were achieved, the school's mean scores were above those for the state, and in or above the range predicted from student intake characteristics. However the DET October 2016 School Performance Against Threshold Standards Report showed that Learning Gain in Numeracy Naplan Yr 3-5 did not meet the threshold performance standard.

Therefore the leadership team has developed a clear picture of where more work can be undertaken in all elements of differentiated approaches to teaching and learning in Numeracy. The 2016 school self evaluation identified some actions for future improvements.

Following the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention RPS intends to:

- Maintain improvement trends in levels of student learning, in particular in Numeracy and Wrting using VCOP
- Focus on learning gain in measurable AIP targets
- Continue to develop and embed whole school purposeful teaching models.
- Continue to build teacher capacity to implement the purposeful teaching models.
- Continue with teacher teams to provide the forum and focus for implementation of the instructional models and to support teacher professional growth.
- Continued building of leadership capacity through a distributed model close to where the action is, and building of individual leader's capacities to be leaders of learning and to implement the teaching models.
- Build student agency and ownership for their own learning.

These reasons point to the Building practice excellence and Curriculum planning and assessment initiatives as ongoing priorities.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	- Ensure a whole-school focus on purposeful teaching designed to move each student to the next point on English and Mathematics learning progressions, investigating best practice in Numeracy and embedding best practice in Writing using VCOP writing strategies - Build students capacities to be active agents for their own learning - Consistently implement a whole school framework for student well being and management - Ensure sufficient resources are provided for effective implementation of planned strategies and actions
Curriculum planning and assessment	- Engage PLTs to develop and implement a common understanding of what constitutes highly effective literacy and numeracy teaching and learning. - Ensure students are prepared academically, emotionally and socially for transitions

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Section 2a: Improvement Initiatives – Student Achievement

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.

STRATEGIC PLAN GOALS	STUDENT ACHIEVEMENT To significantly improve student achievement in Literacy and Numeracy. To develop students with capacities to be effective global citizens, students who are curious, perseverant and creative, able to work collaboratively as problem-solvers.
IMPROVEMENT INITIATIVE	**Building practice excellence**
STRATEGIC PLAN TARGETS	All deemed capable students to make at least one Victorian Curriculum level progress every year as measured by teacher judgement. The Year 3 to Year 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools. The NAPLAN Year 3 to 5 Relative Gain measures to show: • A maximum of 20% of students making low relative gain. • A minimum of 25% of students making high relative gain. To incorporate the Education State target to increase the percentage of Year 5 students performing in NAPLAN Bands 7 and 8 by 25% by 2020 • Reading from 43% in 2015 to 53% in 2020 • Numeracy from 31% in 2014 to 39% in 2020 To incorporate the Education State targets as performance measures are made available, e.g. – More students reaching highest levels of achievement in Critical and Creative Thinking by 2019.
12 MONTH TARGETS	The NAPLAN Year 3 to 5 Relative Gain measures to show: • A maximum of 20% of students making low relative gain. • A minimum of 25% of students making high relative gain. To incorporate the Education State target to increase the percentage of Year 5 students performing in NAPLAN Bands 7 and 8 by 25% by 2020 • Reading from 43% in 2015 to 48% in 2017 • Numeracy from 31% in 2014 to 35% in 2017 To analyse Teacher Judgement against Vic Curriculum F-10 for writing 80% of students to make at least 1.0 Vic Curr level progress in 12 months

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Ensure a whole-school focus on purposeful teaching designed to move each student to the next point on English and Mathematics learning progressions, investigating best practice in Numeracy and embedding best practice in Writing using VCOP writing strategies	Curriculum • Review planning and teaching against the Victorian Curriculum using Scope and Sequence and Curriculum Mapping Templates • Review cohort results using Supplementary School Level Report data 2016, investigate trends. • PD (internal, external, Network) to improve teacher capacity in the areas of Literacy and Numeracy • Introduce and upskill staff on utilising Top Ten Numeracy – Vic Curriculum Numeracy Program • Timetable caters for Common Planning time for all teams • Allocation of school time to support whole school implementation, including the school learning team – Term by Term Meeting & Assessment Schedules • Meeting Schedule caters for Learning Team, Professional Learning Teams, Leadership, Staff Forums and Consultative teams to meet regularly each term • New Victorian Curriculum based scope and sequence utilised and shared. Staff planning days provided 4 times a year. • CARE students (children at risk educationally) identified • In-class support program timetable in place for CARE students • Learning Logs established each semester for students identified at risk • Classroom practice will ensure a differentiated curriculum such as Numeracy Zones • Explicit teaching using Non-Negotiables – whole school learning and teaching programs eg: Top Ten Numeracy • All classrooms will include Open-ended enquiry based learning challenges for all students in Integrated Units. • Timetable ensures all grade from P-2 have explicit instruction time in	All Staff All Staff Leading Teacher Leading Teacher Leading Teacher Leading Teacher PLT Leaders Curriculum Co-ord, PLT Leaders Leading Teacher Leading Teacher All classroom teachers	First Two days of school Ongoing Ongoing Ongoing Ongoing Once a term Beg of the year Ongoing Ongoing Ongoing	**6 months:** New Victorian Curriculum introduced on initial curriculum day – FUSE shared as a resource Staff planning days provided 4 times a year. 2016 Dec Student achievement data/Handover analysed at cohort level through PLT meetings Re-visit Non-Negotiables to ensure they align with Vic Curric and modify where neccesary Learning Team established and timetabled to meet regularly to discuss/evaluate student progress: Prin, LT, PLT Leaders, Num Co-Ord, Lit Co-Ord Support program established Analyse Moderation tables for 6 month growth **12 months:** New Victorian Curriculum based scope and sequence utilised and shared. Staff planning days provided 4 times a year. Student achievement data is an agenda item at meetings Classroom teachers ensure Learning Intentions for each lesson are clear and articulated to students as evidenced in their Planning documents. Learning Team meets fortnightly to discuss/evaluate student progress	🔴 🟡 🟢 🔴 🟡 🟢			

		classrooms from 9-11.00 am • On-going professional learning for teachers on Top Ten Numeracy Program • On going Professional Learning in VCOP, Reading Eggs, Mathletics						
		Assessment • Continue to enhance the use of data ensure accurate judgement against the Victorian Curriculum progressions • Introduce the use of COMPASS reporter as the tool used to report to parents June/Dec. • Professional Development for Data Manager and Leading teacher in the use of COPMASS • Professional Development for all classroom and specialist teachers in the use of COMPASS • Build the capacity of teachers to utilise data to maximise individual student potential eg: use of ZPD Excel spreadsheets • Allocation of support in Lit and Num based on analysis of data against growth using moderation tables • Moderation tables used to collect assessment data at each grade level to ensure triangulation of data is consistent for teacher judgement levels eg: VCOP cold-write • Data-informed Literacy and Numeracy Assessment Schedules in place • PL Teams literacy & numeracy planning sessions linked to student performance data • Moderation sessions timetabled regularly for staff within and across Vic'n Curriculum levels • Use of a range of assessment tools, e.g. On-Demand testing, locally created ZPD spreadsheets for pre/post testing and the introduction of COMPASS across the school	Learning Team Leading Teacher All staff Leading Teacher Learning Team All Classroom teachers Leading Teacher All Classroom teachers Leading Teacher Leading Teacher and all staff Leading Teacher All Staff	Fortnightly Initial beg of year, then Ongoing PLT Meetings Fortnightly According to the ass schedule From Beg Year Ongoing From Beg Year to match ass schedule As above From Beg Year Ongoing	**6 months:** Staff will utilise COMPASS as a reporting tool. Staff will use Top Ten Numeracy Assessment tool to identify learning needs and establish Numeracy Zones. Analyse Moderation tables for 6 month growth Moderation Tables are completed for all Classes/Grade levels in Literacy and Numeracy to ensure consistency of assessment of tasks throughout the school Semester 1 reports:Teacher judgement VicCurric 10% A, 30% B P-6, across all subjects Student Learning Journals to include student reflections and sent home at the end of Semester 1. Students' progress recorded centrally twice per term and discussed at PLT, Learning Team and Staff Forums Increased use of assessment data – ZPD's **12 months:** Analyse Moderation tables for 12 month growth Moderation Tables are completed for all Classes/Grade levels in Literacy and Numeracy to ensure consistency of assessment of tasks throughout the school Semester 2 Reports:Teacher judgement VicCurric 10% A, 30% B P-6, across all subjects Student Learning Journals to include student reflections and sent home at the end of Semester 2. Students' progress recorded centrally twice per term and discussed at PLT, Learning Team and Staff Forums Increased use of assessment data – ZPD's	🔴 🟡 🟢 🔴 🟡 🟢		

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•	• New writing program (VCOP) continue to be implemented and extended to the whole school by re-visiting and aligning Literacy Non-Negotiables
	
	• Up-skill new staff by sending them to PD
	
	• VCOP PD Day 1 early term 1 – re-visit
	
	• VCOP Assessment timetabled throughout the year – cold writes initial and final and Big Writes throughout the year consistent at cohort level.
	
	• Establish consistent protocols for the implementation of the VCOP writing program across the school.
	  • Mentoring
	  • Classroom visits
	  • Learning Team
	  • Team planning
	  • Support resources
		All Staff
		
		English Co-ordinator
		
		English Co-ordinator
			Ongoing
			
			Re-visit at beg of year then ongoing
			
			Day 1 1st term Day 2 3rd Term
				6 months:
				• Whole school VCOP writing program created for 2017
				• VCOP writing program well-resourced and distributed
				• All staff following/implementing VCOP Writing program as evident in area planning documents.
				• All planning documentation consistent across the school.
				• Staff feedback and discussions at PLT meetings.
				• Feb Cold Write administered school-wide
				•
				•
				• Improved student writing data across the school 6 month growth
				
				12 months:
				• VCOP writing program resourced for Sem 2
				• All staff following/implementing VCOP Writing program as evident in area planning documents.
				• Continue planning documentation consistent across the school.
				• Staff feedback and discussions at PLT meetings.
				• November Cold Write administered school-wide
				• Big Writes administered at cohort level
				
				Improved student writing data across the school 12 month growth			

• Build students capacities to be active agents for their own learning	Investigation of approaches to enhancing students' role in goal setting and providing feedback on learning progress by analysing data from Attitudes to Schools Survey – School Connectedness -PD for all staff on goal setting/feedback Appoint Student Leadership team: including School Captains, Vice Captains, House Captains, and Junior School Council Reps from each Grade in the school Investigate Critical and Creative thinking Scope and Sequence from Vic/n Curriculum Regularly agenda discussions on areas of goal setting and feedback on Planning Days and at Staff forums Include personal learning goals in 3 way conference discussions, based on individual reports and goals identified by students, using self-reflection tool	Principal Leading Teacher and Learning Team Classroom Teachers Students Principal, Leading Teacher, Gr 5/6 Teachers All staff Leading Teacher All Staff All	Early Term 1 Early Term 1 Early Term 1 First 2 days of school Early in Term 1 As	6 months: Administer POLT Student Perception Surveys to P-4 students in May Administer Attitudes to School Survey 5-6 students May 2017 Student Learning Journals to include student reflections and teacher and parent comments Student led "Launch Into Learning" Evening Student leadership roles allocated: School Captains, Vice Captains, House Captains etc Junior School Councillors elected school-wide sem 1 Parent Teacher Interviews Three-way Conferences to include Student goals Class newsletters twice a term to assist parents in helping students to set, monitor and assess progress within their individual personal learning goals. Students take on responsibilities within the school to help make a difference to their school – monitored throughout the year to evaluate success via class and JSC meetings.	🔴 🟡 🟢		

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	Continue student weekly Values Awards based on RPS Values Attend National Young Leaders Conference with all Grade 6 students Continue start-up program for first 2 weeks Launch Into Learning Evening – present to parents Continue GOOD LEARNER DAY – what a good learner looks like at RPS	staff/stud ents All Staff Prin & Gr 6 teachers All classroom teachers All staff	necessar y mid year 3 ways weekly March 27th 2017 First 2 weeks of 2017 24th Feb 2017	12 months: Administer POLT Student Perception Surveys to P-4 students again in November Student Learning Journals to include student reflections and teacher and parent comments Individual student goal-setting Student led 3 way conferences Junior School Councillors elected school-wide sem 2 Class newsletters twice a term to assist parents in helping students to set, monitor and assess progress within their individual personal learning goals. Students take on responsibilities within the school to help make a difference to their school – monitored throughout the year to evaluate success via class and JSC meetings.	🔴 🟡 🟢			
• Consistently implement a whole school framework for student well being and management	Continue with Positive psychology and Growth Mindset Continue implementation of Mindfulness strategies and introduce movement activities where appropriate Introduce the Resilience Project Ensure whole school consistency in implementing student engagement and behaviour management strategies. 　• Include Pastoral Care for kids as a topic each Staff Forum 　• Include wellbeing as a topic on staff forum for staff to share success strategies PD Staff on the use of COMPASS Use COMPASS to communicate with parents Maintain Buddy Program 　• Timetable Buddy Visits/picnics/activities	All Staff All Staff All Staff Leading Teacher All Staff Gr P/1/5/6 teachers	From Term 1 Term 3 From Term 1 From Term 1 Fom Term 1	6 months: 　• Maintain current attendance averages 　• Maintain the high engagement levels as evidenced in the POLT student Perception Surveys 　• Positive feedback from parents and student 　• Mindfulness and movement activities implemented in classrooms 　• Positive classroom and yard behaviour 　• 12 months: 　• Resilience Project introduced 　• Maintain current attendance averages 　• Maintain the high engagement levels as evidenced in the POLT student Perception Surveys 　• Positive feedback from parents and student 　• Positive classroom and yard behaviour 　• Mindfulness and movement activities implemented in classrooms 　•	🔴 🟡 🟢 🔴 🟡 🟢			

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	Effectively implement the following:			6 months:				
• Ensure sufficient resources are provided for effective implementation of planned strategies and actions	• Common Planning Time	Leading teacher	Ongoing	Annual Budgeting process using the SRP planner	🔴🟡🟢	•	• •
	• Full Day planning day each term for teams	Leading teacher	Each term	Termly planning of all Professional learning			
	• Specialist Planning Days	Leading teacher	Each Term	Fortnightly PLT meetings for all teams			
	• Peer Support	All Staff	Ongoing	Roles and Responsibilities of all staff to be clearly outlined at commencement of school year in staff handbook			
	• Mentor support for Graduate teacher	Andrea	Ongoing	PDP format , expectations and timeline clearly communicated to all staff			
				PDP plans submitted to Principal by all staff			
	• Maintain up to date meeting schedule	Leading teacher	Ongoing	PDP Plans to be analysed to help determine whole school Professional Learning needs			
	• Allow time for extra duties	Leding Teacher	Ongoing	Evidence of data-based decision-making			
	• Support staff employed for Literacy/Numeracy assistance where possible	Principal	Ongoing	PDP Plans aligned with AIP and SSP PDP Plans reviewed in line with AIP and SSP			
	• Maintain PLT's	PLT Leaders	Fortnightly	Staff PDP Documents and interviews reflect success of classroom programs			
				12 months:			
	• Develop Distributive Leadership culture	Principal	From Beg year	PDP format , expectations and timeline clearly communicated to all staff			
			Ongoing	PDP plans submitted to Principal by all staff PDP interviews with principal			
	• 2 hour literacy blocks	Leading teacher		PDP Plans to be analysed to help determine whole school Professional Learning needs			
	• Professional Learning to be developed and aligned to AIP and SSP	Leading teacher	Ongoing	Evidence of data-based decision-making			
	• Staff individual Performance and Development Plans to be aligned to AIP and SSP online	All Staff	Early Term 1 Calendar year	PDP Plans aligned with AIP and SSP PDP Plans reviewed in line with AIP and SSP			
				Staff PDP Documents and interviews reflect success of classroom programs			
				End of year reflection PDP plans interview with individual staff and leadership team			

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Section 2b: Improvement Initiatives – Student Engagement, Wellbeing & School Productivity

STRATEGIC PLAN GOALS	**Student Engagement** • To develop students who are highly engaged and connected to their learning **Student Wellbeing** • To develop resilient students who demonstrate attitudes and behaviours consistent with the school values. **School Productivity** • To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.
IMPROVEMENT INITIATIVE	**Curriculum Planning and Assessment**
STRATEGIC PLAN TARGETS	To maintain Student Attitudes to School teaching and learning measure mean scores above four on the five-point scale and at least in the middle 50% of all school scores. To maintain the Student Attitudes to School mean scores for connectedness to peers and classroom behaviour in at least the middle 50% of all school scores. To incorporate the Education State targets as performance measures are made available, e.g. – - A 20% increase in the proportion of students doing physical activity five times a week by 2025 - A 20% increase in the proportion of students reporting high resilience by 2025 Maintain high levels of staff opinion on collective efficacy as measured through the Staff Opinion Survey.
12 MONTH TARGETS	To maintain Student Attitudes to School teaching and learning measure mean scores above four on the five-point scale and at least in the middle 50% of all school scores. To maintain the Student Attitudes to School mean scores for connectedness to peers and classroom behaviour in at least the middle 50% of all school scores. Measure students levels of achievement in Critical and Creative Thinking in 2017. Maintain high levels of staff opinion on school climate as measured through the 2015 Staff Opinion Survey.

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Estimate	YTD
Engage PLTs to develop and implement a common understanding of what constitutes highly effective literacy and numeracy teaching and learning.	Focus on purposeful teaching, with teams developing the curriculum, assessment, teaching and learning approaches based on Victorian Curriculum F-10) and Framework for Improving Student Outcomes PLT leaders will be provided with training in performing their roles as Team Leader using Bastow Offer the opportunity for Emerging Leaders to attend Inspire Local Leaders program in our network Review and revise assessment schedule across the school which informs teaching and learning Budget allocated to purchase appropriate assessment items to allow data collection. PD as required to support implementation of assessment tools eg: VCAA On Demand, Numeracy On Line Interview Local PLT Network Smorgasboard to be utilised PD in Numeracy for staff as identified by staff from the curriculum mapping early in 2017 implementing Top Ten Numeracy and the Vic Curriculum F-10	PLt Leaders and teams Leading teacher Leading teacher/Learning team Principal Leading Teacher All Staff All staff	Fom the beg of the year – meet fortnightly Ongoing Term by Term From Beg of the year As necessary Term 2,3,4 TBC	**6 months:** • Assessment schedule documented and available for staff • Moderation Tables are completed for all Classes/Grade levels in Literacy and Numeracy to ensure consistency of assessment of tasks throughout the school • Top Ten Numeracy Pre Test analysed to inform teaching to point of need. • Top Ten Numeracy Post Test analysed for student growth and teacher effectiveness in Numeracy • Framework developed for teachers regarding their role/function • Scheduling regular Learning Team meetings for Leadership of Curriculum and PLT leaders	🔴 🟡 🟢			
				12 months: • Assessment schedule documented and available for staff • Moderation Tables are completed for all Classes/Grade levels in Literacy and Numeracy to ensure consistency of assessment of tasks throughout the school Top Ten Numeracy Pre Test analysed to inform teaching to point of need. Top Ten Numeracy Post Test analysed for student growth and teacher effectiveness in Numeracy	🔴 🟡 🟢			
Ensure students are prepared academically, emotionally and socially for transitions.	Continue to refine the pre-Prep transition program, working in concert with the local feeder preschools and childcare centres. • Parent Information Evenings • PBL Open Afternoons • Formal RPS Prep Orientation Program 6 hours • New Prep Parent Information Evening • New Prep BBQ	Principal Prep Co-ordinator	From May the previous year	**6 months:** Staff attend Network meetings Prep teacher meets feeder Kinder teachers Analyse Student Perception Survey data	🔴 🟡 🟢			

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	• Individual School tours • Welcome letters to new preps in January • Continue to develop student capabilities in managing transitions and pathways • Secondary School visit to RPS – Eltham High, St Helena, others as we can	Year 7 transition co-ordinator	From May				
	Continue improving the quality of relationships with the local feeder secondary schools. • Secondary School visit to RPS – Eltham High, St Helena, others as we can • Individual School tours • Yr 7 Orientation Day • Yr 7 Level Managers visit RPS Continue meeting the transition managers form the various feeder schools we send our children off to, both public and private Continue to successfully manage internal transitions from Prep-6 Meet the Teacher prior to the new school year Teachers confer re individual student needs in a formal handover, including transfer of yellow student files and hand-over data compiled on server.	All Staff	December	12 months: Staff attend Network meetings Analyse Student Perception Survey data Gr 6 teachers meets Yr 7 level-managers if requested Gr 6 teachers complete transition data for sec schools Prep transition sessions implemented Prep BBQ Year 7 Transition Day implemented in Grade 6 Informed transition of students into next year level based on school processes including handover data, moderation tables, teacher judgement	🔴 🟡 🟢			

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Section 3: Other Improvement Model Dimensions N/A

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		Budget	
					Progress Status	Evidence of impact	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]	🔴 🟡 🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			

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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:

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