

Annual Implementation Plan: for Improving Student Outcomes

School name: DEER PARK NORTH PRIMARY SCHOOL

Year: 2017

School number: 5084

Based on strategic plan: 2015-2018

Endorsement:

Principal: Elizabeth Balharrie

Senior Education Improvement Leader: Jason Smallwood

School Council President: Melanie Lenssen

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	✓
<ol style="list-style-type: none"> To achieve more than one year's growth annually in literacy and numeracy for every student. To ensure student voice in their learning so that every student is engaged and challenged. To improve the home /school/ community partnerships so that students feel safe and connected and are ready to learn. To ensure that the resources of the school are allocated effectively to achieve the goals of the school strategic plan. 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	✓
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

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

Building Practice Excellence:

- Student data reflects the need to reduce the % of students achieving LOW GROWTH and increase % of students achieving MEDIUM & HIGH growth.
- Continue to focus on teacher capacity to provide differentiated planning and personalised learning using Victorian Curriculum
- Focus on driving collaborative work of PLCs for every teacher to know their students well and plan for and implement the next level of learning guided by Curriculum Leader and consultants
- continuing to build a culture of accountability with setting challenging goals and providing effective feedback, and high expectations for every student and teacher.

Positive Climate for Learning – Setting Expectations and Promoting Inclusion:

A number of programs that have been implemented to develop shared expectations and agreements across the school.

Continue to embed our school values - Be respectful, Be resilient, Be empathetic and Be your best.

- The student attitudes to school survey indicates that indicators were at or just below state.
- Work has begun to provide PL in restorative practices and school-based coaching with consultant. Support for staff to consistently respond to challenging student behaviours
- Continue to implement School Wide Positive Behaviours approach to student wellbeing



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)
Building practice excellence:	<p><u>Build the instructional practice of every teacher to ensure consistency and reduce variability.</u></p> <ol style="list-style-type: none"> 1. Implement a PLT structure to use inquiry model (Timperley) to facilitate planning, assessment and professional learning. 2. Using evidence-based research aligned to the Victorian Curriculum F-10 to build staff capacity in planning, lesson delivery, assessment and professional knowledge of content and developmental learning sequences. 3. Implement 2 hour planning blocks to facilitate team planning and consistency of what is taught across grade levels both horizontally and vertically. 4. Maintain Coaching/Consultancy programs – in Numeracy (Kathy Palmer), Inquiry Learning (Jeni Wilson), SWPB/Restorative Practice (David Vinegrad), Literacy/Numeracy Coaches 5. Conduct professional learning to build capacity of School Leadership Team. For example, Bastow Open to Learning course
Setting expectations and promoting inclusion:	<p><u>Ensure a whole school process for setting challenging goals and effective feedback for every teacher and student.</u></p> <ol style="list-style-type: none"> 1. Continue to create a positive and safe learning environment through the implementation of School Wide Positive Behaviours (SWBP) & Restorative Practice 2. Focus on engagement: Provision of professional learning for staff in order to build on existing practices to continue to develop supportive and engaging learning environments 3. Continue to implement the use of learning intentions, timely feedback, goal setting and success criteria as a tool for planning, learning and assessment. 4. Systematic approach developed and implemented for PDP



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.

<p>STRATEGIC PLAN GOALS</p> <p>IMPROVEMENT INITIATIVE</p>	<p>To achieve more than one year's growth annually in literacy and numeracy for every student.</p> <p>Excellence in teaching and learning: Building practice excellence.</p>
<p>STRATEGIC PLAN TARGETS</p>	<p>SSP Targets:</p> <p>NAPLAN - relative growth of Year 5 Numeracy.</p> <ul style="list-style-type: none"> Decrease percentage of students displaying low growth from 33.3% in 2014 to 25% or less in 2018 Increase percentage of students displaying high growth from 10.3% in 2014 to 25% or more in 2018 <p>NAPLAN - relative growth of year 5 Reading.</p> <ul style="list-style-type: none"> Decrease % of students displaying low growth from 35.9% in 2014 to 25% or less in 2018 Increase percentage of students displaying high growth from 15.4% in 2014 to 25% or more in 2018 <p>On Demand Reading</p> <ul style="list-style-type: none"> Consistently demonstrating at least .5 of a level growth for all students every 6 months with testing conducted in March and September. <p>Reading levels</p> <ul style="list-style-type: none"> Demonstrating 85% of children in Prep to Grade 4 working at or above the expected benchmarks by the end of each year. <i>Reading Levels Benchmarks</i> End of Prep- Level 5 End of Year One- Level 15 End of Year Two- Level 20 End of year Three- Level 25 End of Year Four- Level 30 <p>Teacher Judgements</p> <ul style="list-style-type: none"> Demonstrating 12 months' growth for all students with 25% of students achieving more than a year's growth in Reading, Writing and Number by the end of the school year. <p>On Demand Mathematics</p> <ul style="list-style-type: none"> Consistent achievement of at least .5 of a level growth for all students every 6 months with testing conducted in March and September. <p>Mathematics Online Interview P- 4 (to include Year 5-6 students from 2017)</p> <ul style="list-style-type: none"> Year Prep to 3 students to show a decreased percentage of students displaying low growth in counting and place value in March each year to 25% or less and an increase to 25% of students displaying high growth by 2018 (2014 p cohorts in March 2015: Counting 25% below & 25% above expected levels; Place Value 19% below & 12 % above expected levels) (2014 1 cohorts in March 2015: Counting 43% below & 4% above expected levels; Place Value 58% below & 11 % above expected levels) (2014 2 cohorts in March 2015: Counting 81% below & 0% above expected levels; Place Value 54% below & 13 % above expected levels) (2014 3 cohorts in March 2015: Counting 73% below & 0% above expected levels; Place Value 25% below & 17 % above expected levels) (2014 Yr 4 cohorts in March 2015: Counting 70% below & 0% above expected levels; Place Value 75% below & 0 % above expected levels)
<p>12 MONTH TARGETS</p>	<p>NAPLAN - relative growth of Year 5 Numeracy; Low growth 29% or less (2016 -)</p> <p>NAPLAN - relative growth of Year 5 Numeracy; High growth 18% or more (2016 -)</p> <p>NAPLAN - relative growth of Year 5 Reading; Low growth 29% or less (2016 -)</p> <p>NAPLAN - relative growth of Year 5 Reading; High growth 18% or more (2016 -)</p> <p>On Demand Reading; at least .5 of a level growth for 85% of students over 6 months (2016 -)</p> <p>Reading levels; 85 % of students working at or above Reading benchmarks (2016 -)</p> <p>Teacher Judgements</p> <ul style="list-style-type: none"> 80% of students at or above expected standards in English domains and Number 25% of students achieving more than a year's growth in Reading, Writing and Number by the end of the school year. <p>On Demand Mathematics; at least .5 of a level growth for 80% students over 6 months</p> <p>Mathematics Online Interview P- 4 5/6 in 2017</p> <p>Prep - Counting: 80% at or above expected Place Value: 80% at or above expected</p> <p>Year 1 - Counting: 75% at or above expected Place Value: 75% at or above expected</p> <p>Year 2 - Counting: 75% at or above expected Place Value: 75% at or above expected</p>



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
	Year 3 - Counting: 70% at or above expected Place Value: 70% at or above expected Year 4 - Counting: 70% at or above expected Place Value: 70% at or above expected Year 5 - Counting: 70% at or above expected Place Value: 70% at or above expected Year 6 - Counting: 70% at or above expected Place Value: 70% at or above expected								
[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]			
Build the instructional practice of every teacher to ensure consistency and reduce variability.	Implement a PLT structure to use inquiry model (Timperley) to facilitate planning, assessment and professional learning (1) <ul style="list-style-type: none"> Use the PLT model to implement high yield instructional practices including goal setting, feedback and formative assessment to inform planning. Planning documents will include learning intentions and success criteria and plans for differentiated learning within the class Create a template to ensure planning documents are aligned and consistent across the school Build teacher knowledge of the developmental continuum in numeracy Build and implement an agreed systematic teacher feedback model across the school including peer observations & PLC feedback practices and protocols Design, Model and implement evidence-based practice through PLTs Using evidence-based research aligned to the Victorian Curriculum F-10 to build staff capacity in planning, lesson delivery, assessment and professional knowledge of content and developmental learning sequences. (2) <ul style="list-style-type: none"> Implement a whole school approach to the teaching of reading using a workshop model and resources from Columbia University Teachers College Reading and 	Leadership Team/ Coaches		6 months: Implement a PLT structure to use inquiry model (Timperley) to facilitate planning, assessment and professional learning (1) <ul style="list-style-type: none"> Implemented the Timperley inquiry cycle for PLTs Professional reading texts provided for teachers to support instructional practice development Planning template is used weekly and or term planners. Early Learning Program for Foundation students reflects consistency in approach in Literacy and Numeracy/flexible learning spaces Team protocols are established and shared Using evidence-based research aligned to the Victorian Curriculum F-10 to build staff capacity in planning, lesson delivery, assessment and professional knowledge of content and developmental learning sequences. <ul style="list-style-type: none"> Numeracy is planned and aligned to the developmental sequence and the Victorian Curriculum 	● ● ● ● ● ●		110K 100K 105K 5-10K 20K 20K 20K 43K 30-40K		

	<p>Writing Project (evidence-based research)</p> <ul style="list-style-type: none"> • Appoint Assistant Principal to lead curriculum/school improvement <p>Implement 2 hour planning blocks to facilitate team planning and consistency of what is taught across grade levels both horizontally and vertically. (3)</p> <ul style="list-style-type: none"> • Coaches and AP to attend planning and documentation of planning will be collected and feedback provided to staff <p>Maintain Coaching/Consultancy programs <i>Numeracy (Kathy Palmer), Inquiry Learning (Jeni Wilson), SWPB/Restorative Practice (David Vinegrad) Literacy/Numeracy Coaches (Daryl and Ruth)</i></p> <ul style="list-style-type: none"> • School wide implementation of oral language program including the use of an oral language coach (Speech Pathologist) • School based coaching program in reading and numeracy as well as oral language. • Critical Friend- external consultant to work with staff to embed the inquiry model for learning. (Jeni Wilson) • Critical Friend- external consultant to work with staff to strengthen knowledge of developmental sequence for learning in mathematics (Kathy Palmer) • Critical Friend: Provide professional learning to staff in developing SWPB, student wellbeing and restorative practices across the school. (External consultant: David Vinegrad) <p>Conduct professional learning to build capacity of School Leadership Team. For example, Bastow Open to Learning course (5)</p> <ul style="list-style-type: none"> • Staff to attend course second semester • Systematic approach developed and implemented for PDP aligned with SSP and AIP goals 			<p>Implement 2 hour planning blocks to facilitate team planning and consistency of what is taught across grade levels both horizontally and vertically.</p> <ul style="list-style-type: none"> • Planning cycle established / Weekly schedule for Literacy & Numeracy planning for PLTs led by AP and coaches <p>Maintain Coaching/Consultancy programs <i>Numeracy (Kathy Palmer), Inquiry Learning (Jeni Wilson), SWPB/Restorative Practice (David Vinegrad) Literacy/Numeracy Coaches (Daryl and Ruth)</i></p> <ul style="list-style-type: none"> • AP appointed in the role of curriculum/school improvement and non-teaching school-based Literacy Coach and Numeracy Coach (Leading Teacher) Oral Language Coach (speech pathologist) • School-based student survey data collected and collated/ used to support student engagement needs 			
				<p>12 months Implement a PLT structure to use inquiry model (Timperley) to facilitate planning, assessment and professional learning (1)</p> <ul style="list-style-type: none"> • Regular use of student data to drive planning – data walls established in addition to GradeXpert data management • Coaching program differentiated according to teacher need around instructional practice according <p>Using evidence-based research aligned to the Victorian Curriculum F-10 to build staff capacity in planning, lesson delivery, assessment and professional knowledge of content and developmental learning sequences. (2)</p> <ul style="list-style-type: none"> • Reading units of study are being implemented across the school <p>Implement 2 hour planning blocks to facilitate team planning and consistency of what is taught across grade levels both horizontally and vertically</p> <ul style="list-style-type: none"> • Consistent documentation of PLT planning/essential learnings based on VIC Curriculum. P-6 • PLT leaders role description is developed and 	<p>● ● ●</p>		



				<p>training given as required to support planning</p> <p>Maintain Coaching/Consultancy programs <i>Numeracy (Kathy Palmer), Inquiry Learning (Jeni Wilson), SWPB/Restorative Practice (David Vinegrad) Literacy/Numeracy Coaches (Daryl and Ruth)</i></p> <ul style="list-style-type: none"> • Documented planners that reflect work of the consultants throughout the year • Coach and coachee reflections are formalised and used to plan 2018 direction. • <p>Conduct professional learning to build capacity of School Leadership Team. For example, Bastow Open to Learning course</p> <ul style="list-style-type: none"> • Continue to build and implement an agreed systematic teacher feedback model across the school including peer observations 				
<p>Build a guaranteed and viable curriculum focused on enhancing student learning.</p>	<p>Continue to create a positive and safe learning environment through the implementation of School Wide Positive Behaviours (SWBP) & Restorative Practice</p> <ul style="list-style-type: none"> • Strengthening the link between social and emotional learning and academic learning <p>Focus on engagement: Provision of professional learning for staff in order to build on existing practices to continue to develop supportive and engaging learning environments</p> <ul style="list-style-type: none"> • Whole school inquiry using the Timperley model based on student engagement • Whole School professional learning on creating learning spaces • Agreed protocols for setting up classroom environments • Student voice - Further development of student goal setting, self-evaluation and reflection on progress and performance against evidence criteria or rubrics <p>Continue to implement the use of learning intentions, timely feedback, goal setting and success criteria as a tool for planning, learning and assessment.</p> <ul style="list-style-type: none"> • Consistent weekly planners reflecting the use of LT and Success criteria 		<p>6 months: Continue to create a positive and safe learning environment through the implementation of School Wide Positive Behaviours (SWBP) & Restorative Practice</p> <ul style="list-style-type: none"> • Whole staff focus on learning environments at the beginning of the year <p>Focus on engagement: Provision of professional learning for staff in order to build on existing practices to continue to develop supportive and engaging learning environments</p> <ul style="list-style-type: none"> • Quality literacy resources provided for each classroom libraries <p>Continue to implement the use of learning intentions, timely feedback, goal setting and success criteria as a tool for planning, learning and assessment.</p> <ul style="list-style-type: none"> • Use of Reading and writing units of study to imbed goal setting and timely feedback • Developmental continuum in numeracy is used to set goals for learning and success criteria 	<p>● ● ●</p>		<p>2K</p> <p>60K</p>		



	<ul style="list-style-type: none"> Consistent formative assessment documentation reflecting goal setting and feedback PLTs work to decide what knowledge, skills & understandings are most essential for Literacy & Numeracy Implementation of Vic Curriculum within a team planning <p>Systematic approach developed and implemented for PDP</p> <ul style="list-style-type: none"> Align PDP the SSP and AIP 			<p>Systematic approach developed and implemented for PDP</p> <ul style="list-style-type: none"> Documentation of peer observations connections made to both PDP, SSP and AIP. Evidence in documentation consistent use of HYIP. 			
				<p>12 months: Continue to create a positive and safe learning environment through the implementation of School Wide Positive Behaviours (SWBP) & Restorative Practice</p> <ul style="list-style-type: none"> CASEA (RCH) program implemented in Semester 2 Work with David Vinegrad on deepening understanding of positive behaviours <p>Focus on engagement: Provision of professional learning for staff in order to build on existing practices to continue to develop supportive and engaging learning environments</p> <ul style="list-style-type: none"> Classroom libraries are implemented and the reading engagement data at the end of the year reflects a significant change (numbers to be determined once data is collected at the beginning of term 1 2017). Complete learning walks to gather data on learning environments across the school. Refer to checklist used at the beginning of the year in classroom set up. <p>Continue to implement the use of learning intentions, timely feedback, goal setting and success criteria as a tool for planning, learning and assessment.</p> <ul style="list-style-type: none"> Team planning documents include clear learning intentions and success criteria <p>Systematic approach developed and implemented for PDP</p> <ul style="list-style-type: none"> Documentation of peer observations connections made to both PDP, SSP and AIP. Evidence in documentation consistent use of HYIP. 	<p>● ● ●</p> <p>● ● ●</p>		
				<p>6 months:</p> <p>12 months:</p>	<p>● ● ●</p> <p>● ● ●</p>		

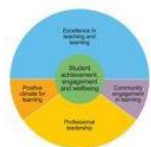


				6 months:	● ● ●		
				12 months:	● ● ●		



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To ensure student voice in their learning so that every student is engaged and challenged.						
IMPROVEMENT INITIATIVE		Provide climate for learning: Setting expectations and promoting inclusion.						
STRATEGIC PLAN TARGETS		<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> Stimulating Learning variable to be at or above 4.2 from 3.96 in 2014. Teacher effectiveness variable to be at or above 4.4 from 4.23 in 2014. <p>School-based student survey</p> <ul style="list-style-type: none"> 90% or more students recording agreement or strong agreement to all questions. <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> Connectedness to peers variable to be at or above at or above 6 from 5.63 in 2014 Learning focus to be at or above 5.9 from 5.62 in 2014 <p>School Staff Survey</p> <ul style="list-style-type: none"> School Climate guaranteed and viable curriculum variable to be at or above 500 from 289 in 2014. Collective Focus on Student Learning variable to be at or above 500 from 275 in 2014. Professional Learning overall score to be at 500 or above from 350 in 2014. 						
12 MONTH TARGETS		<p>Attitudes to School Survey</p> <p>Stimulating Learning: at or above 4.0 (2016 – 4.2) Teacher effectiveness: at or above 4.28 (2016 - 4.3)</p> <p>School-based student survey</p> <p>85% agreement or strong agreement to all questions (2016 – 85.4%)</p> <p>Parent Opinion Survey</p> <p>Connectedness to peers: At or above 5.7 Learning focus: At or above 5.7</p> <p>School Staff Survey</p> <p>School Climate; Guaranteed and viable curriculum variable: at or above 370 Collective focus on Student Learning variable: at or above 370 Professional Learning overall score: at or above 430</p>						
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 <u>what</u> the school will do and <u>how</u> - 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]		
Ensure a whole school process for student voice through setting challenging goals. teacher and student. Develop lesson	Whole School Process: <ul style="list-style-type: none"> PLT Inquiry model Data collection and sorting using diamond format Learning intentions created as a result of student learning outcomes 			6 months: Whole School Process <ul style="list-style-type: none"> Calm space established in every learning space Behaviour Matrix completed and displayed in all learning spaces School-based survey Recruitment of welfare support team 	● ● ●		40K 75K	



structures that promote student voice and choice.	<ul style="list-style-type: none"> Rubrics and checklists created to support goal setting against agreed learning intentions and success criteria. Reflection and evaluation of learning outcomes and teacher practice Celebration of achievements Consistent classroom displays including non-negotiable items Strong focus on data collection and analysis at each level & differentiated program planning Strong focus on developing data literacy for all teachers Create the environment for learning through the implementation of School Wide Positive Behaviours (SWBP) Build and implement an agreed systematic teacher feedback model across the school including peer observations & PLC feedback practices and protocols Systematic approach developed and implemented for PDP Implementation of Resilience Program P-6 by wellbeing coordinator 			<ul style="list-style-type: none"> Social Worker Welfare teacher/Outlook/ILP dev. Speech Pathologist <ul style="list-style-type: none"> Support for Tier 2 & 3 students - ILPs/personalised programs & strategies documented PSWB coach providing PL and individualised behaviour management training for teacher Student-led conferences in June <p>Lesson Structure:</p> <ul style="list-style-type: none"> Professional learning through coaching of school wide lesson structure Planning documents reflect lesson structure and differentiated approach within all classes 				
				<p>12 months:</p> <p>Whole School Processes</p> <ul style="list-style-type: none"> Showcase led by students sharing their learning CASEA (RCH) PL for staff in managing/modifying challenging behaviours Documented inquiry cycles from PLTs throughout the year <p>Lesson Structure:</p> <ul style="list-style-type: none"> All classes are using workshop model in Literacy and the WMR model in numeracy Documents reflect student voice and choice 	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



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]	● ● ●	[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:	● ● ●			

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:				

