

Annual Implementation Plan: for Improving Student Outcomes

School name: Rolling Hills

Year: 2017

School number: 5241

Based on strategic plan: 2017 - 2020

Endorsement:

Principal Robyn English

December 2016

Senior Education Improvement Leader Jeremy Beard

December 2016

School council Fleur Cousins

December 2016

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"> To improve the learning growth of every student in literacy and numeracy creating a whole school culture of high expectations and performance To positively contribute to student wellbeing, resilience and engagement To have leaders who strategically influence and support school improvement | 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.

The school review was held in November 2016 and is still in process at the time of writing this draft. With this in mind, at this stage a broad brush approach has been documented with the intention of narrowing focus and honing annual targets early in the New Year. Targets from the previous strategic plan were generally met but the self-evaluation process and full review identified a number of areas for potential focus. Whilst writing was the literacy focus area in the previous strategic plan, it is still considered to be the area of immediate need and therefore will be the context in which wider professional practices such as planning and moderation is considered. A drop off in growth between from year 3 to 5 is also noteworthy and the needs of those in the top two bands, across the core curriculum, will be monitored closely.

Some important work was done in 2016 to begin targeting instructional models and the relationship between assessment data and planning for differentiated instruction. Similarly, a changed model for structuring leadership in the school was also prepared with implementation to begin in 2017.

Throughout the school review, teaching staff participated in on-going conversations about data. Results show that current practices are reducing the numbers at the lower achievement bands and this indicates that intervention programs are having impact. There is common agreement that those in the top bands are not getting enough scrutiny and that this is a high priority for immediate action.

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 Curriculum planning and assessment | <ul style="list-style-type: none"> Build teacher capability to utilise a range of assessment strategies and data and teach to each student's point of learning need. Develop an agreed instructional model that incorporates high impact evidence-based teaching and learning strategies, that is consistently implemented by all |



| | |
|---|---|
| | staff. |
| Building leadership teams | <ul style="list-style-type: none"> • Develop the school's leadership capability to build a culture of collective responsibility for improving student outcomes. • Articulate and implement processes that support quality planning and decisions-making aligned to staff professional learning plans and the school strategic plan. |
| Empowering students and building school pride Setting expectations and promoting inclusion | <ul style="list-style-type: none"> • Build teachers' capacity to develop a calm and respectful learning environment that supports students' social competencies and resilience. • Empower students to recognise and build on their strengths through appropriate levels of challenge, rigour and support. |



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 growth of every student in literacy and numeracy, creating a whole school culture of high performance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| IMPROVEMENT INITIATIVE | <ol style="list-style-type: none"> Building practice excellence Curriculum planning and assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STRATEGIC PLAN TARGETS | <p>At least 60% of children in the top two NAPLAN bands for Reading, Writing and Numeracy in year 3 with no more than 20% decline in year 5</p> <p>No children (deemed capable) in the bottom band of any NAPLAN assessment</p> <p>Less than 10% of children (deemed capable) in the bottom two NAPLAN bands for Reading, Writing and Numeracy in year 3 and 5</p> <p>At least 50% of children (whole school) above expected (ie above 'C' rating) Vic Curric level in Reading, Writing and Numeracy</p> <p>High relative growth in reading, writing and numeracy maintained above 22% across the life of the strategic plan</p> <p>NAPLAN low growth year 5 to 7 to be lower than 25% and high growth to be above 20% in all literacy areas</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| % in top two bands of NAPLAN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Year 3 2015 | Year 5 2017 target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 63 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 66 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 50 | 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Year 3 2015 | Year 5 2017 target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 2.2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 0 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 4.3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | F 2016 | F 2017 | Yr1 2016 | Yr1 2017 | Yr2 2016 | Yr2 2017 | Yr3 2016 | Yr3 2017 | Yr4 2016 | Yr4 2017 | Yr5 2016 | Yr5 2017 | Yr6 2016 | Yr6 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 30 | 35 | 45 | 50 | 40 | 45 | 55 | 60 | 45 | 50 | 55 | 60 | 50 | 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 10 | 15 | 25 | 30 | 25 | 30 | 30 | 35 | 20 | 25 | 25 | 30 | 40 | 45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 15 | 20 | 35 | 40 | 20 | 25 | 50 | 55 | 45 | 50 | 35 | 40 | 35 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Whole school average % above expected level (ie A&B) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2015 | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 44 | 45 | 45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 23 | 25 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number | 33 | 35 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measurement | 23 | 20 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAPLAN relative growth | Year 3 - 5 | | | | Year 5 - 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 | | 2017 | | 2016 | | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Low | High | Low | High | Low | High | Low | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 21 | 44 | 20 | 25 | 30 | 17 | | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 26 | 24 | 22 | 25 | 33 | 17 | | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 26 | 26 | 22 | 28 | 26 | 21 | | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
|---|---|---------------------|-----------------|---|-----------------|--------------------|----------|--------------------|
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Build teacher capability to utilise a range of assessment strategies and data and teach to each student's point of learning need. | Create a responsibility tag of 'Data and Assessment' role in each team. | Principal | Term 1 | Provide professional learning opportunities for all tagged data and assessment roles Presentation and discussion of data at staff meetings as rolling PL Facilitate peer observations of agreed focus areas for all teachers | ● ● ● | | | |
| | | School leaders | Term 1 | Create timeline for analysis of a range of data sets for teams | | | | |
| | | PLTs | Term 1 | Create meeting schedule with data analysis plans PLT focus on Data analysis and consequent recommendations | | | | |
| | | Teaching Teams | Term 1, 2, 3, 4 | Analyse data sets as presented and identify aspects of PL or resourcing needed Moderation of key literacy and numeracy pieces to identify student points of learning Implementation of an agreed 'change strategy' in each of literacy and numeracy that responds to learning needs identified in data and moderation | ● ● ● | | | |
| | | Individual Teachers | Term 1, 2, 3, 4 | Engage with data analysis and adapt planning and teaching in response Use of a range of data to identify and track high and low achieving students in each of literacy and numeracy as agreed by the teaching team | | | | |
| Develop an agreed instructional model that incorporates high impact evidence-based teaching and learning strategies, that is consistently implemented by all staff. | Development of agreed lesson structure for all staff in key curriculum areas. | Principal | Term 1 | Create an agreed set of principles upon which all teaching and learning is built – ie an model of instruction Facilitate half day meeting for literacy working party to develop school documents for English, Maths and Inquiry Develop Explicit PDP links to agreed model. | ● ● ● | | | \$330X 6 \$1980 |
| | | School leaders | Term 1 | Document agreed model of instruction | | | | |
| | | PLTs | Term 1, 2 | Identify and plan for whole school documents that articulate and support the agreed model of instruction Revisit and update current whole school documents: 1. Scope & Sequence – Writing 2. Inquiry Through-lines | ● ● ● | | | |
| | | Teaching Teams | Term 2, 3, 4 | Use school documents for term and weekly planning Documentation of whole school plans for annual and term planners overseen by Curriculum, Teaching and Learning tagged role | | | | |
| | | Individual Teachers | Term 1 | Identify aspects of model of instruction in PDP plans Document agreed lesson structure in weekly personal planning Conduct at least one peer observations (Watching Others Work or WOW) of a colleague implementing a lesson structure in keeping with the agreed instructional model. | | | | |



Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | | To positively contribute to student wellbeing, resilience and engagement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--------|--|--|--------------------|---|--------------------|--------------|------------------------|------------------------|--------|----------------------|---------------------------|--------|---------------------|---|--------|----------------------|----------------------------|--------|--|--------------------------------|------|--------------|--|---------------------|------|------|---------------------------|------|------|---|------|------|----------------------------|------|------|----------------------|------|------|--|--|--------------------|------|------|----------------|----|-----|------------------|----|-----|----------------------|----|-----|----------------------|----|-----|
| IMPROVEMENT INITIATIVE | | 1. Setting expectations and promoting inclusion 2. Empowering students and building school pride | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STRATEGIC PLAN TARGETS | | <table border="1"> <thead> <tr> <th>Parent Opinions Survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Social Skills</td> <td>5.83</td> <td>≥ 5.85</td> </tr> <tr> <td>Connectedness to peers</td> <td>6.24</td> <td>≥ 6.24</td> </tr> <tr> <td>Stimulating Learning</td> <td>5.76</td> <td>≥ 5.93</td> </tr> <tr> <td>Classroom behaviour</td> <td>3.86</td> <td>≥ 4.33</td> </tr> <tr> <td>Behaviour management</td> <td>5.5</td> <td>≥ 5.57</td> </tr> </tbody> </table> | | Parent Opinions Survey | 2016 | 2020 | Social Skills | 5.83 | ≥ 5.85 | Connectedness to peers | 6.24 | ≥ 6.24 | Stimulating Learning | 5.76 | ≥ 5.93 | Classroom behaviour | 3.86 | ≥ 4.33 | Behaviour management | 5.5 | ≥ 5.57 | <table border="1"> <thead> <tr> <th></th> <th colspan="2">%endorsement</th> </tr> <tr> <th>School staff survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Staff professional safety</td> <td>45.7</td> <td>≥ 90</td> </tr> <tr> <td>Build resilience and a resilient supportive environment</td> <td>68.1</td> <td>≥ 90</td> </tr> <tr> <td>Staff psychological safety</td> <td>56.9</td> <td>≥ 90</td> </tr> <tr> <td>Active participation</td> <td>48.5</td> <td>≥ 90</td> </tr> </tbody> </table> | | | %endorsement | | School staff survey | 2016 | 2020 | Staff professional safety | 45.7 | ≥ 90 | Build resilience and a resilient supportive environment | 68.1 | ≥ 90 | Staff psychological safety | 56.9 | ≥ 90 | Active participation | 48.5 | ≥ 90 | <table border="1"> <thead> <tr> <th>Student ATS Survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Student morale</td> <td>62</td> <td>70%</td> </tr> <tr> <td>Student distress</td> <td>65</td> <td>70%</td> </tr> <tr> <td>Stimulating learning</td> <td>61</td> <td>70%</td> </tr> <tr> <td>School Connectedness</td> <td>64</td> <td>70%</td> </tr> </tbody> </table> | | Student ATS Survey | 2016 | 2020 | Student morale | 62 | 70% | Student distress | 65 | 70% | Stimulating learning | 61 | 70% | School Connectedness | 64 | 70% |
| Parent Opinions Survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Skills | 5.83 | ≥ 5.85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Connectedness to peers | 6.24 | ≥ 6.24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating Learning | 5.76 | ≥ 5.93 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Classroom behaviour | 3.86 | ≥ 4.33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Behaviour management | 5.5 | ≥ 5.57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | %endorsement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School staff survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff professional safety | 45.7 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Build resilience and a resilient supportive environment | 68.1 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff psychological safety | 56.9 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Active participation | 48.5 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student ATS Survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student morale | 62 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student distress | 65 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating learning | 61 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Connectedness | 64 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 MONTH TARGETS | | Attitude to school survey % positive scores for student distress and student moral at 70% (from panorama report) | | | <table border="1"> <thead> <tr> <th>Student ATS Survey</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Student morale</td> <td>62</td> <td>70%</td> </tr> <tr> <td>Student distress</td> <td>65</td> <td>70%</td> </tr> <tr> <td>Stimulating learning</td> <td>61</td> <td>70%</td> </tr> <tr> <td>School Connectedness</td> <td>64</td> <td>70%</td> </tr> </tbody> </table> | | | Student ATS Survey | 2016 | 2017 | Student morale | 62 | 70% | Student distress | 65 | 70% | Stimulating learning | 61 | 70% | School Connectedness | 64 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student ATS Survey | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Stimulating learning | 61 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Connectedness | 64 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | %endorsement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School staff survey | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff professional safety | 45.7 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Build resilience and a resilient supportive environment | 68.1 | 71 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff psychological safety | 56.9 | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Active participation | 48.5 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Parent Opinions Survey | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Connectedness to peers | 6.24 | 6.28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating Learning | 5.76 | 5.93* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Classroom behaviour | 3.86 | 4.33* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Behaviour management | 5.5 | 5.57* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Progress Status | Evidence of impact | Budget | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Build teachers' capacity to develop a calm and respectful learning environment that supports students' social competencies and resilience. | Reinvigorate the 'Tribes' program across the school | Principal | Term 1 | Organise induction for teachers new to the school in 2017 Articulate the place of Tribes regularly at staff meetings and staff PL sessions Present 'Personal and Social Capabilities to the community through the School Council, P&F and Chaplaincy program | ● ● ● | | Tribes manuals purchase 1/pair of classroom \$50 X 5 \$250 Chaplaincy Program \$26,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | School Leaders | Term 1 | Ensure Tribes 8 days program is available for all teachers Develop 'I can' statements continuum from Vic Curriculum - Personal and Social Capabilities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Teaching Teams | Term 1 | Monitor implementation of Tribes 8 day program. Plan consistent implementation of Tribes starter lessons Identify areas of the program that need further whole staff or individual Professional Learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| | | | | | | | | |
|---|---|---------------------|-----------------|--|-------|--|--|---|
| | | Individual teachers | Term 1 | Document tribes 'first 8 days' in weekly planning Implement core actions in line with the school Tribes program in daily classroom routines Implement 'I can' statements continuum from Vic Curriculum - Personal and Social Capabilities | | | | |
| Empower students to recognise and build on their strengths through appropriate levels of challenge, rigour and support. | Create personal skill & interest questionnaire Identify and monitor high achieving students Explore options for extension for students demonstrating exceptional ability or interest in key areas | Principal | Term 1 | Monitor development of baseline data questionnaire across the school. Clarify the team member in each team who will monitor high achievement and ensure they understand the task. Resource a start-up grant for each school level to explore a 'stretch' project | ● ● ● | | | Stretch start-up grant \$1000/team \$4000 |
| | | | Term 2, 3 | | | | | |
| | | School Leaders | Term 2 | Identify and implement programs, ideas and activities that will support the concept of 'stretching' all students Analyse questionnaire data to identify aspects students identify as strengths and passions. | | | | |
| | | PLTs | | Collate data base of students identifies as achieving above expected levels in literacy and numeracy across the school. | | | | |
| | | Teaching Teams | Term 1, 2, 3, 4 | Analyse term and week planning to ensure students needing 'stretch' are catered for and monitored. Devise a 'stretch' project to meet the needs of the team and utilise the expertise of the teachers | | | | |
| | | Individual teachers | Term 1, 2, 3, 4 | Keep high achieving students in focus for planning and show evidence of how their needs are met through documented PD plans. Create Individual Behaviour Plans (IBP) for students displaying challenging behaviours and implement strategies specific to the need. | | | | |



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 have leaders who strategically influence and support school improvement creating a whole school culture of high expectations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---------------------------|---|-----------------|--------------------|---------|--|-----------------------|------|------|--------------------|------|--------|----------------------|------|--------|-----------------|------|--------|--|--------------|--|---------------------|------|------|-------------------------|------|------|----------|----|------|----------------------|------|------|---------------------|------|------|---------------------------|------|------|
| IMPROVEMENT INITIATIVE | | Building leadership teams | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| STRATEGIC PLAN TARGETS | | Parent opinion survey results to exceed the 2016 State mean for School Type <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th>Parent opinion survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>School improvement</td> <td>5.56</td> <td>≥ 5.72</td> </tr> <tr> <td>General Satisfaction</td> <td>5.79</td> <td>≥ 5.93</td> </tr> <tr> <td>Approachability</td> <td>5.65</td> <td>≥ 5.83</td> </tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th></th> <th colspan="2">%endorsement</th> </tr> <tr> <th>School staff survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Shielding and buffering</td> <td>56.9</td> <td>≥ 90</td> </tr> <tr> <td>Feedback</td> <td>60</td> <td>≥ 90</td> </tr> <tr> <td>School level support</td> <td>56.5</td> <td>≥ 90</td> </tr> <tr> <td>Cultural leadership</td> <td>65.0</td> <td>≥ 90</td> </tr> <tr> <td>Collective responsibility</td> <td>79.8</td> <td>≥ 90</td> </tr> </tbody> </table> | | | | | | | Parent opinion survey | 2016 | 2020 | School improvement | 5.56 | ≥ 5.72 | General Satisfaction | 5.79 | ≥ 5.93 | Approachability | 5.65 | ≥ 5.83 | | %endorsement | | School staff survey | 2016 | 2020 | Shielding and buffering | 56.9 | ≥ 90 | Feedback | 60 | ≥ 90 | School level support | 56.5 | ≥ 90 | Cultural leadership | 65.0 | ≥ 90 | Collective responsibility | 79.8 | ≥ 90 |
| Parent opinion survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School improvement | 5.56 | ≥ 5.72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Satisfaction | 5.79 | ≥ 5.93 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Approachability | 5.65 | ≥ 5.83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | %endorsement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School staff survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shielding and buffering | 56.9 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Feedback | 60 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School level support | 56.5 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cultural leadership | 65.0 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective responsibility | 79.8 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 MONTH TARGETS | | <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th>Parent opinion survey</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>School improvement</td> <td>5.56</td> <td>5.6</td> </tr> <tr> <td>General Satisfaction</td> <td>5.79</td> <td>5.83</td> </tr> <tr> <td>Approachability</td> <td>5.65</td> <td>5.7</td> </tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th></th> <th colspan="2">%endorsement</th> </tr> <tr> <th>School staff survey</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Shielding and buffering</td> <td>56.9</td> <td>70</td> </tr> <tr> <td>Feedback</td> <td>60</td> <td>70</td> </tr> <tr> <td>School level support</td> <td>56.5</td> <td>70</td> </tr> <tr> <td>Cultural leadership</td> <td>65.0</td> <td>70</td> </tr> <tr> <td>Collective responsibility</td> <td>79.8</td> <td>80</td> </tr> </tbody> </table> | | | | | | | Parent opinion survey | 2016 | 2017 | School improvement | 5.56 | 5.6 | General Satisfaction | 5.79 | 5.83 | Approachability | 5.65 | 5.7 | | %endorsement | | School staff survey | 2016 | 2017 | Shielding and buffering | 56.9 | 70 | Feedback | 60 | 70 | School level support | 56.5 | 70 | Cultural leadership | 65.0 | 70 | Collective responsibility | 79.8 | 80 |
| Parent opinion survey | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School improvement | 5.56 | 5.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Satisfaction | 5.79 | 5.83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Approachability | 5.65 | 5.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | %endorsement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School staff survey | 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shielding and buffering | 56.9 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Feedback | 60 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School level support | 56.5 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cultural leadership | 65.0 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective responsibility | 79.8 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Progress Status | Evidence of impact | Budget | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Estimate | YTD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Develop the school's leadership capability to build a culture of collective responsibility for improving student outcomes. | Build leadership capacity in the school to provide support for all teachers. Create a whole school culture of consistency and high expectations. | Principal | Term 2, 3, 4 Term 2, 3 | Participate and lead a small team in Leading Maths Bastow program Explore leadership program opportunities for potential leaders in the school Mentoring of individual teachers in leadership roles Establish role statements with each team identifying responsibilities for each team member: Assessment, Reporting & Data / Curriculum Teaching and Learning / team coordination / Student wellbeing Conduct classroom walkthrough once per term | ● ● ● | | \$4,500 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | School Leaders | Term 1, 2 Term 1 | Weekly meeting scheduled to track SP, AIP and whole school consistency of practice Develop a whole staff shared goal in learning outcomes for consistent application in PDPs for all classroom teachers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | PLTs | Term 1, 2, 3, 4 | Analysis of data at all PLT meetings Feedback data analysis and resulting recommendations to | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| | | | | | | | |
|--|--|------------------------|-------------------------------|--|-------|--|--|
| | | | the school leaders. | | | | |
| | | Teams | Term 1, 2, 3, 4 | Shared discussion of data discussions from PLT meetings. | ● ● ● | | |
| | | Individual teachers | Term 1 Term 2, 3, 4 | Implementation of shared whole school goal in personal PDP. Collection of data and evidence towards whole school learning outcomes goal throughout the year. Conduct at least one peer observations (Watching Others Work or WOW) of a colleague implementing an area of focus documented in personal PDP goals. Implement personal leadership 'tag' in team meetings to keep teams moving through agreed expectations. | | | |
| | | | | | | | |



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 <u>what</u> the school will do and <u>how</u> - 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: | | | | |

