

# Annual Implementation Plan: for Improving Student Outcomes

School name: North Geelong SC

School number: 7856

Year: 2017

Based on strategic plan: 2017-2020

Endorsement:

Principal N. Adamou, December 2016

Senior Education Improvement Leader Robyn Hollis

December 2016

School council Di Lang, 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	✓
<p>1. Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics. Over the life of the Strategic Plan all teachers will adopt a whole school focus on high impact teaching and learning strategies to improve student VCE and VCAL outcomes.</p> <p>2. Over the life of the Strategic Plan we will provide a caring learning environment encouraging all students to be curious, actively engaged, empowered and challenged so that they achieve their full potential and become valued members of their community.</p> <p>3. Over the life of the Strategic Plan we will provide a values driven school environment where student social and emotional development is supported so that wellbeing is enhanced.</p> <p>4. Over the life of the Strategic plan, School Staff Survey (SSS), School climate module component mean factor scores for principal and teacher, to be at least at or above 2016 benchmarks (in brackets). This area will be reflected through attainment of Achievement, Engagement and Wellbeing goals</p>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	✓
	<b>Community engagement in learning</b>	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 improvement initiatives (Building Practice Excellence and Empowering students and building school pride) as defined in the 2017 Annual Implementation Plan have derived from reflection and evaluation of our teaching and learning practices and achievements during the Peer Review process in 2016. It was reassuring that the review panel endorsed our school's current directions and approaches and supported our work in continuing to embed effective school wide approaches to student achievement, engagement and wellbeing.

The need to continue focusing on FISO initiatives of 'Building Practice Excellence', 'Curriculum Planning and Assessment', 'Evaluating impact on learning' and 'Evidence-based high impact teaching strategies' was identified through existing team structures, peer observations and other professional learning. Effective implementation of agreed whole school strategies such as using data to target teaching and extend students, consistency in planning and documentation aligned to the Victorian Curriculum and high level implementation and accountability for the NGSC instructional model are suggested as the College's next level of work in student learning. It was identified that FISO initiatives 'Empowering students and building school pride' and 'Building Communities' need to be strengthened through building staff capacity to work with students supporting and extending them to determine their learning goals based on 'I can statements', providing and responding to feedback and promoting student motivation through purposeful and authentic learning tasks. It was also identified that the school needs to continue to partner with families and community based organisations to create network of support for student wellbeing and engagement, promoting a whole school community focus on positive relationships, school mission, vision and values.



**Key improvement strategies (KIS)**  
 List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
<p><b>Building practice excellence</b>  <b>Curriculum planning and assessment</b></p> <p><b>Evaluating impact on learning</b>  <b>Evidence based high impact teaching strategies</b></p>	<p>Enhance staff capacity to:</p> <ul style="list-style-type: none"> <li>consistently implement high impact teaching strategies aligned to the NGSC instructional model</li> <li>develop and implement a guaranteed and viable curriculum aligned to the Victorian curriculum and senior school studies</li> <li>analyse and interpret data to inform teaching and learning</li> <li>consistently integrate literacy teaching and assessment strategies across all domains</li> <li>enhance the integration of digital technologies.</li> </ul> <p>Continue to enhance and develop a whole school approach using research based high impact teaching strategies within teams (KLA-within domains, and PLC-across domains, three sub schools) and whole school staff meetings.</p>
<p><b>Empowering students and building school pride</b></p> <p><b>Building communities</b></p>	<p>Strengthen staff capacity to support students to become independent and curious learners through student voice in their learning, using data and feedback within authentic learning opportunities</p>
<p><b>Setting expectations and promoting inclusion</b></p>	<p>Promote a whole school community focus on positive relationships, building on the school mission, vision and values.</p>
<p><b>Building leadership teams</b>  <b>Instructional and shared leadership</b></p>	<p>Enhance capacity of leaders to review and refine a distributed leadership structure with roles clearly focused on supporting teachers to build capacity and reflective practice.</p>



## 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.

<b>STRATEGIC PLAN GOALS</b>	Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics. Over the life of the Strategic Plan all teachers will adopt a whole school focus on high impact teaching and learning strategies to improve student VCE outcomes.												
<b>IMPROVEMENT INITIATIVE</b>	Building practice excellence Curriculum planning and assessment Evaluating impact on learning Evidence based high impact teaching strategies												
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>NAPLAN Year 7 to 9 Relative growth measures to show each year of the Strategic Plan, at least: <table border="1" data-bbox="566 747 1163 1020"> <thead> <tr> <th></th> <th>Low Equal to or less than %</th> <th>High Equal to or greater than %</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>30</td> <td>20</td> </tr> <tr> <td>Reading</td> <td>25</td> <td>20</td> </tr> <tr> <td>Writing</td> <td>35</td> <td>15</td> </tr> </tbody> </table> </li> <li>Consistently equal (similar) or exceed (higher) state benchmarks through NAPLAN Year 9 (Reading and Numeracy), VCE mean study score and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. Source: Government School Performance Summary (Annual Report)</li> <li>All VCE class study scores are at or above General Achievement Test (GAT) predictions each year of the Strategic Plan.</li> <li>Set growth targets for each student in English, and Mathematics annually, over the life of the Strategic Plan using triangulated data incorporating the Victorian Curriculum.</li> </ul>		Low Equal to or less than %	High Equal to or greater than %	Numeracy	30	20	Reading	25	20	Writing	35	15
	Low Equal to or less than %	High Equal to or greater than %											
Numeracy	30	20											
Reading	25	20											
Writing	35	15											
<b>12 MONTH TARGETS</b>	<p>[<b>Drafting Note</b> the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <p><b>NAPLAN Year 7 to 9 Relative growth</b>  Numeracy: Low growth to be equal or less than 38%; high growth to be equal or greater than 18%.  Reading: Low growth to be equal or less than 30%; high growth to be equal or greater than 18%.  Writing: Low growth to be equal or less than 40%; high growth to be equal or greater than 13%.</p> <p><b>VCE mean study score:</b> equal or better to 2016 mean study score based on intake adjusted data.  <b>VCE class study scores:</b> to be at or above GAT predicted data.  <b>Vic Curriculum English and Maths data:</b> equal or better to 2016 data based on intake adjusted data.  <b>ON Demand:</b> if used, to set benchmarks for the life of the strategic plan.  <b>PAT tests (Reading and Maths):</b> to indicate growth of at least one year's growth in one academic year (Feb-Nov)</p>												



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Enhance staff capacity to: <ul style="list-style-type: none"> <li>consistently implement high impact teaching strategies aligned to the NGSC instructional model</li> </ul>	Visible learning explicit in Unit planning <ul style="list-style-type: none"> <li>classroom instruction is purposeful and explicit, with Visible Learning elements employed in all classrooms</li> <li>build capacity of high challenge / high support classrooms</li> <li>induction of new staff to build consistency in the Visible Learning elements used in writing and delivering curriculum units</li> </ul>	PCO Curriculum LTs KLA leaders PD coordinator	Term 1 Ongoing	6 months: <ul style="list-style-type: none"> <li>Visible learning elements included in curriculum documentation including new units written for Vic Curriculum</li> <li>Visible learning elements are evident in classrooms</li> <li>New teacher induction program – activities throughout the year</li> </ul>		<ul style="list-style-type: none"> <li>Documented and published Victorian curriculum (Scope and sequence, documented units)</li> <li>Documented Peer Observations</li> <li>New teachers induction program implemented throughout the year (VIT Mentors, Buddies program)</li> </ul>		
				12 months: <ul style="list-style-type: none"> <li>Visible learning elements included in curriculum documentation including new units written for Vic Curriculum</li> <li>Visible learning elements are evident in classrooms</li> <li>Students are using the terminology of the model</li> <li>First Year out teachers completing their VIT</li> </ul>		<ul style="list-style-type: none"> <li>AtSS data to improve from 2016 benchmarks; teacher effectiveness (3.78), stimulating learning (3.31), student motivation (4.23), learning confidence (3.68)</li> <li>SOS data to improve from 2016 benchmarks; Teacher Collaboration (44.8%), Collective responsibility (67.2%)</li> <li>All VIT teachers to successfully complete their VIT</li> </ul>	\$200000	
<ul style="list-style-type: none"> <li>develop and implement a guaranteed and viable curriculum aligned to the Victorian curriculum and senior school studies</li> </ul>	<ul style="list-style-type: none"> <li>Scope and sequence documents aligned to Vic Curriculum achievement standards</li> <li>Develop 'I can statements' as success criteria based on the achievement standards</li> <li>VCE study designs - schedule of assessment</li> <li>VCAL curriculum development and documentation</li> </ul>	PCO Curriculum LTs KLA leaders VCAL coordinator		6 months: <ul style="list-style-type: none"> <li>Work in progress re: Scope and sequence documents aligned for Vic curriculum</li> <li>Semester two VCAL units documented</li> <li>KLAs beginning to develop 'I can' statements for current units</li> <li>Creation of VCE assessment schedule and assessments keeping to the schedule</li> <li>VCE networks</li> </ul>		<ul style="list-style-type: none"> <li>Evidence of "I can" statements in units</li> <li>VCE assessment schedule keeping to schedule</li> <li>VCE networks meeting schedule</li> </ul>		
				12 months: <ul style="list-style-type: none"> <li>Scope and sequence documents up to date and aligned for Vic curriculum</li> <li>Semester one VCAL units documented</li> <li>KLAs working on the development of 'I can' statements for current units</li> <li>Creation of VCE assessment schedule and assessments keeping to the schedule</li> </ul>		<ul style="list-style-type: none"> <li>Guaranteed and viable curriculum is complete and utilised consistently in the classroom in Vic Curriculum and VCE and VCAL studies</li> <li>SOS data to improve from 2016 benchmarks; Guaranteed and viable curriculum (50.7%)</li> <li>VCE networks meeting schedule</li> </ul>	\$100000	
<ul style="list-style-type: none"> <li>analyze and interpret data to inform teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Designate a leader(s) of data and student growth</li> <li>Inform staff on access and use of data in organising teaching of students</li> <li>Work in PLCs to focus on the relevant data and identify what it is that creates growth in student learning</li> <li>Testing and assessment schedule will be published at the beginning of the school year</li> <li>Numeracy and Literacy testing conducted (PAT/On-Demand)</li> <li>Support staff to use data to inform their teacher</li> </ul>	Data PCO LTs- SKO, AAD, LSM	Term 1	6 months: <ul style="list-style-type: none"> <li>Assessment schedule is shared</li> <li>Pre testing is conducted (ON-Demand, PAT, class pretesting)</li> <li>Data is stored centrally (eg. COMPASS)</li> <li>PLCs established and collaborative work begins</li> </ul>		<ul style="list-style-type: none"> <li>P&amp;D on collecting, triangulating and analysing student data in English and Mathematics</li> <li>Data stored centrally on Compass</li> </ul>		
				12 months: <ul style="list-style-type: none"> <li>Growth has been measured, recorded and analysed</li> <li>Staff access and use of data within their classes</li> <li>Considerations made as to the value of using ON-Demand as well as PAT data</li> </ul>		<ul style="list-style-type: none"> <li>Staff confidence and capacity of collecting, understanding and using data to inform practice is evident through staff P&amp;D goals and evidence</li> <li>Compass (central storage of data) accessed and used by all staff</li> </ul>	\$130000	



<ul style="list-style-type: none"> <li>consistently integrate literacy teaching and assessment strategies across all domains</li> </ul>	<p>Literacy and Numeracy teaching across all Domains</p> <p>Development and implement the whole school literacy and numeracy plan</p> <ul style="list-style-type: none"> <li>Explicit teaching of text types across KLAs</li> <li>The Writing Process across KLAs</li> <li>Vocabulary development in non-English subjects</li> <li>Senior subject literacy development for course and exam settings</li> </ul>	<p>PCO</p> <p>LTs LSM, SKO, ADA, SSC, ABO, SBR</p> <p>All teachers</p>	<p>Term 1 and ongoing</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>Publish the whole school literacy and numeracy plans</li> <li>Most work complete on the focus of literacy in senior studies</li> </ul>	<p>● ●</p> <p>●</p>	<ul style="list-style-type: none"> <li>Whole school literacy and numeracy plans published and followed by all</li> </ul>		
				<p>12 months:</p> <ul style="list-style-type: none"> <li>Literacy and Numeracy plan elements embedded in relevant Learning Sequences</li> <li>Senior students are confidently using the study and exam terminology successfully</li> </ul>	<p>● ●</p> <p>●</p>	<ul style="list-style-type: none"> <li>Literacy and numeracy elements embedded in relevant learning sequences</li> <li>Semester exams – study and exams terminology used by students and reflected in the student results</li> </ul>	\$50000	
<ul style="list-style-type: none"> <li>enhance the integration of digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Investing in PD, KLA and PLC time to build capacity of staff in the use of digital technologies</li> <li>Ensure that Learning Technologies are utilised in the teaching and learning (not just a documentation device)</li> <li>STEM program</li> <li>(Google suite, Compass, IWBs, iPads)</li> </ul>	<p>PCO</p> <p>JEC JMU KLA leaders LTs (Sub-School Leaders)</p> <p>GMM KDA (STEM)</p>	<p>Term 2 ongoing</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>ICT PD plan (Investigation of staff ICT needs and plan accordingly)</li> <li>Implementation of STEM program</li> </ul>	<p>● ●</p> <p>●</p>	<ul style="list-style-type: none"> <li>Staff P&amp;D Review plans (include ICT integration in Professional Practice goal)</li> <li>STEM program - Documentation in progress</li> </ul>		
				<p>12 months:</p> <ul style="list-style-type: none"> <li>ICT PD plan implemented</li> <li>STEM catalysts working within other targeted KLA members</li> </ul>	<p>● ●</p> <p>●</p>	<ul style="list-style-type: none"> <li>End of Cycle P&amp;D reviews – Evidence of ICT integration in teaching and Learning</li> <li>STEM – end of year progress report</li> </ul>	\$80000	
<ul style="list-style-type: none"> <li>Continue to enhance and develop a whole school approach using research based high impact teaching strategies within teams (KLA-within domains, and PLC-across domains, three sub schools) and whole school staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Building a shared understanding of high impact teaching strategies.</li> <li>Maintain the KLA structure</li> <li>Inform and deliver new PLC structure</li> </ul>	<p>PCO</p> <p>Curriculum LTs Sub-school Leaders LTs</p>	<p>Term 1 ongoing</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>New PLC teams formed and purpose clarification</li> <li>New (PLC) structure embedded in the meeting structure</li> </ul>	<p>● ●</p> <p>●</p>	<ul style="list-style-type: none"> <li>Published PLC teams (Facilitator, time keeper)</li> <li>Minutes/feedback published</li> <li>Term calendar</li> <li>Shared electronic space established</li> </ul>		
				<p>12 months:</p> <ul style="list-style-type: none"> <li>Data gathered and used to inform teaching and learning</li> <li>Students are able to articulate their success based on their own data</li> </ul>	<p>● ●</p> <p>●</p>	<ul style="list-style-type: none"> <li>Staff and students have access to data gathered (Student Management Software/Compass)</li> <li>Students are able to articulate their achievements using data (Anecdotal information)</li> </ul>	\$50000	

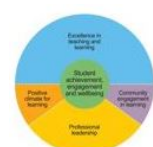




## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	Over the life of the Strategic Plan we will provide a caring learning environment encouraging all students to be curious, actively engaged, empowered and challenged so that they achieve their full potential and become valued members of their community.
<b>IMPROVEMENT INITIATIVE</b>	Empowering students and building school pride Building communities
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>Attitude to School Survey (AtSS) variables, Connectedness to Peers, and Teaching and Learning mean factor scores are at least 3.5 on a 5 point scale (mostly 'agree' or 'strongly agree') over the life of the Strategic Plan.</li> <li>Over the life of the SSP, Parent Opinion Survey (POS) School Climate percentiles, to be at least at or above 2016 benchmarks (in brackets). School Improvement (94.9) Parent Input (85.2) General Satisfaction (93.6)</li> <li>Average days absent per full time equivalent (FTE) student per year over the life of the Strategic Plan are similar or higher than similar schools as per intake adjusted data</li> </ul>
<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>Attitude to School Survey (AtSS) variables (5 point scale) Student Relationships; Connectedness to Peers to be more than 3.95 Teaching and Learning; Learning Confidence more than 3.68, School Connectedness more than 3.79, Stimulating Learning more than 3.31, Student Motivation more than 4.23, Teacher effectiveness more than 3.78 and Teacher Empathy more than 3.79</li> <li>Over the life of the SSP, Parent Opinion Survey (POS) School Climate percentiles, to be at least at or above 2016 benchmarks (in brackets). School Improvement (94.9) Parent Input (85.2) General Satisfaction (93.6)</li> <li>Average days absent per full time equivalent (FTE) student per year to be similar or higher than similar schools as per intake adjusted data.</li> </ul> <p>Source: Government Schools Performance Summary (Annual Report)</p>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> <li>Strengthen staff capacity to support students to become independent and curious learners through student voice in their</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of the school's instructional model through a community of learners</li> <li>Build on student leadership through (vertical and horizontal structure) SRC, school Captains, Alpine and other leadership camps</li> <li>Strengthen the House system through whole school activities</li> <li>Use data to inform teaching and learning (students own and understand their own data)</li> <li>-</li> </ul>	PCO Curriculum Leaders Sub-School Leaders Data PCO	Ongoing	6 months: <ul style="list-style-type: none"> <li>Visible Learning within all classes</li> <li>Student Leaders organising whole school and Year Level activities</li> <li>Promotion of student leadership activities/camps/mentoring (Alpine Leadership camp)</li> <li>Student data used in all classes to inform student individual learning</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Peer Observations plan for all teachers</li> <li>PLC focus on visible Learning</li> <li>Students organising and leading activities such as whole school assemblies, school celebrations</li> <li>Students understand their own data (anecdotal information)</li> </ul>		



learning, using data and feedback within authentic learning opportunities				12 months: <ul style="list-style-type: none"> <li>Visible Learning within all classes – P&amp;D End of Cycle Review (Professional knowledge and Practice goals)</li> <li>Student Leaders organising whole school and Year Level activities throughout the year</li> <li>Students participate in leadership activities/camps</li> <li>Student data used in all classes to inform student individual learning</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Peer Observations implemented by all teachers</li> <li>PLC focus and implementation strategies on visible Learning</li> <li>Students organising and leading activities such as whole school assemblies, school celebrations</li> <li>Students understand their own data (anecdotal information)</li> </ul>	\$80000	
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	Over the life of the Strategic Plan we will provide a values driven school environment where student social and emotional development is supported so that wellbeing is enhanced.
<b>IMPROVEMENT INITIATIVE</b>	Positive climate for learning  Setting expectations and promoting inclusion
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>Over the life of the SSP, AtSS factors to show improvement from the 2016 benchmark data; Classroom behaviour (2.73) Student Safety (4.17) Student Distress (4.93)</li> <li>Over the life of the SSP, Parent Opinion Survey (POS) Student Engagement percentiles, to be at least at or above 2016 benchmarks (in brackets). Connectedness to Peers (63.7) Student Motivations (83.9) School Connectedness (78.4)</li> <li>Wellbeing factors 'Connectedness to School' and student perceptions of 'Safety' are similar or higher than similar schools over the life of the Strategic Plan.</li> </ul> <p>Source: Government Schools Performance Summary (Annual Report)</p>



**12 MONTH TARGETS**

- AtSS results to be at or above in the following variables (in brackets);  
Classroom behaviour (2.73)  
Student Safety (4.17)  
Student Distress (4.93)
- Parent Opinion Survey (POS)  
Student Engagement percentiles, to be at or above the following variables (in brackets).  
Connectedness to Peers (63.7)  
Student Motivations (83.9)  
School Connectedness (78.4)
- Wellbeing factors 'Connectedness to School' and student perceptions of 'Safety' to be similar or higher than similar schools in 2017.

Source: Government Schools Performance Summary (Annual Report)

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> <li>• Promote a whole school community focus on positive relationships, building on the school mission, vision and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the school Vision and Values including the input from the whole school community</li> <li>• Build on existing student mentoring and coaching programs through extracurricular activities (Performing Arts, school Production, drama, dance and sports)</li> <li>• Building staff capacity to consistently record attendance and student management incidents on COMPASS in a timely manner. Follow up and communicate with parents/guardians</li> <li>• Student Wellbeing Team to support the wellbeing needs of students. Contribute to the implementation of proactive and engaging programs in particular for students at risk</li> </ul>	PCO Leadership Team  Wellbeing Team  School Captains and SRC	Term 1 Ongoing throughout the year	6 months: <ul style="list-style-type: none"> <li>• Minutes of meetings re: discussion/actions of School Vision and Values</li> <li>• Wellbeing Team – Implementation of proactive and engaging programs (in particular for students at risk)</li> <li>• COMPASS-Behaviour and Attendance reports to indicate consistent entry of data</li> <li>• Student mentoring programs implemented</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Extracurricular activities offered to students in semester 1</li> <li>• Major school events – Semester 1, school calendar</li> <li>• Compass data re: student incidents improved compared to the 2016 data</li> </ul>		
				12 months: <ul style="list-style-type: none"> <li>• Updated and published School Vision and Values document</li> <li>• Wellbeing team including school nurse, school chaplain and Doctors in Schools end of the year report</li> <li>• COMPASS-Behaviour and Attendance reports to indicate consistent entry of data</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>• Improved survey results; AtSS, POS and SSS – Wellbeing variables</li> <li>• Attendance data – end of the year</li> <li>• Extracurricular activities offered to students in semester 2 – School calendar</li> <li>• Major school events – Semester 2, school calendar</li> <li>• Compass data re: student incidents improved compared to the 2016 end of the year data</li> </ul>	\$80000	
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			





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



# Section 3: Other Improvement Model Dimensions/ **NA**

<b>STRATEGIC PLAN GOALS</b>		Over the life of the Strategic plan, School Staff Survey (SSS), School climate module component mean factor scores for principal and teacher, to be at least at or above 2016 benchmarks (in brackets).						
		This area will be reflected through attainment of Achievement, Engagement and Wellbeing goals						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		Building leadership teams Instructional and shared leadership						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>• Collective Efficacy (61.27)</li> <li>• Teacher Collaboration (62.04)</li> <li>• Collective focus on Student Learning (70.05)</li> <li>• Staff trust in colleagues (74.08)</li> <li>• Guaranteed and Viable Curriculum (66.92)</li> <li>• Parent and community involvement (65.97)</li> <li>• Academic emphasis (57.08).</li> </ul>						
<b>12 MONTH TARGETS</b>		[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 what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ●			
				6 months: 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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				

