

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Manorvale Primary School**

Year: **2017**

School number: **5091**

Based on strategic plan: **2015-2018**

Endorsement:

Principal **Helen Watson**

**April 14,2017**

Senior Education Improvement Leader **Helen Hobley**

**[date]**

School Council **Adrian Hillyer**

**April 14,2017**

## 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
<ul style="list-style-type: none"> <li>Continue to improve learning outcomes in literacy and numeracy</li> <li>Build teacher content and pedagogy knowledge and capacity</li> <li>Establish and embed the Professional Learning Community Framework.</li> <li>Enhance the use of data and evidence to inform action</li> <li>Develop and implement the guaranteed and viable curriculum.</li> <li>Develop high levels of student engagement, motivation and learning confidence which foster school and community connectedness.</li> <li>Develop and implement a guaranteed and viable inquiry curriculum</li> <li>Build teacher capacity to engage students with high-level pedagogy and quality tasks.</li> <li>Build teacher capacity to utilise student feedback data (student voice) to improve teaching, learning and engagement.</li> <li>Develop a whole school approach and emphasis on wellbeing, safety and resilience across the whole school with measurable outcomes.</li> <li>Provide a skilled, supportive and stimulating learning community that actively fosters the school values and expectations.</li> <li>Ensure students make a smooth transition from preschool to school, through levels within primary school, and from year 6 to year 7 at secondary school</li> </ul>

Improvement Priorities	Improvement Initiatives	✓
<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:
<p>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.</p> <p><b>Standardised testing results (NAPLAN) show above state mean relative growth for years 3(2104) to 5 (2016). Standardised testing results (PAT-R and PAT MATHS) for Prep to 6 highlight the need to focus on achieving Foundation-2 growth of at least 2 years growth over 18 months and at least 12 months growth for all students in years 3 to 6.</b></p> <p><b>Through collaborative processes with staff, we have established a shared understanding of what a Professional Learning Community will look like at Manorvale PS. We will use the High Reliability Schools surveys to explore and address the components of a Professional Learning Community with an emphasis on collaborative teams using data and evidence for planning to improve results. Collaborative teams (year level) will have an Administrative Leader and a Curriculum Planning and Assessment Leader (CPAL). An intervention model will be developed and intervention provided for identified educational needs.</b></p> <p><b>2016 has been a transition year to the Victorian Curriculum F-10 and an audit of the curriculum has commenced. Attitudes to School data indicates that further work needs to be done to improve student engagement and wellbeing, in particular student engagement in and monitoring of their own learning and student safety. 2107 will see full implementation of Victorian Curriculum with a focus on student connectedness, voice and stimulating learning.</b></p>

### 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	<ul style="list-style-type: none"><li>• <b>Embed the Professional Learning Community Framework</b></li><li>• <b>Implement a whole school Instructional Framework Model</b></li></ul>
Curriculum planning and assessment	<ul style="list-style-type: none"><li>• <b>Implement an agreed and viable curriculum based on the Victorian Curriculum and the educational needs of all students</b></li><li>• <b>Build teacher capacity to use evidence-based, high impact teaching and assessment strategies</b></li></ul>
Empowering students and building school pride	<ul style="list-style-type: none"><li>• <b>Develop a culture that enables students to become active participants in their education</b></li><li>• <b>Implement an evidence based model for building positive relationships and giving a students a voice in the decisions that affect their lives at school and in the community</b></li></ul>









## Section 2: Improvement Initiatives (1)

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>	<ul style="list-style-type: none"> <li>Establish and embed the Professional Learning Community Framework.</li> <li>Enhance the use of data and evidence to inform action</li> </ul>																																											
<b>IMPROVEMENT INITIATIVE</b>	<b>Building practice excellence</b>																																											
<b>STRATEGIC PLAN TARGETS</b>	<table border="1"> <thead> <tr> <th>Staff Opinion Survey</th> <th>2014 Baseline</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Professional Learning</td> <td>468</td> <td>≥state mean</td> </tr> <tr> <td>School Climate</td> <td>473</td> <td>≥state mean</td> </tr> </tbody> </table>									Staff Opinion Survey	2014 Baseline	2018	Professional Learning	468	≥state mean	School Climate	473	≥state mean																										
Staff Opinion Survey	2014 Baseline	2018																																										
Professional Learning	468	≥state mean																																										
School Climate	473	≥state mean																																										
<b>12 MONTH TARGETS</b>	<table border="1"> <thead> <tr> <th>Staff Opinion Survey Module</th> <th>Module component</th> <th>2016 baseline Manorvale</th> <th>2016 baseline state</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>*Professional Learning</td> <td>combined</td> <td>73.34</td> <td>79.48</td> <td>≥state mean</td> </tr> <tr> <td>*School Climate</td> <td>combined</td> <td>68.6</td> <td>79.44</td> <td>≥state mean</td> </tr> <tr> <td></td> <td>Teacher Collaboration</td> <td>65.68</td> <td>76.22</td> <td>≥state mean</td> </tr> <tr> <td></td> <td>Collective Responsibility</td> <td>83.03</td> <td>86.15</td> <td>≥state mean</td> </tr> <tr> <td></td> <td>Collective Efficacy</td> <td>64.96</td> <td>79.32</td> <td>≥state mean</td> </tr> <tr> <td>*Staff Safety and Wellbeing</td> <td>Staff Professional Safety</td> <td>48</td> <td>71.15</td> <td>≥state mean</td> </tr> </tbody> </table> <p>High Reliability Schools Level 1 survey result for indicator 1.4 to be at or above 4.0 (2016 baseline 3.0)</p>									Staff Opinion Survey Module	Module component	2016 baseline Manorvale	2016 baseline state	2017	*Professional Learning	combined	73.34	79.48	≥state mean	*School Climate	combined	68.6	79.44	≥state mean		Teacher Collaboration	65.68	76.22	≥state mean		Collective Responsibility	83.03	86.15	≥state mean		Collective Efficacy	64.96	79.32	≥state mean	*Staff Safety and Wellbeing	Staff Professional Safety	48	71.15	≥state mean
Staff Opinion Survey Module	Module component	2016 baseline Manorvale	2016 baseline state	2017																																								
*Professional Learning	combined	73.34	79.48	≥state mean																																								
*School Climate	combined	68.6	79.44	≥state mean																																								
	Teacher Collaboration	65.68	76.22	≥state mean																																								
	Collective Responsibility	83.03	86.15	≥state mean																																								
	Collective Efficacy	64.96	79.32	≥state mean																																								
*Staff Safety and Wellbeing	Staff Professional Safety	48	71.15	≥state mean																																								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																																							
					Progress Status	Evidence of impact	Budget																																					
							Estimate	YTD																																				
<b>Embed the Professional Learning Community Framework</b>	• Review the HRS Level 1 survey results	AP & staff	End of term 1	6 months: <ul style="list-style-type: none"> <li>Action plan developed based on the HRS Level 1 survey results</li> <li>School PLC Framework document and associated supporting documents professionally published e.g. data meeting recording templates</li> <li>Teams displaying collaborative processes during collaborative team meetings e.g. evidence of team protocols; Du Fours 4 critical questions</li> <li>Professional reading texts purchased</li> <li>New staff have accessed PLC professional learning</li> <li>Curriculum Planning and Assessment Leaders (CPALs) appointed and professional learning provided</li> </ul>	● ● ●		\$ 6100																																					
	• Develop a shared understanding of collaboration, collaborative teams and processes	All staff	Ongoing																																									
	• Staff Professional Learning with Solution Tree (PLC and RTI)	Staff who have not attended previously	End of term 1																																									
	• Professional publication of school documents	AP	Term 2																																									
	• Establish Curriculum Planning and Assessment Leaders (CPALs) within teams	Principal	Term 1 & ongoing																																									
	• Provide CRT release for leaders to meet regularly for internal PL to support their role	AP																																										
• Purchase appropriate professional reading texts and subscriptions e.g. Collaborative Teams that Transform Schools, Solution Tree Global PD	AP	Ongoing	12 months: <ul style="list-style-type: none"> <li>Collaborative teams to show evidence of the PLC continuous improvement cycle using collective inquiry, action research and experimentation with a focus on results</li> </ul>	● ● ●																																								
<b>Implement a Whole School Instructional Framework Model</b>	• Draft whole school Instructional Framework model presented to staff for consultation	AP and Maths coach	Term 1	6 months: <ul style="list-style-type: none"> <li>Whole School Instructional Framework Model published and distributed</li> <li>Classroom structures and practices evolving</li> </ul>	● ● ●																																							
	• Professionally publish the whole school Instructional Framework Model		Term 2																																									

	<ul style="list-style-type: none"> <li>Present to staff and commence implementation</li> </ul>	Coaches All staff	Term 2 and ongoing through year	12 months: <ul style="list-style-type: none"> <li>Whole School Instructional Framework Model embedded and defines core practice</li> </ul>				
--	--	----------------------	---------------------------------	--	---	--	--	--

## Section 2: Improvement Initiatives (2)

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>	<ul style="list-style-type: none"> <li>Continue to improve learning outcomes in literacy and numeracy</li> <li>Develop and implement the guaranteed and viable curriculum.</li> <li>Build teacher capacity to engage students with high-level pedagogy and quality tasks.</li> </ul>																																																																																																	
<b>IMPROVEMENT INITIATIVE</b>	<b>Curriculum planning and assessment</b>																																																																																																	
<b>STRATEGIC PLAN TARGETS</b>	<table border="1"> <thead> <tr> <th>Staff Opinion Survey</th> <th>2014 Baseline</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Guaranteed and Viable Curriculum</td> <td>534</td> <td>≥state mean</td> </tr> <tr> <td>Parent Opinion Survey</td> <th>2014 Baseline</th> <th>2018</th> </tr> <tr> <td>Learning Focus</td> <td>5.42</td> <td>≥state mean</td> </tr> <tr> <td>Stimulating Learning</td> <td>5.65</td> <td>≥state mean</td> </tr> <tr> <td>Student Motivation</td> <td>5.7</td> <td>≥state mean</td> </tr> </tbody> </table>			Staff Opinion Survey	2014 Baseline	2018	Guaranteed and Viable Curriculum	534	≥state mean	Parent Opinion Survey	2014 Baseline	2018	Learning Focus	5.42	≥state mean	Stimulating Learning	5.65	≥state mean	Student Motivation	5.7	≥state mean	<table border="1"> <thead> <tr> <th>Attitudes to School Survey</th> <th>2014 Baseline</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Connectedness to school</td> <td>4.12</td> <td>≥state mean</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.86</td> <td>≥state mean</td> </tr> </tbody> </table>			Attitudes to School Survey	2014 Baseline	2018	Connectedness to school	4.12	≥state mean	Stimulating Learning	3.86	≥state mean	<table border="1"> <thead> <tr> <th>NAPLAN Relative growth 2018</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>NAPLAN at National Minimum Standard 2018</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>60%</td> <td>40%</td> <td>Reading</td> <td>98%</td> <td>99%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>60%</td> <td>40%</td> <td>Writing</td> <td>98%</td> <td>99%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>60%</td> <td>30%</td> <td>Spelling</td> <td>99%</td> <td>99%</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>10%</td> <td>45%</td> <td>45%</td> <td>Grammar &amp; Punctuation</td> <td>99%</td> <td>99%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>65%</td> <td>25%</td> <td>Numeracy</td> <td>99%</td> <td>99%</td> </tr> </tbody> </table>								NAPLAN Relative growth 2018	Low	Medium	High	NAPLAN at National Minimum Standard 2018	Year 3	Year 5	Reading	0%	60%	40%	Reading	98%	99%	Writing	0%	60%	40%	Writing	98%	99%	Spelling	10%	60%	30%	Spelling	99%	99%	Grammar & Punctuation	10%	45%	45%	Grammar & Punctuation	99%	99%	Numeracy	10%	65%	25%	Numeracy	99%	99%															
Staff Opinion Survey	2014 Baseline	2018																																																																																																
Guaranteed and Viable Curriculum	534	≥state mean																																																																																																
Parent Opinion Survey	2014 Baseline	2018																																																																																																
Learning Focus	5.42	≥state mean																																																																																																
Stimulating Learning	5.65	≥state mean																																																																																																
Student Motivation	5.7	≥state mean																																																																																																
Attitudes to School Survey	2014 Baseline	2018																																																																																																
Connectedness to school	4.12	≥state mean																																																																																																
Stimulating Learning	3.86	≥state mean																																																																																																
NAPLAN Relative growth 2018	Low	Medium	High	NAPLAN at National Minimum Standard 2018	Year 3	Year 5																																																																																												
Reading	0%	60%	40%	Reading	98%	99%																																																																																												
Writing	0%	60%	40%	Writing	98%	99%																																																																																												
Spelling	10%	60%	30%	Spelling	99%	99%																																																																																												
Grammar & Punctuation	10%	45%	45%	Grammar & Punctuation	99%	99%																																																																																												
Numeracy	10%	65%	25%	Numeracy	99%	99%																																																																																												
<b>12 MONTH TARGETS</b>	<b>Student achievement data</b>																																																																																																	
	<table border="1"> <thead> <tr> <th>NAPLAN Relative growth actual 2016</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>NAPLAN Relative growth target 2017</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>NAPLAN at National Minimum Standard actual 2016</th> <th>Year 3</th> <th>Year 5</th> <th>NAPLAN at National Minimum Standard Target 2017</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>46%</td> <td>40%</td> <td>Reading</td> <td>5%</td> <td>55%</td> <td>40%</td> <td>Reading</td> <td>97%</td> <td>92%</td> <td>Reading</td> <td>98%</td> <td>99%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>38%</td> <td>35%</td> <td>Writing</td> <td>10%</td> <td>50%</td> <td>40%</td> <td>Writing</td> <td>94%</td> <td>92%</td> <td>Writing</td> <td>98%</td> <td>95%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>47%</td> <td>29%</td> <td>Spelling</td> <td>10%</td> <td>55%</td> <td>35%</td> <td>Spelling</td> <td>86%</td> <td>87%</td> <td>Spelling</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>24%</td> <td>32%</td> <td>44%</td> <td>Grammar &amp; Punctuation</td> <td>10%</td> <td>45%</td> <td>45%</td> <td>Grammar &amp; Punctuation</td> <td>94%</td> <td>95%</td> <td>Grammar &amp; Punctuation</td> <td>99%</td> <td>99%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>64%</td> <td>19%</td> <td>Numeracy</td> <td>10%</td> <td>65%</td> <td>25%</td> <td>Numeracy</td> <td>97%</td> <td>95%</td> <td>Numeracy</td> <td>99%</td> <td>95%</td> </tr> </tbody> </table>														NAPLAN Relative growth actual 2016	Low	Medium	High	NAPLAN Relative growth target 2017	Low	Medium	High	NAPLAN at National Minimum Standard actual 2016	Year 3	Year 5	NAPLAN at National Minimum Standard Target 2017	Year 3	Year 5	Reading	14%	46%	40%	Reading	5%	55%	40%	Reading	97%	92%	Reading	98%	99%	Writing	27%	38%	35%	Writing	10%	50%	40%	Writing	94%	92%	Writing	98%	95%	Spelling	24%	47%	29%	Spelling	10%	55%	35%	Spelling	86%	87%	Spelling	95%	95%	Grammar & Punctuation	24%	32%	44%	Grammar & Punctuation	10%	45%	45%	Grammar & Punctuation	94%	95%	Grammar & Punctuation	99%	99%	Numeracy	17%	64%	19%	Numeracy	10%	65%	25%	Numeracy	97%	95%	Numeracy	99%	95%
NAPLAN Relative growth actual 2016	Low	Medium	High	NAPLAN Relative growth target 2017	Low	Medium	High	NAPLAN at National Minimum Standard actual 2016	Year 3	Year 5	NAPLAN at National Minimum Standard Target 2017	Year 3	Year 5																																																																																					
Reading	14%	46%	40%	Reading	5%	55%	40%	Reading	97%	92%	Reading	98%	99%																																																																																					
Writing	27%	38%	35%	Writing	10%	50%	40%	Writing	94%	92%	Writing	98%	95%																																																																																					
Spelling	24%	47%	29%	Spelling	10%	55%	35%	Spelling	86%	87%	Spelling	95%	95%																																																																																					
Grammar & Punctuation	24%	32%	44%	Grammar & Punctuation	10%	45%	45%	Grammar & Punctuation	94%	95%	Grammar & Punctuation	99%	99%																																																																																					
Numeracy	17%	64%	19%	Numeracy	10%	65%	25%	Numeracy	97%	95%	Numeracy	99%	95%																																																																																					



PAT Comprehension Matched cohort growth using 2016 norms				
	Number of students	Number at or above expected growth	Percentage	2017 target
Prep to 1	39	19	48.7%	100%
1 to 2	40	23	57.6%	100%
2 to 3	28	19	67.9%	100%
3 to 4	25	18	72%	100%
4 to 5	28	19	67.9%	100%
5 to 6	36	28	77.8%	100%
All	196	126	64.3%	100%

PAT Maths Matched cohort growth using 2016 norms				
	Number of students	Number at or above expected growth	Percentage	2017 target
Prep to 1	NA	NA	NA	NA
1 to 2	12	6	50%	100%
2 to 3	26	12	46.1%	100%
3 to 4	25	15	60%	100%
4 to 5	26	16	61.5%	100%
5 to 6	36	22	61.1%	100%
All	125	71	62.8%	100%

Staff Opinion Survey	2016 Baseline	2016 state mean	2017
Guaranteed and Viable Curriculum	67.37	80.88	≥state mean
Collective focus on student learning	85.06	86.39	≥state mean
Academic emphasis	66.09	75.88	≥state mean

Parent Opinion Survey	2016 Baseline	2017
Learning Focus	5.61	≥state mean
Stimulating Learning	5.91	≥state mean

Attitudes to School Survey	2016 Baseline	2017
Student Connectedness	3.94	≥state mean
Stimulating Learning	3.74	≥state mean

High Reliability Schools Levels 2 and 3 survey results to be at or above 4.0 (2016 baseline not yet available)

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
<b>Implement an agreed, guaranteed and viable curriculum based on the Victorian Curriculum and the educational needs of all students</b>	<ul style="list-style-type: none"> <li>Establish whole school curriculum planning documents for two year cycle 2017 - 2018</li> <li>Review the HRS Level 3 survey results</li> <li>Repeat HRS Level 3 survey later in the year</li> <li>Provide English and Maths Coaching</li> </ul>	Curric.Leader Coaches CPALs  AP & staff  Coaches	12 months  Term 1 July  Ongoing  Term 1	6 months: <ul style="list-style-type: none"> <li>Victorian Curriculum F-10 Self Assessment Tool completed</li> <li>Action plan developed based on the HRS Level 3 survey results</li> <li>Support/Intervention staff employed</li> <li>Intervention programs in full operation</li> <li>Equipment purchased</li> <li>Victorian Curriculum F-10 online professional learning sessions undertaken</li> </ul>	● ● ● ●			\$320000



	<ul style="list-style-type: none"> <li>Employ- Occupational Therapist (1 day pw) Speech Therapist (2 days pw) Intervention Teacher LLI Intervention staff</li> <li>Develop an intervention model</li> <li>Implement intervention programs for: English, Maths, School Readiness and other identified educational needs</li> <li>English and Math Coaches to implement targeted intervention as needed</li> <li>Purchase Resources – maths equipment and trolleys, science equipment</li> <li>Technologies – purchase iPads, upgrade school computers etc</li> </ul>	<p>Principal &amp; PSD coordinator</p> <p>Leadership team Intervention staff and coaches</p> <p>Coaches Science coordinator</p> <p>Technologies Leader</p>	<p>Term 1</p> <p>Term 2</p> <p>Ongoing</p> <p>Term 2</p> <p>Term 2</p>	<ul style="list-style-type: none"> <li>Professional learning delivered by Speech Pathologist and Occupational Therapist completed</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>Whole school curriculum planning documents published (By School and Learning area)</li> <li>Victorian Curriculum F-10 Self Assessment Tool reviewed</li> <li>Outstanding issues raised from the review HRS Level 3 survey addressed</li> <li>Intervention programs adjusted to address student needs based on data</li> </ul> <p>6 months:</p> <ul style="list-style-type: none"> <li>Action plan developed based on the HRS Levels 2 survey results</li> <li>Personal professional pedagogical goals identified as part of the P&amp;D process</li> <li>Collaborative teams using professional readings and discussion established</li> <li>School wide model for peer observation through instructional rounds published and trialled</li> <li>UMNOS project goals established</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>All teachers participating in the school wide model for peer observation through instructional rounds</li> </ul>	<p>● ●</p> <p>● ●</p> <p>● ●</p> <p>● ●</p> <p>● ●</p> <p>● ●</p> <p>● ●</p> <p>● ●</p>	<p>\$ 15000 \$ 22500 \$ 109500</p> <p>\$20000</p> <p>\$45000</p> <p>\$1000 \$20000</p>	
<p><b>Build teacher capacity to use evidence-based, high impact teaching and assessment strategies</b></p>	<ul style="list-style-type: none"> <li>Review the HRS Levels 2 survey results</li> <li>Repeat HRS Level 2 survey later in the year</li> <li>Establish collaborative teams based on personal pedagogical goals to investigate evidence based high impact strategies</li> <li>Develop a school wide model for peer observation through instructional rounds</li> <li>Purchase appropriate professional reading texts e.g. The Art and Science of Teaching</li> <li>Commence UMNOS project</li> </ul>	<p>AP &amp; coaches</p> <p>Leaders, all staff PWO &amp; Coaches AP</p> <p>Principal and UMNOS Team</p>	<p>Term 1 July</p> <p>Term1 &amp; ongoing</p> <p>July</p> <p>Term 1</p> <p>Ongoing</p>		<p>● ●</p> <p>● ●</p> <p>● ●</p> <p>● ●</p>	<p>\$1000 \$20000</p>	



# Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	<ul style="list-style-type: none"> <li>Develop high levels of student engagement, motivation and learning confidence which foster school and community connectedness.</li> <li>Build teacher capacity to utilise student feedback data (student voice) to improve teaching, learning and engagement.</li> <li>Provide a skilled, supportive and stimulating learning community that actively fosters the school values and expectations.</li> <li>Develop a whole school approach and emphasis on wellbeing, safety and resilience across the whole school with measurable outcomes.</li> </ul>					
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<b>Empowering students and building school pride</b>					
<b>STRATEGIC PLAN TARGETS</b>	Staff Opinion Survey	2014 Baseline	2018	Attitudes to School	2014	2018
	Feedback	416	≥state mean	Classroom behaviour	2.86	≥state mean
	Parent Opinion Survey	2014 Baseline	2018	Student Safety	4.27	≥state mean
	Classroom behaviour	5.16	≥state mean	Student Distress	5.36	≥state mean
	Student safety	4.6	≥state mean	Student Morale	5.49	≥state mean
	Behaviour management	5.16	≥state mean			
<b>12 MONTH TARGETS</b>	Staff Opinion Survey	2016 Baseline	2017	Attitudes to School	2016	2017
	Feedback	64.73	≥state mean	Classroom behaviour	2.79	≥state mean
	Parent Opinion Survey	2016 Baseline	2017	Student Safety	3.78	≥state mean
	Classroom behaviour	3.7	≥state mean	Student Distress	5.52	≥state mean
	Student safety	5.05	≥state mean	Student Morale	5.20	≥state mean
	Behaviour management	5.36	≥state mean			

Reduction in office referral to 2 per week  
 Reports of problem behaviour (other than hat wearing) in the yard to be less than 15 per week.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
<b>Develop a culture that enables students to become active participants in their education</b>	<ul style="list-style-type: none"> <li>Teachers to use self assessment tools, peer and student feedback to determine how they can adapt their approach to improve student motivation and self confidence</li> </ul>	PWO Coaches Curric.Leader All teachers	July	6 months:	<ul style="list-style-type: none"> <li>Changes in teacher practice – planning documents, conversations, classroom observations and student feedback</li> <li>Implementation of strategies following professional learning, reading and school visits</li> </ul>	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	\$20000	
	<ul style="list-style-type: none"> <li>Teachers to use Visible Learning and collaborative strategies to guide students to make decisions about how they learn and how their learning is assessed</li> </ul>	PWO Coaches Curric.Leader All teachers	Ongoing	12 months:					
	<ul style="list-style-type: none"> <li>Purchase appropriate professional reading texts e.g. The Power of Inquiry</li> </ul>	AP Curric coordinator Staff	Term1	Student feedback data shows greater autonomy of own learning and motivation	● ● ●	\$ 5000			
	<ul style="list-style-type: none"> <li>Visit other schools to observe best practice</li> </ul>	Staff	12 months		● ● ●	\$ 7000			
<b>Implement an evidence based model for building positive relationships and giving students a voice in the decisions that affect their lives at school and in the community</b>	<ul style="list-style-type: none"> <li>Review and audit SWPBSEL initiative</li> </ul>	PWO, SWPBS team and staff	6 months	6 months:	<ul style="list-style-type: none"> <li>SWPBSEL reviewed</li> <li>PWO undertaking coaching in classrooms</li> <li>Mindfulness Therapy for selected students</li> </ul>	● ● ●			
	<ul style="list-style-type: none"> <li>PWO to support and coach staff to build strong and positive relationships with their students</li> <li>Commence the Berry Street Education Model Training PL (Day 1 and 2)</li> </ul>	PWO All staff All staff	Ongoing	12 months:					
	<ul style="list-style-type: none"> <li>PWO to implement wellbeing strategies e.g. Mindfulness Therapy</li> <li>Review response processes for Tier 3 students</li> </ul>	PWO	End of year 6 months	<ul style="list-style-type: none"> <li>Berry Street PL (Day 1 and 2) undertaken</li> <li>Teachers to promote positive learning and behaviour through strong relationships with their students</li> </ul>	● ● ●	\$17000			
	<ul style="list-style-type: none"> <li>Purchase Student Management Tool e.g. Compass</li> <li>Redevelop school website</li> </ul>	PWO and SWPBS team Principal Principal/ leadership	Term 1 6 months	<ul style="list-style-type: none"> <li>Student Management tool in use</li> </ul>	● ● ●				

# 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 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>Considerations for 2018:</b>				



