Annual Implementation Plan: for Improving Student Outcomes

School name: Cranbourne West Primary School   Year: 2017

School number: 5189   Based on strategic plan: 2015 - 2018

Endorsement:

Principal   Andrew Bergmeier   27/3/2017   Senior Education Improvement Leader   Alex Greenwell   [date]

School council   Kristen New   27/3/2017

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
• Maximise the learning growth of all students in Numeracy and Literacy. • To develop successful students through school wide approaches to literacy, numeracy, social competencies and relevant inquiry incorporating big ideas. • Strengthen partnerships with the community to ensure that the school is centre of learning and the school of choice • Equip the students with the necessary skills and attitudes to become independent learners with global skills • Improve the orderly and safe learning environment which promotes self-regulation and high expectations in students • Utilize all available resources (human, financial, time, source, and materials) to determine the best learning environment and maximise outcomes for all of our students • With the recognition that effective use of our people is our most valuable resource, we will continue to investigate different methods of bringing people into the school, train them and enhance our student learning outcomes.

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

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.

In 2016 Cranbourne West Primary School built on the progress made in Excellence in Teaching and Learning through the continued school-wide implementation of CAFÉ (Reading), VOICES (Writing) and the introduction of TiLER (numeracy).

As this was our second year with the school-wide implementation of our school-wide Literacy Programs and philosophy we were judging the effectiveness of these programs through the actual classroom practice and not NAPLAN. Improvement in NAPLAN will be achieved in 2017 and 2018 when these programs are embedded in classroom practice throughout the school. Performance and development, coaching, classroom observations, School Improvement Team, and direct PCO involvement in the structure of these programs will ensure demonstrable growth within the improvement cycle. In 2016,80% of our students achieved our target of twelve months growth in reading.

The introduction of TiLER our numeracy program in classrooms in 2016 entailed scrutiny and agreement over the introduction of an effective numeracy program. School wide documentation in each of these programs was achieved at the end of 2016 so that all teachers have the tools to fully embed the programs into the school. In 2016, 68% of our students achieved our target of twelve months growth in numeracy. The ability of the PLT Leaders and the Data Manager to assess, track and move students on in their learning was a significant achievement in 2016. This is still a work in progress but the school-wide evidence is now consistent and transparent.

Cranbourne West Primary School has after significant consultation, decided to continue with the following initiatives as a result of the school's priority review, the current school culture and a recent review of our school's current Annual Implementation Plan, Improvement Plan and Strategic Plans. Throughout 2017 the school will continue to implement, consolidate and embed the school wide consistent Numeracy and Literacy instructional models. While Writing achieved expected student learning outcome targets in 2016, both Numeracy and Reading did not.

 In 2017, one PLT Leader will be appointed to each level [Prep. Junior, Middle and Senior] to continue to promote and strengthen the use of data in order to develop strategies which improve effective teacher practice including moderation and collaborative planning which is expected to improve student learning outcomes

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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	• CWPS will continue to consolidate and embed a school wide instructional model for Reading, Writing and Numeracy • **Build the culture of observation, reflection and feedback to build the capability of classroom practice.**
Building Leadership Teams	• **CWPS will continue to build the capacity of staff to collaboratively plan, monitor and assess student learning through the use of highly effective professional learning teams**

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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 not that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	**Maximise the learning growth of all students in Numeracy and Literacy**		
IMPROVEMENT INITIATIVE	**Building Practice Excellence**		
STRATEGIC PLAN TARGETS			

READING	Reduce Low Growth	35% (2014) 25% (2018)
	Increase High Growth	10% (2014) 25% (2018)
WRITING	Reduce Low Growth	50% (2014) 25% (2018)
	Increase High Growth	09% (2014) 25% (2018)
NUMERACY	Reduce Low Growth	36% (2014) 25% (2018)
	Increase High Growth	20% (2014) 25% (2018)

12 MONTH TARGETS

Reading	Reduce Low Growth	Increase High Growth
2015	37.88%	13.64%
2016	30% (actual 47.5%)	17% (actual 12%)
2017	30%	17%

Writing	Reduce Low Growth	Increase high Growth
2015	38.46%	12.31%
2016	34% (actual 40.5%)	16% (actual 18.5%)
2017	34%	22%

Numeracy	Reduce Low Growth	Increase High Growth
2015	43.08%	6.15%
2016	33% (actual 57.5%)	20% (actual 6.5%)
2017	33%	20%

Goals, KIS and Targets in the AIP are all strongly connected (Coherence is high) to the SSP and informed by progress in the previous AIP.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
				6 months:				
CWPS will continue to consolidate a school wide instructional model for Reading, Writing and Numeracy	Develop teacher capacity to deliver appropriate and consistent curriculum across the school School wide consistent implementation of: • TiLER Maths • Café Reading • VOICES Oral Language and vocabulary will be purposefully taught through the instructional models of TiLER, VOICES and CAFÉ. Introduction of Program Leaders in TiLER, VOICES and Café. All staff PDPs to concentrate on the implementation of programs and targets	Teachers		Teachers will provide Learning Intentions and success criteria for all learning experiences and refer to them throughout the session.	🔴🟡🟢	Students are able to articulate and reflect on their learning		
				All students have a book box with at least six CAFÉ books – two must be Just Right books. All students change the books in their book boxes on a weekly basis	🔴🟡🟢	Students will be reading daily – sustained reading for 15mins starting with a Just Right book		
				All students will have a book to keep evidence of their writing	🔴🟡🟢	Writing journals		
				All learning spaces have a CAFÉ library that is clearly labelled for students to choose their books from	🔴🟡🟢	Students regularly changing reading material according to ability and interest.		
				All learning spaces will have reading and writing strategies displayed as they are taught.	🔴🟡🟢	CAFÉ and VOICES strategies on display in all learning spaces. Students and teachers referring to them.		
				All teachers use and display anchor charts for students to refer to (CAFÉ, VOICES, TiLER, Learn By Design & specialist sessions)	🔴🟡🟢	Anchor charts on display in learning areas. Students and teachers able to articulate where they are and how they use them.		
				All teachers will conference 3 students a day in CAFÉ and provide students with a reading goal to work towards – recorded on their CAFÉ menu	🔴🟡🟢	Teacher records of conferences. Highlighted CAFÉ menus in student books.		
				All teachers explicitly teach Tier 2 words (as identified by the PLT teams) specific to literacy, numeracy and each specialist discipline – one word per week.	🔴🟡🟢	Student records of words in books. Teacher A3 display book containing words		
				All learning spaces will have a word wall to display Tier 2 words as they are taught	🔴🟡🟢	Students and teachers referring to words on word wall.		
				All teachers will plan the curriculum based on student data, VOICES, TiLER, Café and Learn by Design guidelines together with the specialist disciplines which are matched to the Victorian Curriculum. This will be recorded using the common school planning documents	🔴🟡🟢	Planning documents are specific and relevant to student learning needs and recorded using the school wide common planners		
				All teachers will actively work towards developing their understanding of the school instructional models of CAFÉ, VOICES and TiLER through research, PLT meetings, attendance at PD's and self-reflection	🔴🟡🟢	PD sign in sheets Planning documents		
				Teacher's will connect with appropriate program leaders to discuss improvement strategies in TiLER, VOICES and Café according to school wide documentation	🔴🟡🟢	Program Leaders diaries of support		

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			Action/Description	Status	Evidence	Budget
			All teachers will participate in developing and using a writing rubric (Menu) for the different nonfiction text types taught.	🔴 🟡 🟢	Writing menus for nonfiction text types taught being used by teachers to monitor student progress	
			Teachers will administer the ABLES assessment for all PSD students and develop individual learning plans/goals to ensure they are planning learning experiences that enable them to access the curriculum.	🔴 🟡 🟢	ABLES reports and learning plans are available for all PSD students.	
			All teachers with Marring, Out of Home Care students will develop individual learning plans to ensure they are able to successfully access the curriculum.	🔴 🟡 🟢	Individual Learning plans are available for these students	
			All teachers will follow the school behaviour management steps including updating Sentral when needed to ensure an orderly learning environment.	🔴 🟡 🟢	Sentral records are kept up to date	
			All teachers are expected to observe two reading (CAFÉ), two writing (VOICES) and two maths (Tiler) peer observations each year to inform and enable them to reflect on their practice. Teachers identify an area of practice they would like to focus on.	🔴 🟡 🟢	Teachers observation documents include reflection of observation and impact on own practice.	
			All BIT staff will explicitly make literacy and numeracy connections to students when presenting a learning experience in their discipline.	🔴 🟡 🟢	Evidence in planning documents in learning space available for staff, students and parents	
	Area Leaders	Throughout 2017	TiLER, VOICES, CAFÉ planning documents are displayed in Learning Areas by 8.50am of the Monday of the week of instruction.	🔴 🟡 🟢	Middle Leaders - Area develop and utilize a school wide rubric/checklist to record their observations as part of the P and D process	P&D 50,000
			Middle Leaders - Area to observe staff in their Area, provide feedback and discuss practice and implementation of school instructional models	🔴 🟡 🟢	Middle Leaders - Area provide feedback to their staff as a result of observations	
		Term1	Middle Leaders - Area will support area staff to develop their capacity in an identified area of improvement in the instructional models of Café, Voices and TiLER.	🔴 🟡 🟢	Minutes of area meetings indicating sharing of successful strategies and best practice ideas.	
		As required	Middle Leaders are to refer to PCOs if additional support is required for further conversation and feedback for individual teachers in implementation of programs, pedagogy and how data influences their teaching.	🔴 🟡 🟢	Planners on display in Areas for all stakeholders to see Middle Leaders - Area Diaries indicating support/observation provided	
	PCO's	Monthly	PCOs will observe lessons and planning documents on a monthly basis.	🔴 🟡 🟢	Checklist of observation of lessons and planning documents – feedback provided Record of discussions in the P & D process	
		May/June	PCOs will meet with all teaching staff to discuss implementation of instructional models and progress towards school and personal goals.	🔴 🟡 🟢	Learn By Design Planners and feedback by Andrew	
	Andrew	On a term basis	Learn by Design are to show Literacy and Numeracy connections and the planning published and displayed in appropriate work areas.	🔴 🟡 🟢		

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		12 months:					
		Area Leaders	ongoing	Middle Leaders - Area will develop a plan of action with each team member based on identified elements of improvement.	🔴🟡🟢	80% of Year 1-6 students to improve 12 months in Numeracy according to PAT test results 80% of Preps to improve 12 months in number according to online numeracy testing - number 85% of students to improve 12 months in their reading according to Fountas and Pinnell 85% of Preps to improve 12 months in their reading according to Fountas and Pinnell and Early Years Evaluations 80% of all students to progress 1 level on VCOP writing scale.	
			Beginning Term 3	Middle Leaders - Area to refer to PCO's if improvement is not as expected as per the identified areas of teacher practise and feedback through crucial conversations model.	🔴🟡🟢		
		Teachers	ongoing	Observations and professional discussions with mentors and program leaders reflecting improvement focus.	🔴🟡🟢		
		Teachers	ongoing	Professional reading.	🔴🟡🟢		
		Teachers		TiLER, VOICES, CAFÉ planning documents are displayed in Learning Areas by 8.50 on the Monday of the week of instruction.	🔴🟡🟢		
		PLT teachers	ongoing	Reflect on data and use to inform teaching strategies to achieve school targets.			
		PCOs	monthly	Commencing in Term Two, PCOs will monitor VOICES, TiLER and Cafe 'must have' checklists three times a term.	🔴🟡🟢		
		6 months:					
CWPS will continue to build the capacity of staff to collaboratively plan and monitor and assess student learning through the use of highly effective professional learning teams	Implement a consistent approach to tracking and assessing student learning across the school Build teacher capacity to understand and use data to improve student outcomes All students deemed to be 'at risk' to have an individual learning plan and learning journal to record progress towards goals	PLT teams	ongoing	Teachers to use data from agreed assessments to inform the development of learning strategies for different cohorts of students	🔴🟡🟢	Teachers will bring relevant documentation to meetings. Discuss observations, moderate and record agreed strategies to move students forward. Then use this information when planning learning experiences. Evidence can be found in meeting minutes and data is recorded on Google docs.	
		Classroom teachers	6 weekly	Pre and post testing to occur – No cycles less than 6 weeks	🔴🟡🟢	Teachers will have completed testing and have data ready for use at PLT meetings as directed by the PLT leader. Data recorded on Google Docs.	
			ongoing	Teachers to use Pulse checks [At a Glance] and adjust teaching strategies appropriately. At a Glance documents are to be brought to PLT meetings	🔴🟡🟢		
				Teachers will administer the ABLES assessment for all PSD students and develop individual learning plans/goals to ensure they are planning learning experiences that enable them to access the curriculum.	🔴🟡🟢	ABLES reports and learning plans are available for all PSD students.	
				All teachers with Marrung, Out of Home Care students will develop individual learning plans to ensure they are able to successfully access the curriculum.	🔴🟡🟢	Individual Learning plans are available for these students	
				All teachers will follow the school behaviour management steps including updating Sentral when needed to ensure an orderly learning environment.	🔴🟡🟢	Sentral records are kept up to date	

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		PLT Leaders	weekly	NAPLAN strategies to be discussed and incorporated into planning at every PLT meeting.	🔴🟡🟢	Evidence of this discussion and actions to be taken will be documented in meeting minutes		
				PLT leaders meet to discuss how to interpret data, data that needs to be collected, concerns and successes when working with their teams	🔴🟡🟢	PLT leaders having a common approach to interpreting data and working with their PLT team. Minutes of meetings		
		All PLT teachers	End Term 2	PLC matrix to be completed by all PLT team members by the end of Term 2.	🔴🟡🟢	Evidence of change and development through the results of the PLC matrix		
		PLT teams	Term 1	PLTs will have a focus on establishing accurate starting points for all students and develop effective teaching strategies to extend their learning. (Semester 1 focus will be on students in year 3&5)	🔴🟡🟢	Evidence of teachers using data to inform their planning based on students starting points can be found in the meeting minutes and teachers planning documents		
		Data Manager /PCO's	Term 1	Identify students for the "Fast Forward" program from years 3&5 in semester 1.	🔴🟡🟢	Identified students meet as a group daily with their mentor (Lynne, Di, Deb D, Colin, Andrew) to extend their learning		
		PCO's	Term 1	Introduction of Student Learning Intervention Diary	🔴🟡🟢	All support staff working with students with additional needs record contact in student learning intervention diary		
12 months:								
		PLT teams	Ongoing	Teachers continue to develop planning documents which are written during PLT meetings based on student data.	🔴🟡🟢	Teachers will continue to use data and moderation to inform what students can do and develop teaching strategies to move them forward. Evidence in PLT meeting minutes and growth in student assessment data.

Teachers show progress in their understanding and participation in their PLT team on the PLC matrix.

Teachers reflect on past NAPLAN data to inform areas of concern and use this information to inform areas of focus. Teachers act on this information when developing learning experiences. Evidence in PLT minutes and improved NAPLAN results

Students will be able stay focused and be more confident when completing assessments particularly - NAPLAN

Improved data across all areas of the curriculum. | | |
		Classroom Teachers	Six weekly	Continue pre and post testing – No cycles less than 6 weeks	🔴🟡🟢			
		Classroom Teacher	ongoing	Teachers to continue to use pulse checks and adjust teaching strategies appropriately.	🔴🟡🟢			
		All PLT teachers	End of Term 4	PLC matrix to be completed by all PLT team members by the end of Term 4.	🔴🟡🟢			
		PLT teams	Beginning Term 3	PLT's will note areas of concern in past NAPLAN tests and then focus on developing effective teaching strategies to extend the learning of the Year 2 & 4 students.	🔴🟡🟢			
		Data Manager/ PCO's	Term 3	Identify students for the "Fast Forward" program from Years 2 & 4 in semester 2.	🔴🟡🟢			

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Building middle level leadership capacity to improve student outcomes	Area Leaders and PLT Leaders will establish clear formal structures for communication with their teams and the broader school community. Area Leaders will provide a safe environment for the members of their teams. Provide time release for Area, PLT and Program Leaders to perform their roles. Provide professional development opportunities to middle leaders (PLT Leaders, Area Leaders, Program Leaders and leadership).	Middle Leaders	Ongoing	All middle leaders will be provided with the opportunity to access professional development.	🔴🟡🟢	PLT leaders and Area leaders have a day a term to meet off site to reflect on and discuss their progress as a team leader and to participate in professional development to build their capacity as a team leader. Evidence - Minutes PLT and Area leaders will have developed agreed protocols with their learning teams. Teachers are respecting and following the protocols developed by their teams including providing data on time. Evidence – meeting minutes Program, PLT and Area leaders are provided with time to perform their roles leading to improved teacher capacity. Evidence - diaries of support and improved teacher understanding and implementation of school instructional models.		
		School Leaders	Ongoing	Effective team approaches to planning, and communicating.	🔴🟡🟢			
		Area Leaders	Ongoing	Progress of individual students to be focus of Area meetings	🔴🟡🟢			
				Quiet orderly environment focused on student learning	🔴🟡🟢			
		Teachers	ongoing	All members to be active participants in meetings.	🔴🟡🟢			

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	**Engagement:** **Strengthen partnerships with the community to ensure that the school is centre of learning and the school of choice** **Equip the students with the necessary skills and attitudes to become independent learners with global skills** **Wellbeing:** **Improve the orderly and safe learning environment which promotes self –regulation and high expectations in students** **Productivity:** **Utilise all available [human, financial, time, space, and materials] to determine the best learning environment and maximise outcomes for all our students** **With the recognition that effective use of our people is the most valuable resource, we will continue to investigate different methods of bringing people into the school, train them and enhance our student learning outcomes**
OTHER IMPROVEMENT MODEL DIMENSIONS	**Positive climate for learning**
STRATEGIC PLAN TARGETS	**Engagement:** • Percentage growth of volunteers as measured through School Council reports • Attitudes to School – Learning Confidence [Years 5 and 6] to increase from 78.8 [2014] to 84% in 2018 • Tell Them From Me Survey - Drivers of students outcomes • Students feel they have someone at school who consistently provides encouragement and can be turned to for advice from 6.7 out of 10 [2014] to 7.5 out of 10 in 2018 • Parent Opinion Survey – Parent Input variable from 4.74 [2014] to 4.9 [2018] School Connectedness variable from 5.32 [2014] to 5.6 [2018] • Staff Opinion Survey – Parent and Community Involvement variable from overall score of 65.03 [2014] to 85.0 [2018] **Wellbeing:** • Student Attitude to School Survey - Wellbeing: Student Morale variable from 74.1 (2014) to 80 (2018) • Parent Opinion Survey - Student Safety variable from 4.54 (2014) to 4.7 (2018) • Classroom Behaviour 3.77 (2014) to 3.90 (2018) • Tell Them From Me Survey - Social and emotional behaviours variable • From 78% of boys having a positive sense of belonging (2014) to 85% (2018). • Student Attendance - Number of absence days c/f state average 16.2 (2014) to 15.0 (2018) • Staff Opinion Survey - Collective responsibility from 74.20 (2014) to 82.00 (2018) **Productivity:** • Percentage of resources reflects emphasis on student learning outcomes • Literacy advocates and ES staff time measured as value added in improvement of student learning outcomes – correlation • Steady enrolment growth due to involvement of learning communities big ideas, marketing and improved prep transition program • Recruitment of teachers to reflect appropriate mix of expert, accomplished and graduate. • Parent Opinion Survey - School Improvement variable from 5.26 (2014) to 5.40 (2018) • Staff Opinion Survey - Guaranteed and Viable Curriculum variable from overall score of 53.25 (2014) to 80.00 (2018
12 MONTH TARGETS	**Engagement:** • Literacy Advocate program established and embedded into the school with all members of staff and students understanding and responding to the service in a positive and pro-active manner **Wellbeing:** • Emphasis on student self-management through team work, student voice, peer involvement in welfare and management issues • Students to take control of their own spaces and areas with their input and ideas **Productivity:** • Evaluations of resource use closely monitored

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	**Evidence of impact**	**Budget**	
							Estimate	YTD
Engagement: Build teacher and leader capacity to implement personalised and differentiated teaching and learning approach Increased numbers and retention of Literacy Advocates and Classroom Assistants	Increased numbers and retention of Literacy Advocates and Classroom Assistants providing support to identified students with focussed goals for students in line with their point of need Consistent agreement on starting points for students using a variety of assessment tools Using inquiry model as the vehicle for our Big Ideas to improve student engagement			12 months: Literacy advocates and volunteers provided with a learning plan journal for each student In Semester 1 Advocates to work with Year 3 & 5 students identified as reading at 6mths + to support the target for high level growth. In semester 2 advocates to work with Year 2 & 4 students identified as reading at 6mths + to support the target for high level growth.	🔴🟡🟢 🔴🟡🟢	Data Manager to monitor learning plans for each at risk student in PLT meetings Trained Literacy Advocates to assist in completing learning journals under teacher direction Students being more engaged in their reading		

providing support to identified students								
Wellbeing: School wide commitment and implementation of agreed student management processes, education program implementation, opportunities for student voice and decision making that affects the whole school.	Students to be responsible for their Houses within whole school events Student voice to impact on whole school decision making as well as regular appearance to School Council when they are involved in projects School wide visual prompts to establish clear routines for all students every day			6 months: Consistent implementation of existing student welfare program. Establishment of 2017 SRC	🔴 🟡 🟢	Student Wellbeing Officer to observe and monitor consistent school wide implementation of STEPs and Time Out processes		
				12 months: Consistent implementation of existing student welfare program. Welfare team comprising Student Wellbeing Officer, Physical Health and Wellbeing teachers and Values and Student Voice Co-ordinators, to implement school wide Respectful Schools Framework. Play is the Way dialogue to be introduced school wide	🔴 🟡 🟢	Welfare team to monitor Respectful Behaviours checklist for all students and staff. Leading teachers to observe and monitor implementation of Play is the Way dialogue		
Productivity: Different outsourced organisations will be approached and school premises opened up Resources will be distributed to the best advantage and where most needed for rapid improvement in SLO Resource audit to be undertaken where a resource stocktake is undertaken Utilise physical spaces to maximise achievement and well being	Resource allocation delivered where the most need is identified Shared learning spaces used effectively daily			6 months: Facilities Manager to arrange roster and be accountable for out of hours hirers for community use	🔴 🟡 🟢	Facilities Manager and Finance Officer to be accountable for process and revenue control		
				12 months: All spare rooms to have a roster on Sentral for booking of interviews and meetings etc. Resources decentralised into areas for best use.	🔴 🟡 🟢	Staff responsibility to ensure timetable is utilised and kept up to date PCO responsibility to ensure appropriate learning resources are allocated to each Area		
				12 months:	🔴 🟡 🟢			

Framework for Improving Student Outcomes

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**	Yes	Evolving	Current peer observation structure provides formal processes in seeking and receiving feedback from peers. To move to embedding, student input and voice together with the support external experts will be introduced in 2017.
	Curriculum planning and assessment	No	Evolving	
	Evidence-based high impact teaching strategies	**No**	Emerging	
	Evaluating impact on learning	No	Evolving	
Professional leadership	**Building leadership teams**	Yes	Evolving	Leading professional learning. In 2016 PCOs led professional learning in our school. In 2017, Middle Leaders [both Program and Area] are leading effective professional learning in Café, VOICES and TiLER. This strategy will lead our school into 'embedding' so that professional learning is a priority for the school.
	Instructional and shared leadership	No	Embedding	
	Strategic resource management	No	Embedding	
	Vision, values and culture	No	Embedding	
Positive climate for learning	**Empowering students and building school pride**	No	Emerging	
	Setting expectations and promoting inclusion	No	Embedding	
	Health and wellbeing	No	Excelling	
	Intellectual engagement and self-awareness	No	Embedding	
Community engagement in learning	**Building communities**	No	Embedding	
	Global citizenship	No	Embedding	
	Networks with schools, services and agencies	No	Embedding	
	Parents and carers as partners	No	Embedding	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings

Koorie, Out of Home, PS D – Individual Learning Plans and Student Support Meetings, Curriculum differentiation and Allied Health Professional's

High Ability – Fast Forward program, PCOs plan and implement high impact learning strategies

Refugee/EAL – EAL Program Leader provides structured program and Professional development for staff. EAL Victorian curriculum used for reporting. Multi Cultural Aide appointed through additional Equity funding to provide interpreting and student support.

Considerations for 2018:

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