Annual Implementation Plan: for Improving Student Outcomes

School name: Killara Primary School

School number: 5352

Year: 2017

Based on strategic plan: 2016-2019

Endorsement:

Principal   Phil Clinkaberry...... March 16, 2017

Senior Education Improvement Leader   Jonathan Lowe   March, 2017

School council   March 28, 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
- To achieve high quality learning outcomes for all students with a strong focus on improving learning growth in literacy and numeracy.   - To provide a student centred, stimulating environment that engages and motivates students in their learning and develops their 21st Century learning skills (Communication, Creativity, Collaboration, Critical Thinking and Curiosity)   - To enhance support for every student and to build positive emotional and mental health and wellbeing.   - To clearly align the available resources (human, financial, time, space & materials) to maximise learning outcomes for students

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.

The school review discussions and data analysis point to the need for greater consistency and rigour of practice in and across classrooms. By focussing on a professional learning community approach, which requires strong practices relating to the sharing, analysis and planning with cohort data and by conducting a coaching model of team leadership and facilitation, and the inclusion of ongoing, regular observational practices, goal setting and professional learning, it is deemed that we can have a considerable impact on the teaching and learning practices of all teachers.

The school's previous School Strategic Plan (SSP) 2012-2015, sought to foster the achievement of high quality educational outcomes for students of all abilities with a particular focus on literacy and numeracy. The review panel agreed that the targets set for student achievement had been partially met, with a general improvement in reading across the whole school. Other curriculum areas showed inconsistent results in relation to the targets set in the last SSP.

According to the Killara PS Performance Summary (DET) 2014, teacher assessments in English and mathematics were similar when compared to like schools. National Assessment – Literacy and Numeracy (NAPLAN) results for year 3 were in line with similar schools. All areas of literacy (reading, writing, spelling and grammar and punctuation (G & P)) showed the year 3 school mean improving over time, with writing 2015 being above the state mean. Numeracy at year 3 has shown a slight downward trend. The year 5 NAPLAN results indicate that achievement has improved over the review period with the school mean trending upwards for writing, spelling and numeracy. Year 5 writing 2015 mean is above the state mean. The means for reading and G & P have been up and down over the review period.

NAPLAN relative growth in writing has improved over the review period with 29% of students achieving high growth from 2013-2015. Reading learning growth also shows a positive trend, however growth in numeracy, spelling and G & P was not strong and the panel agreed that tracking of students' learning growth is an important next level of work for the school.

The recent reorganisation of the school into PLC's has seen a significant shift towards the development and implementation of whole school approaches to teaching and learning. The panel agreed that the coaching role of team leaders is a key lever for building staff capacity and minimising differences between classrooms. Whole school professional learning in writing and word study has been a focus over the latter part of the review period, and it was the view of the panel that a resultant greater consistency of teacher practice contributed to improving student outcomes in writing and spelling.

The review period of 2012 to 2015 has seen a significant shift in the approach to teaching and learning at the school. This has been driven by a determination to build staff collaboration and develop consistent high quality practices across the school.

The review panel endorsed that the school has made good progress in teaching and learning as demonstrated by improvement in some of the student achievement data.

Teacher Judgements

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- Teacher judgements showed the vast majority of students achieved at or above the expected levels, with reading across the school showing steady improvement and meeting the SSP target of 35% at A and B levels for the majority of cohorts across the review period.
- Writing results were up and down over the review period with the target being met across approximately half of the cohort groups over the review period.
- Speaking and listening in prep-year 2 did not meet the target of 25% at A and B levels, and shows little evidence of differentiation in ratings. Year 3-6 speaking and listening generally met the target and showed more evidence of differentiation.
- Mathematics targets were met in number for most cohorts but generally not met in measurement, chance & data.

NAPLAN
- Although there was a clear majority of students achieving above the expected levels in both year 3 and year 5, the targets set in the previous SSP were partially met for year 3 and generally not met for year 5. School means were trending upwards in year 3 for reading, writing, spelling and G & P but downward in numeracy. Improvement trends were evident for year 5 numeracy, writing and spelling, with a slight downward trend evident for reading. Year 5 G & P showed up and down scores across the period.
- NAPLAN relative growth in writing improved over the review period with 29% high growth achieved in both 2014 and 2015 and the percentage of students achieving low growth reducing from 39% in 2013 to 24% in 2015. Learning growth in reading shows a spread similar to state averages. Numeracy, spelling and G & P are not strong with generally higher low growth and lower high growth rates compared to the state.

Factors supporting success:
- Teaching and learning codes of practice have been developed, supporting whole school approaches to reading, writing, word study and mathematics.
- Differentiated learning has been a focus of staff professional learning (PL), with specific professional reading undertaken in support of this.
- Professional learning - John Munro's High Reliability Teaching Strategies; Big 6 reading strategies; AIZ holistic writing professional learning.
- Coaching by team leaders incorporated in PLC structure.
- Maths specialist program in 2012 to 2013.
- Assessment schedule developed and implemented.
- Literacy and numeracy were well resourced.
- Assistant Principal responsible for teaching and learning.
- SPA introduced for data collection and analysis.

Factors inhibiting success
- Inconsistencies in implementing teaching and learning codes of practice.
- Some reticence to adopt change in relation to PLC approach and school organization.
- Managing intervention within PLC's has proved challenging for some.
- Learning intentions and success criteria being inconsistently identified and shared with students.
- Individual student tracking and student learning growth data not consistently collected and analysed. Skills are still developing in this area

As a result of these findings, the following (among others) areas of improvement were identified and apply to these initiatives:

Teaching and Learning
Further strengthen and enhance the Professional Learning Communities approach - PLCs will be our enabler to strengthen our practice:
- continue to implement cycles of learning based on Professional Learning Communities model
- recommit and enhance use of theories of action
- continue to extend and enhance teaching and learning coaches if feasible
- further explore approaches differentiation
- consistent practice and rigor
- personal learning and goal setting
- consistent use of Visible Learning strategies
- evidence based approaches and strategies

Planning
- Cross team planning opportunities on a regular basis
- Strengthen collaboration in teams through access to data, effective leadership and PLC approach

Professional Learning
- Further strengthen and enhance Professional Learning Communities
- Build and enhance understanding and adoption of various professional learning modes
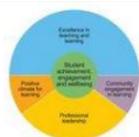
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Key improvement strategies (KIS)

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	• **Develop Professional Learning Communities:** Build teacher capacity to deliver consistent, high quality teaching and learning practices aligned with agreed whole school and Professional Learning Community expectations • **Strengthen the practices relating to the use of assessment data:** Implement a whole school approach to the rigorous use of data and evidence to inform planning and teaching to the demonstrated learning needs of every student
Building leadership teams	• **Establish and embed a leadership development model** focusing on coaching conversations, team development and giving and receiving feedback
Empowering students and building school pride	• **Build a student centred, stimulating environment** that engages and motivates students in their learning and develops their 21st Century learning skills (Communication, Creativity, Collaboration, Critical Thinking and Curiosity)
Setting expectations and promoting inclusion	• **Embed a whole school approach to wellbeing** that includes a focus on optimism, resilience and individual efficacy • **Review and refine current school behaviour management programs and processes** designed to enhance student wellbeing. • **Adopt a whole school approach to mental health**

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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	To achieve high quality learning outcomes for all students with a strong focus on improving learning growth in literacy and numeracy.
IMPROVEMENT INITIATIVE	Building practice excellence
STRATEGIC PLAN TARGETS	• Using the NAPLAN relative growth chart (growth over time yr 3 to yr 5) for reading, writing and number attain mid to high growth of more than 85%, with low growth reducing to 15% or below • Teacher judgement for reading, writing and number to show average annual growth of at least one level (at class, cohort and whole school level) School staff survey (climate) improvement, with the teacher collaboration, guaranteed and viable curriculum and collective efficacy and responsibility factors to be above a mean score of 80%
12 MONTH TARGETS	Relative growth in mid-high – 10% improvement on 2016 results Staff survey results begin to trend upwards, with 5-10% improvement in each factor evident

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop Professional Learning Communities: Build teacher capacity to deliver consistent, high quality teaching and learning practices aligned with agreed whole school and Professional Learning Community expectations	**TEACHING AND LEARNING** Further refine the Professional Learning Community and coaching approach in the school, using the PLC continuum as a guide Further build on PLC model and continue to strengthen coaching and observational practices	Teams; LASIT; Executive	On-going	6 months: • Teams continue to evaluate PLC continuum and monitor and review goals • Teams evaluate against "Cultural Shifts in a Professional Learning Community" document • Tier 2 learning evident in planning documents and teams utilise intervention staff • Use of proficiency scales continue to be trialled	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: • Goals for 2018 set based on "Cultural Shifts in a Professional Learning Community" and PLC continuum • Tier 2 learning transparent and consistent across the school • Proficiency scales are used commonly in planning and assessment	🔴 🟡 🟢			
	Further embed literacy learning continuum with PLC teams to ensure whole staff clarity and commitment, using Fountas and Pinnell as the basis and refine and embed codes of practice and implementation models for Reading, Writing, Spelling/Word Study	Literacy Leader; Coaches	All year	6 months: • Fountas and Pinnell continuum continues to be a key reference tool for planning literacy • Observational practices continue to demonstrate teaching is aligned to the model and codes of practice • Approach to writing, word study and spelling further refined	🔴 🟡 🟢			
				12 months: • Cohort planning	🔴 🟡 🟢			
	Use our code of practice to define the model for Numeracy learning and teaching and embed the model throughout	Numeracy Leader; Coaches; LASIT CoP members	All year	6 months: • Numeracy code of practice revisited and a key focus for coaching • Numeracy Community of Practice key learning shared with staff and strategies implemented	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			

	Teachers		• Numeracy non-negotiables consistent in all classrooms across the school, as evidenced through planning docs and observations • Peer learning used as a coaching strategy • Classroom observations and planning reflect approach to reading, writing, word student and spelling				
	• Present and embed inquiry scope and sequence and investigate, then "firm up" the model with a view to planning effective implementation in 2018	AP T & L, Inquiry Curriculum Team	Throughout	6 months: • Inquiry model and policy shared with staff • Professional Learning focussed on inquiry skills – graphic organisers & thinking tools Plan for 2018 Inquiry as main focus drafted	🔴🟡🟢		
				12 months: • Time allocation for inquiry reflects substantial time • Improved teacher confidence in using graphic organisers and thinking tools Plan for 2018 Inquiry as main focus finalised	🔴🟡🟢		
	CLASSROOM Reflect on and continue implement codes of practice so that lesson structure continues to be engaging and effective	Coaches; AP Pete; Teachers	Semester 1	6 months: • Numeracy Code of practice updated and revisited with staff • Teachers have access to codes of practice on Compass • Lesson structure evident in planning documents and coaches observations,	🔴🟡🟢		
				12 months: • Numeracy lesson structure evident in planning documents and coaches observations • Phonics, Word Study & Spelling and Writing Code of Practice implemented including the use of Personal Word Books and Word Walls in Word Study. • Phonics Scope and Sequence (Phonics, Word Study & Spelling) reviewed and presented to staff	🔴🟡🟢		
	ASSESSMENT AND DATA • Further strengthen student tracking processes, using SPA and Compass	AP T & L; LASIT; Teams; Teachers	Terms 1 and 2	6 months: • SPA and Compass data updated timely • Teams utilise SPA and Compass when planning for cohort and	🔴🟡🟢		
				12 months: • Teachers maintain a spreadsheet with data of their students	🔴🟡🟢		
	• Review, revise and further strengthen PLC data analysis	AP T & L; LASIT; Teams; Teachers	Terms 1 and 2	6 months: Professional Learning focusses on building the capacity of teachers to analyse data	🔴🟡🟢		
				12 months: SPA and Compass data analysis a common item in meeting agendas	🔴🟡🟢		
	• Further strengthen and refine parent reporting processes, with insights and feedback gathered from parents	AP T & L; LASIT; Teams; Teachers	By end semester 1	6 months: Parents surveyed at the end of each semester reporting period	🔴🟡🟢		
				12 months: Parent surveys indicate support for on time reporting via Compass as well as Semester Reports	🔴🟡🟢		

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To achieve high quality learning outcomes for all students with a strong focus on improving learning growth in literacy and numeracy.
IMPROVEMENT INITIATIVE	**Building Leadership teams**
STRATEGIC PLAN TARGETS	• Using the NAPLAN relative growth chart (growth over time yr 3 to yr 5) for reading, writing and number attain mid to high growth of more than 85%, with low growth reducing to 15% or below • Teacher judgement for reading, writing and number to show average annual growth of at least one level (at class, cohort and whole school level) School staff survey (climate) improvement, with the teacher collaboration, guaranteed and viable curriculum and collective efficacy and responsibility factors to be above a mean score of 80%
12 MONTH TARGETS	Relative growth in mid-high – 10% improvement on 2016 results Staff survey results begin to trend upwards, with 5-10% improvement in each factor evident

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Establish and embed a leadership development model focusing on coaching conversations, team development and giving and receiving feedback	Further embed a leadership development model focusing on coaching conversations, team development and giving and receiving feedback	LASIT	All year	6 months: • LASIT self-evaluation and peer evaluation using Sergiovanni model • LASIT team goals based on Wayne Craig's "School Improvement Pathway" document	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: • Goals set and measured as a leadership team and individual based on the Sergiovanni model, Leadership Profiles (AITSL) and School Improvement Pathway	🔴 🟡 🟢			
	Provide continuing opportunities for Leadership Professional Learning – to both develop new leaders and extend the learning and capacity of current leaders	Prospective leaders Current leaders	As available	6 months: • Identify appropriate PL opportunities • Enrol as required	🔴 🟡 🟢			
				12 months: • Completion of PL • Resultant action undertaken, reviewed and measured	🔴 🟡 🟢			
	Maintain coaching element of LASIT – alternate meetings devoted to challenges, further learning and sharing of practice	LASIT	Ongoing	6 months: • Schedule established • Process established and utilised	🔴 🟡 🟢			
				12 months: • Meetings occurring, documented and learning identified and measured	🔴 🟡 🟢			

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To provide a student centred, stimulating environment that engages and motivates students in their learning and develops their 21st Century learning skills (Communication, Creativity, Collaboration, Critical Thinking and Curiosity)
IMPROVEMENT INITIATIVE	**Positive climate for learning** (Empowering students and building school pride)
STRATEGIC PLAN TARGETS	Attitudes to School survey mean scores for the teaching and learning variables to improve into at least the 3rd quartile and shows improvement throughout the plan period Improvement against current benchmarks in student perception of their learning as measured in school based surveys: Learning Confidence, Learning Environment, Student Motivation and Teacher Empathy elements improve by at least 10% (mostly, always - endorsement)
12 MONTH TARGETS	• 2nd quartile results • 5% improvement

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build a student centred, stimulating environment that engages and motivates students in their learning and develops their 21st Century learning skills (Communication, Creativity, Collaboration, Critical Thinking and Curiosity)	**STUDENT VOICE** Enhance and further refine student goal setting approaches and the use of conferencing	Coaches AP (Pete)	Semester 1	6 months: • Learning walks indicate common use of conferencing in reading and writing • Conferencing evident in planning documents Conference notes are shared with coaches	● ● ●	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: • Teachers have developed a greater understanding of key elements required to support the students to set and monitor their own individual learning goals. • Data obtained through conferencing is used by individuals and teams of teachers to plan for strategy groups and needs of classes/cohort.	● ● ●			
	Continue and further enhance student opinion systems, with a continuing stronger focus on student centred classrooms	AP (Andrew); Coaches; Teachers	All year	6 months: • New ACER survey implemented • Cohort data shared, discussed and improvement strategies developed and documented by teams. • Specialist survey consistently implemented across the team	● ● ●			
				12 months: • Improvement strategies implemented by team and effectiveness reviewed. • Specialist survey results shared with teams to collaborate ideas for improvement in student engagement	● ● ●			
	Finalise and Implement 21st Century (Digital Learning) curriculum overview and provide ongoing professional learning	Digital Learning Team		6 months: • Overview complete	● ● ●			
				12 months: • Digital Learning curriculum evident in team planning documents and aligned with other aspects of the curriculum	● ● ●			
	STUDENT LEADERSHIP			6 months: • Student Leadership guidelines developed based on Roger Hart's Ladder of Participation	● ● ●			

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	Document guidelines outlining the purpose, roles and key actions of student leadership council and associated student leadership positions			• Self-assessment against the Student Voice Continuum. • Explored options for developing student leadership skills e.g. Conferences & workshops • Explore the use of students as co tour guides, with Executive member, for new parents- explaining and articulating the learning that takes place across the school • Continue to explore opportunities to link units of work with action that can be taken in the local community			
				12 months: • Guidelines implemented across the school, feedback gathered from staff, students and parent to enhance the approach • Explore the use of student focus groups to gain student input into issues directly affecting them.	🔴 🟡 🟢	
	ASSESSMENT Build skills and understandings relating to the use of rubrics, working towards the inclusion of students in developing assessment rubrics and setting learning goals.			6 months: • Writing rubrics developed with students Teachers develop proficiency scales that can be transferred to rubrics for use with students	🔴 🟡 🟢	
				12 months: • Evidence of writing rubrics used for self/peer/teacher feedback through teacher assessment records. Learning walks indicate common use of conferencing in writing	🔴 🟡 🟢	
	AUTHENTIC AND COLLABORATIVE/TECHNOLOGIES • Use audit and review of 1:1 program to establish refined and enhanced practices			6 months: • 1:1 program audit developed and completed for strengths and weaknesses in devices and delivery	🔴 🟡 🟢	
				12 months: • Action plan developed from audit to plan for and strengthen future 1:1 program	🔴 🟡 🟢	
	• Implement new provision of devices across the school			6 months: • Configuration of new lease decided and order placed • Equipment in service	🔴 🟡 🟢	
				12 months: • Devices fully operational • Feedback from staff and students positive	🔴 🟡 🟢	

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To enhance support for every student and to build positive emotional and mental health and wellbeing.
IMPROVEMENT INITIATIVE	**Positive climate for learning** (Setting expectations and promoting inclusion)
STRATEGIC PLAN TARGETS	• That the mean scores for all elements of the Attitudes to School survey improve to be in the fourth quartile by the end of this plan. • That student absence data improves by 20% by the end of this plan • That the Parent Opinion survey mean scores for student behaviour and student engagement improve to at or above state mean, by the end of this plan School staff survey school climate factors. At or above state
12 MONTH TARGETS	• 2nd – 3rd quartile results • 5% improvement

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Embed a whole school approach to wellbeing that includes a focus on optimism, resilience and individual efficacy Review and refine current school behaviour management programs and processes designed to enhance student wellbeing. Adopt a whole school approach to mental health.	**SCHOOL VALUES** • Review the school's values to ensure a clear and shared understanding for all students, staff and families. • Implement the school's values to ensure a clear and shared understanding for all students, staff and families.	AP (SWB); Executive; LASIT; SEWB TEam	Semester 1	6 months: • Consultation process undertaken, with all sections of the school community involved Review completed	● ● ●	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: • New/revised/affirmed values celebrated, publicised, displayed and beginning to be built into all aspects of school Wellbeing team to create scope and sequence document detailing the teaching and learning of these values in P-6 classrooms.	● ● ●			
	BEHAVIOUR AND SELF/SOCIAL-EMOTIONAL MANAGEMENT • Finalise the scope and sequence for the explicit teaching of the YCDI and HOM components • Continue to implement new behaviour policy and flow charts and engage in regular Professional Learning regarding the strategies, with emphasis on consistency of practice and connection to "Support for At Risk Students" process • Continue to implement the Anti Bullying policy with a focus on strategy delivery, including the Method of Social Concern, Social Justice and attentive and active listening	AP (SWB); SEWB Team; LASIT; Teachers	Through-out	6 months: • Wellbeing team to refine and update scope and sequence documents for YCDI (P-2) and HOM or similar in (3-6). • Scope and sequence explicit and documented • Evidence of individual Behaviour Plans and SSG meetings for students with behavioural issues • Re-focus room numbers dropping PL on strategies conducted and reinforced	● ● ●			
				12 months: • Improved attitudes to safety and behaviour • Strong documented evidence of successful use of strategies Planning and delivery incorporates scope and sequence	● ● ●			
	OPTIMISM AND RESILIENCE • Incorporate a focus on optimism and positive achievements in daily classroom routines for all students, as well as within school operations such as team meetings • Adopt and begin to implement a	AP (SWB); LASIT;	Through-out	6 months: • Wellbeing team to investigate a positivity & resilience model to be implemented across the school and whether this needs to be in addition to YCDI & HOM. • Range of positivity and optimism strategies identified for use in the classroom	● ● ●			

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	positivity and resilience model, such as the Fish Philosophy, as a whole school • Further reflection on the Stress Buster model presented by Michael Licenblat			• Model identified, through research and deep discussion Pressure Proof model utilised			
				12 months: • Evidence, through team planning and classroom delivery of a regular and consistent approach to building positivity and optimism in the classroom • Model presented, outlined and beginning to be a key focus across the school. Pressure proof model utilised with staff regularly	🔴🟡🟢		
	MENTAL HEALTH • Continue to re-engage in all elements of the Kids Matter framework, focussing on Social and Emotional learning (this links to YCDI and HOM)	AP (SWB); SEWB Team; LASIT	Through-out	**6 months:** • School re-engages in Kids Matter framework through the commencement of Component 1: Positive School Community. • Elements highlighted and discussed as a staff • Planned approach designed and outlined by the Student Well Being Team	🔴🟡🟢		
				12 months: • Clear plan in place for the establishment of the Kids Matter framework for the remaining Components over coming years. • Initial stages of positive framework model being implemented across the school.	🔴🟡🟢		
	HUMAN RESOURCES • Implement arrangements with outside agencies as additional support for students with emotional and mental health • Continue to seek / implement other modes of support, including funding opportunities and on-site availability of support agencies, such as psychology	AP (SWB); Executive	Through-out	**6 months:** • Executive to further investigate the use of outside agencies to provide further support for students with emotional and mental health issues. • New opportunities identified and plans established • Continue partnership with Autism Connect	🔴🟡🟢		
				12 months: • Executive further investigating and implementing programs and agencies to support students with emotional and mental health issues. • Implementation of plans is evidenced	🔴🟡🟢		

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	Select status	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	No	Select status	
	Evidence-based high impact teaching strategies	Yes	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	**Building leadership teams**	Yes	Select status	
	Instructional and shared leadership	Yes	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	**Empowering students and building school pride**	Yes	Select status	
	Setting expectations and promoting inclusion	Yes	Select status	
	Health and wellbeing	Yes	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	Select status	

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

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Considerations for 2018:

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