Annual Implementation Plan: for Improving Student Outcomes

School name: Quarry Hill Primary School

School number: 1165

Year: 2017

Based on strategic plan: 2015-2019

Endorsement:

Principal	Andrew Schaeche	[date] 13/12/2016	Senior Education Improvement Leader Damien Jenkyn [date]
School council	Tim Shanahan	[date] 13/12/2016	

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
To improve student learning outcomes in Literacy and Numeracy so that each student can achieve to the best of their ability.   **To provide curriculum, pedagogy and learning environment that engages students and improves outcomes.**   **To ensure that wellbeing of every student at Quarry Hill Primary School is founded on the provision of a safe, inclusive and orderly learning environment where positive relationships and interactions are a feature of the school community.**   **To regularly evaluate the outcomes of learning programs and prioritise resources (staffing, budgets, Capital Works) accordingly.**

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.

Positive Climate for Learning: Empowering students and building school pride-This initiative was chosen because of consistently low Student Attitudes to School Survey data and low Parent Opinion survey data in school and peer connectedness, student motivation and stimulating learning and SATS -teacher empathy and Parent Opinion – social skills. The school's WELLBEING Strategic Plan goal is to provide curriculum, pedagogy and a learning environment that engages students and improves outcomes. In 2016 the school included a key improvement strategy of Student Voice - Active involvement in learning: Increase student engagement by providing opportunities for students to have input in to their learning through feedback. Actions in 2016 AIP included:

- Administer the Students Attitude To School survey to Year 3 & 4 in addition to Year 5 & 6 to form baseline data. Collate and analyse data at school level
- Junior School council will have input in to the alternative lunchtime program.
- Increase opportunities for Student Voice to be heard eg structure for JSC to report back to classes, JSC report to School Council, Student suggestion box outside office, focus groups
- Using a school based initiative (modelled on TPL) a team to investigate how students can provide feedback about their learning which is then used to inform teaching practice, and curriculum and lesson planning, developing a whole school approach. The focus for this action research was empowering students to have a voice in the learning process and fully and proudly participate in school life. The school based initiative provided the opportunity for a team of teachers to conduct an inquiry into how teachers at QHPS can develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The rationale behind this was that a positive climate for learning is one of the high-impact, evidence-based initiatives associated with the four state-wide priorities that have been identified to assist schools in improving student outcomes. It was chosen "because of the strong evidence for the high impact on student outcomes when implemented with fidelity and intensity." "Schools that build a culture where teachers and students work together, and where student voice is heard and respected,

contribute to students building their confidence (a sense of self-worth and mastery) and having a sense of self-efficacy (belief in one's capacity to succeed). Students feel more positive and connected to their school, see themselves as a learner, better understand their learning and growth and feel confident in expressing this to teachers and parents/carers who value their views and opinions. Giving students the ability to influence their learning through collaborative decision-making engages them as educational decision-makers."

Through this process and initiative, the school has investigated strategies that are being used in the school and at other schools and have presented some recommendations for staff to initiate in 2017. The school will develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community will engage with students so they have a voice in the learning process, and fully and proudly participate in school life.

Excellence in teaching and learning: Building Practice Excellence- School's equity funding is relatively low therefore the school has chosen an area we want to continue to build on, leveraging the resource investment already made in building teacher capacity with writing.

This fits in with Strategic Plan direction determined by consistently lower student outcomes in writing, spelling, grammar and punctuation compared to reading in NAPLAN data and this has been supported through On Demand data also. This has been addressed in greater detail in previous school AIPs and again this year with sequential skills/techniques and strategies being practices and mastered and through peer observation teachers are also receiving feedback on their literacy teaching practice.

Research has shown that collaborative approaches to teacher development, including peer-to-peer observation, shared teaching and learning program development, and team teaching are most effective in improving student and school outcomes.

'Learning Gain' relative growth NAPLAN data in writing, spelling & grammar and punctuation in 2015 demonstrated a high percentage of students making low growth (above the State benchmark) in all three areas compared with reading and numeracy. This data all showed that only a small number of students made high growth in writing and grammar and punctuation (below State benchmarks).
Five year trend writing data in NAPLAN shows that the school has been lower than the State mean in all but one year in both Years 3 & 5. This prompted the connection with Stephen Graham back in 2014 and the school continues to engage with him twice a year.

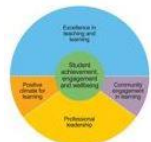| Key improvement strategies (KIS)	
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement 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)**
Empowering students and building school pride	• Student Voice - Active involvement in learning-Increase student engagement by providing opportunities for students to have input in to their learning through feedback • Student voice – student leadership-Increase student engagement through an authentic student leadership program
Building Practice Excellence	• To build capacity of teachers to teach writing including spelling, grammar, punctuation and structure to improve writing outcomes across the school. • A greater focus on comprehension and mathematical language.

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 provide curriculum, pedagogy and a learning environment that engages students and improves outcomes.
IMPROVEMENT INITIATIVE	**Empowering students and building school pride**: Schools will develop approaches that give students a greater say in the decisions that affect their learning and their lives at school. The whole school community will engage with students so they have a voice in the learning process, and fully and proudly participate in school life.
STRATEGIC PLAN TARGETS	[**Drafting Note** these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] **Student motivation**: Parent opinion survey - To be greater than the 50th percentile; Student opinion survey - At or above state mean **School connectedness** Parent opinion survey **-** To be greater than the 50th percentile **Classroom behaviour** Parent opinion survey **-** To be greater than the 25th percentile; Student Opinion survey **-** At or above state mean (>3.4) **Social Skills** Parent opinion survey - To be greater than the 50th percentile **Connectedness to peers** Parent opinion survey - To be greater than the 50th percentile; Student Opinion Survey **-** To increase to 4.5 or above **Stimulating learning** Student Opinion Survey - To increase to at or above state mean **Teacher Empathy** Student Opinion Survey - To increase to at or above state mean **Teacher Effectiveness** Student Opinion Survey - To increase to at or above state mean **Transitions** Parent Opinion survey - To be greater than the 50th percentile **Attendance** To raise the school's attendance average to at or above 95% on an annual basis.
12 MONTH TARGETS	(table below)

Key indicator	Survey Type	SSP	State mean 2016	Actual 2016	Target 2017
School Connectedness	Parent opinion survey	> 50%	5.74	10.0 5.57	>20th %ile 5.65
Transitions	Parent opinion survey	>50%	5.76	42.7 5.84	>50th %ile 5.9
Student Motivation	Parent opinion survey	>50%	5.56	2.3 4.98	> 20th %ile 5.2
	Student opinion survey	At or above state mean	4.57	4.43	At or above state mean
Classroom behaviour	Parent opinion survey	> 25%	4.24	26 3.98	>30th %ile 4.24
	Student opinion survey	At or above state mean	3.41	2.96	At or above state mean
Connectedness to peers	Parent opinion survey	> 50%	5.85	2.4 5.33	>25th %ile 5.9
	Student opinion survey	> 4.5	4.33	4.26	4.4
Stimulating Learning	Student opinion survey	At or above state mean	4.06	3.85	At or above state mean
Teacher Empathy	Student opinion survey	At or above state mean	4.39	4.22	At or above state mean
Teacher effectiveness	Student opinion survey	At or above state mean	4.37	4.33	4.4
Collective Efficacy	Staff opinion survey	At or above state	74	79.2%	At or above state
Attendance		>95%			>95%

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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]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Student Voice - Active involvement in learning-Increase student engagement by providing opportunities for students to have input in to their learning through feedback	• Review Student Engagement Policy at sub-committee meeting	Led by AP	Commence in Term 2	6 months: review commenced	🔴 🟡 🟢			
				12 months: completed and presented to school council be end of Term 4	🔴 🟡 🟢			
	• Trial the QHPS Student Voice continuum. Provide students with the opportunity to shape and influence their own learning and to increase student voice within the classroom.	Led by student voice committee but all teachers responsible	To be reviewed in term 4	6 months: on agenda for PLC meetings	🔴 🟡 🟢			
				12 months: Feedback from PLC meeting	🔴 🟡 🟢			
Student voice – student leadership-Increase student engagement through an authentic student leadership program	- Implement the revised student leadership program - Promoted in school newsletter - Feedback from Parent Liaison Program - Discussed at student leadership meetings - Roles and responsibilities updated - JSC to have a clear vision and mission, and clearly defined roles and responsibilities which are agreed between the leadership team and the student body	JSC co-ordintors House captain coordinators Principal	New selection process commenced at end of 2016. New JSC model implemented in 2017	6 months: feedback on new process JSC to have outlined vision and mission statement	🔴 🟡 🟢			
				12 months: reflection of new model to take place	🔴 🟡 🟢			
	Introduce SEW survey (ACER) across school to monitor students' intellectual engagement: Use data to establish a baseline data for future monitoring of progress and to identify existing issues and opportunities.	AP Wellbeing sub-committee	Term 1 and follow up term 3	6 months: analysis and feedback of data to whole staff	🔴 🟡 🟢			
				12 months: improvement in baseline data	🔴 🟡 🟢			
				6 months: on agenda for PLC	🔴 🟡 🟢			

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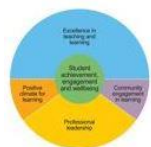|		• trial a whole school approach to student goal setting- as per the student voice continuum	Led by student voice committee but all teachers responsible	Term 1 onwards	12 months: feedback from PLC	🔴 🟡 🟢			

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve student learning outcomes in Literacy and Numeracy so that each student can achieve to the best of their ability.
IMPROVEMENT INITIATIVE	**Building practice excellence**: Teachers, principals and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to students and staff
STRATEGIC PLAN TARGETS	NAPLAN Data Relative growth of trending data grade 3 to 5 students in Writing Number of students identified as making low growth to be not more than 15%. Number of students identified as making medium growth to be 60%. Number of students identified as making high growth to be 25%. Relative growth of trending data grade3 to 5 students in Spelling Number of students identified as making low growth to be not more than 25%. Number of students identified as making medium growth to be 50%. Number of students identified as making high growth to be 25%. Relative growth of trending data grade 3 to 5 students in Grammar Number of students identified as making low growth to be not more than 20%. Number of students identified as making medium growth to be 55%. Number of students identified as making high growth to be 25%. AusVELS Data Teacher judgements against AusVELS (moderation) Number of students marked as below expected level to be not more than 5%. Number of students at expected level to be 75%. Number of students above expected level to be 20%. Spelling Assessment 90% of Prep students to read and write 30-50 'Magic Words'. 85% of Grade 1 & 2 students to read and write 'Oxford 100 & 200 Words'.
12 MONTH TARGETS	

NAPLAN-Relative Growth data in Writing	Low	Medium	High
Actual (NAPLAN)	11%	55%	33%
2017 Targets	10%	50%	40%

NAPLAN-Relative Growth data in Maths	Low	Medium	High
Actual (NAPLAN 2016)	20%	60%	20%
2017 Targets	15%	60%	25%

TARGET 2 PAT Maths:
All year levels to be at or above the median National Norm Sample Score for their year level on PAT Maths Norm Reference Report. (PAT Maths Testing at the end of Term 3).

TARGET 3 Maths Online:
90% of children in Prep to Grade 2 to be meeting at or above the recommended Growth Point for their year level in Counting and Place Value in the Maths Online Interview. (Maths Online Interview conducted twice a year. Once in February and again in September, data to be taken in September).

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING	
					Evidence of impact	Budget

Framework for Improving Student Outcomes

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					Progress Status		Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page] **To build capacity of teachers to teach writing including spelling, grammar, punctuation and structure to improve writing outcomes across the school.**	[**Drafting Note** report here what the school will do and how - including financial and human resources] • Coaching provided for new and returning teaching staff. • Develop common understandings of the QHPS F-6 Literacy Model of Instruction (Staff PD on first day of 2017). Literacy Model of instruction displayed throughout all classes. • Continue professional development with Stephen Graham. This will be through classroom modelling and releasing teaching to observe and reflect on SG practice. • Developing consistent spelling instructional models across year levels based on Stephen Graham PD. • Continue to use the Stephen Graham writing checklists for pre-post assessment of each text type. • Focus on extending vocabulary instruction through reading and writing. Purchasing resources to use within explicit instruction.	Fill in Andrew Maria & Bec Stephen Graham PLC leaders to ensure accountability Maria, Bec, PLC leaders, Unit Leaders and PD at T & L Meetings	Ongoing throughout PLC, unit planning, coaching time First day of 2017 PD April? November 2016 Teaching & Learning Meetings, PLC, Unit planning	6 months: • New and returned staff will be using the Stephen Graham model of instruction for text types and showing evidence of the strategies in their teaching and planning. • All classes will have the QHPS Literacy Model of instruction displayed. • The Day 1 PD will be delivered to all teaching staff. The literacy model will be evident through unit planners and teaching practice, observations and coaching. • --- 12 months: When NAPLAN data is available, the 2017 writing targets will have been reviewed by the whole staff (T& L meeting) and analysed to identify areas of growth. Identify if targets have been met.	🔴🟡🟢 🔴🟡🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
A greater focus on comprehension and mathematical language.	- 3 week blocks of teaching concepts; these are consistently documented across teams. - Embedded use of the QHPS Maths Instructional Model in planning documents. (Warm up, hook, explicit teaching, open ended task, small group focus and reflection) - refine and use pre and post-tests across the school to inform teaching and provide assessment 'of' learning. Then using pre and post-tests as a method of feedback and goal setting for the students in Maths.	- All classroom teachers to implement for the beginning of 2017 with the support of Craig and Lauren. -All classroom teachers to implement for the beginning of 2017 with the support Craig and Lauren -All classroom teachers to implement for the beginning of 2017 with the	Ongoing Ongoing Ongoing	6 months: - New and returned staff will be following the QHPS maths scope and sequence for 3 week units. - All staff will have the latest edition of Maths Instructional model on display I their classrooms and be following the instructional model. - New and returned staff will be using pre and post- tests to assess initial known concepts and progress at the competition of the unit. - All staff will participate in professional reading around maths during PLC meetings. - All classroom teachers will have a 'Maths Learning Wall' space in their classroom that displays key vocabulary, student work and key learning around the concept currently being taught. -	🔴🟡🟢	- Evidence of 3 week units will be in termly and weekly planning documents. - Instructional model to be displayed in classrooms and planning will reflect the instructional model. - Coaching observations from Craig and Lauren will provide evidence of the instructional model being followed. - Evidence of pre and post-tests in planning, the actual paper tests being collated and the data stored on excel spreadsheets. - PLC minutes will reflect professional reading. - Maths Learning Wall will be evident through classroom observations through class visits. Possibility of a learning walk.		

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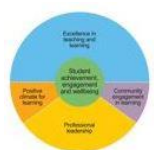|				12 months:	● ● ●			
- Use of 'Booker' text to support planning and professional readings during PLC. Make sure there is time allocated on the agenda to allow for teacher professional readings prior to the teaching of the topic. Leadership to ensure that the meeting schedule includes PLC meeting prior to the topic. For example Weeks 3, 6 and 9.	support of Craig and Lauren. -PLC leaders -Leadership	Ongoing through PLC meetings		- All staff will have the capacity to plan and teach maths lesson that are hands on, connected to everyday life and open ended. - Students will demonstrate an understanding of STEM skills such as problem solving, looking at multiple solutions, completing open ended tasks, integrating digital technologies and having a curious attitude towards the world. - Students to display an increasingly positive attitude towards Maths and be able to articulate what makes a good Maths learner. All staff will have increased understanding of coding and digital technologies. Staff will follow the Victorian Curriculum and cover the minimum required hours.		- Evidence of hands on, connected to everyday life and open ended tasks will be shown in teacher weekly planning. Evidence will come from observations through classroom visits/ learning walk. - Evidence of student STEM skills through classroom observations and a learning walk. - Get a sample of students across the school to complete an attitudes to Maths survey at the beginning and the end of the year.	
- Making Maths tasks engaging, open ended, hands on and connected to everyday life. Craig and Lauren to lead professional learning in this area. Craig and Lauren to support in coaching sessions.	-All classroom teachers to implement for the beginning of 2017. Craig and Lauren to support in coaching sessions. - - Craig and Lauren to purchase more open ended tasks and to spend time creating open ended questions/tasks for staff to access.	Ongoing Term 1 2017 and ongoing				Survey for staff at the beginning of the year and the end of the year around understanding of coding and digital technologies.	
- Having a 'Maths Learning Wall' across classrooms that displays student work, key vocabulary and key learning.	-All classroom teachers to implement for the beginning of 2017. - Craig and Lauren to support staff	Ongoing beginning Day 1 2017					

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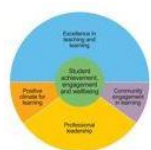|						
		and explain what this should look like Day 1 2017.	Ongoing			
	- Creating a whole school culture around the principles that underline STEM. Problem solving, looking at multiple solutions, open ended tasks, integrating digital technologies and having a curious attitude towards the world.	-All classroom teachers to implement for the beginning of 2017. Craig and Lauren to support in coaching sessions.	Ongoing			
	- Helping change student attitudes towards Maths. Creating the right 'talk' around what a good maths learner looks like.		Ongoing			
	- Continue developing staff capacity in the teaching and learning of digital technologies and coding.	-All classroom teachers to implement for the beginning of 2017. Craig and Lauren to support in coaching sessions. -Sarah will run Coding Club. -Digital technologies curriculum being run across the school. PD in this area from the ICT committee.				
				6 months:	● ● ●	
				12 months:	● ● ●	
				6 months:	● ● ●	
				12 months:	● ● ●	
				6 months:	● ● ●	
				12 months:	● ● ●	

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To provide all students with opportunities to improve their social and emotional skills Maximise the use of the Capital Works funding to ensure the school and community's priorities are fulfilled. Continue to fund intervention support for students well below or well above their peers to ensure high quality student engagement and individual learning programs are being provided.
OTHER IMPROVEMENT MODEL DIMENSIONS	Health and wellbeing Strategic resource management
STRATEGIC PLAN TARGETS	[**Drafting Note** these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP] **WELLBEING** **Student safety** Student Opinion survey-To increase student safety at or above state mean) **Classroom behaviour** Parent opinion survey-To be greater than the 25th percentile; Student Opinion survey-At or above state mean (>3.4) **Behaviour management** Parent opinion survey-To be greater than the 50% percentile **Collective efficacy** - School staff believe they have the necessary skills, expertise and esources to successfully educate students. In Staff Opinion Survey Collective Efficacy be at or above state level. **PRODUCTIVITY** Staffing (workforce plan in place) Budgets (whole school budgets in place) Capital Works (Buildings program complete and on budget)
12 MONTH TARGETS	WELLBEING TARGETS:

		SSP	State 2016	Actual 2016	Target 2017
Social Skills	Parent opinion survey	> 50%	5.73	14.2 5.57	20 5.75
Behaviour management	Parent opinion survey	> 50%	5.44	34.7 5.46	45 5.47
Classroom behaviour	Parent opinion survey	> 25%	4.24	26 3.98	30 4.1
	Student opinion survey	At or above state mean	3.41	2.96	At or above state mean (>3.36)
Student Distress	Student opinion survey	At or above state mean	5.96	5.79	5.8
Student Morale	Student opinion survey	At or above state mean	5.71	5.41	At or above state mean
Collective Efficacy	Staff opinion survey	At or above state	74	79.2%	At or above state

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD

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[**Drafting Notes** report here the KIS from the previous summary page]			[**Drafting Notes** report here the person responsible]	[**Drafting Notes** report here the timeframe for completion]	6 months: [**Drafting Notes** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
					12 months:	🔴 🟡 🟢			
To ensure that wellbeing of every student at Quarry Hill Primary School is founded on the provision of a safe, inclusive and orderly learning environment where positive relationships and interactions are a feature of the school community.	▪	KidsMatter training component 4	KidsMatter Action Team	Term 1	6 months completed	🔴 🟡 🟢			
	▪	Induct new staff on KidsMatter			12 months: school induction plan created for any new staff	🔴 🟡 🟢			
	▪	Introduce SEW survey (ACER) across school to monitor students' feeling of safety: Use data to establish a baseline data for future monitoring of progress and to identify existing issues and opportunities.	AP Wellbeing sub-committee	Term 1 and follow up term 3	6 months: analysis and feedback of data to whole staff	🔴 🟡 🟢			
	▪	Parent forum to look at data and have input into planning for improvement			12 months: improvement in baseline data	🔴 🟡 🟢			
	▪	Bullying survey updated and implemented week 5 of term1 and 3	AP	Term 1 and 3	6 months updated bullying survey implemented	🔴 🟡 🟢			
	▪				12 months improved student safety data	🔴 🟡 🟢			
	▪	Induct new staff – Circle time and Restorative Practices	SSSO	Term 2	6 months meeting schedule shows PD for staff	🔴 🟡 🟢			
					12 months meeting schedule shows PD for staff	🔴 🟡 🟢			
	▪	Review school wellbeing policy- updating to incorporate changes	Wellbeing sub-committee	Term 4	6 months: review commenced				
					12 months: completed and presented to school council be end of Term 4				

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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	2 - Evolving	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	No	1 - Emerging	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

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

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

Next Steps: