

Annual Implementation Plan: for Improving Student Outcomes

School name: **Kennington Primary School**

Year: **2017**

School number: 3686

Based on strategic plan: 2014 - 2017

Endorsement:

Principal **Travis Eddy** March 2017

Senior Education Improvement Leader **Damien Jenkyn** March 2017

School council March 20, 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	Improvement Priorities	Improvement Initiatives	
<p>Improve student performance in English and Mathematics with a particular focus on high quality instructional practice.</p> <p>To develop and promote behaviours and attitudes across the school community that supports the achievement of 'personal best', within a culture that fosters positive relationships and engagement and wellbeing.</p> <p>Enhance the wellbeing of students, staff and parents within our learning community.</p> <p>To align the allocation of resources (human, financial, time, space and materials) to maximise student achievement, engagement and wellbeing</p>	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:	
<p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p>	
<p>Excellence in teaching and learning / Building Leadership Teams</p> <p>Over the course of our current Strategic Plan, work has been done to ensure that the school is developing a culture that works towards achieving consistent, high quality instructional practice. The school will continue to foster an environment that promotes collaborative dialogue at all stages of the teaching and learning cycle and further refine current planning practice across the school. Increased enrolments of students with complex learning and medical needs require refinement of health, wellbeing, inclusion and engagement processes and practices. Building Leadership Teams – With the appointment of a new Principal into 2017 strategic focus of building a consistent approach through the leadership team has become an improvement initiative.</p>	
<p>Key improvement strategies (KIS)</p> <p>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.</p>	
Improvement initiative:	Key improvement strategies (KIS)
Building Practice Excellence	<ul style="list-style-type: none"> Strengthen the consistent implementation of instructional model P-6 Share examples of most effective teaching across teams by supporting teachers to collaborate, model and share effective practices.
Building Leadership Teams	<ul style="list-style-type: none"> Develop the capabilities of the leadership team in using coaching and feedback Build the instructional and human leadership capacity of the leadership team



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<p>[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p> <p>Improve student performance in English and Mathematics with a particular focus on high quality instructional practice.</p>																																																																																																																													
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STRATEGIC PLAN TARGETS	<p>[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]</p> <p>Reduce the percentage of students assessed at the lowest Bands of NAPLAN.</p> <p>By 2017</p> <table border="1"> <thead> <tr> <th></th> <th>Grade 3</th> <th>2013</th> <th>2017</th> <th>Grade 5</th> <th>2013</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>Bands 1 & 2</td> <td>9</td> <td>5</td> <td>Bands 3 & 4</td> <td>7</td> <td>5</td> </tr> <tr> <td>Band 3</td> <td>14</td> <td>10</td> <td>Band 5</td> <td>18</td> <td>10</td> </tr> <tr> <td rowspan="2">Writing</td> <td>Bands 1 & 2</td> <td>12</td> <td>5</td> <td>Bands 3 & 4</td> <td>9</td> <td>5</td> </tr> <tr> <td>Band 3</td> <td>15</td> <td>10</td> <td>Band 5</td> <td>28</td> <td>10</td> </tr> <tr> <td rowspan="2">Numeracy</td> <td>Bands 1 & 2</td> <td>9</td> <td>5</td> <td>Bands 3 & 4</td> <td>25</td> <td>5</td> </tr> <tr> <td>Band 3</td> <td>22</td> <td>10</td> <td>Band 5</td> <td>23</td> <td>10</td> </tr> </tbody> </table> <p>Reduce the percentage of students assessed at below expected standards as assessed by teacher judgements against AusVELS – particularly at Years 5-6.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2013 %D or E</th> <th>2017 %D or E</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Prep</td> <td>Reading</td> <td>6</td> <td>5</td> </tr> <tr> <td>Writing</td> <td>6</td> <td>5</td> </tr> <tr> <td>Number</td> <td>1</td> <td>5</td> </tr> <tr> <td rowspan="3">Grade 1</td> <td>Reading</td> <td>3.5</td> <td>5</td> </tr> <tr> <td>Writing</td> <td>7</td> <td>5</td> </tr> <tr> <td>Number</td> <td>1</td> <td>5</td> </tr> <tr> <td rowspan="3">Grade 2</td> <td>Reading</td> <td>9</td> <td>5</td> </tr> <tr> <td>Writing</td> <td>6</td> <td>5</td> </tr> <tr> <td>Number</td> <td>5</td> <td>5</td> </tr> <tr> <td rowspan="3">Grade 3</td> <td>Reading</td> <td>11</td> <td>5</td> </tr> <tr> <td>Writing</td> <td>17</td> <td>5</td> </tr> <tr> <td>Number</td> <td>4</td> <td>5</td> </tr> <tr> <td rowspan="3">Grade 4</td> <td>Reading</td> <td>9</td> <td>5</td> </tr> <tr> <td>Writing</td> <td>15</td> <td>5</td> </tr> <tr> <td>Number</td> <td>10</td> <td>5</td> </tr> <tr> <td rowspan="3">Grade 5</td> <td>Reading</td> <td>13</td> <td>5</td> </tr> <tr> <td>Writing</td> <td>12</td> <td>5</td> </tr> <tr> <td>Number</td> <td>16</td> <td>5</td> </tr> <tr> <td rowspan="3">Grade 6</td> <td>Reading</td> <td>10</td> <td>5</td> </tr> <tr> <td>Writing</td> <td>13</td> <td>5</td> </tr> <tr> <td>Number</td> <td>13</td> <td>5</td> </tr> </tbody> </table>							Grade 3	2013	2017	Grade 5	2013	2017	Reading	Bands 1 & 2	9	5	Bands 3 & 4	7	5	Band 3	14	10	Band 5	18	10	Writing	Bands 1 & 2	12	5	Bands 3 & 4	9	5	Band 3	15	10	Band 5	28	10	Numeracy	Bands 1 & 2	9	5	Bands 3 & 4	25	5	Band 3	22	10	Band 5	23	10			2013 %D or E	2017 %D or E	Prep	Reading	6	5	Writing	6	5	Number	1	5	Grade 1	Reading	3.5	5	Writing	7	5	Number	1	5	Grade 2	Reading	9	5	Writing	6	5	Number	5	5	Grade 3	Reading	11	5	Writing	17	5	Number	4	5	Grade 4	Reading	9	5	Writing	15	5	Number	10	5	Grade 5	Reading	13	5	Writing	12	5	Number	16	5	Grade 6	Reading	10	5	Writing	13	5	Number	13	5
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12 MONTH TARGETS

[**Drafting Note** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]

Reduce the percentage of students assessed at the lowest Bands of NAPLAN.

Grade 3

		2013	2014	2015	2016	2017
Reading	Bands 1 & 2	9	20	5	5	5
	Band 3	14	16	17	10	10
Writing	Bands 1 & 2	12	14	3	5	5
	Band 3	15	14	19	16	10
Numeracy	Bands 1 & 2	9	16	14	9	5
	Band 3	22	21	13	11	10

Grade 5

		2013	2014	2015	2016	2017
Reading	Bands 3 & 4	7	10	18	9	5
	Band 5	18	25	21	15	10
Writing	Bands 3 & 4	9	15	16	9	5
	Band 5	28	31	31	25	10
Numeracy	Bands 3 & 4	25	14	20	14	5
	Band 5	23	17	27	15	10



Reduce the percentage of students assessed at below expected standards as assessed by teacher judgements against AusVELS – particularly at Years 5-6.

		2013 %D or E	2017 %D or E
Prep	Reading	6	5
	Writing	6	5
	Number	1	5
Grade 1	Reading	3.5	5
	Writing	7	5
	Number	1	5
Grade 2	Reading	9	5
	Writing	6	5
	Number	5	5
Grade 3	Reading	11	5
	Writing	17	5
	Number	4	5
Grade 4	Reading	9	5
	Writing	15	5
	Number	10	5
Grade 5	Reading	13	5
	Writing	12	5
	Number	16	5
Grade 6	Reading	10	5
	Writing	13	5
	Number	13	5

Reduce the percentage of students assessed at below expected standards as assessed by teacher judgements against AusVELS (2017 Victorian Curriculum) Semester two – particularly at Years 5-6.

		2013 %D or E	2014 %D or E	2015 %D or E	2016 %D or E	2017 %D or E
Prep	Reading	6	7	5	5	5
	Writing	6	11	4	5	5
	Number	1	1	0	2	5
Grade 1	Reading	4	4	9	14	5
	Writing	7	8	12	21	5
	Number	1	4	8	9	5
Grade 2	Reading	9	5	10	18	5
	Writing	6	10	11	23	5
	Number	5	7	9	15	5
Grade 3	Reading	12	14	9	14	5
	Writing	17	13	13	21	5
	Number	4	9	10	11	5
Grade 4	Reading	9	13	16	6	5
	Writing	14	21	19	7	5
	Number	10	12	13	7	5
Grade 5	Reading	11	15	15	14	5
	Writing	11	21	28	24	5
	Number	16	21	17	12	5
Grade 6	Reading	10	12	13	13	5
	Writing	13	13	27	19	5
	Number	13	11	11	18	5

ACTIONS

WHO

WHEN

SUCCESS CRITERIA

MONITORING



KEY IMPROVEMENT STRATEGIES					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ● ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Strengthen the consistent implementation of instructional models P-6	Professional Learning Teams – English and Mathematics to provide professional learning around agreed Effective Lesson Model, in Literacy and Numeracy (Meeting Schedule) All Literacy, Numeracy, Future Technologies and Wellbeing Professional Learning to be completed as a whole school staff and lead by whole school PLT teams (Meeting Schedule) Professional Learning Teams (PLTs) to provide professional learning opportunities pertaining to Victorian Curriculum. Utilise Julie Brady (EIL) to support this action (Meeting Schedule)	Principal, Assistant Principals and Teacher Leaders Teachers	On-going On-going Term 2	6 months: Review of current instructional models being used across the school complete and agreed instructional model in place. Planning documentation to reflect implementation of the Victorian Curriculum and of agreed instructional models with greater consistency. All staff using Learning Intentions and Success Criteria all of the time; evident through planning documentation.	● ● ●			
	Implement consistent timetabling of planning opportunities for all section PLTs weekly. Assistant Principal to be timetabled into section PLTs for term 1 (SRP & Timetabling)	Assistant Principal Curriculum	Term 1	Timetable to reflect aligned APT to ensure that section PLT's occur weekly. Section PLT minutes and Assistant Principal minutes to reflect attendance.				
	Implement Literacy Pro Lexile reading program for tracking of reading particularly in grades 3 -6. Home reading (nightly) program to be reinvigorated throughout the school – All students to take home a just right reader each night and read nightly. Provide 'families as learners' opportunities to upskill families in home reading practices.	Literacy Curriculum Leader & Team	Term 1 On-going	Increase in home reading data (how many students are reading nightly). Full implementation of Literacy Pro Lexile reading program to be up and running within the school by end of term 2. Reading becomes the school 'narrative' and promoted at every opportunity, through newsletters, social media and conversations. Families attending 'families as learners' reading session either physically or virtually.				
	Staff self-observation process to focus on aspects of teacher professional practice based on agreed Instructional Models. (CRT Budget)	All teaching staff	On-going	Classroom practice and self-observation to reflect the structure of the agreed instructional models. All staff to complete 1 self-observation per term as part of the PDP process. Coaching meetings documented as part of the PDP process.				
	Teacher Leaders to lead Section PLTs in the use of data for teaching and learning. (Meeting Schedule)	Curriculum and Section PLT leaders	On-going	PLT meeting agenda's and minutes to reflect the use of student data for teaching and learning. Leadership PLT's to support learning in data use for leadership members.				



	Review whole school assessment schedule through Curriculum PLT's by the middle of term 2 (Meeting Schedule)	Curriculum PLT Leaders	Term 2	Whole school assessment schedule in place for the beginning of term 2 12 months: All teachers will identify growth in their instructional practice through the coaching and development processes Targets in data sets will be reached.	● ● ●			
Share examples of most effective teaching across teams by supporting teachers to collaborate, model and share effective practices.	George Booker to provide professional learning in the area of Mathematics during a whole school Curriculum Day (Professional Learning Budget SRP)	Numeracy Leader and PLT members All staff members	Term 1 March 20	6 months: All classroom staff to have 'Teaching Primary Maths' as a reference text, to 'how we teach numeracy' at Kennington Primary School All staff to have a consistent understanding of teaching Decimal Fractions, Fractions and Problem Solving. Curriculum Numeracy PLT and Whole School Numeracy PLT to support consistency in the teaching of numeracy.	● ● ●			
	Data moderation within section PLT's and whole school PLT's (Meeting Schedule)	All staff	Ongoing	Moderation to be included in the Assessment Schedule at each grade level and to occur across the whole school Moderation to occur across the school on a quarterly basis in various areas of the curriculum	● ● ●			
	Ensure that all programs are allocated the appropriate budget to enable greatest possible success (SRP Cash Allocation)	Principal & Finance Committee	Term 1	Budgets allocated through the school budget process that link back to KIS in the AIP. Budget surplus allowing for flexibility as need arises.	● ● ●			
	Explore professional learning opportunities in literacy teaching by the middle of term 2 (Professional reading and Meeting Schedule)	Literacy Leader and PLT members	Term 3	Recommendations made by the Literacy Curriculum PLT moving forward into the next School Strategic Plan. Curriculum Literacy PLT and Whole School Literacy PLT to support consistency in the teaching of numeracy.	● ● ●			
				12 months: School Strategic Plan to reflect the work on the importance of consistency of practice across the school.	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<p>[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]</p> <p>To align the allocation of resources (human, financial, time, space and materials) to maximise student achievement, engagement and wellbeing</p>						
IMPROVEMENT INITIATIVE		Building Leadership Teams						
STRATEGIC PLAN TARGETS		<p>[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]</p> <p>Budget allocation provided to support leadership development for identified staff</p>						
12 MONTH TARGETS		<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <p>By 2017:</p> <p>Improved student learning outcomes as per Achievement targets reflect the staffing investment in additional support programs.</p> <p>The Professional Learning budget maintained to support high quality instructional practice</p> <p>The English budget allocation sustained the purchase of quality reading and support material</p> <p>The Mathematics budget allocation sustained the purchase of quality material</p> <p>Sophisticated ICT hardware and improved infrastructure supports high quality instructional practice and improved student engagement and wellbeing</p> <p>Budget allocation provided to support leadership development for identified staff</p> <p>Budget allocation provided to support maintenance and development of grounds and facilities.</p>						
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]		
Develop the capabilities of the leadership team in using coaching and feedback	Realign the organisational design of Kennington Primary School to reflect the focus on coaching and feedback (CRT SRP). To be reviewed during the review period.	Principal Review team	Term 1 & term 3	6 months: Organisational design in place during term 1, 2017. Review of this to occur during review period.	● ● ●			
	Principal Class to complete Bastow Coaching Conversations Course (Professional Learning).	Principal Assistant Principals	Ongoing	Introduction of staff coaching and development process to begin				
	Principal Class to focus on consistent approach to coaching and feedback			12 months: Coaching accreditation received for Principal Class	● ● ●			



Build the instructional and human leadership capacity of the leadership team	1:1 monthly coaching sessions with all leadership staff. Sessions will form the basis of staff development plans (CRT SRP) Individually defined role clarity documents for all staff (Meeting Schedule)	Principal Leadership team members All Staff	Ongoing	6 months: Timetable for coaching sessions developed and implemented. All staff comfortable in having an open and honest dialogue. Individual Role Clarity documentation finalised by the end of term 1, 2017	● ● ●			
				12 months: Coaching and feedback focus to be reviewed by the end of 2017 Change of perception of what leadership looks like Open and honest conversations between staff / parents / students				
	Implement a self-reflective teaching and learning process. E.g. staff video own lessons for self-reflection. (CRT SRP)	All staff	Ongoing	6 months: Staff able to articulate honestly areas that they wish to develop based on self-reflection. Evidence through planning of reflective teaching and learning practices. Individual staff to be able to articulate within their PLT's teaching and learning strategies that they are developing.	● ● ●			
				12 months: Continue processes to ensure the school's professional learning program continues to meet the needs of staff and leads to improved learning outcomes for all students. This will include: Continuing the in-school coaching program Undertaking more professional learning in the area of differentiated teaching Continuing to develop a culture of high expectations, team work, delegated authority, increased accountability and support Continuing to create leadership opportunities for staff.				



Section 3: Other Improvement Model Dimensions

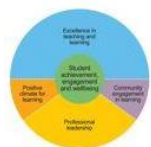
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OTHER IMPROVEMENT MODEL DIMENSIONS	<p>[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]</p>																																																																																	
STRATEGIC PLAN TARGETS	<p>[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]</p>																																																																																	
12 MONTH TARGETS	<p>[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]</p> <p>By 2017</p> <p>The Student Attitude to School Survey overall mean score variables will increase as follows:</p> <table border="1" data-bbox="546 684 1448 814"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>4.18</td> <td>4.07</td> <td>4.18</td> <td>4.25</td> </tr> <tr> <td>Student Motivation</td> <td>4.51</td> <td>4.47</td> <td>4.53</td> <td>4.60</td> </tr> <tr> <td>School Connectedness</td> <td>4.21</td> <td>4.28</td> <td>4.33</td> <td>4.40</td> </tr> </tbody> </table> <p>Implement Action Plan from the Future Technologies Professional Learning Team.</p> <p>Parent Opinion Survey overall mean score will increase as follows:</p> <table border="1" data-bbox="546 919 1709 1016"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Parent Input</td> <td>5.22</td> <td>5.21</td> <td>4.93</td> <td>4.93</td> <td>5.30</td> </tr> <tr> <td>Approachability</td> <td>5.83</td> <td>5.56</td> <td>5.43</td> <td>5.53</td> <td>5.90</td> </tr> </tbody> </table> <p>The Student Attitude to School Survey overall mean score variables will increase as follows:</p> <p>Student relationships (Average Classroom Behaviour, Connectedness to Peers and Student Safety) from 4.01 (2014) to 4.5 (2017)</p> <p>Wellbeing (Average Student Distress and Student Morale) from 5.66 (2014) to 6.0 (2017)</p> <p>Parent Opinion Survey overall mean score will increase as follows:</p> <p>Student Safety * from 5.29 (2013) to 5.35 (2017)</p> <p>School Connectedness 5.82 (2013) to 5.90 (2017)</p> <p>Social Skills from 5.91 (2013) to 5.95 (2017)</p> <p>By 2017 (end of year)</p> <p>The Student Attitude to School Survey overall mean score variables will increase as follows:</p> <table border="1" data-bbox="546 1390 2279 1486"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Student Relationships (average)</td> <td>4.01</td> <td>4.01</td> <td>4.15</td> <td>4.50</td> </tr> <tr> <td>Wellbeing (average)</td> <td>5.66</td> <td>5.63</td> <td>5.80</td> <td>6.0</td> </tr> </tbody> </table> <p>Parent Opinion Survey overall mean score will increase as follows:</p> <table border="1" data-bbox="546 1558 2279 1717"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Student Safety</td> <td>5.29</td> <td>4.82</td> <td>4.89</td> <td>5.01</td> <td>5.35</td> </tr> <tr> <td>School Connectedness</td> <td>5.82</td> <td>5.74</td> <td>5.66</td> <td>5.91</td> <td>5.90</td> </tr> <tr> <td>Social Skills</td> <td>5.91</td> <td>5.66</td> <td>5.70</td> <td>5.71</td> <td>5.95</td> </tr> </tbody> </table>						2014	2015	2016	2017	Stimulating Learning	4.18	4.07	4.18	4.25	Student Motivation	4.51	4.47	4.53	4.60	School Connectedness	4.21	4.28	4.33	4.40		2013	2014	2015	2016	2017	Parent Input	5.22	5.21	4.93	4.93	5.30	Approachability	5.83	5.56	5.43	5.53	5.90		2014	2015	2016	2017	Student Relationships (average)	4.01	4.01	4.15	4.50	Wellbeing (average)	5.66	5.63	5.80	6.0		2013	2014	2015	2016	2017	Student Safety	5.29	4.82	4.89	5.01	5.35	School Connectedness	5.82	5.74	5.66	5.91	5.90	Social Skills	5.91	5.66	5.70	5.71	5.95
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[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Build the school community's capacity to support student engagement.	The Future Technologies Professional Learning Team to implement Year 2 of the Whole School Digital Learning Action Plan. (Meeting Schedule) Extra-curricular, camps and excursions programs to be reviewed (SRP Cash)	Future Tech PLT Team Principal All staff and parents	Ongoing	6 months: Future Technologies whole school PLT to support the Professional Learning of future technologies across the school, (coding, iPads and programs to support learning) All hardware and software is ready to use and maintained in a timely manner (term 1) Extra-curricular, camps and excursions programs review complete	● ● ●			
				12 months: Implementation of Year 2 of the Whole School Digital Learning Action Plan including provision of Professional Learning for enhanced teaching and learning	● ● ●			
	Audit and review student engagement processes across the school with a vision of building improved consistency across the school (SRP Cash) Continue to ensure a major component of staff professional learning focusses on the needs of students who have experienced trauma and students from Priority Cohorts (students who may have additional learning needs). Student wellbeing and engagement professional development to be included in the school's meeting schedule. (Meeting Schedule) Inclusion Support Program personnel employed – 0.5 EFT (SRP)	Principal Class	Ongoing	6 months: The Kids Matter Implementation to be reviewed (Review Period) Direction for the support of student engagement to be agreed upon and set (Review Period)	● ● ●			
				12 months: Safety Plans and Functional Behaviour Assessments developed as appropriate Consistent management strategies and approaches used P-6 Inclusion Support professional development provided for staff Staff participation in DET training models e.g. mandatory reporting etc.	● ● ●			
Build the capacity of the school community to implement processes that result in increased levels of student wellbeing.	Provide professional learning, support and intervention programs for at-risk students, including Koorie, PSD, ASD and EAL students (Professional Learning SRP & Meeting Schedule) Continuing to provide quick and flexible responses to change across the school and to students' changing needs. Inclusion Support Program personnel employed – 0.5 EFT (professional learning for staff). (SRP) Student wellbeing and engagement professional development to be included in the school's meeting schedule. (Meeting Schedule)	Assistant Principal all staff Inclusion support officer	Ongoing	6 months: The Kids Matter Implementation to be reviewed (Review Period) Direction for the support of student engagement to be agreed upon and set	● ● ●			
				12 months: Safety Plans and Functional Behaviour Assessments developed as appropriate Consistent management strategies and approaches used P-6 Inclusion Support professional development provided for staff	● ● ●			



	SSS to support staff through advice, access to services and Professional Learning. (DET) Regular SSG meetings for identified cohorts. (CRT SRP)			Staff participation in DET training models e.g. mandatory reporting etc.				
	Reinforcing that student management is a whole-school issue that requires a collective response and on-going staff professional learning to be effective. (Meeting Schedule) Professional learning sessions included in meeting schedule (Meeting Schedule)	Principal & Assistant Principals	Ongoing	<p>6 months: Professional Learning Team (Wellbeing) to initiate improvement strategies (Review Period)</p> <p>Staff have a collective understanding of all students within their grade level.</p> <p>Staff are using consistent strategies to support individual students.</p>	● ● ●			
				<p>12 months: Staff have a collective understanding of all students within their grade level.</p> <p>Staff are using consistent strategies to support individual students.</p> <p>Students, parents and teachers have a common understanding of the needs of individual students.</p>	● ● ●			



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	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	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	Select	Select status	
	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]				
Considerations for 2018:				

