

# Annual Implementation Plan: for Improving Student Outcomes

School name: Ormond Primary School

Year: 2017

School number: 3074

Based on strategic plan: 2015 - 2018

Endorsement:

Principal: Glenn Butler 20<sup>th</sup> of February, 2017

Senior Education Improvement Leader: Stuart Andrews 20<sup>th</sup> of February, 2017

School council: Adam Gibson 20<sup>th</sup> of February, 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	✓
<ul style="list-style-type: none"> <li>To improve student achievement in English and Mathematics.</li> <li>To enhance the learning growth, engagement and achievement of every student.</li> <li>To develop students who are motivated, engaged, resilient and willing to contribute as global citizens.</li> <li>To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students.</li> </ul>	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.

Ormond Primary School recognises that all students must be encouraged, challenged and supported in their learning in order that each individual student can achieve learning outcomes to their full potential. Evidence indicates that significant numbers of students achieve A & B standards and are placed within the top two bands in English and Mathematics. The latest data, from 2015, indicates that across the school the percentage of students achieving C or above are:

English		Mathematics		Science	
Reading & Viewing	96%	Measurement & Geometry	96%	Human Endeavour	97%
Speaking & Listening	97%	Number & Algebra	97%	Inquiry Skills	96%
Writing	96%	Statistics & Probability	97%	Understanding	97%

The School Strategic Plan on which this AIP is based identifies a range of initiatives which have been established or undertaken in order to achieve continuous school improvement. These include:

- Council of International Schools membership and the pursuit of full accreditation
- Student achievement – at least 30% at A and B standard in English and Mathematics
- Victorian curriculum – introduction of capabilities
- Student achievement data – cohesive management of data within SPA and Insight
- Strengthen PLC /PLT processes
- Building teacher capacity through targeted programs at the Bastow Institute
- Identification of higher capability students and the implementation of strategies to ensure continued high gain in learning



### Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> <li>• Develop an agreed F-6 model of teaching in English and Mathematics.</li> <li>• Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong accountability.</li> <li>• Use assessment to inform planning for teaching practice that differentiates learning to ensure personalized learning growth for each student.</li> <li>• Utilize student performance data to identify at risk and highly capable student</li> <li>• Promote best practice teaching in English – Writing and Reading</li> <li>• Implement a whole school approach to the teaching of STEM (Science, Technology, Engineering, Mathematics)</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>• Plan for challenging goals and effective feedback for all students and teachers.</li> <li>• Build opportunities for student voice in learning.</li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>• Embed a whole school approach to student wellbeing that focuses on positive relationships, student resilience and individual efficacy.</li> <li>• Utilize the 2017 Equity Funding allocation of \$6,300 to promote community involvement in the school</li> </ul>
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> <li>• Review the allocation of resources and their impact on student learning outcomes.</li> <li>• Refine and implement recommendations.</li> </ul>



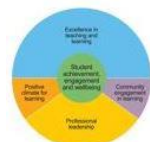
Framework for Improving Student Outcomes

Published: February 2016



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To improve student achievement in English and Mathematics.						
IMPROVEMENT INITIATIVE								
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> <li>Teacher judgements - increase the percentage of students achieving above expected Victorian Curriculum levels.</li> <li>Achieve greater alignment between NAPLAN results and teacher judgements.</li> <li>Sustain high relative growth in NAPLAN.</li> <li>Sustain high relative growth in English &amp; Mathematics.</li> </ul>						
12 MONTH TARGETS		<ul style="list-style-type: none"> <li>Percentage of Students achieving NAPLAN Top 2 Bands                             <ul style="list-style-type: none"> <li>Year 3                                     <ul style="list-style-type: none"> <li>Numeracy 61%</li> <li>Reading 76%</li> <li>Writing 71%</li> </ul> </li> <li>Year 5                                     <ul style="list-style-type: none"> <li>Numeracy 53%</li> <li>Reading 57%</li> <li>Writing 35%</li> </ul> </li> </ul> </li> <li>NAPLAN matched cohort data will indicate that 95% of students achieve relative growth level of at least 1.0 between Years 3 and 5.</li> <li>97% of students in Prep to Year 6 will achieve at or above the expected standards in all areas of the Victorian Curriculum</li> <li>Teacher judgements will indicate at least 30% of students in Prep to Year 6 will achieve A or B standards in at least one area of both English and Mathematics</li> <li>Provide evidence of the percentage of students achieving A &amp; B standards in English, Mathematics and Science.</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. Develop an agreed F-6 model of teaching in English and Mathematics.	<ul style="list-style-type: none"> <li>Induct all new staff on the agreed F-6 model of teaching in English and Mathematics.</li> <li>Continue the implementation of the scope and sequence for English - reading and viewing, speaking &amp; listening and writing.</li> <li>Further refine the scope and sequence for Mathematics to align with Australian Curriculum.</li> <li>Use PLTs to refine planning of explicit teaching in English and Mathematics.</li> </ul>	PLTs  Team Leaders  PLAT representatives from each PLT  All teachers  School Leaders	Term 1  Ongoing  Ongoing  Weekly  Curriculum days  Twice per term	6 months: <ul style="list-style-type: none"> <li>Evidence of a whole school focus on the use of a writing continuum in Terms 2 &amp; 4.</li> <li>Regular moderation by all teachers at PLTs ensuring consistent assessment of writing against the Australian Curriculum standards.</li> <li>Development of open ended reading comprehension tasks for moderating student achievement in reading.</li> <li>Student achievement should be reflected through more accurate teacher judgements data based on Australian Curriculum standards.</li> <li>Evidence of the application the Ormond Model (MAV &amp; Differentiation) PLT planning for Mathematics</li> </ul>	●	<ul style="list-style-type: none"> <li>Working towards - Teacher Judgement of Student Performances in the context of the Victorian Curriculum – Percentage of students achieving A or B standards within the following modes and strands:                             <ul style="list-style-type: none"> <li><b>English</b> <ul style="list-style-type: none"> <li>Reading &amp; Viewing &gt;67%</li> <li>Speaking &amp; Listening &gt;60%</li> <li>Writing &gt;54%</li> </ul> </li> <li><b>Mathematics</b> <ul style="list-style-type: none"> <li>Measurement &amp; Geometry &gt;64%</li> <li>Number &amp; Algebra &gt;63%</li> <li>Statistics &amp; Probability &gt;55%</li> </ul> </li> <li><b>Science</b> <ul style="list-style-type: none"> <li>Human Endeavour &gt;44%</li> <li>Inquiry Skills &gt;44%</li> <li>Understanding &gt;49%</li> </ul> </li> </ul> </li> </ul>	English \$11,900 Mathematics \$7,200	English \$10,100 Mathematics \$6,500



	<ul style="list-style-type: none"> <li>Induct all new staff on the Ormond model for the delivery of English and Mathematics.</li> <li>Support all teachers in the delivery of the Ormond Model.</li> <li>Continue cross school teams to examine and develop a scope and sequence continuum using: 'I can...' statements for Number.</li> </ul>	PLTs Team Leaders All teachers School Leaders PLAT representatives from each PLT PLAT representatives from each PLT	Weekly Weekly Twice per term Twice per term	12 months: <ul style="list-style-type: none"> <li>Evidence of a whole school focus on the use of a writing continuum in Terms 2 &amp; 4.</li> <li>Utilize achievement data to compare with 'like schools'</li> <li>Regular moderation by all teachers at PLTs ensuring consistent assessment of writing against the Australian Curriculum standards.</li> <li>Identify the teaching practices and learning activities which provide the greatest effect size</li> <li>Development of open ended reading comprehension tasks for moderating student achievement in reading.</li> <li>Student achievement should be reflected through more accurate teacher judgements data based on Victorian Curriculum standards.</li> <li>Evidence of the application the Ormond Model (MAV &amp; Differentiation)</li> <li>PLT planning for Mathematics</li> </ul>	●	<ul style="list-style-type: none"> <li>Evidence of - Teacher Judgement of Student Performances in the context of the Victorian Curriculum – Percentage of students achieving A or B standards within the following modes and strands:               <p><b>English</b></p>               Reading &amp; Viewing &gt;67%                Speaking &amp; Listening &gt;60%                Writing &gt;54%             </li> <li><b>Mathematics</b></li> <li>Measurement &amp; Geometry &gt;64%                Number &amp; Algebra &gt;63%                Statistics &amp; Probability &gt;55%</li> <li><b>Science</b></li> <li>Human Endeavour &gt;44%                Inquiry Skills &gt;44%                Understanding &gt;49%</li> </ul>		
2. Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong accountability.	<ul style="list-style-type: none"> <li>Planned whole school professional learning to target English and Mathematics.</li> <li>Build teachers' skills in English, using the successful Mathematics model of the previous strategic plan.</li> <li>Develop a program of classroom observations and explicit feedback for building teacher capability.</li> <li>Sharing of best practice in teaching English and Mathematics.</li> </ul>	Staff Meeting focus PLAT – English & Mathematics Staff Meeting focus PLAT – English & Mathematics Staff Meeting focus Curriculum day focus Professional facilitator Staff Meeting focus Curriculum day focus	Ongoing	6 months: <ul style="list-style-type: none"> <li>Evidence PLTs utilizing student work samples to target explicit teaching for reading comprehension</li> <li>Evidence of teachers modelling explicit teaching.</li> <li>Evidence of teaching observers providing targeted feedback to peers.</li> </ul>	●	<ul style="list-style-type: none"> <li>All PLTs will be utilizing teaching strategies which achieve the greatest effect size</li> <li>Evidence of individual student achievement gain provided through the Excel Effect Size Calculator</li> <li>Evidence of student performance levels using SPA and Insight</li> </ul>		
				12 months: <ul style="list-style-type: none"> <li>Evidence PLTs utilizing student work samples to target explicit teaching for reading comprehension</li> <li>Evidence of teachers modelling explicit teaching.</li> <li>Evidence of teaching observers providing targeted feedback to peers.</li> </ul>	●	<ul style="list-style-type: none"> <li>All PLTs will be utilizing teaching strategies which achieve the greatest effect size</li> <li>Evidence of individual student achievement gain provided through the Excel Effect Size Calculator</li> <li>Evidence of student performance levels using SPA and Insight</li> </ul>		
3. Use assessment to inform planning for teaching practice that differentiates learning to ensure personalized learning growth for each student.	<ul style="list-style-type: none"> <li>Use assessment to inform planning for teaching practice that differentiates learning to ensure personalized learning growth for each student.</li> </ul>	PLT focus Staff Meeting focus Assessment & Reporting focus	Ongoing	6 months: <ul style="list-style-type: none"> <li>Consistent reference to the whole school assessment schedule throughout the year.</li> <li>Further develop 'Compass' reporting for English, Mathematics, Science, History, Korean, Visual Arts and Physical Education at both the Mid-Year and End of Year Reports</li> </ul>	●	<ul style="list-style-type: none"> <li>All PLTs will be utilizing teaching strategies which achieve the greatest effect size</li> <li>Evidence of individual student achievement gain provided through the Excel Effect Size Calculator</li> <li>Evidence of student performance levels</li> </ul>		



	<ul style="list-style-type: none"> <li>Review whole-school assessment schedule and develop monitoring and tracking tools.</li> <li>Focus on pre-testing, rich assessment tasks, assessment rubrics, teacher feedback and student self-assessment &amp; reflection.</li> <li>Identify and maintain consistent achievement levels of highly able students</li> <li>Build into team planning meetings regular moderation of tasks to refine teacher accuracy in assessment.</li> <li>Teaching teams to regularly analyse data and use findings to plan personalised curriculum.</li> </ul>	<p>Refine Ormond Assessment Schedule</p> <p>Utilise a broad range of student performance data PLT focus PLAT focus</p> <p>PLT focus PLAT focus</p> <p>PLT focus PLAT focus</p>		<p>to parents.</p> <ul style="list-style-type: none"> <li>Utilize the planning and record keeping functions of 'Compass' to plan for and report on student achievement.</li> <li>Utilize the communication functions of 'Compass' to inform parents of school events and updates</li> </ul>		<p>using SPA and Insight</p>		
				<p>12 months:</p> <ul style="list-style-type: none"> <li>Consistent reference to the whole school assessment schedule throughout the year.</li> <li>Further develop 'Compass' reporting for English, Mathematics, Science, History, Korean, Visual Arts and Physical Education at both the Mid-Year and End of Year Reports to parents.</li> <li>Utilize the planning and record keeping functions of 'Compass' to plan for and report on student achievement.</li> <li>Utilize the communication functions of 'Compass' to inform parents of school events and updates</li> </ul>	●	<ul style="list-style-type: none"> <li>All PLTs will be utilizing teaching strategies which achieve the greatest effect size</li> <li>Evidence of individual student achievement gain provided through the Excel Effect Size Calculator</li> <li>Evidence of student performance levels using SPA and Insight</li> </ul>		



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To enhance the learning growth, engagement and achievement of every student.						
IMPROVEMENT INITIATIVE								
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> <li>Attitudes to School Survey variable means including stimulating learning, teacher effectiveness, student motivation and school connectedness.</li> <li>Staff Opinion Survey variable means including collective responsibility, collective efficacy and parent and community involvement</li> </ul>						
12 MONTH TARGETS		<p>Improve on the percentage of positive responses in each variable of the Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>Classroom behaviour 46%</li> <li>Connectedness to peers 70%</li> <li>Learning confidence 62%</li> <li>School connectedness 66%</li> <li>Stimulating learning 55%</li> <li>Student distress 63%</li> <li>Student morale 61%</li> <li>Student motivation 82%</li> <li>Student safety 68%</li> <li>Teacher effectiveness 66%</li> <li>Teacher empathy 70%</li> </ul> <p>Improve the percentage of positive responses in each variable of the Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>Academic emphasis 74%</li> <li>Collective efficacy 84%</li> <li>Collective focus on student learning 77%</li> <li>Collective responsibility 85%</li> <li>Guaranteed and viable curriculum 79%</li> <li>Parent &amp; community involvement 76%</li> <li>Shielding/Buffering 82%</li> <li>Staff trust in colleagues 74%</li> <li>Teacher collaboration 64%</li> <li>Trust in students or parents 70%</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. Plan for challenging goals and effective feedback for all students and teachers.	<ul style="list-style-type: none"> <li>Continue planning for challenging goals and effective feedback for all students and teachers.</li> <li>Induct new staff in the use of planning and documenting scope and sequence charts across all domains.</li> <li>Continue to skill teachers to plan engaging inquiry units aligned with the Victorian Curriculum</li> </ul>	Ormond Teacher Induction Program	Ongoing	6 months: <ul style="list-style-type: none"> <li>Evidence of planning through PLTs minutes</li> <li>Evidence provided by the Inquiry Unit overview</li> <li>Complete documentation and establish required programs and procedures for CIS accreditation.</li> <li>Utilize AITSL Standards to set goals and determine teacher performance.</li> </ul>	●	<ul style="list-style-type: none"> <li>Learning logs in PLTs</li> <li>Assessment Books – Individual student focus</li> <li>Moderation of English and Mathematics</li> <li>'I Can...' statements</li> <li>Student assessment data recorded in Insight and SPA</li> <li>Excellence in teaching and learning</li> <li>Classroom observations</li> <li>Differentiation teaching and learning</li> </ul>		
				12 months: <ul style="list-style-type: none"> <li>Evidence of planning through PLTs minutes</li> </ul>	●		<ul style="list-style-type: none"> <li>Learning logs in PLTs</li> <li>Assessment Books – Individual student</li> </ul>	
		Establish teacher buddies relationship PLT focus PLAT focus – English & Mathematics Establish a						



	<ul style="list-style-type: none"> <li>Complete the accreditation process with the Council of International Schools (CIS)</li> <li>Develop pedagogical skills of teachers and maintain a strong professional learning culture</li> </ul>	<p>link with a local CIS Chapter schools</p> <p>Link staff training with CIS 20167Guide</p> <p>Whole staff focus on CIS practices</p>		<ul style="list-style-type: none"> <li>Evidence provided by the Inquiry Unit overview</li> <li>Complete documentation and establish required programs and procedures for CIS accreditation.</li> <li>Utilize AITSL Standards to set goals and determine teacher performance.</li> </ul>		<p>focus</p> <ul style="list-style-type: none"> <li>Moderation of English and Mathematics</li> <li>'I Can...' statements</li> <li>Student assessment data recorded in Insight and SPA</li> <li>Excellence in teaching and learning</li> <li>Classroom observations</li> <li>Differentiation teaching and learning</li> </ul>		
2. Build opportunities for student voice in learning.	<ul style="list-style-type: none"> <li>Build opportunities for student voice in learning.</li> <li>Enhance student voice and agency through negotiated learning, student goal setting and reflection.</li> <li>Implement the 'ICT change plan'</li> </ul>	<p>Refine the Student Leadership Program</p> <p>Develop Student Voice Program</p> <p>Refine Ormond Global Citizen Program</p> <p>PLT focus PLAT focus</p>	Ongoing	6 months: <ul style="list-style-type: none"> <li>Further enhance the Student Leadership Program for Year 6 students.</li> <li>Maintain a strong community focus through the Junior School Council.</li> <li>Ensure that student learning units allow students to present to peers or family.</li> <li>Utilize the Multimedia Resources to enhance student presentations</li> <li>Determine the extent of the schools' ICT infrastructure and student access to ICT resources through the eConfidence Roadmap, SIPS and DET Online Digital Learning Resources.</li> </ul>	●	<ul style="list-style-type: none"> <li>Student Voice program developed through discussions with students</li> <li>Scope and Sequence – Student Voice</li> <li>Participation in challenging Student Voice activities and forums: <ul style="list-style-type: none"> <li>Debates</li> <li>Group presentations</li> <li>Advocacy</li> </ul> </li> </ul>		
				12 months: <ul style="list-style-type: none"> <li>Further enhance the Student Leadership Program for Year 6 students.</li> <li>Maintain a strong community focus through the Junior School Council.</li> <li>Ensure that student learning units allow students to present to peers or family.</li> <li>Utilize the Multimedia Resources to enhance student presentations.</li> <li>Determine the extent of the schools' ICT infrastructure and student access to ICT resources through the eConfidence Roadmap, SIPS and DET Online Digital Learning Resources.</li> </ul>	●	<ul style="list-style-type: none"> <li>Student Voice program developed through discussions with students</li> <li>Scope and Sequence – Student Voice</li> <li>Participation in challenging Student Voice activities and forums: <ul style="list-style-type: none"> <li>Debates</li> <li>Group presentations</li> <li>Advocacy</li> </ul> </li> </ul>		



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		<b>To develop students who are motivated, engaged, resilient and willing to contribute as global citizens.</b>						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		[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)]						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>Attitudes to School Survey variable means including connectedness to school and peers, classroom behaviour and safety.</li> <li>Parent Opinion Survey variable means including behaviour management and student engagement.</li> <li>Staff Opinion Survey variable means including parent and community involvement and collective responsibility.</li> </ul>						
<b>12 MONTH TARGETS</b>		<p>Improve on the percentage of positive responses in each variable of the Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>Classroom behaviour 46%</li> <li>Connectedness to peers 70%</li> <li>Learning confidence 62%</li> <li>School connectedness 66%</li> <li>Stimulating learning 55%</li> <li>Student distress 63%</li> <li>Student morale 61%</li> <li>Student motivation 82%</li> <li>Student safety 68%</li> <li>Teacher effectiveness 66%</li> <li>Teacher empathy 70%</li> </ul> <p>Improve the percentage of positive responses in each variable of the Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>Academic emphasis 74%</li> <li>Collective efficacy 84%</li> <li>Collective focus on student learning 77%</li> <li>Collective responsibility 85%</li> <li>Guaranteed and viable curriculum 79%</li> <li>Parent &amp; community involvement 76%</li> <li>Shielding/Buffering 82%</li> <li>Staff trust in colleagues 74%</li> <li>Teacher collaboration 64%</li> <li>Trust in students or parents 70%</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. Embed a whole school approach to student wellbeing that focuses on positive relationships, student resilience and individual	<ul style="list-style-type: none"> <li>Induct all new staff in the student well-being approach used at the school.</li> <li>Maintain school procedures to ensure consistent student management practices.</li> <li>Define high expectations for student</li> </ul>	Ormond Teacher Induction Program  Staff Meeting focus  Maintain Student Behaviour		6 months: <ul style="list-style-type: none"> <li>Promote positive student behaviours through the established 'Global Citizen' program or an appropriate alternative.</li> <li>Explore a range of other contemporary values programs.</li> <li>Maintain current Individualized Learning Plans for students who are deemed to require additional support or extension in their learning or behaviour.</li> </ul>	●	<ul style="list-style-type: none"> <li>Monitor the achievements of the Student Leadership Program <ul style="list-style-type: none"> <li>School Captains and Vice-Captains</li> <li>The Arts Captains</li> <li>The Environment Captains</li> <li>Community and Junior School Council</li> <li>House Captains</li> <li>Multimedia Captains</li> </ul> </li> </ul>		





<p>efficacy.</p>	<p>learning and behaviour.</p> <ul style="list-style-type: none"> <li>Focus on transitions between class units.</li> <li>Plan parent forums, information dissemination and celebration of learning with the community.</li> <li>Benchmark staff and students' cultural understandings using the Intercultural Development Inventory (IDI)</li> <li>Ensure appropriate eSmart strategies are applied consistently across the school.</li> </ul>	<p>Management procedures</p> <p>Transition Program Prep to Year 6</p> <p>Maintain Student Behaviour Management procedures</p> <p>Classroom management practices</p>		<ul style="list-style-type: none"> <li>Utilize the expertise on the Education &amp; Policy Sub-committee of School Council to Conduct Parent Forums on emerging issues.</li> <li>Utilize the CIS framework to guide the development of multiculturalism and internationalism across the school.</li> <li>Utilize the Student Opinion Survey to monitor the level of student satisfaction in all variables.</li> <li>Achieve eSmart Stage 3 (Sustainability)</li> </ul>		<ul style="list-style-type: none"> <li>Student Voice Captains</li> <li>Monitor student and community responses to the 'Global Citizen' program and awards.</li> <li>Monitor the level of the school's ICT infrastructure, resources and programs</li> </ul>		
				<p>12 months: 6 months:</p> <ul style="list-style-type: none"> <li>Promote positive student behaviours through the established 'Global Citizen' program or an appropriate alternative.</li> <li>Explore a range of other contemporary values programs.</li> <li>Maintain current Individualized Learning Plans for students who are deemed to require additional support or extension in their learning or behaviour.</li> <li>Utilize the expertise on the Education &amp; Policy Sub-committee of School Council to Conduct Parent Forums on emerging issues.</li> <li>Utilize the CIS framework to guide the development of multiculturalism and internationalism across the school.</li> <li>Utilize the Student Opinion Survey to monitor the level of student satisfaction in all variables.</li> <li>Achieve eSmart Stage 3 (Sustainability)</li> </ul>	●	<ul style="list-style-type: none"> <li>Monitor the achievements of the Student Leadership Program <ul style="list-style-type: none"> <li>School Captains and Vice-Captains</li> <li>The Arts Captains</li> <li>The Environment Captains</li> <li>Community and Junior School Council</li> <li>House Captains</li> <li>Multimedia Captains</li> <li>Student Voice Captains</li> </ul> </li> <li>Monitor student and community responses to the 'Global Citizen' program and awards.</li> <li>Monitor the level of the school's ICT infrastructure, resources and programs</li> </ul>		
<p>2. Utilize the 2017 Equity Funding allocation of \$6,300 to promote community involvement in the school</p>	<ul style="list-style-type: none"> <li>Through School Council establish a Communication Working Party to develop a comprehension approach to communication across the school and community</li> </ul>			<p>6 months:</p> <ul style="list-style-type: none"> <li>Detail the range and breadth of the communications strategies used by the school</li> <li>Establish a Communications Working Party including staff, school leadership, School Councillors and community members</li> <li>Evaluate the effect size of each communications strategy.</li> </ul>	●	<ul style="list-style-type: none"> <li>Conduct and evaluate a comprehensive survey of communication within the school community <ul style="list-style-type: none"> <li>Parents</li> <li>Students</li> <li>Staff</li> </ul> </li> </ul>		
				<p>12 months:</p> <ul style="list-style-type: none"> <li>Report to School Council and the community of the findings and recommendations of the Communications Working Party.</li> </ul>	●	<ul style="list-style-type: none"> <li>Formulate and implement a progressive and contemporary communication program</li> </ul>		



# Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Yes	3 - Embedding	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Yes	3 - Embedding	
	Evidence-based high impact teaching strategies	No	2 - Evolving	
	Evaluating impact on learning	No	2 - Evolving	
Professional leadership	<b>Building leadership teams</b>	No	3 - Embedding	
	Instructional and shared leadership	No	3 - Embedding	
	Strategic resource management	No	4 - Excelling	
	Vision, values and culture	No	4 - Excelling	
Positive climate for learning	<b>Empowering students and building school pride</b>	No	4 - Excelling	
	<b>Setting expectations and promoting inclusion</b>	No	4 - Excelling	
	Health and wellbeing	No	3 - Embedding	
	Intellectual engagement and self-awareness	No	3 - Embedding	
Community engagement in learning	<b>Building communities</b>	No	4 - Excelling	
	Global citizenship	No	4 - Excelling	
	Networks with schools, services and agencies	No	4 - Excelling	
	Parents and carers as partners	No	4 - Excelling	

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

**Mid-Year 2017:** The whole school focus on writing is well underway with the participation by five school leadership staff in a three-day PD around writing facilitated by Misty Adonou. This program was held in association with McKinnon SC, McKinnon and Valkstone PSs. A train the trainer approach will take place at the school level to ensure that all staff are able to understand the theory and implement pedagogical practices. The particular focus on rich language, grammar and word origin should see significant gains in students' writing and spelling. The Victorian Curriculum has been fully adopted in place of the Australian Curriculum in all subject areas. Full reporting using the Compass platform has been achieved for the Mid-Year Reports. These reports indicate the extent of student learning growth across all subject areas without reference to A-E grading as in previous years. The Compass platform is now also used for messaging, permissions and payments as requested by parents and School Council.

Compass reporting has been fully implemented across all learning areas. The Confirmed Annual Program Budget has been applied to meet the learning resource needs of students and the school. Significant investments have been made in the improvement of the interior of the learning environment with painting of the four classrooms, the art room and the Hall completed in the first term break. Improvements to the retaining barriers around the play equipment has been completed and a new senior playground has been approved for installation in Term 3. Continuous improvements to the ICT infrastructure are planned for Term 3.

School Council has established a Communications Sub-committee to oversee the development of communication strategies aimed at maximising community understanding and involvement in the school. The Communications Sub-committee have undertaken a comprehensive survey of the community and the results will be available for analysis at the end of Term 2. Strategic planning around communications will take place in early Term 3.

All PLTs continue to plan collectively and conduct formal weekly meetings. The implementation of the Victorian Curriculum has necessitated a review of all learning units, including Inquiry Units. The review of all units in a timely manner will bring about alignment with Victorian Curriculum across the school. The CIS self-study process is well underway with the parents being surveyed over a four week period in late Term 2 and early Term 3. Full school CIS documentation will be developed at Staff Meetings in Term 3. The Student



Leadership Program is highly productive with student leaders inspiring students from Prep - Year 6 to support and enjoy the achievement of goals in all areas of endeavour.

**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:**

