

## Annual Implementation Plan: for Improving Student Outcomes

School name: Thomastown Primary School

Year: 2017

School number: 631

Based on strategic plan: 2014 - 2017

### Endorsement:

Principal Amanda Henning 29/3/2017

Senior Education Improvement Leader David Kilmartin [date]

School council Kerryn Holland 29/3/2017

### Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> <li>To ensure all Thomastown Primary School students are literate, numerate and curious learners</li> <li>To provide a rigorous curriculum where students feel challenged, supported and motivated to learn to their full potential.</li> <li>To strengthen students transitions as they move through the school and beyond.</li> <li>To provide an inclusive, safe and orderly learning environment where students' health, safety and wellbeing is paramount and students feel valued and recognised for their individual talents</li> <li>To consistently align all aspects of school operations and resource allocation to support sustained improvement in student learning and wellbeing.</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
		<b>Positive climate for learning</b>	Empowering students and building school pride
	Setting expectations and promoting inclusion		
<b>Community engagement in learning</b>	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.

Analysis of data over time indicates that students at Thomastown Primary School are not performing as strongly in mathematics as they are in other curriculum areas. Evidence indicates that TPS students make great gains in their learning from Year 3 to Year 5. However evidence, such as, Brigance, Early Numeracy and English Online, also shows that TPS students begin their Foundation year at a level significantly below that expected of students entering their first year of formal education and that while students make good gains in Year 1 and 2, it is not until Year 5 that TPS students reach or exceed the expected level for their age group. For this reason, teaching practices and programs in the early years of school will remain a major focus.

#### NUMERACY

##### Year 3 NAPLAN

- 2014 4% of students below NMS (band 1) and 8% at NMS (Band 2)
- 2015 18.8% of students at NMS (Band 2)
- 2016 26.1% of students at NMS (Band 2)

*In 2016, 9% of Year 3 students at TPS were in the top two NAPLAN bands as compared to 22% in similar schools (Learning For Life Data)*

*Between 2012 and 2016, 19% of Year 3 students at TPS were in the top two NAPLAN bands as compared to 24% in similar schools (Learning For Life Data)*

##### Year 5 NAPLAN

- 2014 16.1% of students at NMS (Band 4)



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- 2015 6.9% of students below NMS (Band 3) and 24.1% at NMS (Band 4)
- 2016 6.1% of students below NMS (Band 3) and 9.1% at NMS (Band 4)

**In 2016, 9% of Year 5 students at TPS were in the top two NAPLAN bands as compared to 18% in similar schools (Learning For Life Data)**

**Between 2012 and 2016, 15% of Year 5 students at TPS were in the top two NAPLAN bands as compared to 19% in similar schools (Learning For Life Data)**

**Year 3 to 5 Relative Growth as Measured by NAPLAN**

- |   |  |
|---|--|
| • 2014 32% of students made low relative growth   | 2014 33.3% of students made high relative growth |
| • 2015 15.8% of students made low relative growth | 2015 21.1% of students made high relative growth |
| • 2016 13.3% of students made low relative growth | 2016 26.7% of students made high relative growth |

**In 2016, 27% of Year 5 students at TPS made high relative growth as compared to 22% in similar schools (Learning For Life Data)**

**Between 2012 and 2016, 32% of Year 5 students at TPS made high relative growth as compared to 25% in similar schools (Learning For Life Data)**

**STUDENT WELLBEING**

**Year 5 and 6 ATSO Measures**

Learning Confidence	Stimulating Learning
• 2014 4.57	2014 4.74
• 2015 4.62	2015 4.77
• 2016 4.67	2016 4.85

**Student Absences – Average Prep to Year 6**

- 2014 18.02 days
- 2015 19.86 days
- 2016 18.46 days

**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	<p><b>Our Key Improvement Strategies for 2017 will focus primarily on building practice excellence in Numeracy by:</b></p> <ul style="list-style-type: none"> <li>• Providing professional learning to develop a consistent understanding of mathematics learning and best practice teaching approaches</li> <li>• Continuing to build and embed consistent learning and teaching practices across all year levels</li> <li>• Continuing to build teacher capacity through professional learning and a structured peer observation cycle based on the Theories of Action and AITSL standards</li> <li>• Continuing to use and moderate assessment data to inform teaching, monitor student progress and provide targeted feedback</li> <li>• Researching and implementing high impact strategies to develop consistent understanding of the teaching of mathematics.</li> </ul>
Curriculum planning and assessment	<p><b>Our Key Improvement Strategies for 2017 will focus primarily on improving curriculum planning and assessment in Numeracy by:</b></p> <ul style="list-style-type: none"> <li>• Developing a Mathematics Scope and Sequence focussed on the development of deep understandings in mathematics and aligned with Victorian Curriculum</li> <li>• Aligning mathematics planning documents with assessment procedures</li> <li>• Focusing on authentic problem solving and rich, differentiated learning activities</li> </ul>

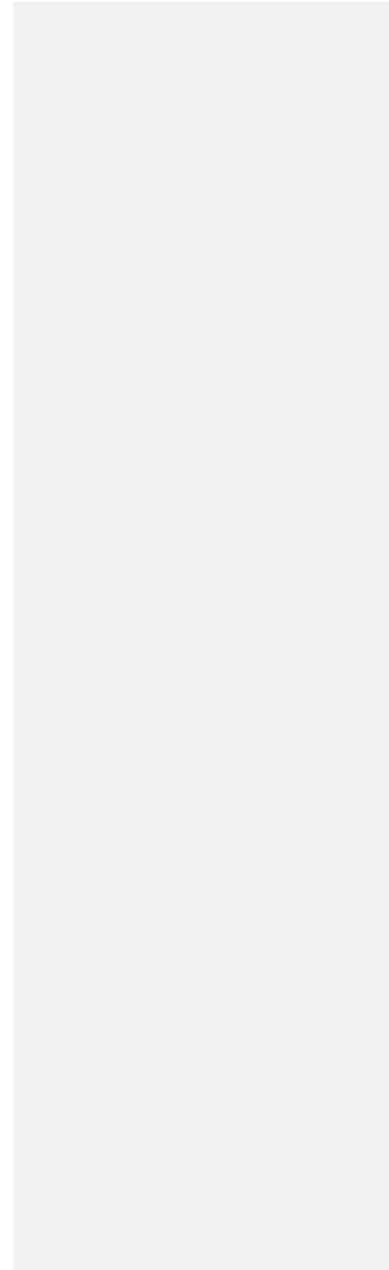
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	<ul style="list-style-type: none"><li>• Developing common rich assessment tasks and rubrics in mathematics</li><li>• Redesigning assessment tasks to better track student progress in mathematics against both the expected levels in the Victorian Curriculum and individual student targets.</li></ul>
Empowering students and building school pride	<p><b>Our Key Improvement Strategies for 2017 will focus primarily on empowering students and building school pride by:</b></p> <ul style="list-style-type: none"><li>• Identifying opportunities for increased student voice across the school's education programs and activities</li><li>• Continuing to develop strategies to enhance students' perception of themselves and their peers</li><li>• Document and implement a whole school approach to student attendance</li><li>• Continuing to develop strategies to enhance students' perception of themselves and their peers.</li></ul>



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## Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please 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.

<b>STRATEGIC PLAN GOALS</b>	To ensure all Thomastown Primary School students are literate, numerate and curious learners							
<b>IMPROVEMENT INITIATIVE</b>	Building practice excellence							
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>For each student to achieve at least one year's growth in learning as measured by AusVELS during each school year.</li> <li>For each student to achieve growth at or above state levels as measured by NAPLAN over the two year period (Grade 3-Grade 5)</li> <li>Matched cohort NAPLAN results to be greater than school growth</li> </ul>							
<b>12 MONTH TARGETS</b>	<p><b>Year 3 NAPLAN Number:</b></p> <ul style="list-style-type: none"> <li>To reduce the percentage of Year 3 students at NMS (Band 2) to below 20% (26.1% in 2016)</li> <li>To increase the percentage of Year 3 students in the top two NAPLAN bands to equal that of similar schools as measured by Learning for Life data (TPS 19% in 2016/similar schools 24% in 2016)</li> </ul> <p><b>Year 5 NAPLAN Number:</b></p> <ul style="list-style-type: none"> <li>To increase the percentage of Year 5 students above NMS (Band 5 and above) to below 20% (26.1% in 2016)</li> <li>To increase the percentage of Year 5 students in the top two NAPLAN bands to equal that of similar schools as measured by Learning for Life data (TPS 9% in 2016/similar schools 18% in 2016)</li> </ul> <p><b>Year 3 to 5 Relative Growth in Number as Measured by NAPLAN</b></p> <ul style="list-style-type: none"> <li>To reduce the percentage of students making low relative growth from Year 3 to Year 5 to below 10%</li> <li>To increase the percentage of students making high relative growth from Year 3 to year 5 to above 30%</li> </ul> <p><b>For 85% of students to make 12 months or greater growth in numeracy each year as evidenced by:</b></p> <ul style="list-style-type: none"> <li>Mathematics Assessment Interview data and teacher judgement in Years Prep – 5</li> <li>On Demand General Mathematics and Number data in Years 3 - 6</li> </ul>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build and embed consistent learning and teaching practices across all year levels in mathematics	<ul style="list-style-type: none"> <li>Learning Coach and Numeracy PLT to complete Getting Ready in Numeracy (GRIN) program through Monash University</li> <li>Employment of teacher (0.6) to implement GRIN intervention program in Years 1 &amp; 2</li> <li>Introduce and embed the documented teaching and learning cycle including the use of common planning documents</li> <li>Provide professional learning to develop a consistent understanding of the teaching of</li> </ul>	Learning Coach & Numeracy PLT	End of Term 2	6 months:	● ● ●	<ul style="list-style-type: none"> <li>Nominated teachers to have completed GRIN program training</li> <li>Documenting GRIN program and informing staff as to how program will work</li> <li>Setting parameters for selection of participating students</li> <li>Staffing of GRIN program and inclusion in school timetable</li> <li>Curriculum Day held with focus on Numeracy</li> <li>TPS meeting schedule details frequency of mathematics based professional learning activities</li> </ul>	\$4800	
		Principal	Beginning of Term 2	12 months:			\$38000	
		Learning Coach	End of Term 3					
		Learning Coach	Ongoing		● ● ●			



	mathematics			<ul style="list-style-type: none"> <li>GRIN strategies to be included in mathematics planning documents</li> <li>Common planning documents in use</li> <li>Series of mathematics based professional learning sessions completed</li> <li>Action Research projects completed</li> </ul>				
Build teacher capacity through a structured peer observation cycle based on the Theories of Action and AITSL standards	<ul style="list-style-type: none"> <li>Full implementation of a Peer observation program (adjusted to include modelled lessons)</li> <li>Implementation of Instructional Rounds with a focus on strategies introduced in Professional Learning</li> <li>Formal induction program and mentoring of graduate/new and returning teachers</li> </ul>	Learning Coach & Numeracy PLT leader	End of Term 3	6 months: Induction & Mentoring	● ● ●		\$3000	
		Leadership Team	Ongoing	<ul style="list-style-type: none"> <li>Teachers to be supported by Leading Teacher during collaborative planning sessions (APT)</li> <li>PLTs to be supported by senior member of staff</li> <li>Graduates to have monthly planning days supported by Leading Teacher</li> </ul>			\$2000	
		Leading Teacher	Ongoing	12 months: <ul style="list-style-type: none"> <li>Teachers to have completed 2 peer observation cycles – Graduate teachers to participate in observation aspect only</li> <li>Completion of Instructional Rounds</li> <li>Documented professional learning program</li> </ul>	● ● ●			
	Professional learning program to focus on: <ul style="list-style-type: none"> <li>Teaching and Learning cycle</li> <li>Documented mathematics curriculum focused on deep learning strategies</li> <li>Victorian Curriculum</li> <li>ICT as an enabler in the learning of mathematics skills and strategies</li> </ul>	Leading Teacher	End of 2018	<ul style="list-style-type: none"> <li>Partial completion of a Teaching and Learning Cycle document (2 year project/</li> </ul>				
Use and moderate assessment data to inform teaching, monitor student progress and provide targeted feedback	Use of SPA Markbook to <ul style="list-style-type: none"> <li>develop assessments and design rubrics</li> <li>identify student groups (ZPD tables)</li> <li>analyse student growth and effect sizes</li> <li>provide feedback to teachers on the effectiveness of teaching approaches and activities</li> </ul>	Leading Teacher	End of Term 2	6 months: <ul style="list-style-type: none"> <li>Assessment rubrics and continuums developed by PLTs and stored on SPA Markbook</li> <li>SPA Markbook – evidence of teachers’ use of the program</li> </ul>	● ● ●		\$3000	
		Leadership Team		12 months: <ul style="list-style-type: none"> <li>Teachers using ZPD to differentiate planning of lesson content</li> <li>Evidence of teachers having been provided feedback on effectiveness of teaching approaches and activities</li> </ul>	● ● ●			



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	To provide a rigorous curriculum where students feel challenged, supported and motivated to learn to their full potential.
<b>IMPROVEMENT INITIATIVE</b>	Curriculum planning and assessment
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>For each student to achieve at least one year's growth in learning as measured by AUSVELS/Victorian Curriculum during each school year.</li> <li>For each student to achieve growth at or above state levels as measured by NAPLAN over the two year period (Grade 3-Grade 5)</li> <li>Matched cohort NAPLAN results to be greater than school growth</li> </ul>
<b>12 MONTH TARGETS</b>	<p><b>Year 3 NAPLAN Number:</b></p> <ul style="list-style-type: none"> <li>To reduce the percentage of Year 3 students at NMS (Band 2) to below 20% (26.1% in 2016)</li> <li>To increase the percentage of Year 3 students</li> <li>To increase the percentage of Year 3 students in the top two NAPLAN bands to equal that of similar schools as measured by Learning for Life data (TPS 19% in 2016/similar schools 24% in 2016)</li> </ul> <p><b>Year 5 NAPLAN Number:</b></p> <ul style="list-style-type: none"> <li>To increase the percentage of Year 5 students above NMS (Band 5 and above) to below 20% (26.1% in 2016)</li> <li>To increase the percentage of Year 5 students in the top two NAPLAN bands to equal that of similar schools as measured by Learning for Life data (TPS 9% in 2016/similar schools 18% in 2016)</li> </ul> <p><b>Year 3 to 5 Relative Growth in Number as Measured by NAPLAN</b></p> <ul style="list-style-type: none"> <li>To reduce the percentage of students making low relative growth from Year 3 to Year 5 to below 10%</li> <li>To increase the percentage of students making high relative growth from Year 3 to year 5 to above 30%</li> </ul> <p><b>For 85% of students to make 12 months or greater growth in numeracy each year as evidenced by:</b></p> <ul style="list-style-type: none"> <li>Mathematics Assessment Interview data and teacher judgement in Years Prep – 5</li> <li>On Demand General Mathematics and Number data in Years 3 - 6</li> </ul>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Development of Mathematics Scope and Sequence aligning with Victorian Curriculum	<ul style="list-style-type: none"> <li>By the end of 2018, mathematics scope and sequence developed in conjunction with Victorian Curriculum with the guidance of the school's Learning and Teaching coach.</li> </ul>	Learning Coach	By end of Term 3	6 months: <ul style="list-style-type: none"> <li>Developed a scope and sequence for the development of Place Value</li> </ul>	● ● ●			
			By end of Term 4	12 months: <ul style="list-style-type: none"> <li>Developed a scope and sequence for the development of additive thinking with links to the application of measurement concepts.</li> <li>Developed a scope and sequence for the development of mental computation strategies</li> </ul>	● ● ●			
Continue to use and moderate mathematics assessment data to inform teaching, monitor student progress and provide targeted feedback	<ul style="list-style-type: none"> <li>Develop learning intentions and success criteria for units of work</li> <li>Develop assessment tools for pre/post testing</li> <li>Provide time and support within PLTs to moderate work samples and assessments</li> <li>Use of GRIN assessment tools to</li> </ul>	Learning Coach in conjunction with PLTs	Ongoing	6 months: <ul style="list-style-type: none"> <li>Timetabling of moderation within PLTs</li> <li>Evidence within developed mathematics units of learning intentions and success criteria</li> <li>Regular use of learning intentions and success criteria observed within classroom programs</li> <li>Initial assessment of Year 1 to 6 students using GRIN assessment tools completed</li> </ul>	● ● ●			
			By end of Term 2	12 months: <ul style="list-style-type: none"> <li>Developed assessment tools consistent with a problem solving approach to the teaching of mathematics</li> </ul>	● ● ●			
		Leading Teacher	Each term					
		Leading Teacher & Principal						



	develop additional baseline data for tracking of student progress in mathematics	GRIN intervention teacher	Start of Terms 2 & 4	<ul style="list-style-type: none"> <li>Developed the capacity for teachers to analyse student responses to assessment tasks – move away from right/wrong answers to students articulating their understandings and why they chose specific strategies</li> <li>Second assessment of Year 1 to 6 students using GRIN assessment tools completed (supports dot point above – students articulating choice of specific strategies)</li> </ul>				
Analysis of NAPLAN data to determine focus areas to target for improvement	<ul style="list-style-type: none"> <li>Item analysis of NAPLAN data over past two years for identification of areas for improvement</li> <li>Information from NAPLAN item analysis to inform content of professional learning</li> </ul>	Learning Coach & Prindpal	Ongoing	6 months:	● ● ●			
		Learning Coach	End of Term 4	12 months: <ul style="list-style-type: none"> <li>2017 NAPLAN item analysis completed and used by PLTs in planning</li> <li>2017 NAPLAN item analysis completed and used to inform content of professional learning</li> </ul>	● ● ●			
Focus on authentic problem solving and rich, differentiated learning activities	<ul style="list-style-type: none"> <li>PLTs to work with Learning Coach to develop rich learning and assessment tasks in mathematics</li> <li>Development of assessment tasks and rubrics to support problem solving and rich differentiated learning activities</li> <li>Provision of time each term for the planning of mathematics units with the assistance of the Learning Coach</li> </ul>	Learning Coach	Ongoing	6 months:	● ● ●			
		Learning Coach  Prindpal	End of Term 4  Each term	12 months: <ul style="list-style-type: none"> <li>Teachers documenting units of work that include worded problems, problem solving tasks and rich learning activities</li> <li>Teachers to have trialed assessment tasks that support and inform teaching based around worded problems, problem solving and rich learning activities</li> </ul>	● ● ●			



## Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To provide an inclusive, safe and orderly learning environment where students' health, safety and wellbeing is paramount and students feel valued and recognised for their individual talents						
OTHER IMPROVEMENT MODEL DIMENSIONS		Empowering students and building school pride						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> <li>For scores in the Teaching and Learning category of the Student Attitudes to School Survey to be above the 95<sup>th</sup> percentile.</li> <li>For scores in the Transitions category of the Parent Opinion Survey to remain in the fourth quartile and improve year by year.</li> <li>For average attendance rates (excluding those students on extended family holidays) to be consistent with state.</li> <li>For average absence days in Grades 3 – 6 to be less than students in the state.</li> </ul>						
12 MONTH TARGETS		<ul style="list-style-type: none"> <li>For scores in the Student Relationships and Wellbeing categories of the Student Attitudes to School Survey to remain at above the 95<sup>th</sup> percentile.</li> <li>Maintain scores in the Teaching and Learning category of the Student Attitudes to School Survey at above the 95<sup>th</sup> percentile.</li> <li>For average attendance rates (excluding those students on extended family holidays) to be consistent with state.</li> <li>For average absence days in Grades prep to Year 6 to be reduced by 2 days per student.</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget Estimate YTD	
Identification of opportunities for increased student voice across the school's education programs and activities	<ul style="list-style-type: none"> <li>Student Leadership Team to attend formal leadership training such as, a student leadership conference.</li> <li>Introduction of extra curricula programs in areas such as, robotics, chess and art that will be facilitated by a staff member assisted by student leaders</li> </ul>	Principal and Year 6 teachers	End of Term 2	6 months: • Extra curricula programs implemented	● ● ● ●			
		Principal	End of Term 2	12 months: • Students have attended a learning activity such as a student leadership conference • Key staff have participated in learning activities to support the development of student leadership skills • Timetable and room allocation for extra curricula programs. Allocate equipment and staff to clubs as required.	● ● ● ●		\$2000	
Develop and implement strategies so that all students know what they are learning and why	<ul style="list-style-type: none"> <li>Learning intentions routinely planned for units of work and lessons and shared with students and displayed in all classes and specialist sessions</li> <li>Success criteria routinely developed / co-constructed with students</li> <li>Introduction of digital learning portfolios for all students in Years 3 - 6</li> </ul>	Leading Teacher	Ongoing	6 months: - Development of LI and SC a focus on planning sessions for integrated units and in PLTs - Digital Learning Portfolios shared with parents at grade 5/6 Semester 1 Student-led conferences	● ● ● ●			
		Teachers Assistant Principal	Ongoing End of Term 2	12 months: - LI displayed and discussed in all classes and specialist sessions - Success criteria developed for learning activities and units of work. In most cases co-constructed with students in grades 4-6 - Digital Learning Portfolios sent home as part of Semester 2 reporting process	● ● ● ●			
Document and implement a whole school approach to student attendance	<ul style="list-style-type: none"> <li>Develop systems for the regular monitoring of student attendance</li> <li>Develop protocols for the identification of students with below average patterns of attendance</li> <li>Develop appropriate strategic responses to be used in instances of high absenteeism</li> <li>Improve the accuracy and analysis of</li> </ul>	Assistant Principal Assistant Principal	End of Term 3 End of Term 3	6 months: • Strategic response to high student absenteeism in use • Compass attendance/absenteeism reports provide accurate information regarding absence types • Evidence of contact with parents of students with identified high absenteeism	● ● ● ●			
		Assistant Principal Assistant	End of Term 2	12 months: • Review of attendance policy to reflect current practices and expectations • Causal factors for absenteeism identified and strategies developed for 2018	● ● ● ●			





	attendance data through a review of the absence coding	Principal						
Continue the development of strategies to enhance students' perception of themselves and their peers.	<ul style="list-style-type: none"> <li>Conduct further surveys or interviews e.g. (SATS surveys) to supplement data already collected. Triangulate data from students, parents and teachers</li> <li>Use of Building Resilience Social and Emotional Learning materials to develop an intervention to target at risk Year 5 students to enhance resilience and wellbeing</li> <li>Investigate and implement programs to build cyber safety skills of students at all grade levels</li> </ul>	Primary Welfare Officer	End of Term 3	6 months: <ul style="list-style-type: none"> <li>Data from ATSO, Parent Opinion &amp; Staff Satisfaction surveys analysed</li> <li>Completion of ATSO survey</li> <li>Research completed as to other available surveys or tools for use with students</li> <li>Primary Welfare Officer has identified students to be included in resilience group and has begun implementation of program</li> </ul>	● ● ●			
		Primary Welfare Officer	End of Term 2					
		Assistant Principal	End of Term 3	12 months: <ul style="list-style-type: none"> <li>Cyber safety program has been delivered at all year level</li> <li>Primary Welfare Officer has continued to work on resilience skills and strategies with targeted groups of students.</li> </ul>	● ● ●		\$2000	



## 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	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.]
	<b>Curriculum planning and assessment</b>	Yes	Select status	
	Evidence-based high impact teaching strategies	Yes	Select status	
	Evaluating impact on learning	Yes	Select status	
Professional leadership	<b>Building leadership teams</b>	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Yes	Select status	
	<b>Setting expectations and promoting inclusion</b>	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	<b>Building communities</b>	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Considerations for 2018:</b>				

