

# Annual Implementation Plan: for Improving Student Outcomes

School name: Essex Heights PS

Year: 2017

School number: 4903

Based on strategic plan: 2015-18

Endorsement:

Principal George Perini

23<sup>rd</sup> March 2017

Senior Education Improvement Leader Allen McAuliffe

23<sup>rd</sup> March 2017

School council Trevor Sharrock

23<sup>rd</sup> March 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 maximise student performance across all curriculum areas; but specifically higher levels of growth in Literacy.</li> <li>To maximise levels of Student Engagement and Connectedness to the school for all students years Prep to 6.</li> <li>To improve student health, safety and wellbeing in order to maximise student learning experiences.</li> <li>To ensure that all school resources are targeted in order to improve overall student learning, teacher effectiveness and community engagement with the school.</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.

**Building Practice Excellence** has been identified as the key area for improvement. Following the Review conducted in 2015, it was identified that despite strong student data, there was not an agreed 'school wide' instructional model in place. This in turn limited our ability to develop teacher capacity as there was no agreed benchmark against which to judge our pedagogy.

The Review also identified Writing as an area where the Teacher Judgements and NAPLAN data had room for improvement, under the **Curriculum Planning and Assessment** Initiative. Therefore, this has been the key curriculum focus for our efforts, under the **Excellence in Teaching and Learning** Priority.

**Empowering Students and Building School Pride** is another Initiative that is a focus of the current Strategic Plan. It has been identified that the limited feedback data collected from students (only Yrs. 5 and 6) was inadequate. It is our intention to expand the feedback collected to all students in order to more accurately inform our reflections on pedagogy. Addressing the Initiative of **Setting Expectations and Promoting Inclusion**, the continued implementation of 'Compass' will enable us to better record and track student wellbeing for individual students. This Initiative is also supported through our participation in the School Wide Positive Behaviour Program, building 'school wide' expectations and behaviours for all students.

### 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>Build the practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model.</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>Build teacher capacity to differentiate teaching and personalise learning to ensure challenge and progress for every student.</li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>Develop and formalise feedback and reflection processes for teachers and students</li> <li>Implement a school wide framework that enhances Student Engagement and Student Wellbeing.</li> <li>Implement a school wide student tracking and communication system</li> </ul>



## Section 2: Improvement Initiative 1 - Student Achievement

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.

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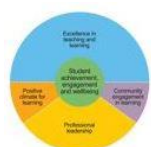
Student Attitudes (5 point scale)	2015	State Mean	2016 Target	2016 Results	2017 Target	2017 result
Stimulating Learning	3.76	4.16	3.80	3.99	4.10	
Teacher Effectiveness	4.13	4.44	4.20	4.21	4.30	
Learning Confidence	3.89	4.14	4.00	4.09	4.15	

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build the practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model.	Teachers and Level Teams utilise Essex Heights Instructional Model in planning <ul style="list-style-type: none"> <li>Develop a planning template that mirrors the EHPS Instructional model</li> </ul>	Prin. AP T&L PLT Teams Teachers	Term 1 & 2	6 months: <ul style="list-style-type: none"> <li>Planning template developed and in use by teams</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Improved outcome in staff opinion survey in Collective focus on student learning</li> <li>Improved Parent opinion survey data in T &amp; L elements and professional learning</li> <li>Improved Student attitude to School Survey data in T &amp; L elements and professional learning</li> <li>Use of EHPS instructional Model and Peer observation part of PDP process</li> </ul>		
				12 months:	● ● ●			
	Professional Learning for staff on: <ul style="list-style-type: none"> <li>Various aspects of the model</li> <li>How to use the EHPS instructional model in all classes</li> <li>What best practice looks like?</li> <li>Work with FISO group</li> </ul>	Prin. AP T&L PLT Teams Teachers	Term 2 & ongoing	6 months: <ul style="list-style-type: none"> <li>PL sessions conducted</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>PL sessions conducted</li> </ul>	● ● ●			
	Reflect on the use of instructional model through class room peer observation <ul style="list-style-type: none"> <li>Develop observation tools and protocols for the observations</li> <li>Conduct classroom Peer observations</li> </ul>	T&L PLT Teams Teachers	Term 3 & 4	12 months: <ul style="list-style-type: none"> <li>Protocols, proformas developed on giving and receiving feedback</li> <li>All staff have observed colleagues and have been observed by another teachers</li> <li>Teachers using the EHPS Instructional model effectively within their classrooms</li> </ul>	● ● ●			
				Teachers and Level Teams utilise the results of Peer observations to reflect on their classroom practice with particular focus on <ul style="list-style-type: none"> <li>Learning Intentions and</li> <li>Providing feedback to students</li> </ul>	Teams Teachers		Term 3 & 4	6 months:
12 months: <ul style="list-style-type: none"> <li>Teachers reflecting upon their practice</li> <li>Learning intentions and student feedback being used in all classes</li> </ul>	● ● ●							



## Section 2: Improvement Initiative 2 - Student Achievement

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> <li>To maximise student performance across all curriculum areas; but specifically higher levels of growth in Literacy</li> </ul>						
IMPROVEMENT INITIATIVE Curriculum Planning and assessment		<ul style="list-style-type: none"> <li>Build teacher capacity to differentiate teaching and personalise learning to ensure challenge and progress for every student</li> </ul>						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> <li>Student achievement in Writing, based on teacher judgements, to reflect an increasing proportion of 'A's &amp; 'B's each year</li> <li>Based on NAPLAN Relative Growth Charts, reduce students achieving Low Growth in Literacy to 10%</li> <li>Parent Opinion of the Teaching and Learning domain exceeds state means and improves annually</li> <li>Student Opinion of the Teaching and Learning programs, based on the Student Attitudes to School Survey exceeds the state means and improves annually.</li> </ul>						
12 MONTH TARGETS		<ul style="list-style-type: none"> <li>See <i>previous achievement targets in Improvement Initiative 1</i></li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build teacher capacity to differentiate teaching and personalise learning to ensure challenge and progress for every student.	Assessment <ul style="list-style-type: none"> <li>Create assessment rubrics for all aspects of Writing Development for each genre from Years F - 9, including: structure, punctuation, grammar &amp; vocabulary</li> <li>Liaise with Mt WSC for Year 7-8 rubrics</li> <li>Implement Fountas &amp; Pinnell assessment</li> <li>Professional learning for staff on use of a variety of assessment tools and feedback</li> </ul>	Writing PLT Intervention team  Teams Teachers	Semester 1 & 2	6 months <ul style="list-style-type: none"> <li>Rubrics created</li> <li>Begin using Fountas and Pinnell Assessment Prep – Year 2</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Improved student outcomes in writing and grammar</li> <li>Improved Student attitude to School Survey data in T &amp; L elements and professional learning</li> <li>Improved outcome in staff opinion survey in Collective focus on student learning and professional learning</li> <li>Improved Parent opinion survey data in T &amp; L elements</li> <li>Use of differentiation clearly evident in team planning documents</li> <li>Student data more easily accessible to staff</li> </ul>		
				12 months: <ul style="list-style-type: none"> <li>F &amp; P reading program used in P-2</li> <li>Staff have participated in PL re assessment and feedback</li> <li>Begin using Fountas and Pinnell Assessment Year 3 – Year 6</li> </ul>	● ● ●			
	Writing Professional Learning (PL) <ul style="list-style-type: none"> <li>Staff PL on agreed writing process for consistent practice and language P-6</li> <li>Specific PL for staff on writing conventions, writing strategies, and conventions of spelling</li> </ul>	Writing PLT Teams Teachers	Throughout semester 1 & 2	12 months: <ul style="list-style-type: none"> <li>PL sessions conducted</li> </ul>	● ● ●			
	Grammar <ul style="list-style-type: none"> <li>Audit current approach to teaching grammar across the school.</li> <li>Develop whole school documentation for grammar continuum, aligned with Victorian Curriculum.</li> <li>Include explicit teaching elements and approaches for each level in the documentation</li> <li>PL for staff re Grammar curriculum and implementation</li> </ul>	Writing PLT Teams Teachers	Semester 1 & 2	6 months: <ul style="list-style-type: none"> <li>Audit of teaching grammar commenced</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>Audit completed</li> <li>Whole School documentation for the teaching of Grammar completed</li> <li>PL session conducted</li> </ul>	● ● ●			
	Differentiation <ul style="list-style-type: none"> <li>Investigate best practices and approaches to writing development and grammar that best suit a wide range of abilities and in particular EAL and PSD students</li> <li>Liaise with Blackburn LS and using ABLES for best practice in differentiating writing tasks</li> <li>Provide PL on creating ILPs that best meet the needs of students with special needs</li> <li>Whole school PD on teaching strategies and approaches to building vocabulary, writing readiness and grammar skills-</li> </ul>	Writing PLT EAL staff Literacy Intervention PSD Staff  Teams Teachers	Terms 2 ,3 and 4	6 months: <ul style="list-style-type: none"> <li>Best practice identified</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>PL conducted</li> <li>Differentiation evident in planning documents</li> <li>ILPs and work programs for EAL students and students with special needs reflect explicit and targeted strategies for teaching writing, spelling and grammar.</li> </ul>	● ● ●			
	Tracking student data <ul style="list-style-type: none"> <li>Investigate the use of compass to track student skill development</li> <li>Professional learning for staff on the use of compass for student data tracking</li> </ul>			12 months: <ul style="list-style-type: none"> <li>Compass student tracking being used by staff</li> </ul>	● ● ●			



## Section 2: Improvement Initiative 3 - Student Engagement

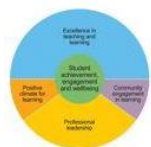
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<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>Parent Opinion Survey satisfaction levels in Stimulating Learning Environment and Transitions to exceed state means and improve annually.</li> <li>Student Attitudes to School Survey data in the domains of School Connectedness; Student Motivation and Learning Confidence to exceed state means and improve incrementally each year.</li> </ul>																																																	
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					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop and formalise feedback and reflection processes for teachers and <b>students</b> .	<b>Student Feedback Years P-6 about T &amp; L</b> <ul style="list-style-type: none"> <li>Identify student feedback tools currently available                             <ul style="list-style-type: none"> <li>How I learn best e.g. POLT Learning survey</li> <li>About classroom teacher e.g. POLT Perception survey</li> <li>About their learning e.g. KWL, mindmaps</li> <li>Used at other schools</li> </ul> </li> </ul>	Principal AP's T & L PLT Leadership Team & Level Teams	Term 1 & 2	6 months <ul style="list-style-type: none"> <li>Essex Heights student feedback surveys adopted</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Improved Student Opinion Survey</li> <li>Improved Parent Opinion Survey</li> </ul>		
	<ul style="list-style-type: none"> <li>Level Teams and Specialists review available tools</li> <li>Essex Heights Surveys drafted and implemented</li> </ul>	Leadership Team Level & Specialist Teams	Term 3 & 4	12 months: <ul style="list-style-type: none"> <li>Essex Heights student surveys conducted</li> <li>Data collected and collated from new student surveys</li> <li>Data utilised by Level Teams in reflection and planning</li> </ul>	● ● ●			
	<b>Student Feedback about Wellbeing Years 3-6</b> <ul style="list-style-type: none"> <li>Implement Resilience survey</li> <li>Review and act upon the results of the survey</li> </ul>	Leadership Team Level Teams 3-6	Term 3 & 4	12 months: <ul style="list-style-type: none"> <li>Resilience data utilised by Level Teams in reflection of Student and classroom issues</li> <li>Student Management and Leadership teams use data to reflect upon individual and school wide issues and response strategies</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Benchmark data for student resilience</li> <li>Improved Student Opinion data</li> <li>Improved Parent Opinion Survey</li> <li>Analysis of feedback informs SWPBS programs and processes</li> </ul>		





	<b>Student General feedback</b> <ul style="list-style-type: none"> <li>Develop an Attitude To School Survey / feedback tool catering for Years Prep - 4</li> <li>Trial the survey tool</li> <li>Review and act upon resulting data</li> </ul>	Principal AP's T & L PLT Leadership Team Level Teams	Term 3 & 4	12 months: <ul style="list-style-type: none"> <li>Survey data utilised by Level Teams in reflection of student and classroom issues in Year Prep - 4</li> <li>Student Management and Leadership teams use data to reflect upon individual and school wide issues and response strategies</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Benchmark data for student resilience</li> <li>Improved Student Opinion data</li> <li>Improved Parent Opinion Survey</li> </ul>		
Develop and formalise feedback and reflection processes for <b>teachers</b> and students	To be read in conjunction with Initiative 1							
	<b>Teaching and Learning Theory</b> <ul style="list-style-type: none"> <li>Professional Learning for staff <ul style="list-style-type: none"> <li>Understand The EHPS Instructional Model</li> <li>The importance of good feedback for students</li> <li>The importance of good learning intentions</li> <li>The learning Intentions and feedback loop</li> </ul> </li> <li>Create checklist of observable teacher behaviours / practices for student feedback</li> </ul>	Principal AP T & L PLT Level Teams Teachers	Term 2 and ongoing	6 months: <ul style="list-style-type: none"> <li>PL conducted</li> <li>Checklists created</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Improved Student Opinion data</li> <li>Improved Parent Opinion Survey</li> </ul>		
	<b>Professional Learning and Practice</b> <ul style="list-style-type: none"> <li>PL on staff giving and receiving feedback</li> <li>Staff Peer observation process and protocols developed</li> <li>Observation timetabled and completed</li> <li>Teacher feedback on peer observations</li> <li>Sharing of learnings and change in practice</li> </ul>	AP T & L Coach Level & Specialist Teams	Term 3 & 4	12 months: <ul style="list-style-type: none"> <li>PL conducted</li> <li>Peer observation conducted</li> <li>Feedback obtained / Staff discussion</li> <li>Teachers shared feedback re. learnings and practice</li> </ul>	● ● ●			



# Section 2: Improvement Initiative 4 - Wellbeing

<b>STRATEGIC PLAN GOALS</b>	<ul style="list-style-type: none"> <li>To improve student health, safety and wellbeing in order to maximise student learning experiences.</li> </ul>
<b>IMPROVEMENT INITIATIVE</b> Empowering students and building school pride	<ul style="list-style-type: none"> <li>Implement a school wide framework that enhances Student Engagement and Student Wellbeing</li> </ul>
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>To ensure that Parent Opinion Survey data of Social Skills and Stimulating Learning are above state means and improve annually.</li> <li>To ensure that student Attitudes to School Survey means in the Wellbeing domain are all above state means and improve annually</li> <li>Student absence rates are reduced annually and remain below state means.</li> </ul>

<b>12 MONTH TARGETS</b>	To ensure that Parent Opinion Survey data of Social Skills and Stimulating Learning are above state means and improve annually.						
	<b>Parent Opinion (7 point scale)</b>	<b>2015</b>	<b>State Mean</b>	<b>2016 Target</b>	<b>2016 Result</b>	<b>2017 Target</b>	<b>2017 Result</b>
	Social Skills	5.58	5.8	5.7	5.81	5.9	
	Student Safety	5.79	5.5	5.85	5.85	5.9	
	To ensure that student Attitudes to School Survey means in the Wellbeing domain are all above state means and improve annually.						
	<b>Student Attitudes (7 point scale)</b>	<b>2015</b>	<b>State Mean</b>	<b>2016 Target</b>	<b>2016 Result</b>	<b>2017 Target</b>	<b>2017 Result</b>
	Student Distress	5.68	5.94	5.75	6.00	6.1?	
	Student Morale	5.38	5.75	5.5	5.7	5.8	
	Student absence rates are reduced annually and remain below state means.						
	<b>Student Absence (days per FTE)</b>	<b>2015</b>	<b>State Mean (2013)</b>	<b>2016 Target</b>	<b>2016 Result</b>	<b>2017 Target</b>	<b>2017 Result</b>
	Prep – Yr 6	13.27	14.53	9.00	13.1	11.0	

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Investigate and implement a Student Wellbeing Tracking System (such as "Compass") consistently across the school	<ul style="list-style-type: none"> <li>Review and develop input/recording of tracking and wellbeing data on Compass:                             <ul style="list-style-type: none"> <li>Develop procedure flowchart for management of data including who oversees the data input, analysis and recommendations for actions.</li> <li>Review Chronicles Coding</li> <li>Review Visibility codes</li> <li>Explore further reward system e.g. House Points and record on Compass</li> </ul> </li> <li>Identify Tier 2 students – through Incident reports and tracking system</li> </ul>	SWPBS team & AP member of Staff on COMPASS team	Term 1 & 2	6 months <ul style="list-style-type: none"> <li>Teachers input information to Student chronicles page on COMPASS including:                                     <ul style="list-style-type: none"> <li>positive behaviour and incident data</li> <li>intervention and specialised programs</li> <li>ILPs and Behaviour Management Plans (BMPs)</li> </ul> </li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Improved Parent Opinion Survey data of Social Skills and Stimulating Learning</li> <li>Improved student Attitudes to School Survey means in the Wellbeing domain</li> <li>Reduction in Student absence rates</li> <li>Reduction in Playground incidences.</li> <li>Staff implementation of Student Engagement and Wellbeing Policy</li> <li>Student Engagement and Wellbeing Policy published on school web site and Compass</li> <li>Incident report records and teacher referrals reflect expected procedural steps taken</li> <li>Explicit teaching of expected behaviour evidenced through:                                     <ul style="list-style-type: none"> <li>Teaching work programs</li> <li>Visuals</li> </ul> </li> </ul>		
			Term 3 & 4	12 months: <ul style="list-style-type: none"> <li>Data used to inform:                                     <ul style="list-style-type: none"> <li>Further development of explicit teaching</li> <li>ILPs, BMPs and Transition plans for students, and</li> <li>required changes to yard supervision</li> </ul> </li> </ul>	● ● ●			
Review the school Student Engagement and Student Wellbeing policy.	<ul style="list-style-type: none"> <li>Policy and Planning Committee review the Student Engagement and Wellbeing policy</li> <li>Fully document and implement procedures, processes and programs related to the policy</li> <li>Improve communication for parents and students through school website</li> </ul>	SWPBS team & AP Policy and Planning Committee	Term 1 & 2	6 months: <ul style="list-style-type: none"> <li>Draft policy completed and endorsed by School Council</li> <li>JSC facilitate installation of visuals/ signage in all areas to promote Protective Behaviours and Child Safe practices</li> </ul>	● ● ●			
			Term 3 & 4	12 months:	● ● ●			



		Leadership Team		<ul style="list-style-type: none"> <li>Procedures and programs related to the Engagement and Wellbeing Policy reviewed and implemented</li> </ul>		<ul style="list-style-type: none"> <li>Documentation in unit planners on Staff shared folders and on Curriculum Organiser</li> </ul>		
Implement a framework such as, School Wide Positive Behaviour Support (SWPBS), with a view to enhancing school delivery of Student Engagement and Student Wellbeing.	<ul style="list-style-type: none"> <li>Review data of positive behaviours and incidences to inform targeted intervention for the following year</li> <li>Develop, review and implement flowchart for managing: <ul style="list-style-type: none"> <li>inappropriate behaviour in playground</li> <li>inappropriate behaviour in classrooms</li> <li>positive behaviour in classrooms</li> </ul> </li> <li>PLT Team undertake Learning Walks to investigate implementation of Reward systems</li> <li>Further develop and document explicit teaching strategies and processes for student wellbeing and social competencies</li> <li>Provide Professional Learning for staff and parents for SWPBS</li> <li>Student Management Team to monitor and assess student referrals, source and provide specialised internal and external programs for students</li> </ul>	Leadership Team AP and PSD Coordinator	Term 1 & 2	<ul style="list-style-type: none"> <li>6 months: <ul style="list-style-type: none"> <li>Continuums of procedures for encouraging expected behaviours and discouraging rule violations developed</li> <li>Visuals and explicit teaching in place to reinforce positive behaviours in outside areas. Reward systems in place in classrooms</li> </ul> </li> <li>Communication to parents enhanced through SWPBS link on website. Include: <ul style="list-style-type: none"> <li>Student Engagement and Wellbeing Policy</li> <li>Information relating to SWPBS programs, Restorative Practices, and external support agencies</li> <li>Parenting information e.g. brochures</li> </ul> </li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>PLT meetings and Staff Professional Learning sessions delivered: <ul style="list-style-type: none"> <li>Maria Roberto</li> <li>SKIPS</li> <li>Resilience Survey</li> </ul> </li> <li>Parent PD and forums: <ul style="list-style-type: none"> <li>Chris Dacos</li> <li>SKIPS</li> <li>Understanding Mental Health forum</li> <li>Monash University on-line parent program</li> </ul> </li> <li>Published policies and procedures for Parent Complaints and Child Safe</li> <li>Child Safe Standards implemented</li> </ul>		
		SWPBS team Teachers and ESOs Student Management Team	Term 3 & 4	<ul style="list-style-type: none"> <li>12 months: <ul style="list-style-type: none"> <li>Teachers and ESOs follow outlined procedures in Behaviour flowcharts</li> <li>Feedback/sharing of findings of Learning Walk to staff to enhance strategies and approaches</li> <li>Documented Social competencies teaching strategies for all Tier 1, 2 and 3 students across year levels in personal and interpersonal learning</li> <li>Classroom folders set up in all classrooms to include <ul style="list-style-type: none"> <li></li> </ul> </li> <li>Additional programs timetabled and delivered for Tier 2 and 3 students</li> </ul> </li> </ul>	● ● ●			
Develop and implement a Staff and Parent Code of Conduct	<ul style="list-style-type: none"> <li>Review staff Induction checklist to include Student Referral processes, SWPBS, Child Safe Standards and Protective Behaviours</li> <li>Provide access to Mandatory Reporting PD for teachers</li> <li>Develop and disseminate Parent Complaints Policy and Child Safe Policy</li> <li>Implement broad communication strategy for SWPBS</li> </ul>	AP and SWPBS team	Term 1 & 2	<ul style="list-style-type: none"> <li>6 months: <ul style="list-style-type: none"> <li>Staff briefed on procedures for dealing with, and reporting and recording of Parent complaints</li> </ul> </li> </ul>	● ● ●			
		Leadership Team Teachers	Term 3 & 4	<ul style="list-style-type: none"> <li>12 months: <ul style="list-style-type: none"> <li>Protective Behaviours and Child Safe Teaching and Learning documented in Unit and work plans</li> <li>Induction materials updated to include SWPBS procedures and programs</li> </ul> </li> </ul>	● ● ●			
Continue to enhance student voice and leadership at the school as a basis for ongoing school improvement.	See Initiative 3			6 months:	● ● ●			
				12 months:	● ● ●			





## Section 2: Improvement Initiative 5 - Productivity

<b>STRATEGIC PLAN GOALS</b>	<ul style="list-style-type: none"> <li>To ensure that all school resources are targeted in order to improve overall student learning, teacher effectiveness and community engagement with the school</li> </ul>							
<b>IMPROVEMENT INITIATIVE</b> Empowering students and building school pride	<ul style="list-style-type: none"> <li>Building Communities</li> </ul>							
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>General Satisfaction levels in the Parent Opinion Survey to exceed State means and improve annually</li> </ul>							
<b>12 MONTH TARGETS</b>	General Satisfaction levels in the Parent Opinion Survey to exceed State means and improve annually.							
	<b>Parent Opinion (7 point scale)</b>	<b>2015</b>	<b>State Mean</b>	<b>2016 Target</b>	<b>2016 Result</b>	<b>2017 Target</b>	<b>2017 Result</b>	
	General Satisfaction	6.11	6.0	6.2	6.02	6.2		
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>			
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>	
							<b>Estimate</b>	<b>YTD</b>
Implement a school wide student tracking and communication system.	Develop procedure plan for managing Compass Communication system  Compass extended to include Parent Portal and communication to the community <ul style="list-style-type: none"> <li>Establish lead users and include an administration officer</li> <li>Review Parent Usage data and develop strategies to increase parent usage e.g. use of phone application and more training/information</li> <li>Further training for staff regarding use of compass and communication with parents</li> <li>Parents authorised to approve student absences</li> <li>Parents provided with ILPs, SSG minutes and SWPBS wellbeing and behaviour information (including participation in additional programs) through Compass chronicles</li> </ul>	Principal APs Lead users Compass Admin.	Term 1 & 2	<ul style="list-style-type: none"> <li>Documented management plan for Compass Communication</li> <li>PL for staff on using Compass as a communication tool</li> <li>Parents authorise absences on Compass</li> <li>Parents access information related to their child through Compass chronicles</li> <li>Increased use of Compass by parents (activity logs; surveys?)</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Higher Parent usage rate</li> <li>Improved Parent opinion data</li> </ul>		
	<ul style="list-style-type: none"> <li>Investigate how other schools implement excursion authorisation and payment</li> <li>Trial use of small scale approval system e.g. sport</li> <li>Develop EHPS procedures to allow parents to pay for and approve excursions</li> </ul>	Principal Business Manager Compass Admin	Term 2 & 3	<ul style="list-style-type: none"> <li>Parents approving and paying for excursions on Compass</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	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	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	<b>Building leadership teams</b>	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Yes	Select status	
	<b>Setting expectations and promoting inclusion</b>	Yes	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Yes	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	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>				

