

Annual Implementation Plan: for Improving Student Outcomes

School name: Kew High School

Year: 2017

School number: 7950

Based on strategic plan: 2017-2020

Endorsement:

Principal Clare Entwisle

Senior Education Improvement Leader Sharon Saitlik

[date]

School Council Tom Molyneux

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"> To maximise every student's achievement and learning growth across all curriculum areas and year levels. To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning (metacognition) 	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:

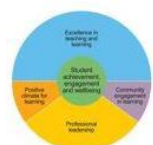
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

In the review it was highlighted that the school should continue to focus on teacher excellence, high impact teaching strategies, teaching and learning protocols and developing an accepted school instructional model. In addition it was noted that there were areas for improvement in the outcomes of the higher achieving students and girls

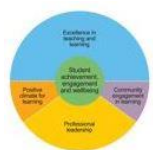
Key improvement strategies (KIS)

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>. Further enhance teacher and team capacity to effectively analyse and use a broad range of data and evidence (including VCE and the General Achievement Test [GAT], NAPLAN, quantitative and qualitative data) to:</p> <ul style="list-style-type: none"> ensure the curriculum is differentiated across all domains and levels to better target every individual's learning needs (including the needs of females and males) so that every student is challenged and achieves progress consistently employ evidence-based, high impact teaching strategies based on an agreed Kew HS instructional model/teaching and learning framework challenge and extend students in their thinking and their responses, so that there is a focus on higher order learning for students whose abilities require such an



	<p>approach</p> <ul style="list-style-type: none"> consider the use of Individual Education Plans (IEPs) to ensure able students are stretched and challenged. <p>2. Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback through:</p> <ul style="list-style-type: none"> greater use of formative assessment, common assessment tasks, shared criteria, rubrics, cross marking, and the use of effective feedback to students and from students Professional Learning Teams (PLTs) embedding more explicit and consistent moderation protocols and processes of common assessment tasks establishing shared understandings of how to evaluate and modify teaching on the basis of analysis of each student's assessment data. <p>3. Ensure all teachers understand their role as teachers of literacy and strengthen the capacity of all teachers to improve, in particular, Writing outcomes for all students at all levels of ability.</p> <p>4. Continue to build a community of reflective practitioners focused on continuous school improvement by:</p> <ul style="list-style-type: none"> ensuring teacher practice is focused on growing students' learning through the PDP processes and Areas of Learning structures researching, developing and implementing a peer observational practice program to give staff more opportunities to share curriculum and teaching approaches, give and receive feedback and reflect on their practice continuing to strengthen a culture of collaboration, shared responsibility and collective accountability in teams and across the whole school. <p>5. Enhance the school's leadership capacity by enabling all the school's leaders to lead change and contribute their full potential to school improvement efforts by:</p> <ul style="list-style-type: none"> developing the capacity of all leaders, especially the Area Learning Leaders, to lead improved instructional practice by undertaking observation in classrooms, providing regular feedback to teachers on their work and modelling, coaching and mentoring to support further development of the school's performance and development culture building the knowledge and capabilities of emerging/aspirant leaders.
<p>Setting expectations and promoting inclusion</p>	<p>1. Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive engagement, where they are encouraged to:</p> <ul style="list-style-type: none"> develop higher levels of decision making, efficacy and accountability for their own learning by becoming more independent, self-aware and have the ability to analyse their own learning (metacognition) develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning consistently and regularly establish meaningful learning goals and reflective practices and be involved in self and peer assessment regularly provide feedback to their teachers about what they are learning and how they are learning.



2. Build every teacher's pedagogical capacity about how to increase student cognitive engagement and participation in learning by embedding student-centred approaches to teaching and learning.
3. Provide more feedback to students about their opinion in the ATS Surveys and establish student action teams to seek their input into ways to improve their opinion of for example, Stimulating Learning and girls opinion of their learning Confidence and Motivation.
4. Investigate and implement strategies to improve the outcomes for girls within the school.
5. Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

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

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To maximise every student’s achievement and learning growth across all curriculum areas and year levels. 						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		<p>. NAPLAN Relative Growth The numbers of students in the medium to high growth bands across all domains increases each year so that 85 per cent of students are achieving in the medium to high growth bands by 2020.</p> <p>Victorian Curriculum teacher judgement data Years 7–10: Allocation of A’s and B’s increases each year over the period of the SSP; tracking student growth—ensure an average of one Victorian Curriculum level per year for one year’s input for every student.</p> <p>VCE: Study scores—All Study and individual studies to meet or exceed State mean levels; an improving trend in the number of scores over 40.</p> <p>The whole-school percentage endorsement of and Teacher Collaboration and Guaranteed and Viable Curriculum, in the School Climate module of the Staff Opinion Survey (SO Survey), to reach 80 per cent by 2020.</p> <p>The whole-school percentage endorsement of and Leading Change and Instructional Leadership, in the School Leadership module of the SO Survey, to reach 80 per cent or better by 2020.</p> <p>The whole-school percentage endorsement of and Active Participation and Feedback, in the Professional Learning module of the SO Survey, to reach 80 per cent or better by 2020.</p>						
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Further enhance teacher and team capacity to effectively analyse and use a broad range of data and evidence (including VCE and the General Achievement Test [GAT], NAPLAN, quantitative and qualitative data) to: <ul style="list-style-type: none"> ensure the curriculum is differentiated across all domains and levels to 	<ul style="list-style-type: none"> Build excellence in teaching 	Leading Teachers	Term 1 2017	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				Discussions held with staff. Model developed and agreed				

<p>better target every individual's learning needs (including the needs of females and males) so that every student is challenged and achieves progress</p>	<p>and learning by developing an agreed and explicit instructional model incorporating e5, and high impact strategies</p> <ul style="list-style-type: none"> Develop a whole school vision and shared understanding which links beliefs, context and pedagogy. 	Leading Teachers	Semester 1 2017	Diagram of contexts , beliefs and pedagogies designed, discussed and accepted by staff				
	<ul style="list-style-type: none"> Increase teacher understanding of differentiation and embed a process where teachers adapt and share evidence based differentiated teaching strategies 	Leading Teachers	End 2017	Staff discussion relating to differentiation in all its forms Include opportunities for staff to discuss and share				
	<ul style="list-style-type: none"> Build teachers capability to enhance differentiated teaching strategies so that they personalise their teaching to suit learning needs and styles of each student as identified by the data. 	Leading Teachers	Semester 1 and 2 2017	Professional learning on the use of data to inform teaching practice				
	<ul style="list-style-type: none"> Embed the practice where teachers effectively diagnose individual abilities in order to tailor differentiated strategies and approaches and design appropriate assessment 	Leading Teachers	Semester 1 and 2 2017	Teachers provide evidence in PLT that they have accessed the data and are differentiating assessment				
	<ul style="list-style-type: none"> Ensure there is a published whole school curriculum in line with Vic curriculum, with appropriate scope and sequence including explicit skills 	Education Committee. Learning area leaders	Semester 1 and 2 2017	Whole school curriculum published and on line				
	<ul style="list-style-type: none"> Develop a process and support staff in their data literacy so that all teachers are able to demonstrate measurement of growth of all students 	LT Literacy. Education Committee	Ongoing 2017-	Literacy plan documented for the year including relevant professional learning time. Professional learning on measurement of growth All staff able to provide evidence of growth				
	<ul style="list-style-type: none"> Structure a process for staff to recognize and document the elements of good teaching and high impact instructional strategies 	Leading Teachers. Staff	Semester 1 and 2 2017	Develop an agreed list of High impact strategies Develop a professional learning plan and time for discussion. Allow staff to trial. PLT process in place. Resources developed. Meeting times set aside. Sharing of resources and strategies				
	<ul style="list-style-type: none"> Develop an understanding and adopt a framework that 	Leading teachers and all staff	Semester 1 2017	High impact strategies agreed				



<ul style="list-style-type: none"> consistently employ evidence-based, high impact teaching strategies based on an agreed Kew HS instructional model/teaching and learning framework challenge and extend students in their thinking and their responses, so that there is a focus on deeper learning for students whose abilities require such an approach 	<p>incorporates high impact strategies and theories of action.</p> <ul style="list-style-type: none"> Work in collaborative groups with a focus on high impact strategies using action research and incorporating student feedback on the impact on learning and developing and sharing resources for staff. Focus and extend the 6Cs and incorporate into teaching framework and into assessment of student outcomes Review and further embed ICT framework The school will empower the students to set high expectations for themselves and their peers by developing a process for goal setting and the demonstration of high expectations. Build teacher capability to challenge and extend students in their thinking and their responses so that there is a focus on deeper learning. Develop consistent learning protocols to enable students to be successful in the 21st century including a process to incorporate STEM Explicitly teach metacognitive skills Empower students to take responsibility for understanding, owning and 	<p>Leading teachers and all staff</p> <p>Leading teachers and all staff</p> <p>Leading Teacher Teams</p> <p>Leading teacher and staff</p> <p>Leading teachers and staff</p> <p>Leading teachers, STEM leader Education Committee</p> <p>Education Committee, Leading teachers</p> <p>Leading teachers and all staff</p>	<p>Semester 1 and 2</p> <p>Semester 1 and 2 2017</p> <p>Semester 1 and 2 2017</p> <p>2017 and 2018</p> <p>2017 and 2018</p> <p>Semester 1 and 2 2017</p> <p>2017 and 2018</p> <p>Semester 1 and 2 2017</p>	<p>Engage staff in action research. All staff active members of a team Process developed and documented</p> <p>Unpack the teaching and learning components of the 6C's . What does this mean for our graduating class?</p> <p>Staff auditing skills against the framework. Time set aside for ICT professional development and sharing. Links to PLT process</p> <p>Discussions of what high expectations are Process in place for students to set goals</p> <p>Professional learning on thinking skills available. Staff discussion on deeper learning. Student feedback ATS data</p> <p>Learning protocols developed Pedagogy related to STEM unpacked Stem vision developed Student feedback. Documentation of program.</p> <p>Staff unpack their meaning of metacognition. Staff sharing. Program developed</p> <p>Develop a program to ensure students do set meaningful goals. Process of reflection of goals. Goals published. Goals referred to by students</p>						
---	--	---	--	---	--	--	--	--	--	--



<ul style="list-style-type: none"> consider the use of Individual Learning Plans (ILPs) to ensure able students are stretched and challenged. 	<p>monitoring their learning and engagement data, to enable them to set personal learning and career goals.</p> <ul style="list-style-type: none"> Develop a structure and process through which this might occur In order to challenge the top end students introduce a process for the documentation of ILPs. Through the use of SWANS data identify students needing special support Investigate further activities for enrichment of students 	<p>Leading teachers and all staff</p> <p>Leading Teachers And staff</p> <p>Wellbeing team</p> <p>Education Committee. Leader of enrichment program. Year level coordinators</p>	<p>2017 and 2018</p> <p>2017 and 2018</p> <p>2017 and 2018</p>	<p>ILPS for top students in place Feedback from students. ATS data</p> <p>Students needing support identified and supported</p> <p>Activities for enrichment investigated . Activities I place. Reflected in ATS and parent opinion survey</p>				
<p>2. Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback through:</p> <ul style="list-style-type: none"> greater use of formative assessment, common assessment tasks, shared criteria, rubrics, cross marking, and the use of effective feedback to students and from students 	<ul style="list-style-type: none"> Embed and improve the current assessment process through differentiating assessment tasks, validation and moderation of assessment, implementing effective feedback and the continuous use of formative assessment linked to improved learning Provide PL for staff on giving and receiving feedback 	<p>Leading Teachers and Education Committee</p> <p>Education Committee. Leading teacher</p>	<p>2017 and 2018</p> <p>Semester 1 and 2 2017</p>	<p>6 months:</p> <p>12 months:</p> <p>Staff moderating tasks. Common assessment tasks revised. Professional learning on feedback. ATS data Staff opinion data</p> <p>Professional learning on feedback. Provided. Staff feedback on process. Feedback loops in place</p>	<p>● ● ●</p> <p>● ● ●</p>			



<ul style="list-style-type: none"> Professional Learning Teams (PLTs) embedding more explicit and consistent moderation protocols and processes of common assessment tasks establishing shared understandings of how to evaluate and modify teaching on the basis of analysis of each student's assessment data. 	<ul style="list-style-type: none"> Ensure challenging goals are used to extend and deepen student learning Improve staff capacity to design effective rubrics and implement success criteria and learning intentions Establish opportunities for teams to meet with a focus on assessment. Develop processes to increase the capacity of staff to assess through improvement of CATS, moderation and rubrics and analysis of data 	<p>Leading teachers and all staff</p> <p>Education Committee. Learning Area Leaders. Staff</p> <p>Leading Teachers. Learning Area Leaders</p> <p>Leading teachers and all Learning Area Leaders</p>	<p>Semester 1 and 2 2017</p> <p>Semester 1 and 2 2017</p> <p>2017 and 2018</p> <p>2017 and 2018</p>	<p>Discuss the setting of challenging goals. All students set goals</p> <p>Time set aside for professional learning and sharing of rubrics.</p> <p>Rubrics refined and redesigned</p> <p>Collaborative teams meet with a focus on assessment. ATS data reflects this</p> <p>Cats moderation and rubrics improved. Feedback provided</p>			
<p>3. Ensure all teachers understand their role as teachers of literacy and strengthen the capacity of all teachers to improve, in particular, Writing outcomes for all students at all levels of ability.</p>	<ul style="list-style-type: none"> Evaluate the current whole school literacy plan Incorporate a framework for whole school approach to improved writing 	<p>Leading Teacher – Literacy. Education Committee</p> <p>Leading Teacher - Literacy.</p>	<p>Semester 1 and 2 2017</p> <p>End 2017</p>	<p>6 months:</p> <p>12 months:</p> <p>Plan developed and reviewed. Feedback from students. Data in evidence</p> <p>Framework developed</p>	<p>● ● ●</p> <p>● ● ●</p>		
				<p>6 months:</p> <p>12 months:</p>	<p>● ● ●</p> <p>● ● ●</p>		



<p>4. Continue to build a community of reflective practitioners focused on continuous school improvement by:</p> <ul style="list-style-type: none"> ensuring teacher practice is focused on growing students' learning through the PDP processes and Areas of Learning structures researching, developing and implementing a peer observational practice program to give staff more opportunities to share curriculum and teaching approaches, give and receive feedback and reflect on their practice continuing to strengthen a culture of collaboration, shared responsibility and collective accountability in teams and across the whole school. 	<ul style="list-style-type: none"> Evaluate the current PLT process and include observation, capturing and sharing best practice and focus on student growth Increase staff capacity through coaching and mentoring and involvement in action research Develop a process and protocols to enable staff to film their practice Embed the process where teachers regularly meet in teams which are dedicated to sharing, observing, planning, reflecting ,challenging and improving each other's practice and improving each other's practice 	<p>Leading Teachers</p> <p>Leading Teachers</p> <p>Leading Teachers</p> <p>Leading teachers</p> <p>Leading teachers</p>	<p>Semester 1 and 2 2017</p> <p>2017 and 2018</p> <p>2017 and 2018</p> <p>Semester 1 and 2 2017</p> <p>2017 and 2018</p>	<p>Evaluate and improve PLT process. Documentation developed. All staff actively involved in teams. All staff provide evidence of observation of practice. All staff provide evidence of high impact learning strategy. Ensure all staff demonstrate growth</p> <p>Increase staff leadership capacity in the area of coaching through a documented program</p> <p>Visit other schools. Develop protocols and processes. Increase the number of staff involved in filming practice. Incorporate into PLT process linked to high impact strategies and instructional model</p> <p>Time set aside for meetings. Clearly published times and meetings. Documented resources</p> <p>Embed reflection of practice. Staff provide evidence of review of practice</p>				
<p>.5. Enhance the school's leadership capacity by enabling all the school's leaders to lead change and contribute their full potential to school improvement efforts by:</p> <ul style="list-style-type: none"> developing the capacity of all leaders, especially the Area Learning Leaders, to lead improved instructional practice by undertaking observation in classrooms, providing 	<ul style="list-style-type: none"> Develop a Professional learning program for learning area leaders and YLCs that involves a combination of internal and /or coaching, supplemented by PL sessions on leading teams and 	<p>Leading Teachers</p>	<p>2017 and 2018</p>	<p>6 months: 12 months:</p> <p>Program developed. Staff participation. Feedback received</p>	<p>●●●</p> <p>●●●</p>			



regular feedback to teachers on their work and modelling, coaching and mentoring to support further development of the school's performance and development culture building the knowledge and capabilities of emerging/aspirant leaders	building competencies	Leading Teachers	2018	Program organised and time set aside. Success criteria established. Feedback provided				
	<ul style="list-style-type: none"> Train the leadership team in coaching so that they can use this as a key tool in leading and working with teams and leading their PRPs Implement a process of internal/or external coaching for all members of the leadership team to build leadership capacity 	Leading Teachers	2017 and 2018	Program organised and time set aside				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning (metacognition)
IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion
STRATEGIC PLAN TARGETS	<p>School means for the ATS Survey measures of Stimulating Learning and Teacher Effectiveness to improve steadily, reaching the fourth quartile by 2020.</p> <p>School means for the ATS Survey measures of Learning Confidence and Student Motivation of girls to improve steadily, reaching the fourth quartile by 2020.</p> <p>That the response rate for completion of the PO survey is 75 per cent by 2020.</p> <p>School means for the PO Survey of Parent Input, Stimulating Learning, Learning Focus and School Connectedness be 80% or better by 2020.</p> <p>School staff survey, safety and wellbeing module staff psychological safety to improve from 62.55 in 2016 (49.4%)</p> <p>School staff survey, safety and wellbeing module consultation and participation to improve from 64.68 (51.7%)</p> <p>School staff survey, safety and wellbeing module Staff Professional safety to improve from 62.55 in 2016 (48.6%)</p> <p>Redress the downward trend in the staff opinion survey, staff and wellbeing module</p> <p>Improve the staff survey school climate module Academic emphasis from 68.6 or 54.1% in 2016</p> <p>Teacher collaboration from 65.22 or 51.1% in 2016</p>
12 MONTH TARGETS	[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive engagement, where they are encouraged to: <ul style="list-style-type: none"> develop higher levels of decision making, efficacy and accountability for their own learning by becoming more 	<ul style="list-style-type: none"> Explicitly teach metacognition. Develop a culture where students voice is encouraged inside the 	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months: Develop a program where staff develop an understanding of metacognition. Develop and implement a program.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		

<p>independent, self-aware and have the ability to analyse their own learning (metacognition)</p> <ul style="list-style-type: none"> • develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning • consistently and regularly establish meaningful learning goals and reflective practices and be involved in self and peer assessment • regularly provide feedback to their teachers about what they are learning and how they are learning. • Embed every teacher's capacity to create positive, respectful relationships to promote student engagement in learning 	<p>classroom and in all aspects of the school</p> <ul style="list-style-type: none"> • Develop a culture of positive, personal relationship building across the school with a focus on growth mindsets • Provide professional learning for teachers to help them develop strategies for students whose learning and engagement behaviours are particularly challenging through a restorative practices approach • Develop a school wide understanding of what makes good learners through consultation with teachers and students • Develop an agreed set of skills and abilities our students will have when they leave • Develop a feedback model incorporating students and staff where students set their own learning goals, self reflect and evaluate and share feedback with teachers, their peers and where all teachers support students to set personal, academic and career goals. • Staff discussions about relationships- How to develop relationships 			<p>Through discussions with staff and students develop a process to increase student voice</p> <p>Through staff and student discussions increase the focus on growth mindset. Resource kits developed</p> <p>Program on restorative practices. Staff discussions. Student focus groups</p> <p>Program developed</p> <p>Set of skills agreed</p> <p>Feedback model developed. Professional learnings sessions.</p> <p>Student feedback is positive</p>						
--	---	--	--	---	--	--	--	--	--	--



2. Build every teacher's pedagogical capacity about how to increase student cognitive engagement and participation in learning by embedding student-centred approaches to teaching and learning	<ul style="list-style-type: none"> Using the agreed instructional model and high yield strategies, provide opportunities for students to be engaged in their own learning Review the whole school involvement of the overseas student body 			6 months:	● ● ●			
				12 months:	● ● ●			
				Student focus sessions held				
				Feedback organised				
3. Provide more feedback to students about their opinion in the ATS Surveys and establish student action teams to seek their input into ways to improve their opinion of for example, Stimulating Learning and girls opinion of their learning Confidence and Motivation.	<ul style="list-style-type: none"> Embed a process where students focus groups and the SRC are regularly involved in the analysis of data and the provision of advice for the future 			6 months:	● ● ●			
				12 months:	● ● ●			
				Focus group held regularly				
4. Investigate and implement strategies to improve the outcomes for girls within the school.	<ul style="list-style-type: none"> In partnership with the SRC develop processes to actively empower girls and improve their connectedness and engagement 			6 months:	● ● ●			
				12 months:	● ● ●			
				Program developed				
				Feedback on ATS demonstrates girls more motivated and involved				
5. Increase parent and broader community engagement with the school by continuing to foster productive	<ul style="list-style-type: none"> The school establishes networks and Partnerships which assist in improving student outcomes including in STEM The school is globally engaged and 			6 months:	● ● ●			
				12 months:	● ● ●			
				Partnerships developed				



<p>partnerships and relationships.</p>	<p>establishes and maintains international partnerships that provide students with a deep understanding of the world and involves global citizenship</p> <ul style="list-style-type: none"> • The school works with the families and community to develop students social and emotional growth, support individuals, and build partnerships • Develop processes and protocols that embed respectful relationships • Develop processes that continue to build the school alumni and publish success. • Ensure the OSS are involved and engaged and connected to the school 			<p>Partnerships in place</p> <p>Processes in place to involve parents</p> <p>Processes in place</p> <p>Alumni extended. Processes in place</p> <p>Coaching and mentoring of OSS leaders Feedback from OSS is positive</p>				
--	---	--	--	---	--	--	--	--



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[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)]
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			

Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<p>Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]</p>				
<p>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]</p>				
<p>Next Steps:</p>				

