

Endorsement:

Principal Jenny Robinson

Senior Education Improvement Leader Anne

School council Elizabeth Bajada

[date]

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 Improvement Plan.

School Strategic Plan goals
<ul style="list-style-type: none">To improve student outcomes in Literacy and Numeracy.To improve students' confidence and engagement in learning and their connectedness with their peers, their teachers, the school and community.To establish a safe, calm and orderly learning environment.To maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for students.

Improvement Priorities	Improvement Initiatives
Excellence in teaching and learning	Build
	Curriculum
Professional leadership	Build
Positive climate for learning	Empowerment
	Setting
Community engagement in learning	Build

Improvement Initiatives rationale:
<p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p> <p>Kurunjang Primary school underwent a priority review in 2015. The critical findings around the terms of reference and the review identified leadership, teaching and learning; and an orderly learning environment as the key areas for improvement. In 2016 these co-related with the FISO improvement priorities of Professional Leadership, Excellence in Teaching and Learning and Positive Climate for Learning. Leadership Teams, Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion.</p> <p>Review of the first year of the School Strategic Plan by the Review Design Team with SEIL Anne Fox in September 2016 has identified the need to re-align the school did not meet threshold performance standards in:</p> <ul style="list-style-type: none">AchievementEngagementWellbeing <p>Achievement:</p> <p>While NAPLAN results indicated that we did not meet our targets for Year 3 Reading, Writing and Numeracy and Year 5 Writing, we did exceed our targets for Year 5 Reading and Numeracy. NAPLAN results indicated a decline in the percentage of Year 3 students above the NMS in reading as compared to 2015 while Writing and Numeracy improved in all three areas with Numeracy and Reading having significant improvement as compared to 2015.</p>

End of Year Fountas and Pinnell benchmark data indicated that:

Year F 100% of students were at or above expected level

Year 1 73% of students were at or above expected level

Year 2 68% of students were at or above expected level

Year 3 71% of students were at or above expected level

Year 4 80% of students were at or above expected level

Year 5 53% of students were at or above expected level

Year 6 30% of students were at or above expected level

Our target for the year for both Reading and Number was to have 70% of students at or above expected levels.

While this was achieved in Foundation – Year 4, we still have a significant number of students below expected level in Years 5 & 6.

Improving teacher practice and curriculum content knowledge to address the needs of our students in Year 6 next year will be a focus for planning at t

End of Year Fountas and Pinnell cohort data also indicated that:

66% of Foundation students had made 12 months' growth

60% of Year 1/2 students had made 12 months' growth

75% of year 3/4 students had made 12 months' growth

55% of Year 5/6 students had made 12 months' growth

Target was for all students to make 12 months' growth.

Staff Opinion survey indicated an improvement for:

Collective focus on student learning 71.3 to 79.42

Academic Emphasis 54 to 55.7

Guaranteed and Viable Curriculum 63.09 to 69.85

Engagement:

End of Year attendance data has shown a slight decrease from 20.95 to 19.78 as compared to 2015

Attendance including lateness for many students continues to be an issue. A focus on improving student attendance will be a priority in 2017.

Attitudes to School Data has shown:

Learning Confidence has dropped slightly from 3.81 to 3.79

Stimulating Learning has increased from 3.6 to 3.66

School Connectedness has improved from 3.84 to 3.99

Parent Opinion data indicated:

Connectedness to Peers is lower this year than in 2015 and has moved from 41.6 (percentile) to 4.8 (percentile)

Trust in Students and Parents has decreased from 58.78 to 57.78
 Shielding and Buffering has decreased from 50.59 to 41.01

Wellbeing:

Attitudes to school data has shown:

Student distress has decreased slightly from 5.4 to 5.38

Student morale has decreased from 5.15 to 5.11

Classroom behaviour has declined from 2.59 to 2.4

Student Safety has improved from 3.92 to 4.06

Parent Opinion data has shown:

Student Safety is lower than in 2015 10.5 to 1.8

Classroom behaviour has dropped from 15.8 to 3.4 (percentile)

Transition has improved from 18.4 to 21.4
































Staff Opinion data has shown that while Trust in Parents and Students has declined from 58.87 to 57.78, Shielding and Buffering has decreased significantly. Unpacking the components of Shielding and Buffering to address staff concerns will be a focus in 2017.

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, 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 an initiative.

Improvement initiative:	Key improvement strategies (KIS)
Building Practice Excellence	<ul style="list-style-type: none"> • Ensure a whole school focus on purposeful teaching, high expectations of learning and consistent instruction • Build capacity of teachers to analyse and use data at a whole school and PLT level to inform planning and practice
Curriculum Planning and Assessment	<ul style="list-style-type: none"> • Establish a guaranteed and viable curriculum
Building Leadership Teams	<ul style="list-style-type: none"> • Establish explicit leadership in relation to instructional practice, teaching and learning and behaviour management • Establish a professional Learning Community and within this context develop the capacity of the leaders
Setting Expectations and Promoting Inclusion	<ul style="list-style-type: none"> • Implement and embed a consistent whole school approach and practice in School Wide Positive Support • Implement and embed a whole school focus on building student confidence and belief in their capacity to learn

STRATEGIC PLAN GOALS	To improve student outcomes in Literacy and Numeracy		
IMPROVEMENT INITIATIVE	Building Practice Excellence and Curriculum Planning and Assessment		
STRATEGIC PLAN TARGETS	<p>By 2019 – Growth Targets</p> <ul style="list-style-type: none"> All students achieve a minimum of 12 months’ growth in each 12 months from 2016 to 2019. Growth targets will be established each year based on current data analysed the previous year. <p>Reading</p> <p>To increase the percentage of Year 3 and Year 5 students above the NMS from Year 3 (75%) and Year 5 (52%) to at least 80% and 75% respectively.</p> <p>To reduce the percentage of Year 5 students achieving low growth from 27% to less than 15% and increase the percentage of Year 5 students achieving high growth from 13% to 23%.</p> <p>PAT: For 80% of all students in Year 2-6 to be at or above Stanine 4.</p> <p>Fountas and Pinnell: For 90% of students in Years F-6 to be at or above expected reading benchmark as indicated through the following:</p> <p>Year F - Instructional Level D Year 1 - Instructional Level I Year 2 - Instructional Level M Year 3 - Instructional Level P Year 4 - Instructional Level S Year 5 - Instructional Level U Year 6 - Instructional Level Y</p> <p>Writing</p> <p>To increase the percentage of Year 3 and Year 5 students above the NMS from Year 3 (85%) and Year 5 (63%) to at least 80% and 75% respectively.</p> <p>To reduce the percentage of Year 5 students achieving low growth from 26% to less than 15% and increase the percentage of Year 5 students achieving high growth from 14% to 19%.</p> <p>Numeracy</p> <p>To increase the percentage of Year 3 and Year 5 students above the NMS from Year 3 (68%) and Year 5 (57%) to at least 80% and 75% respectively.</p> <p>To reduce the percentage of Year 5 students achieving low growth from 26% to less than 15% and increase the percentage of Year 5 students achieving high growth from 14% to 19%.</p> <p>For 100% of students in Years P-6 to be at or above expected level standard in Vic Curriculum Number teacher judgement.</p> <p>Staff Opinion Survey data shows indicators have increased to at least the state mean</p> <ul style="list-style-type: none"> <i>Collective Focus on Student Learning</i> from 71.3 to 86.39 <i>Academic Emphasis</i> from 55.7 to 75.88 <i>Guaranteed and Viable Curriculum</i> from 63.09 to 80.88 		
12 MONTH TARGETS	<p>Reading</p> <p>Year 3 59% to 85%</p> <p>Year 5 78% to 80%</p> <p>Year 3 7% to 24% in top 2 bands</p> <p>Year 5 16% to 24% in top 2 bands</p> <p>Low growth to reduce from 27% to 20%</p> <p>High growth to increase from 13% to 23%</p> <p>PAT: For 70% of students to be at or above Stanine 4 on year appropriate test</p> <p>F&P: 70% of students at each year level to be at or above expected level</p>	<p>Writing</p> <p>Year 3 – 83% to 90%</p> <p>Year 5 - 69% to 80%</p> <p>Year 3 – 17% to 24% in top 2 bands</p> <p>Year 5 – 0% to 24% in top 2 bands</p> <p>Low growth to reduce from 36% to 20%</p> <p>High growth to increase from 14% to 19%</p>	<p>Numeracy</p> <p>Year 3 - 65% to 80%</p> <p>Year 5 – 76% to 80%</p> <p>Year 3 - 0% to 24% in top 2</p> <p>Year 5 – 0% to 24% in top 2</p> <p>Low growth to reduce from 26% to 15%</p> <p>High growth to increase from 14% to 19%</p> <p>PAT- For 70% of students to be at or above Stanine 4 on year appropriate test</p> <p>Teacher Judgement: 80% of students at each year level to be at or above expected level</p>

		Responsible	For completion]		
Ensure a whole school focus on purposeful teaching, high expectations of learning and consistent practice across the school	Further develop the capacity of teachers to implement the agreed instructional practices in Literacy and Numeracy with the context of the school's instructional model.	Kim		6 months: Literacy consultant Brendan Leonard, coaching year 1/2 staff in reading instructional practises. Numeracy consultant Rob Vingerhoets commencing numeracy instructional practise. School based coach commencing EMU- Extending Mathematical Understanding.	  
				12 months: Coaching embedded in the PLT structure and evidence of shared and understood instructional practice in literacy and numeracy instruction.	  
	Further incorporate Marzano's instructional practices within the agreed explicit instruction of Literacy and Numeracy. e.g. Homework, co-operative learning.	Kim Barb		6 months: Learning walks commence February 2017, twice termly with a focus on orderly environment and instructional practises.	  
				12 months: Instructional practices embedded in all classrooms as identified through planning and feedback from peer/leadership observation.	  
	Develop knowledge across the leadership team in the development of rubrics around proficiency level (standards).	Kim		6 months: Colin Sloper conducting whole school professional learning on proficiency scales starting in Term 2. Proficiency scales developed from development of essential learnings.	  
				12 months: Selected planning units have incorporated clarity around the proficiency level and associated rubrics.	  
	Further implement Fountas and Pinnell Intervention F-6 (LLI- Levelled Literacy Intervention) and introduce Numeracy Intervention (EMU- Extending Mathematical Understanding).	Tom Kim		6 months: Students involved in the intervention programs are monitored in terms of growth.	  
				12 months: Staff have developed a further understanding and capacity to analyse and reflect on student growth	  
	Further implement AVID at years 5/6 and extending across the whole school F-6 using explicit WICOR priorities and strategies and in partnership with KSC.	S.I.T team Toni		6 months: Key staff identified for AVID SIT team and action plan developed Professional Learning with SIT team with AVID Australia.	  
				12 months: Consistency in practice achieved in Years 5-8, students reflecting on themselves as learners and implementation of learning strategies e.g. Note	  

				Beyond Enhancement.	
Build capacity of teachers to analyse data and use data to inform planning and instruction and monitor student growth	Consistent implementation across the school of KPS assessment schedule F-6 for developing baseline data, setting goals and monitoring growth.	Barb		6 months: PLT leaders meeting minutes with greater consistency show focus on assessment and data.	● ● ●
				12 months: Increased capacity for staff to use baseline data to differentiate learning according to individual needs.	● ● ●
	Fountas and Pinnell and PAT consistently used across the school to identify and benchmark students and measure growth in Literacy and Numeracy.	Barb		6 months: Implement Fountas and Pinnell end of Term 1 and 2.	● ● ●
				12 months: Implement Fountas and Pinnell end of term (Term 3 and 4) and PAT end of year (Term 4).	● ● ●
	Continue to develop the capacity of PLTs to use triangulated data, both summative and formative to ensure greater alignment of data with Victorian Curriculum teacher judgements.	Kim		6 months: KPS Assessment schedule implemented with fidelity.	● ● ●
				12 months: Greater alignment achieved between teacher Vic Curriculum data and other summative and formative data.	● ● ●
	Monitor a visual display of student data in reading, writing, speaking and listening, and maths through data walls and electronic spread sheets.	Kim		6 months: Electronic spread sheets are used as a basis for planning and monitoring student growth in reading and number.	● ● ●
				12 months: Data wall and electronic spread sheets are used as a basis for planning and monitoring student growth.	● ● ●
	Further develop staff and team capacity to implement consistent and ongoing reporting to parents/carers using COMPASS.	Tom Wendy		6 months: Staff meet regular and consistent timelines for reporting current and ongoing data to parents.	● ● ●
				12 months: Increase access to compass by parents to monitor online student learning.	● ● ●
	Review parent/teacher interview process with emphasis on feedback to parents about what the child is learning and what the next step is in their learning.	Tom Wendy		6 months: Parents have clear access to and understand student-learning goals.	● ● ●
				12 months: Introduce student led conferences.	● ● ●
PLTs in their collaboration /planning monitor the	Wendy		6 months:	● ●	

	Individual attendance goals.		High absences using data from Primary Welfare and Attendance Officers.	
			12 months: Developing and implementing consistent strategies to reduce absenteeism across the school using Data from Primary Welfare and Attendance Officers.	● ● ●
Establish a Guaranteed and Viable curriculum	Teacher capacity to implement the established Essential Learnings is further developed and monitored at a whole staff level and within Professional Learning Teams.	Kim	6 months: Essential Learnings are identified in reading, writing and number, and all staff have access to and use as an evaluation planning tool.	● ● ●
			12 months: Essential Learnings consistently used regularly in PLT's as planning basis in Specialist and F-6.	● ● ●
	All major units in maths, reading and writing are fully documented based on the cycle of using data to plan, differentiate and measure instructional effectiveness through measuring student growth.	Kim	6 months: Units of work are completed in major units for Reading, Writing and Number.	● ● ●
			12 months: Leadership review all units of work. Units of work indicate differentiation is used success of work.	● ● ●
	All students who are working below and above the standard are identified within the Professional Learning Team and strategies for intervention are agreed to, implemented and evaluated.	Tom	6 months: Individual Learning Plans developed for all identified students at a group or individual level.	● ● ●
			12 months: Student ILP goals are regularly monitored and reviewed each term to ensure the achievement to of each students individual learning goals.	● ● ●

Attendance data shows indicators have increased to at least the state mean from 90% to 93%.
 Student absences to decrease to at least the state mean from 19.6 days per student to 14 days per student.

Attitudes to School data shows indicators have increased to at least the state mean trending upwards from 1st quartile

- *Learning Confidence* from 3.81 (State mean 2015 4.15)
- *Stimulating Learning* from 3.60 (State mean 2015 4.14)
- *School Connectedness* from 3.84 (State mean 2015 4.39)
- *Student Distress* from 5.52 to 5.70
- *Student Morale* from 5.37 to 5.70
- *Classroom Behaviour* 2.60 to 3.40
- *Student Safety* 3.92 to 4.32

Parent Opinion Survey data shows indicators for Student Engagement have increased to at least the 60th percentile.

- *Connectedness to Peers* from 5.53 to 6.00
- *Student Motivation* from 5.52 to 6.00
- *Social Skills* from 5.67 to 6.00
- *School Connectedness* 5.68 to 6.00
- *Student Safety* from 4.27 to 5.50
- *Classroom Behavior* from 3.47 to 4.50
- *Transitions* from 5.64 to 6.00

Staff Opinion Survey data shows indicators have increased to at least the state mean.

- *Collective Efficacy* from 367 to 532
- *Academic Emphasis* from 354 to 534
- *Trust in Students and Parents* from 382 to 530
- *Shielding and Buffering* from 407 to 526
- *Trust in Students and Parents* from 382 to 530
- *Shielding and Buffering* from 407 to 526

To increase the Percentage Endorsement for School Climate from 59% to 75%.

12 MONTH TARGETS

<p>Attendance Student attendance to increase from 90% to 91% Student absences to decrease from 19.78 to 18 days per student.</p>	<p>Attitudes to School Increase <i>Learning Confidence</i>: 3.79 to 4.13 Increase <i>Stimulating Learning</i>: 3.66 to 4.09 Increase <i>School Connectedness</i>: 3.99 to 4.36 Increase <i>Student Distress</i>: 5.38 to 5.91 Increase <i>Student Morale</i>: 5.11 to 5.69 Increase <i>Classroom Behaviour</i>: 2.40 to 3.36 Increase <i>Safety</i>: 4.06 to 4.35</p>	<p>Parent Opinion Survey Increase <i>Connectedness to P</i> 30.0 Increase <i>Student Motivation</i>: Increase <i>Social Skills</i>: 9.4 to Increase <i>School Connectedn</i> 30.0 Increase <i>Student Safety</i>: 1.8 Increase <i>Classroom Behavio</i> Increase <i>Transitions</i>: 21.4 to</p>
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status
[Drafting Note report here the KIS from the previous summary panel]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the	[Drafting Note report here the	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●

Education Model

Challenging behaviour coach Paul Deakin to develop strategies/procedures for managing student behaviour.			12 months: Professional learning developed at whole school level and point of need for groups of teachers and the individual classroom teachers.	
Continue consultancy with Berry St and establish network Community of Practice with Melton West and Melton Secondary College.	Jen		6 months: New staff undertake BSEM model. BSEM SIT attend Community of Practice.	
			12 months: Professional learning developed at whole school and point of need for groups of teachers and the individual classroom teachers.	
Fully implement classroom observations and feedback process including annual completion of SWPBS SET and TIC to monitor fidelity and progress.	Wendy		6 months: Conduct TIC within SWPBS SIT team.	
			12 months: All teachers to participate in learning walks with a focus on Positive Climate for learning and SWPBS strategies.	
Refine strategies to enhance communication and engagement with parents and students, including clear expectations and consequences in relation to behaviour using school matrices, hierarchy and Berry St strategies.	Wendy		6 months: Implementation of engagement and inclusion policy with whole school PDP goal. Whole school surveys developed to determine students connectedness to teachers, peers and school.	
			12 months: Values, student expectations and the Student Engagement and Inclusion policy are consistently communicated to parents, teachers and students.	
Development of whole school targeted professional learning and coaching plans to be designed by internal and external coaches.	Tom		6 months: 2017 Professional Learning plan developed and coaching represented in Gantt chart.	
			12 months: Professional Learning Plan implemented.	
Development of partnerships with Sunshine Harvester, (SWPBS) around shared positive climate and excellence in teaching and learning.	SIT team		6 months: SIT team to action, SWPBS facilitator develops a partnership with Sunshine Harvester SWPBS team leader.	
			12 months: SWPBS Team to visit Sunshine Harvester.	
Establish understanding and consistent implementation of the Student Engagement and Inclusion policy and Child Safe standards.	Wendy		6 months: Forum held to introduce the school community to Student Engagement and Inclusion policy.	
			12 months: Student Engagement and Inclusion policy and Child Safe	

			agencies such as : Baptcare, DHHS, Allied health	
			12 months: Develop partnership with Berry Street on students who have experienced trauma.	
	Individual Learning Plans and Behaviour Improvement plans written and developed for the students identified through the data collection on COMPASS.	Deb	6 months: Review of ILP and BIP documentation.	
			12 months: ILPs and BIPs written and developed with the use of data collected from entries on compass (Chronicle).	
	Further develop staff and team capacity to utilise aspects of COMPASS including Daily News feed, chronicle entries for recording and analysing student data, increased specific based collections including attendance and class exits.	Wendy	6 months: Professional Learning provided to all staff on the use and analysis of COMPASS Chronicle data.	
			12 months: Staff capacity has increased on the use of Compass including ongoing reporting.	
	Audit and seek feedback from PLTs to refine the SEL curriculum focussing on the building resilience and respectful relationships programs.	Barb	6 months: Introduce staff to the respectful relationships program and integrate with the building resilience program.	
			12 months: SEL curriculum is implemented within the implementation of the engagement and inclusion policy and strategies .	
Implement and embed a whole school focus on building student confidence and belief in their capacity as learners	Ensure school motto, mission, vision and values are integrated across the whole school.	Jen	6 months: School Mission, Vision, Values and Motto are displayed throughout the school.	
			12 months: Staff and students are using the school motto and agreed characteristics of a successful learner as part of their daily conversations.	
	Student leadership/Student voice plans developed and implemented across the school.	Barb	6 months: Position of responsibility established for Leadership and Student Voice.	
			12 months: Student leadership opportunities have been implemented across the school.	
	Feedback from students regarding school improvement regularly collected through student leadership groups, focus groups, school survey data and such tools as student surveys e.g.: Manna's Wish, Reliability, Empowerd/	Deb	6 months: Student Attitudes to School Survey implemented (Yr5/6), internal coach appointed.	
			12 months: Student surveys implemented across the school to	

achieve them.		areas of need.	12 months: Learning goals developed for each student with an emphasis on self-evaluation/feedback from teachers.	● ● ●
Continue the implementation of success forums. Leadership Team to ensure success is celebrated with staff and students.	Kim		6 months: Regular staff communication of school successes including student achievement and PLC.	● ● ●
			12 months: All staff and students have the opportunity to have their achievements profiled and celebrated.	● ● ●
Ongoing implementation of the student absence policy and processes.	Kathleen		6 months: Review process to include attendance officer. Whole school goal established within PDP.	● ● ●
			12 months: Average and actual student absences reduced.	● ● ●

	<p>By 2019 Finance Yearly expenditure to remain within the SRP and Program Budget. Program Budgets demonstrate equitable and strategic allocation. Student achievement data indicates effective allocation of resources and expenditure. 3 yearly financial audit demonstrates government and legislative compliance. Targeted funds within the SRP are linked to the AIP and Strategic Plan. Resources are allocated yearly for external consultancy in Literacy and Numeracy. School maintenance allocation is expended in line with Condition Assessment Report priorities. Staff Opinion Survey data shows indicators have increased for <i>Professional Learning</i> to at least the state mean.</p> <ul style="list-style-type: none"> • <i>Collective Participation</i> from 379 to 526 • <i>Renewal of Knowledge and Skills</i> from 421 to 531 • <i>Feedback</i> from 432 to 517 <p>Parent Opinion Survey data shows indicators have increased to at least the 60th percentile.</p> <ul style="list-style-type: none"> • <i>School Improvement</i> from 5.53 (1st quartile) to 6.00 (3rd quartile) • <i>General Satisfaction</i> from 5.71 (1st quartile) to 6.20 (3rd quartile) 				
12 MONTH TARGETS	Staff Opinion Survey Increase <i>Collective Participation</i> : 70.75 to 80.56 Increase <i>Renewal of Knowledge and Skills</i> : 79.3 to 84.39 Increase <i>Feedback</i> : 61.13 to 73.40			Parent Opinion Survey Increase <i>School Improvement</i> Increase <i>General Satisfaction</i>	
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status
[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:	
Establish a Professional Learning Community and within this context develop the capacity of the leadership team to lead school improvement across the school	Through consultancy support continue to develop the capacity of PLT leaders.	jen		6 months: Principal Class, school coaches and PLT leaders meet regularly and plan each PLT meeting.	
	Coaching to continue within the context of Professional Learning Teams with greater evidence of the implementation of a whole school approach to effective instructional practice particularly in Literacy and Numeracy.	Kim		6 months: Identify the agreed explicit instructional model 12 months: Leadership lead professional learning program in linking the Literacy and Numeracy instruction to the school's instructional model.	

	Review Program budgeting process strengthening the evaluation component.	Jen		6 months: Implement program budgeting process	
				12 months: Documented self-evaluation of achievement of targets, used for establishment of yearly program budgets.	
Establish explicit leadership in relation to instructional practice, teaching and learning and behaviour management	Ensure all staff role descriptions are aligned to the Strategic Plan and each member is clear about expectations, behaviours and accountabilities.	Jen		6 months: Review of job descriptions and individual and collective accountabilities.	
				12 months: The three-year Workforce Plan supports the strategic priorities. Consultancy support in both Literacy and Numeracy fully funded within workforce plan. Coaching positions for school based staff given time allowances.	
	Ensure further implementation of a rigorous performance and development cycle of staff, closely aligned to the strategic priorities and AIP strategies. Document explicit process for constructive feedback by reviewers.	Jen		6 months: Implement online PDP process	
				12 months: Documented Performance and Development Process including giving and receiving constructive feedback and links to Strategic Plan and AIP.	
	Leadership (APs and LTs) monitor, coach and support teachers in the implementation of essential learnings and wellbeing.	Kim		6 months: Documented and modelled agreed processes.	
				12 months: Increased Student Learning Outcomes and achievement of targets.	
	Monitor progress in achieving AIP and Strategic Plan targets. Identify areas that may require additional focus and support.	Jen		6 months: Establishment of Gantt chart to outline coaching and mentoring throughout the school	
				12 months: Reviewed external mentoring, consultancy and coaching support to achieve strategic priorities.	
	Conduct a self-evaluation at the end of each year measuring achievement against AIP targets and actions.	Jen		6 months: 6 month AIP monitoring process completed.	
				12 months: Documented self-evaluation of achievement of targets, used for establishment of yearly program budgets.	

	Which improvement initiatives are bolded	Initiative or dimension in the AIP?		
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 co statement can refer to the progress status and/or make reference to the achievement of the appropriate goa
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

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

Confidential cohorts analysis: [Drafting note] This section is not for public distribution. Report here the extent to which cohorts of students within the school (includ students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps: