

Annual Implementation Plan: for Improving Student Outcomes

School name: Ivanhoe East Primary School

Year: 2017

School number: 4386

Based on strategic plan: 2016-2019

Endorsement:

Principal Justine Mackey 29th March 2017

Senior Education Improvement Leader : Silvana Sena

29th March 2017

School Council Catherine Ahlberg 29th 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"> To improve student outcomes in all areas of literacy and numeracy and curiosity For all students to be highly connected, motivated and engaged in their learning To develop resilient and self-aware students with a growth mindset who contribute to building a respectful, harmonious and supportive environment To use multiple sources of evidence to make effective decisions and allocated resources that result in sustained improvement to student learning and well-being 	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:
<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. 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.</p>
<p>Building Leadership Teams</p> <p>Succession planning is critical in the implementation and sustainability of key directions, initiatives and improvement strategies. 2016 saw the development of a Leadership Team with three Acting Leading Teachers which helped to align the school vision and ensure that there was clarity in communication to staff about key priorities. Two substantive Leading Teachers have been employed to commence in 2017 and there will be a continued focus on developing emerging and aspirant leaders through providing opportunities to be involved in decision-making and leading teams throughout the school. High quality professional learning will be a priority to support these leaders so they can develop their own skills and have a positive impact on the school's improvement agenda and be prepared for the opportunities that might arise at both at a school and system level.</p> <p>Empowering Students and Building School Pride/ Setting Expectations and Promoting Inclusion</p> <p>Ivanhoe East Primary School seeks to develop approaches that give students a greater voice in curriculum planning and strategic decision-making to promote engagement, connection and improved learning outcomes. This extends to the whole school community where they will engage with students so that have a say in the learning process and fully and proudly participate in school life. The overall results in the Attitudes to School data were lower than in 2015 and the targets set in the AIP were not met. Overall, our Year 6 students feel less connected to school than when they were in Year 5 and both our Year 5 and 6 boys feel more confident, motivated and positive as learners than our girls. In 2017, we seek to reduce the discrepancy in ATS data between Year 5 and 6 and between boys and girls. As a school, we must ensure that we have a shared and consistent approach to supporting the wellbeing, inclusion and engagement of all students. Many of the actions outlined in the 2016 AIP were not addressed and in 2017 a new approach must be considered in order to achieve positive outcomes for our school community.</p> <p>Curriculum Planning and Assessment</p> <p>Ivanhoe East Primary School is adopting the ten Theories of Action from the Curiosity and Powerful Learning framework. In 2017 the main whole school theory of action is 'Prioritise High Expectations and Authentic Relationships' and 'Adopt Consistent Teaching Protocols'. The main theories of action for teachers are 'Commit to Assessment for Learning' and 'Set Challenging Learning Tasks. These support the school's student centred focus on developing planning processes that capitalise on student need and interest that empower them in the learning process. This pedagogical approach will be founded in high impact evidence based teaching strategies with a particular focus on writing. This is based on the comparatively lower NAPLAN growth for Writing and teacher judgement. The school has had success with numeracy and this will remain a priority with a whole school approach to planning and assessment so that students can be taught at their point of need in challenging and engaging learning tasks.</p>



Key improvement strategies (KIS)	
<p>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.</p>	
Improvement initiative:	Key improvement strategies (KIS)
Building Leadership Teams	<ul style="list-style-type: none"> • Establish organisational structure that prioritises leadership • Build leadership capacity through targeted professional learning and coaching • Leadership is focussed on school improvement • School-based professional learning program developed and implemented that supports the school's identified improvement strategies.
Empowering Students and Building School Pride/ Setting Expectations and Promoting Inclusion	<ul style="list-style-type: none"> • Develop understanding of student centred pedagogy • Identify how to involve students in decision-making such as curriculum planning, pedagogy and strategic direction • School pride to be a student leadership focus • Whole school learning focus on 'Community' in Term 1 • Cross year level collaboration to be prioritised especially in Years 3 and 4 and 5 and 6. • Professional Learning Team to investigate <i>KidsMatter</i>
Curriculum Planning and Assessment	<ul style="list-style-type: none"> • Participation in a Curiosity and Powerful Learning Community of Practice • '<i>Creating an Inquiring Learning Environment</i>' as foundation for STEM • Review curriculum planning to incorporate student voice and CPL theories of action • Develop partnership with Literacy Coach • Revise and embed maths curriculum planning and assessment



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.

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12 MONTH TARGETS		<p>Teacher Judgement (Victorian Curriculum)</p> <ul style="list-style-type: none"> All students to achieve at least 12 month's growth in 12 months in all learning areas within the Victorian Curriculum based on teacher judgement At least 65% of students achieve an A or B in all learning areas <p>NAPLAN</p> <ul style="list-style-type: none"> The number of students showing low growth on NAPLAN relative growth in Numeracy and English is less than 10% The number of students showing high relative growth in English is above 45% and 55% in Numeracy <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Percentage of Students 2016</th> </tr> <tr> <th>Domain</th> <th>Low Growth</th> <th>Medium Growth</th> <th>High Growth</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>17.1%</td> <td>59.2%</td> <td>23.7%</td> </tr> <tr> <td>Numeracy</td> <td>10.7%</td> <td>37.3%</td> <td>52.00%</td> </tr> <tr> <td>Reading</td> <td>15.8%</td> <td>47.4%</td> <td>36.8%</td> </tr> <tr> <td>Spelling</td> <td>19.7%</td> <td>46.1%</td> <td>34.2%</td> </tr> <tr> <td>Writing</td> <td>32.9 %</td> <td>40.8%</td> <td>26.3%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To reduce the discrepancy between students in Year 3 and 5 who are in the top two bands of NAPLAN <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Percentage of Students in the Top 2 bands 2016</th> </tr> <tr> <th>Domain</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>87.8%</td> <td>52.0 %</td> </tr> <tr> <td>Numeracy</td> <td>69.6%</td> <td>57.6%</td> </tr> <tr> <td>Reading</td> <td>83.5%</td> <td>60%</td> </tr> <tr> <td>Spelling</td> <td>71.1%</td> <td>35.1%</td> </tr> <tr> <td>Writing</td> <td>74.2%</td> <td>35.1%</td> </tr> </tbody> </table>							Percentage of Students 2016				Domain	Low Growth	Medium Growth	High Growth	Grammar and Punctuation	17.1%	59.2%	23.7%	Numeracy	10.7%	37.3%	52.00%	Reading	15.8%	47.4%	36.8%	Spelling	19.7%	46.1%	34.2%	Writing	32.9 %	40.8%	26.3%	Percentage of Students in the Top 2 bands 2016			Domain	Year 3	Year 5	Grammar and Punctuation	87.8%	52.0 %	Numeracy	69.6%	57.6%	Reading	83.5%	60%	Spelling	71.1%	35.1%	Writing	74.2%	35.1%
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Organisational structure that prioritises leadership	Ensure funding within SRP is prioritised and resourced appropriately. Organisational structure based on school priorities	JM	Term 1	6 months: Graphic representation of organisation structure Structure and purpose understood and in place. Role Descriptions are explicit	● ● ●																																																				



	<p>such as leadership (Leadership, SIT, Teaching Teams, PLTs) and student learning (Learning Enhancement, Teaching Assistants).</p> <p>Leading Teacher roles- Lead PLTs (Literacy and STEM), Data and Assessment Literacy. Leadership Team responsible for maximising learning, growing teacher expertise and cultivating team.</p> <p>Team Leaders- members of SIT and lead teaching and learning in teams.</p> <p>Consult staff through the Consultative Committee to review 2017 staffing structure to inform planning for 2018.</p>			<p>12 months: Structure and purpose understood and in place. Reviewed and revised for improvement</p> <p>12 months: Reviewed and revised for improvement</p>	<p>● ●</p> <p>●</p> <p>● ●</p> <p>●</p>	School Climate Data- Leadership Module		
Build leadership capacity through targeted professional learning and coaching	<p>Identify appropriate professional learning opportunities based on Curiosity and Powerful Learning 'Assessment for Learning' within a Community of Practice. SIT and Leadership to attend and participate</p> <p>Enlist educational consultant (Julie Symons) to develop and implement a coaching program to include workshops with SIT and 1:1 coaching 3 times per term for members of SIT and Leadership</p>	SIT	Ongoing 2017	<p>6 months: Participated in PL and coaching sessions Reflecting on leadership success and areas for future focus Cohesive teams using assessment to drive targeted teaching Learning Enhancement and Teacher Assistants providing targeted support.</p> <p>Student learning growth evident</p>	<p>● ●</p> <p>●</p>	<p>Successful teams utilising assessment data for improving student learning. Team Leaders and Leading Teachers have a 'Professional Engagement' goal based on their leadership of their team and PLT. Evidence is collected to demonstrate their achievement towards this goal.</p>		
Leadership is focussed on school improvement	<p>Develop team purpose statement and ensure clarity of purpose and alignment to key school priorities.</p> <p>Access a coaching program that supports building leadership capacity.</p> <p>All teachers are a member of a PLT (Numeracy, Literacy, STEM, Wellbeing, Specialist)</p> <p>Review the Peer Observation process and consider whether triads will be formed based on PLTs. Members can refine their practice so they can have a greater impact when leading PLT initiatives throughout the school.</p> <p>School-based professional learning program developed and implemented that supports the school's identified improvement strategies.</p>		Ongoing 2017	<p>6 months: Team purpose statements created and understood. This is clearly articulated and visible to all staff Peer observation process in place <i>Professional Learning calendar established and in place</i></p> <p>12 months: Purpose is evident and impact known and understood Feedback and evaluation of peer observation process and its impact.</p> <p>Peer Observation process has a direct impact on the achievement of the PLT goals which are related to the goals in the AIP.</p>	<p>● ●</p> <p>●</p> <p>● ●</p> <p>●</p>	<p>Peer observation timetable Team purpose statements Teacher reflection evident in PDPs School Climate Data- Leadership Module and Professional Learning targeted to school goals teacher PDP goals. Teachers applying learning and demonstrating evidence in PDP reviews. Student learning data</p>		



	school community. Maintain a focus on a strong learning community and identify links that can be made with external community groups and agencies throughout 2017.			12 months: Inclusive learning communities evident Planning process reviewed and refined Students learning beyond the school and connecting with local community	● ● ●			
Cross year level collaboration to be prioritised in Years 3 and 4 and 5 and 6.	Teaching teams to collaborate in curriculum planning and the use of data to identify the needs of their cohort and individual students. Use planning time to focus on data and establish processes that allow for targeted teaching in key curriculum areas. Develop learning programs that allow for student choice and opportunities to learn with students beyond their own class or year level according to their needs and interests. Employ Learning Enhancement teachers and Teacher Assistants for Prep, Year 1-2, Year 3-4 and 5-6. Learning Enhancement Teachers to work with teams and Teacher Mentor- Student Needs to interpret data and develop a program based on student needs (literacy, numeracy, wellbeing)	Ongoing 2017		6 months: Collaboration and accountability based on students evident. School curriculum is planned and mapped using VCAA tools. Accessible to all teachers Data used to develop targeted teaching. Differentiation and targeted teaching evident in learning programs Learning programs reflect student choice and are implemented beyond own class (eg All of Year 2, Year 3 and 4, Year 5 and 6) Cohesive teams using assessment to drive targeted teaching Learning Enhancement and Teacher Assistants providing targeted support based on student need according to data.	● ● ●	Planning documentation Student reports reflect the learning programs Team meetings focus on using assessment data to target teaching of students and Learning Enhancement Teachers and Teacher Assistants are allocated according to need. Weekly planners refer to assessment, student needs and resourcing Student Achievement Data in Numeracy All teachers have a 'Professional Practice' goal based on using assessment to plan for and teach students at their point of learning to improve student learning outcomes. Evidence is collected to demonstrate their achievement towards this goal.		
				12 months: Improved learning and wellbeing outcomes for students	● ● ●			
Professional Learning Team to investigate <i>KidsMatter</i>	Wellbeing PLT with representation from teachers across the school to explore the KidsMatter health and wellbeing framework for implementation. Develop whole school plan for implementation of KidsMatter framework throughout the school.	Ongoing 2017		6 months: Students, staff and parents to complete the school surveys to obtain baseline data. Survey results analysed and next steps determined	● ● ●	KidsMatter Surveys- students, teachers, parents ATS		
				12 months: Action Plan in place	● ● ●			



Section 3: Other Improvement Model Dimensions

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12 MONTH TARGETS	<p>To reduce the number of students achieving low growth and increase the number of students achieving high growth in all areas of NAPLAN. To reduce the discrepancy in results across the five domains of NAPLAN and ensure that there is consistent levels of growth.</p> <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="6">Percentage of Students</th> </tr> <tr> <th colspan="2">Low</th> <th colspan="2">Medium</th> <th colspan="2">High</th> </tr> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>17.1%</td> <td>10%</td> <td>59.2%</td> <td>35%</td> <td>23.7%</td> <td>55%</td> </tr> <tr> <td>Numeracy</td> <td>10.7%</td> <td>10%</td> <td>37.3%</td> <td>35%</td> <td>52.00%</td> <td>55%</td> </tr> <tr> <td>Reading</td> <td>15.8%</td> <td>10%</td> <td>47.4%</td> <td>35%</td> <td>36.8%</td> <td>55%</td> </tr> <tr> <td>Spelling</td> <td>19.7%</td> <td>10%</td> <td>46.1%</td> <td>35%</td> <td>34.2%</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>32.9 %</td> <td>10%</td> <td>40.8%</td> <td>35%</td> <td>26.3%</td> <td>55%</td> </tr> </tbody> </table> <p>Set other targets based on school assessment in consultation with Leadership Team at start of year eg Vic Curriculum targets as a comparison from Semester 2 2016. To increase number of students achieving above expected standards, review growth data and set targets based on this.</p>	Domain	Percentage of Students						Low		Medium		High			2016	2017	2016	2017	2016	2017	Grammar and Punctuation	17.1%	10%	59.2%	35%	23.7%	55%	Numeracy	10.7%	10%	37.3%	35%	52.00%	55%	Reading	15.8%	10%	47.4%	35%	36.8%	55%	Spelling	19.7%	10%	46.1%	35%	34.2%	55%	Writing	32.9 %	10%	40.8%	35%	26.3%	55%
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Participation in Curiosity and Powerful Learning Community of Practice	Identify appropriate professional learning opportunities based on 'Assessment for Learning' within a Community of Practice. Create opportunities for teachers to work with other schools to collaborate for moderation, sharing of pedagogy and best practice in assessment. Maintain progress achieved through learning intentions, narrative and pace. Develop consistent teaching and learning protocols in teams including the use of data to develop challenging learning tasks.			6 months: Professional Learning in place Accountability to CPL 12 months: Data used effectively to develop challenging learning tasks. Improved student outcomes and engagement Teaching and Learning protocols established	● ● ● ●	Student Achievement Data (NAPLAN and Teacher Judgement) Teams have a comprehensive process where they analyse data which informs planning. Teachers collect evidence as part of the PDP process to demonstrate achievement of the goal. Teachers collaborating with local schools. Moderation		



'Creating an Inquiring Learning Environment' as foundation for STEM	<p>Establish a STEM PLT comprising of staff from different levels throughout the school.</p> <p>Full time STEM teacher to work in collaboration with teaching teams at different stages throughout the year.</p> <p>Model an 'Inquiring Learning Environment' through a targeted learning program.</p> <p>Enhance the current learning program by providing authentic and challenging experiences for students.</p> <p>Create a Maker Space and determine protocols for use including lunchtimes.</p>			6 months: PLT in place STEM teacher working with LT to develop a responsive program. Program reviewed and monitored for improvement Maker Space in operation	● ● ●	<p>Student Achievement Data for Science and Technology</p> <p>Teachers from the STEM PLT have a 'Professional Engagement' goal in their PDP and collect evidence of their achievement towards the goal.</p> <p>Maker Space established and operational</p>		
				12 months: Program enhanced Maker Space used purposefully by more classes Lunchtime club in place Program evaluated by teachers, students and parents	● ● ●			
Review curriculum planning to incorporate student voice and CPL theories of action	<p>Develop a new planning process.</p> <p>Review and make adjustments to the 2017 student centred planning process. Provide opportunities for feedback.</p>			6 months: Model in place and being reviewed Planning process allows for a flexible learning program based on student need and interest (student voice)	● ● ●	<p>ATS</p> <p>Student Achievement Data-Teacher Judgement</p> <p>Curriculum planning process and documentation</p>		
				12 months: Model enhanced	● ● ●			
Develop partnership with Literacy Coach	<p>Establish a Literacy PLT comprising of teachers from different levels throughout the school.</p> <p>Develop a partnership with Literacy Consultant Deb Sukarna to support our teachers to ensure that our students improve their Writing results by being engaged in purposeful writing tasks that are linked to our student centred learning focus.</p> <p>Deb to provide professional learning to the Leadership Team, PLT, whole staff and teaching teams through workshops and coaching.</p>			6 months: PLT in place Professional Learning Priorities understood and evident in PDPs Teachers collaborating for improvement	● ● ●	<p>Student Achievement Data in Literacy</p> <p>All teachers have a 'Professional Knowledge' goal based on writing. Evidence is collected to demonstrate their achievement towards this goal.</p> <p>Student growth data improves compared to 2016 and at least 65% of students achieve an A or B.</p>		
				12 months: Student outcomes improved Teacher confidence improved Seek feedback and identify role for 2018	● ● ●			
Revise and embed maths curriculum planning and assessment	<p>Establish a Numeracy PLT comprising of teachers from different levels throughout the school.</p> <p>Embed the extensive learning from Charles Lovitt and revise the planning process to include: 2 x Tool Box lessons based on student need 3 x Investigations based on student need and interest where they apply their learning.</p> <p>Identify and create appropriate assessments. Use data effectively to identify the needs of students to target teaching and plan challenging learning tasks.</p>			6 months: PLT in place Planning template created and in use Priorities understood and evident in PDPs Teachers collaborating for improvement Students being taught of point of need and are being challenged	● ● ●	<p>Student Achievement Data in Numeracy</p> <p>All teachers have a 'Professional Practice' goal based on using assessment to plan for and teach students at their point of learning to improve student learning outcomes. Evidence is collected to demonstrate their achievement towards this goal.</p> <p>Student growth data improves compared to 2016 and at least 65% of students achieve an A or B.</p>		
				12 months: Student outcomes and engagement improve	● ● ●			



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	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
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]				
Considerations for 2018:				



