Annual Implementation Plan: for Improving Student Outcomes

School name: Westgrove Primary School   Year: 2017

School number: 5365   Based on strategic plan: 2015-2018

Endorsement:

Principal   Tami-Jo Richter   26-03-2017   Senior Education Improvement Leader   Helen Hobley   26-03-2017

School council   Samara Renton   26-03-2017

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
To improve student engagement in their learning   **Build the connectedness across the school between students, staff, families and the community**

Improvement Priorities	Improvement Initiatives	✓
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.

Westgrove's strategic plan was developed in 2015 and has a focus on continual improvement in literacy and numeracy and this will continue to be pursued.

The NAPLAN targets and results for 2015 and 2016 /2017 are:

<u>Year 3</u>

Reading: 50% or more students in bands 5 and 6 (2015- 47%, 2016-47%) 2017- 42%

Numeracy: 50% or more students in bands 5 and 6 (2015- 44%, 2016-43%) 2017- 71%

Writing: 60% or more students in bands 5 and 6 (2015- 65%, 2016-70%) 2017- 54%

<u>Year 5:</u>

Reading: 45% or more students in bands 7 and 8 (2015- 42%, 2016-24%) 2017- 32.2%

Numeracy: 45% or more students in bands 7 and 8 (2015- 36%, 2016-24%) 2017- 20.7%

Writing: 60% or more students in bands 7 and 8 (2015- 24%, 2016-14%) 2017-27.6%

2012- 2016- Numeracy relative growth Year 3 to 5- 20% (Similar Schools- 22%) 2013-2017- 20%

2012- 2016- Reading relative growth Year 3 to 5- 24% (Similar Schools- 21%) 2013-2017- 23.6%

2012- 2016- Writing relative growth Year 3 to 5- 15% (Similar Schools- 20%) 2013-2017- 17.7%

	Wyndham 2016	Westgrove 2016	Comparison	Wyndham 2017	Westgrove 2017	Comparison	
Y3 Reading	405.7	423.0	17.3	416.2	427.8	21.6 ↑	4.3 ↑
Y3 Writing	416.2	425.1	8.9	411.3	444.6	33.3 ↑	24.4 ↑
Y3 Number	393.3	422.5	29.2	399.2	430.2	31 ↑	1.8 ↑
Y5 Reading	486.2	483.5	2.7	487.6	502.2	14.6 ↑	17.3 ↑
Y5 Writing	473.5	468.5	5	471.1	483.3	12.2 ↑	17.2 ↑
Y5 Number	480.4	483.2	2.8	480.1	490.0	9.9 ↑	7.1 ↑

- **Average Student absences between 2012-2016- 18 (Similar Schools- 16)**
- **Opinion survey results 57% of students feel connected to the school (State-66%) 2017- 81% positive; 69% of staff were positive about school climate (State- 75%) 2017- 67.25%; 89% of parents were satisfied with the school overall (State-88%)2017- general satisfaction- 86%; School connectedness- 92%; high expectations-97%**
- **Staff have concerns about safety**

Numbers remain steady at about 715 with transience issue with consolidating skills and abilities in particular year levels.

Data shows that there is work to be done particularly in the areas of:

- **Writing**
- **Learning Growth in the upper years**
- **Absenteeism**
- **Classroom behaviour**
- **School climate**

There has been the introduction of a new curriculum framework for planning, teaching and learning to directly and indirectly address some of the above issues. This needs to continue to be scaffolded for staff and monitored to ensure engagement and effective delivery. There are a number of issues that require attention in order to ensure this occurs:

Framework for Improving Student Outcomes

VICTORIA State Government

- **An improved focus on student voice and goal setting**
- **Developing an understanding of how feedback will be used and recorded throughout the school to improve student learning**
- **Developing an understanding of inquiry teaching and learning to motivate students**
- **Creating a safe, stimulating and creative environment for student learning**
- **Empower staff to make strong connections and relationships with students**
- **Develop dispositions within the students that support safe, respectful interactions with others**

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)
Curriculum Planning and Assessment • **Enhance active student engagement in learning with a differentiated curriculum to stimulate and challenge all students.**	• Build a guaranteed and viable curriculum to enhance student learning- revisit the teaching and learning guidelines of the school and update • Implement a concept driven curriculum framework that encourages student voice, reflection and engagement where students construct the knowledge and there is a focus on skill building and dispositions as well • Embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs • Coaching in literacy and numeracy cross the school • Action research project on the relationship between learning intentions, success criteria and feedback- develop and formalise processes for implementation and coaching • Professional learning in Inquiry pedagogy and the writing traits • Improvement with use of data by PLTs to improve teaching and learning
Setting expectations and promoting inclusion • **Deepen student engagement, collaboration and motivation within a safe, productive working environment.**	• Develop and activate high expectations and aspirations of students through implementing an inquiry curriculum • Improve student engagement in learning at school and at home through developing new assembly formats, student voice in learning, community involvement in the teaching and learning • Build the capacity of the students to be resilient, socially responsible and respectful in their relationships through targeted social skills programs and opportunities • Drafting new PBS continuums • Investigate and implement ways to increase student attendance • Building the capacity of teachers to address behaviour and learning

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 not 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	To improve student engagement in their learning
IMPROVEMENT INITIATIVE	Curriculum Planning and Assessment • Enhance active student engagement in learning with a differentiated curriculum to stimulate and challenge all students.
STRATEGIC PLAN TARGETS	• Student Attitude to School Survey will indicate improved student outcomes in the teaching and learning variables- learning confidence, school connectedness, stimulating learning, student motivation, teacher effectiveness and teacher empathy. Improvement will be evidenced by an average score of 4.7 or higher. • Parent Opinion survey will indicate improved outcomes in the stimulating learning, learning focus and school connectedness variables. Improvement will be evidenced by an average score for these variables of 5.78 or higher. • Staff survey will indicate high levels of teacher engagement (collective participation 2018- 85%)
12 MONTH TARGETS	• Student Attitude to School Survey in the areas of learning confidence, school connectedness, stimulating learning, student motivation, teacher effectiveness and teacher empathy- scores averaged in 2016- 4.24. Improvement will be evidenced by an average score of 4.5 or higher. • Parent Opinion survey in the areas of stimulating learning, learning focus and school connectedness- scores averaged in 2016-5.87. Improvement in 2017 will be evidenced by 5.9 or higher. • Staff survey results in 2016 had collective participation at 60.9%. Improvement will indicate high levels of teacher engagement with collective participation target being 70% and teacher collaboration being 85%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build a guaranteed and viable curriculum to enhance student learning	Document the matrix of units for 2017 against the Victorian Curriculum	Whole staff	Ongoing	6 months: • Written matrix of units which matches the Victorian curriculum (Term 1 and 2)	🔴🟡 🟢 **G**	• Curriculum day mapped all units against the curriculum- 2nd curriculum day set up to revise in Term 4		
	Ensure that the assessment strategies are assessing understanding, skills and personal development. (Tania Lattanzio PL Term 3)	Whole staff	Term 3	• Written units have detailed formative and summative assessment strategies	**Y/Y**	• Units saved on share point		
	Continue to develop teaching strategies which engage and motivate students (instructional leaders to examine planning and assist through coaching)	Instructional Leaders	Ongoing	• Written units have a variety of teaching strategies which support engagement and inquiry • Work programs show evidence of how TAs are working with children to assist differentiation	**G**	• On schedule • Units are developing • TA's now more focussed in work programs for Semester 2		
	Instructional leaders to implement a consistent coaching model to support consistency across the school and build the capacity of understanding around inquiry pedagogy through learning intentions, success criteria and feedback	Instructional Leaders	Introduced Term 1- ongoing evaluation	• Documented coaching model embedded throughout school • Policy on learning intentions, success criteria and feedback	**G**	• PL on coaching model • Coaching model developed and disseminated • Policy written and implemented- PL planned for Term 3 to further implementation		
	Ensure PLT groups have focussed targets in literacy and numeracy	PLT groups	Ongoing					

					Status		
	Ensure the P and D process reflects the work of the PLTs and the focus of the AIP in terms of teaching and learning	PCO/ Instructional Leaders	Term 1	• Targets identified and regularly monitored for achievement and used to guide planning in the PLT • Detailed P and D plans which reflect the AIP	G G	• Analysis of data for Semester 1 (week 11 T2) • New targets identified for Sem 2- structure and TA involvement planned • P and D plans moving well	
	Continue to provide professional learning that builds the capacity of teachers to understand and implement inquiry pedagogy	PCO/Instructional Leaders/ External Consultants	Ongoing	• Teachers and instructional leaders' capacity to teach within an inquiry pedagogy improves • Units of inquiry are detailed	G	• Units are becoming more details • PL continuing all year	$140,000
	Focus on the writing traits to build the professional knowledge of the team leaders and Instructional leaders and then the staff	PCO/Instructional Leaders/ External Consultants	Ongoing	• Focussed writing targets • Strong focus on writing in work programs • Implementation of strategies shared at PL	G	• Leadership is working as the writing inquiry team • Plotted all students on continuum with Vic curric • Consultant currently working with Year 4 classes, TLs and lead learners in all year levels • Optional PL offered in the morning by consultant has been well attended • Lead learners been identified – attending PL and watching a modelled lesson (4X term)	$42,500
				12 months: •	🔴🟡🟢 All G	• Assessment for units of inquiry needs to be explored further in 2018 for transference • Further development in terms of writing units for 2018 to review 2017 units and re-examine components- this process will need to be a continual one over the next few years • Enthusiasm for student engagement in inquiry units improved in semester 2 • P and D timetable for Term 4 set- one staff member being worked with who will not complete cycle successfully at this stage • PLT process to be examined further in 2018 to ensure continuity and to examine practice to achieve goals • Enthusiasm for writing across the school • NAPLAN results in writing improved enormously in 2017 • Writing consultant began working with Year 2 team in Term 4 • Writing optional PL and lead learners continued in T3 and T4 • PL in writing to continue in 2018 • Possible focus on reading consistency throughout the school in 2018 • Teaching and Learning folder been updated across all areas of the curriculum for 2018.	
		PCO	Term 2/3	6 months:	🔴🟡🟢	• 3 units written	$27,590

VICTORIA State Government

Implement a concept driven curriculum framework that encourages student voice, reflection and engagement	Continue to provide professional learning about concept-driven curriculum with Tania Lattanzio (2 X 3 days- May and August)			• The capacity of teachers to teach through inquiry increases and understanding of assessment practices grows- unit planners develop	G	• 4th unit to be written on T3 curriculum day with more PL on assessment		
	Instructional leaders to complete an action research project on feedback within the school which results in a policy of how feedback is to be given within the school	Instructional Leaders	Term 1 and ongoing	• Documented policy about the purpose of feedback and how it will be given and documented	G	• Policy documented, implemented. • PL occurring in Term 3 to support • Basis for coaching		
	Embed student voice into unit planning	Whole staff	Ongoing	• Student voice and student initiated inquiry documented in the planners	Y	• Working towards		
	Continue to build the capacity of staff to use reflection effectively	Whole staff	Ongoing	• Reflection documented on the inquiry planners/ documented in work programs throughout the curriculum	Y	• Still working towards this- focus more in Semester 2		
	Encourage students to understand the purpose of reflection in relation to their learning	Whole staff	Ongoing	• Students to use reflection effectively to guide learning and goal setting (reflection journals)	Y	• Reflection journals have begun- struggling to maintain (PL organised for Term 3 to support)		
	Inform parents through continuous reporting about student voice, engagement and reflection	PCO/Instructional Leaders	Ongoing	• Continuous reporting process has begun; protocols developed	G	• Learning task attached to electronic reports in Semester 1 • Sem 2 learning tasks to be expanded • Schedule for planning and uploading for Semester 2orgnaised • Parent info sessions were organised and well attended • Have identified issues with parents accessing reports- exploring in Semester 2		
				12 months:	🔴 🟡 🟢 G Y (voice, reflection)	• All 4 units written and matrix to be reviewed onT4 curriculum day • LI/SC/FB policy to be reviewed and used more consistently in 2018 • Student voice more of a focus in 2018 within units though has improved • Reflection journals revisited in T3- to continue to develop in 2018 as goal setting/reflection journals for all areas throughout the year • Learning tasks being sent home regularly in Semester 2- understanding and processes developed further throughout Semester 2- need to look at how to ensure all families access more regularly in 2018		
Embed a culture of curriculum planning and assess the	Begin the process of continuous reporting- identify how work samples can be shared	PCO/Instructional Leaders	T1- ongoing	6 months: • Continuous reporting process begun; protocols developed	🔴 🟡 🟢 G G	• Continuous reporting has begun • Schedule for learning tasks for semester 2 organised/time set aside		

VICTORIA State Government

impact of learning programs, adjusting them to suit individual student needs	Inform parents about the purpose of continuous reporting and how to access their child's work	PCO/Instructional Leaders	T1-ongoing	• Parents interacting with the process/ feedback collected from parents	**G**	• Parent info sessions organised • Collecting information on access to system in Semester 2- examining how to better inform parents • Schedule organised	
	Develop a minimum requirement across the school for what continuous reporting will look like	PCO/Instructional Leaders	T1-ongoing	• Documentation outlining requirements for continuous reporting	**G**		
	Utilise the new teaching assistants to support PLT goals (be specific in planning about their role in lessons)	PCO/Instructional Leaders/teachers	T1-ongoing	• Job descriptions/ work programs document their work		• Analysis of PLT data in semester 1 has meant more focussed targets for Semester 2 with structure and allocation of TAs organised more effectively • PL delivered and will continue to be delivered • Job descriptions developing	
	Instructional leaders to monitor how effective the teaching assistants are being used	Instructional Leaders PCO/Instructional Leaders/	T1-ongoing	• P and D plans for the teaching and learning assistants/ monitor effectiveness of assistants through PLT goals	**G**	• As mentioned analysis of data for Sem1; PLT goals analysed; P and D process set up for TAs	$369,003
	Introduce learning walks and lesson observations to provide critical feedback to staff to inform improvements in teacher practice in line with the new curriculum framework and our PLT targets			• Documented learning walk policy/ Leadership team has an overview of teaching throughout school	**G**	• Learning walks completed twice in semester 1 for all staff • Schedule for Semester 2 developed • Feedback given to all teams	
				12 months:	🔴 🟡 🟢 **All G**	• Discussion with SIL about effectiveness of TAs in T3- guide workforce plan for 2018- some areas very effective; other areas an intervention teacher would work better • Learning walks have provided valuable information for what is working throughout the school/ what still needs to be worked on- given the leadership team a good overview of teaching throughout the school • Parent information sessions offered about continuous learning and how to access reports etd	

VICTORIA State Government

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Build the connectedness across the school between students, staff, families and the community
IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion • Deepen student engagement, collaboration and motivation within a within a safe, productive working environment.
STRATEGIC PLAN TARGETS	• Student Attitude to School Survey results will indicate improved outcomes in student relationships, variables of classroom behaviour, connectedness to peers and student safety. Improvement will be evidenced by an average score of 4.0 or higher. • Staff survey to indicate an increase in the connectedness of families, staff and students in the variables of school climate: trust in students and parents from 55% in 2014 to 80% in 2018/ Parent and community involvement from 63% in 2014 to 80% in 2018. • Absences will be reduced to an average of 15 days or below per student F-6
12 MONTH TARGETS	• Student Attitude to School Survey results will indicate improved outcomes in student relationships, variables of classroom behaviour, connectedness to peers and student safety. Improvement will be evidenced by an average score of 4.0 or higher. Results in 2016- 3.87. Improvement in 2017 will be evidenced by an average score of 4 or higher. • Staff survey to indicate an increase in the connectedness of families, staff and students in the variables of school climate: results in 2016- trust in students and parents- 60%; parent and community involvement- 64%. Improvement will be evidenced in 2017 with results in trust in students and teachers- 70%; parent and community involvement- 70% and with build resilience and a resilient supportive environment- 75%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Develop and activate high expectations	Change the format of assemblies to include motivational videos/ messages and classroom learning	Leadership Team	T1-ongoing	6 months: • Different format for assemblies/ more student engagement/focus on social skills	🔴🟡🟢 **G**	• Assembly changes in P-6 • Student engagement has improved		

VICTORIA
State Government

and aspirations of students								
	Further develop the BYOD program to ensure that the curriculum programs are digitally rich	Instructional Leader-digital technology	T1-ongoing	• Student engagement improves/ digital technology documented in units of inquiry	**R**	• Examining how to involve other staff more • Plans for T4 curriculum day to assist with this for 2018	$103,549	
	Embed the explicit teaching of dispositions into the curriculum and success criteria to build student capacity	Whole staff	T1-ongoing	• Dispositions embedded into planning/see a relationship between dispositions being taught and the PBS continuum	**Y**	• Needs to develop further • Social skills program for Sem2 developed to help assist this		
	Monitor and respond to student attendance in a timely manner	Whole staff	T1-ongoing	• Improvement in attendance data	**Y**	• Lots of follow up with DHS, truancy officer, home visits, individual families- have seen improvement with some families- others we are still struggling with		
				12 months:	🔴 🟡 🟢 **G(assemblies)** **Y (rest)**	• Assemblies continue to be successful- will need to look at how that is run next year. IL and TL to run the assembly for their areas/ provide clip and be engaged with the audience. • T4 curriculum day planned to include digital technology within units of inquiry for 2018 (digital technology been documented for teaching and learning folder) • Dispositions still being worked on and understood • Attendance still a chronic issue for some families- have contacted DHS, truancy officer, outside agencies and tried working with families- limited success with some families/ significant success with others- still will need to be a continual focus for 2018.		
Improve student engagement in learning at school and at home	Build strong relationships between staff and students through team building at in-school camps with follow up reflection days	Whole staff	T1-ongoing	6 months: • Engagement in classrooms improving; student attitude to school and parent survey improving; students developing anchor charts about attitudes and behaviours at school which reflect the PBS continuum	🔴 🟡 🟢 **G**	• Years 2-6 had social skills incursions with follow up parent sessions- positive feedback from families about the focus on social skills • Program in place in semester 2 – targeted social skills program/ explicit teaching and reflection time		
	Follow up in-school programs with parent information sessions and celebrations	Whole staff	T1-ongoing	• Parents attending information sessions and engaging with the staff about social skills programs and behaviours; parent participation in celebrations	**G**	• Reporting info sessions • Social skills reflection sessions • Multicultural lunch • Harmony day • Breakfast club specials breakfasts • Performing arts open classrooms • Year 5 market day • Open classrooms in education week (well being theme)		

VICTORIA
State Government

				12 months:	● ● ● **G(all)**	• Successful social skills incursion and program developed in Term3/4 for whole school- language improving across the school. Parents commenting on visibility of effort. Parent SS afternoon very successful in Semester 2. Continued to invited families in for celebrations about events and learning. (book week, assemblies, exhibitions etc).e •		
Build the capacity of the students to be resilient, socially responsible and respectful in their relationships	Introduce the PBS continuum which has now been developed for differentiated behaviour at different year levels	Leadership team	T1-ongoing	6 months: • Documented continuum which is organic and is monitored throughout the year	● ● ● **G**	• Been developed and implemented • Specific SS program for Sem 2 using the PBS continuum as a basis for identifying the behaviours needed	$14,600	
	Build social skills programs to support the continuum	Leadership team	T1-ongoing					
	Build the capacity of the teachers to teach the social skills/dispositions in the continuums	Leadership team/external agencies	T1-ongoing	• Build the capacity of the teachers to teach social skills with the students; improve student engagement and behaviour	**Y**	• SS incursions for Year 2-6 focussing on particular social skills • SS schedule for focus in classrooms in Sem 2	$61,302	
	Identify, model and celebrate the social skills and behaviours of the students in assemblies through sharing student learning, events and other materials	Whole staff	T1-ongoing	• Teachers feeling more confident about teaching social skills/ dispositions embedded in planning/ change in student engagement and behaviour	**R**	• Program set up for Sem 2		
	Build the capacity of the teachers to understand the demographic of the school in more depth	External consultants	T2/3	• Change in assembly format; teachers and students sharing learning in assemblies	**G**			
	Build staff capacity – Berry ST model PL for whole school	Berry St consultants	T2/T3	• Staff feeling more confident about managing escalating behaviour from both parents and students	**Y**	• Staff have been working with social worker (maternity leave end of Sem1) • Employed a youth worker 0.6 and a counsellor1.0 for Semester 2 to support students and staff • Understanding poverty PL organised on Day 1 2017 • Changing structures to make stronger links between PLTs, EAL teachers and classroom teachers	$90 000	
				• Staff sharing expertise with teams to build the social skill capacity of students	**Y**	• Partner school for Respectful relationships in Sem 2 • Berry St program booked and scheduled for 2018	$25000	
				12 months:	● ● ●	• Social worker and counsellor began in semester 2- targeted programs /students in place		

Published: February 2016

VICTORIA
State Government

					G (assemblies/ matrix) Y(rest)	• Began RR training for implementation in 2018 • Whole school focus for SS in Sem 2 • Some success in year levels using the PBS matrix as a restorative activity		

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**	No	2 - Evolving	The school has clear goals that support the FISO priorities, which is reviewed and monitored regularly. All aspects of the school professional learning and focus for improvement focuses on those goals. We have been working to identify targeted goals for the students for PLT goals and implementation. Monitoring in PLTs has been focussed and regular. Learning walks provide the teachers with regular feedback from leadership about teaching. There is a collaborative approach to planning, teaching and assessment. The school is monitoring programs for effectiveness. 87% of parents are satisfied with the learning programs on average across the student cognitive engagement range.
	Curriculum planning and assessment	Yes	2 - Evolving	Teachers are more confident with the Victorian Curriculum and how to address it through units of inquiry with a concept-driven focus. The PL has supported teaches with this and will need to be a continual focus to build teacher understanding and confidence. As teacher confidence grows so will student agency and voice which has had a positive improvement in Years 4-6. The curriculum has been reviewed and documented this year. Moderation is occurring across the year levels and as a whole school in areas such as writing- not all areas at the moment. Data is triangulated and analysed.
	Evidence-based high impact teaching strategies	No	2 - Evolving	Teachers are working to scaffold learning using data to assist. Teaching and learning assistants were employed this year to support teachers with this process. Teachers have been introduced to the high impact strategies and they will continue to be a focus next year. Adjustments are being made in 2018 for how teaching and learning assistants will be used- an intervention teacher will be used in Years 3-6 with specific focussed targets for particular cohorts of students. PDPs are being reviewed across the school.
	Evaluating impact on learning	No	2 - Evolving	A range of assessment is used to evaluate learning and programs. Feedback has been a focus this year with a policy developed. It will continue to be a focus for 2018 ensuring that feedback is linked with LI/SC, goal setting and reflection journals. Monitoring the process for PLTs will evolve further next year to include the teaching and learning assistants and the intervention teacher- particular cohorts will be targeted to ensure maximum growth for all students.
Professional leadership	**Building leadership teams**	No	2 - Evolving	Clear understanding has been developed for the WFP to outline the roles and responsibilities for all in leadership. This has been a focus this year of building teacher leadership has whole which will need to continue as it requires a culture change. Leadership has been involved with PL with staff as well as running PL for staff and implementing their learning within planning meetings etc.
	Instructional and shared leadership	No	2 - Evolving	Leadership is shared and a focus has been put on building the capacity of leaders within the school particularly on frontloading TLs and ILs with PL to lead staff. Further work needs to occur to ensure that transference occurs across the cohort not just in individual classrooms. A shared leadership structure is developing.
	Strategic resource management	No	3 - Embedding	Staffing has been responsive to the needs of the school and has had staff input whilst working within SRP constraints. Time, resources etc have been allocated to support student outcomes and the AIP goals.
	Vision, values and culture	No	2 - Evolving	Staff are aware of the AIP improvement goals and they are displayed in the planning room. Monitoring occurs regularly. The school tries tonutilise a variety of ways to inform the community about a variety of things- electronic sign, website, app, parent info sessions etc.
Positive climate for learning	**Empowering students and building school pride**	No	2 - Evolving	Student voice and agency was at 64% in the student survey which we will continue to work on but the staff felt pleased about. The Parent survey had student agency and voice at 81% positive. There are many opportunities for students to participate in leadership opportunities, clubs and groups as well as assemblies. This is area we are continuing to focus on in 2018. We would like to find a variety of ways for students to give feedback. Assemblies have worked well this year as way to expose students to different ideas/ reflection in assembly has been celebrated by parents.
	Setting expectations and promoting inclusion	Yes	2 - Evolving	Continuing to improve goal setting will be a focus for 2018 and how they connect to feedback and reflection journals will be explored further. The Berry St PL is booked and we are looking to embed strategies within the school and to have a whole school approach. We are wanting students and teachers to feel empowered. Continuing to focus on the explicit teaching of social skills and introducing respectful relationships resources will also continue into 2018. ILPs for particular cohorts will also be monitored more closely next year.
	Health and wellbeing	No	2 - Evolving	Policies are in place. Inclusion isn't an issue at the moment though ILPs could be monitored more closely. Ways to track testing etc will be reviewed. Introducing the RR curriculum and ways to support students will also be a focus for 2018.
	Intellectual engagement and self-awareness	No	2 - Evolving	Goal setting, student voice and agency, reflection and cultivating dispositions as well as encouraging student self-regulation and the building of social skills will continue for 2018. Working to have students monitor their goals will also tie in with this work. Developing more comprehensive units of inquiry will also support this area.

VICTORIA
State Government

Community engagement in learning	**Building communities**	No	2 - Evolving	Parents have a number of ways to be involved within the school but we are trying to build this further. Opportunities for parents to come and view their child's learning will continue to be explored next year. Many strong relationships with community agencies to support students.
	Global citizenship	No	1 - Emerging	This is an area to be explored further- looking to embed some global perspectives within units of inquiry- it could be a focus for Assembly as well.
	Networks with schools, services and agencies	No	3 - Embedding	This is an area where the school is strong- always further work could be done but the relationships with community agencies is strong.
	Parents and carers as partners	No	3 - Embedding	Again, looking to improve this with inviting parents in to be involved with the learning of the students more and have them interact with the continuous reporting more effectively. There are many opportunities given- we are looking to see how the uptake can be improved.

Reflective comments:

-Strengths: community networks and assistance for the community; well-being resources; support for intervention; leadership structure for staff development (IL); PD; improvement in inquiry units; support resources for staff- counsellor, youth worker, IT tech; consultation with whole staff and SIL, CC; reviewing processes and structures well; continuous reporting- informing regularly

-Leadership team agree about the reflection

- need to continue doing what we are all reading doing- staying the course so as to build teacher capacity and not overwhelm

- improvement in data- trying to find ways to improve the analysis of data to inform planning and professional development better

<u>Confidential</u> **cohorts analysis:**

Cohorts are being supported through various funding. Koorie funding assisting those children working below level; OHCS have an advocate. PSD students are well supported. 17 teaching and learning assistants this year to support all teachers with students in class- this will change for next year to less TAs and an intervention teacher. Tier 3 behaviour students are still an issue after having hired a social worker and counsellor but a plan in place for 2018. ILPs need to be followed up.

Considerations for 2018:

-managing staff change

-continue PL for inquiry, writing, Berry st, student voice and agency, reflective journals,

-monitoring needs to be more formal

- expectations of Level 2 teachers needs to rise and be clear and be equitable

- managing student behaviour and ensuring that it is the responsibility of the teachers to manage supported by leadership will be a focus for next year. Ensuring staff have skills to manage will be a focus for PL.

- looking at ways to empower and build pride and confidence in 2018 Year 5 cohort.

Framework for Improving Student Outcomes

VICTORIA
State Government