Annual Implementation Plan: for Improving Student Outcomes

School name: Beaumaris Primary School

School number: 3899

Year: 2017

Based on strategic plan: 2015-2018

Endorsement:

Principal   Louise Neave (Acting)   [date]

Senior Education Improvement Leader   Sarah Burns   [date]

School Council President Tony Falkingham   [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 Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
Achievement: To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.   **Engagement:** To improve levels of Student Engagement and Connectedness and enhance school transition programs from Kindergarten to Prep and beyond.   **Wellbeing:** To maximise Student Wellbeing programs across the whole school community with an emphasis on student resilience and connectedness.   **Productivity:** To provide for the best possible Human Resource, Fiscal and Grounds and Buildings processes in order to maximise student performance, connectedness and wellbeing levels.

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.

Improvement Priority: Excellence in teaching and learning. This priority has two components, Curriculum Planning and Assessment and Building Practice Excellence**.**

Improvement Initiative: Building practice excellence. *Teachers, principals and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.*

As a result of an analysis of our school data sets and progress made against the goals and targets of the School Strategic Plan (2015-18) supported by the Annual Implementation Plan (2016) in 2017 we will transition from a focus on *Curriculum Planning and Assessment* to *Building Practice Excellence.* We will continue to develop and strengthen our skills to ensure effective planning and use of assessment data to ensure the delivery of a differentiated curriculum that enables high learning growth for all students. To achieve high learning growth for all students our teachers will work collaboratively to analyse student data to ensure the delivery of a differentiated, individualised program that caters for the diverse learning needs of their students. To further embed best practice, teachers will engage in whole school and personalised professional learning, classroom observations and personal feedback to enhance consistency and congruence in learning and teaching practices evident in a high performing school. A strength of our school is a culture of commitment to continuous improvement in both student and adult learning.

Key improvement strategies (KIS)
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	- Teachers use regular, relevant feedback to improve their practice and student learning outcomes. - Teachers use differentiated learning and teaching practices to improve student learning outcomes, with a focus on mathematics, writing and speaking and listening. - Teachers engage in professional learning programs to strengthen best practice. - Teachers analyse student achievement data to cater for the diverse learning needs of their students and ensure high levels of student engagement.

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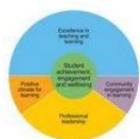
Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	**Achievement: To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.**
IMPROVEMENT INITIATIVE	**Building practice excellence**
STRATEGIC PLAN TARGETS	- Student relative learning growth based on the NAPLAN indicates at least 25% high growth and improves annually. - Student learning growth in all domains of English and Mathematics to indicate that more than 90% of students make 14 months learning growth in each calendar year. - Student performance achievement levels based on school data sets, Student Performance Analyser (SPA) and student assessment tracking software to improve in Speaking and Listening and Writing. - Ensure the Parent Opinion (PO) Survey data of the school learning and teaching environment is above state means with a higher response rate and improve annually.
12 MONTH TARGETS	Targets for 2017: - Student relative learning growth based on the NAPLAN indicates at least 25% high growth. - Student learning growth in all domains of English and Mathematics to indicate that more than 90% of students make 14 months learning growth. - Student performance achievement levels based on school data sets, Student Performance Analyser (SPA) and assessment tracking software to improve learning growth in Mathematics, Speaking & Listening and Writing. - Ensure the Parent Opinion (PO) Survey data of the school learning and teaching environment is above state means.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
1.Teachers use regular, relevant feedback to improve their practice and to improve student learning growth.	1.1 Develop agreed staff values as the foundation for and to enrich strong professional relationships, relational trust and to support effective teacher feedback and collaboration to improve student learning growth.	Principal and AP Marg Armstrong All teachers	Curriculum Day Term 1 Ongoing	6 months: 1.1 Whole school teacher agreed norms have been developed and underpin our way of working together.	🔴 🟡 🟢	Mid-year workshop to revisit the impact of our co-created agreed values and teacher collaboration.	Marg 2000	
	1.2 Professional development to build staff knowledge and understanding of the value and variety of forms of feedback including teacher-teacher and teacher-consultant to improve student learning growth.	Principal, AP and Leadership Team, Education Consultant David Anderson, Sue Fine, Julie Shepherd All teachers	Professional Learning Team Meeting Ongoing	1.2 All staff has undertaken professional development to inform the development of co-created, agreed tools, proforma and protocols for effective feedback on teacher practice.		Mid-year workshop to revisit the impact of teacher feedback protocols and practices.		
	1.3 Each staff member nominates a form of feedback/tool to be used each semester, with a focus on improving teaching practice to improve student learning growth.	Leadership Team with all staff	Term 1	1.3 All teachers have nominated a form of feedback on their teaching practice to improve student learning growth and have included this as a SMART goal in their Performance and Development Plan.		At mid- cycle meetings, teachers provide evidence of their change in practice to improve student learning growth.		
		Consultants Leadership Team All teachers	Semester 1 and 2 Ongoing	12 months: 1.1-3 All teachers have modelled for and observed a member of their team and /or consultants each semester. Teacher reflections at end cycle meetings, indicate the impact of feedback on change to practice. Learning growth in all domains of English and Mathematics indicates that more than 90% of students made 14 months learning growth in the calendar year. Student relative learning growth based on NAPLAN indicates at least 25% of students achieved high growth.	🔴 🟡 🟢	Feedback for Semester 2 completed. At the end of cycle meeting each teacher presents evidence of change to their practice and the impact on student learning to inform their goals for 2018. Vic Curriculum and NAPLAN data analysis indicates 12 month targets have been achieved and the analysis will inform our goals for 2018. Staff Opinion Survey School Climate is above the state mean and an analysis of the survey will set recommendations for 2018.	David 8000 Sue 14000 Julie 14000	

2.Teachers use differentiated learning and teaching practices to improve student learning growth, with a focus on mathematics, writing and speaking and listening.	2.1 Extend the use of Student Performance Analyser (SPA) focusing on high growth for all students in mathematics and aspects of student achievement in English.	English and Maths SIT Leaders and members Philip Holmes Smith	Term 1 and 2 Term 1 and 4	6 months: 2.1 Semester One: Average effect size for each mathematical concept (place value, addition and subtraction) remains higher than 0.94. 2.1 The measurement of effect size has been extended to aspects of student achievement in English, writing and speaking and listening.	🔴🟡🟢	SPA cohort data analysis reflects high growth for all students in place value and addition and subtraction. SPA cohort data analysis reflects high growth for all students in writing and speaking and listening.	Philip 4000
	2.2 Professional learning to explore higher order thinking strategies to support the implementation of a differentiated program to enrich and extend student learning growth.	Assistant Principal and Leadership Team with all staff	Introduce Term 1 and Ongoing	2.2 Teachers have received relevant professional learning and are demonstrating evidence of differentiated lessons (The Solo Taxonomy).		At the end of Semester 1 teachers will evaluate the implementation of higher order thinking strategies/SOLO Taxonomy and make recommendations for the focus of additional professional learning in Semester 2. SPA cohort data analysis of percentages of students demonstrating high growth and goals for Semester 2 will be developed. Students reflect on their learning for Semester 1 and goals will be developed for Semester 2.	
	2.3 Year level teams to work collaboratively to analyse student data and implement weekly like ability clinic groups.	Professional Learning Team (PLT) Leaders Year level teams	Weekly Planning Term Planning Week	2.3. Weekly clinic groups in English and Mathematics appear in all year level planning documentation.		Weekly team analysis of student achievement data informs the Statement of Intent, teachers' weekly planners. Class Communication Boards reflect provision for differentiated clinics.	CRT 7000
	2.4 Continue professional learning and coaching by consultants and teacher experts, focused on highly effective teaching and learning of mathematics, writing (following the 7 Steps program), and speaking and listening based on the Victorian Curriculum.	Principal and AP Leadership Team Julie Shepherd Sue Fine English School Improvement Team Leader and team members.	Curriculum Day Term 1 Terms 1-4	2.4 Professional development undertaken with a focus on the introduction of the Victorian Curriculum, specifically English and Mathematics. 2.4 The Seven Steps approach has been used to enhance the writing program. Writing moderation to ensure consistent teacher judgment and to inform future learning Term 1 and 3: PLT moderation Term 2 and 4: Whole school moderation 2.4 Development of rubrics/assessment aligned with BPS Speaking and Listening Program using the Victorian Curriculum.		Implementation of the Victorian Curriculum English and Mathematics as well as other domains is evident in student reports for Semester 1. Feedback from teachers regarding the effectiveness of the Seven Steps approach to support students' writing skills, using a scaled rating system to determine impact. Feedback from teachers indicates whole school moderation of student writing enables greater consistency of teacher judgements Speaking and listening rubric implemented with evaluation and recommendations completed by mid-year, for implementation in Semester 2.	
	2.5 Professional learning to strengthen teacher capacity in the use of ICT to address the diverse needs and abilities of students.	AP with ICT SIT Leader and team members	Term 1 Term 1-4	2.5 ICT P-6 Scope and Sequence has been developed and implemented in line with the Victorian Curriculum. 2.5 Professional learning has been undertaken to build teacher knowledge, understanding and skills to improve both teacher and student use of ICT to improve student learning growth.		Audit of teachers' skills based on the Scope and Sequence document to ascertain ongoing targeted professional learning. Planning documents reflect the use of a diverse range of learning technologies to enhance the learning growth of all students. Additional features of SPA are being used to strengthen communication about student learning between teachers and parents. Additional features of Compass will be rolled out.	
				12 months: 2.1 Semester Two: Average effect size for mathematical concept (Multiplication and Division) remains higher than 0.94. 2.2-5.All teachers are measuring their effectiveness and impact on student learning by using student performance achievement levels based on school data sets, Student Performance Analyser (SPA) and assessment tracking software to improve learning growth in Mathematics, Speaking & Listening and Writing.	🔴🟡🟢	SPA data analysis of effect size for the concepts of multiplication and division is higher than 0.94. Teachers are using software to collect both qualitative and quantitative data about student learning growth including SPA to record student learning growth based on whole school assessment strategies(Pre and post tests, SWST, PAT M, PAT R) Students are using a range of digital technologies to enhance their learning. Parents are using a range of digital technologies to strengthen home/school communication.	

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3. Teachers engage in professional learning programs to strengthen best practice.	3.1 Whole staff in professional learning focussed on the content and implementation of the Victorian Curriculum to cater for students below, at, above and well above the expected level.	Consultants Sue, Julie and David Leadership team	Ongoing	6 months: 3.1 All teachers have a knowledge, understanding of all aspects of the English and Mathematics components of the Victorian Curriculum and are implementing the new curriculum to address the diverse learning needs of their students..		Teacher's planning documentation reflects a differentiated program that caters for students below, at, above and well above the expected level.	
	3.2 Whole School professional learning meeting to introduce the draft Annual Implementation Plan for 2017.	Principal and AP supported by the Leadership Team	Week 4	3.2 All teachers have a knowledge and understanding of the 2017 Annual Implementation Plan, school improvement priority and the school improvement initiative.		Teacher Performance and Development Plans and SMART goals are directly linked to the AIP and include a team goal and an individual goal.	
	3.3 Conduct a staff survey/workshop to reflect on and seek ideas for whole school and individual professional learning that will facilitate and enable the achievement of the school goals, targets and key improvement strategies of the 2017 AIP. Ask consultants to provide advice on the effective use of their expertise.	Principal and AP supported by the Leadership Team	Week 8/9	3.3 100% response rate from all staff members and consultants. An analysis of feedback/ideas/data has been completed to inform and refine the Whole School Professional Learning Plan comprising the use of both consultants, staff led professional learning and individual teacher personalised professional learning to enable the achievement of the goals, targets and key improvement strategies of the 2017 AIP.		Workshop/survey data analysis and recommendations have informed the Whole School Professional Learning Plan. Analysis of feedback from consultants on effective use of their expertise to enhance their impact on professional learning at BPS. A rating scale has been added to individual teacher's record of whole school and individual PD to further inform the professional learning needs of the staff, alongside the whole school student growth data.	
	3.4 Provide staff with an opportunity to nominate one chosen individual personalised professional learning opportunity, with demonstrable links to improve their practice, the learning outcomes of their students and the achievement of the goals, targets and identified priorities of their performance and Development Plan and the 2017 AIP.	Principal and AP	Early Term 1	3.4 All teachers have identified one personalised professional learning opportunity linked to their Performance and Development Plan and a goal in the 2017 AIP, supported by a proposal submitted to leadership and which reflects an opportunity to improve an identified area of their practice to enhance the learning outcomes of their students.		All staff has completed a critical analysis of their practice and the learning needs of their cohort to inform their choice of personalised professional learning. Proposal forms from teachers have been submitted and will require subsequent evidence of the impact of the professional learning on their practice and their students' learning growth.	CRT 12,000 Registn 17500
	3.5 Engage in whole school professional development on Seven Steps of Writing, Structured Word Inquiry and Differentiation.	English School Improvement Team Leader and team members Teacher experts	Ongoing	3.5 All teachers have undertaken professional learning to further strengthen their knowledge, understanding and skills in each area to improve and enrich student learning outcomes P-6.		Mid cycle SPA data analysis of impact on student learning growth of Seven Steps, Structured Word Inquiry and the implementation of a differentiated program delivery with recommendations for Semester 2.	
				12 months: 3.1 Implementation of the Victorian Curriculum. 3.2-3.6 Each staff member has completed professional learning with a demonstrable link to the AIP 2017. All teachers have prepared a written reflection and presented the key aspects of their professional learning and the impact on their practice and student outcomes to all staff. All elements of the Staff Opinion School Climate Survey are above the state mean.		Implementation of the Victorian Curriculum is evident in Semester 1 and 2 Student Reports. Development and implementation of a whole school Professional Learning Plan document based on the AIP with the addition of a rating scale. Provision for individual personalised professional learning for each teacher and subsequent impact on their practice to improve student learning growth. Meeting schedule agenda for staff presentations to share with their colleagues the impact of their individual personalised professional learning on student learning growth. Staff Opinion Survey School Climate is above the state mean.	

4.Teachers analyse student achievement data to cater for the diverse learning needs of their students and ensure high levels of student engagement.	4.1 Refine the analytics process and utilise ZPD and other tools within SPA to inform teaching practice and enhance student learning growth.. David Anderson facilitates student focus groups to gain their feedback on strategies for student engagement in learning.	English and Mathematics SIT Leader and team members David Anderson	Early Term 1 Term 2	6 months: 4.1 All teachers are using ZPD graphs during planning to create flexible English and Maths groups/rotations. A summary of the information provided by students, regarding strategies that engage them in their learning, has been provided to teachers and the leadership team.	🔴 🟡 🟢	Teachers' use of SPA tools reflects a greater proficiency in teacher capacity to accurately collect and analyse data to inform the impact of their teaching to improve the student's learning trajectory. Meeting schedule agenda enables update of SPA data. From David's forums, student forum feedback data is analysed and presented to staff to inform their planning and practice to further enhance student engagement in their learning.		
	4.2 Develop Speaking and Listening rubrics to be used as consistent assessment tools across the school.	English SIT Leader and team members Julie Shepherd	Term 1	4.2 English SIT has developed rubrics for speaking and listening aligned with the Victorian Curriculum.		Teacher assessment of their students' speaking and listening skills reflects a broad range of achievement levels.		
		Leadership Team and Philip Holmes-Smith with all staff	Term 4	12 months: 4.1 Whole school analysis of the target of more than 90% of students are achieving 14 months growth in 12 months to ascertain our priorities for 2018. 4.1 Whole school analysis of student NAPLAN data has been undertaken to ascertain our priorities for 2018. Parent Opinion (PO) Survey data of the school learning and teaching environment is above state means.	🔴 🟡 🟢	End of year Victorian Curriculum and NAPLAN whole school data analysis, with Philip, will inform teachers of their impact on student learning and the progress towards achieving the goals and targets of 2017 AIP, and make recommendations for 2018. Parent Opinion Survey data will be analysed against the targets for the learning and teaching environment and recommendations made for 2018.		

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To improve levels of Student Engagement and Connectedness and enhance school transition programs from Kindergarten to Foundation and beyond. To maximise Student Wellbeing programs across the whole school community with an emphasis on student resilience and connectedness.
OTHER IMPROVEMENT MODEL DIMENSIONS	**Positive climate for learning – Health and Wellbeing**
STRATEGIC PLAN TARGETS	• Parent Opinion (PO) Survey data indicates School Transitions and Reporting to be above state means and improve annually. • Student Attitudes to School Survey (ATS) data (Year 5 and 6) to be above state means for both boys and girls and improve annually. • Staff opinion based on the new Staff Opinion (SO) Survey related to Professional Learning to exceed state means and improve annually on the 2014 benchmarks. • Student Morale and Student Motivation in the ATS Survey (Year 5 and Year 6) to be above state means and improve annually. • PO Survey means in the area of General Satisfaction to be above state means and improve annually. • SO Survey means in the areas of School Climate, Trust and Community Involvement to be above state means and improve annually. These targets should be based on the 2014 initial benchmark means.
12 MONTH TARGETS	• Parent Opinion (PO) Survey data indicates School Transitions and Reporting to be above state means and improve annually. • Student Attitudes to School Survey (ATS) data (Year 5 and 6) to be above state means for both boys and girls and improve annually. • Staff opinion based on the new Staff Opinion (SO) Survey related to School Climate to exceed state means and improve annually on the 2014 benchmarks. • Student Morale and Student Motivation in the ATS Survey (Year 5 and Year 6) to be above state means and improve annually. • PO Survey means in the area of General Satisfaction to be above state means and improve annually. • SO Survey means in the areas of School Climate, Trust and Community Involvement to be above state means and improve annually. These targets should be based on the 2014 initial benchmark means.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of Impact	Estimate	YTD
1.Develop a whole school community Student Resilience Program with a focus on positivity and student self-esteem and related parental support.	1.1Engage the expertise of The Resilience Project, to further deepen and enrich the knowledge, understanding and skills of staff, students and parents in ways to develop and strengthen student wellbeing, mental health and resilience.	Principal/AP Wellbeing SIT Leader and team members The Resilience Project Team of Martin Heppel and Hugh Van Cuylenburg	Term 1 and ongoing	6 months: 1.1 All teachers have attended professional learning focussed on improving whole school wellbeing through the concepts underlying The Resilience Project, Bully Stoppers and GEM. Parent information session and continuing support parents weekly newsletter articles.	🔴 🟡 🟢	Teacher feedback using the rating scale on Hugh's presentation Teacher's record of professional learning each term Staff agreed values are refined Student feedback via a rating scale, on the impact of Martin's presentation on their knowledge, understanding and skills to support their wellbeing. Student co-created class norms reflect the school values and a culture of caring. Parent feedback via a rating scale, on the impact of Martin's presentation on their knowledge understanding and skills to support the wellbeing of their family.	Resilience Team 5500	
	1.2 Continue to develop student confidence, inclusion, positivity and self esteem through a school wide consistent approach and practise when implementing *working in circles.*	Wellbeing/ Engagement SIT Leader and team members	Term 2 and ongoing	1.2 Professional learning has been provided to refresh whole staff understanding of the impact and value of working in circles and upskilling new staff in the benefits of using this approach to build solid relationships with and between students and staff.		Teacher feedback on the impact of working in circles on student connectedness and safety and the classroom culture using the rating scale on teacher's record professional learning. Student feedback on the impact of working in circles on student connectedness and safety using the rating scale.		

				12 months:	🔴🟡🟢	Staff Opinion, Parent Opinion and Student Attitudes to School Survey-whole school analysis and recommendations for 2018.	
				1.1 Resilience program is incorporated in to daily classroom practice to improve student wellbeing and connectedness. Demonstrable link in planning documentation to include evidence of working in circles to build student wellbeing and connectedness. Student Morale and Student Motivation in the ATS Survey (Year 5 and Year 6) to be above state means and improve annually. SO Survey means in the areas of School Climate, Trust and Community Involvement to be above state means and improve annually. PO Survey means in the area of General Satisfaction to be above state means and improve annually. Staff opinion based on the new Staff Opinion (SO) Survey related to Professional Learning to exceed state means and improve annually on the 2014 benchmarks.			
2. Consultants, staff, parents and students work together to cultivate student's ability to become self-responsible learners.	2.1 Develop an understanding of the purpose of three way interviews and student led conferences.	Leadership Team	Term 2	6 months: 3.1 Leadership team have investigated three way interviews and/or student led conferences and ways in which these approaches develop self-responsible learners P-6.	🔴🟡🟢	Investigations into three way interviews and/or student led conferences completed with findings/recommendations for each approach prepared as a document or presentations.	CRT 1000
	2.2 Develop shared protocols for conducting three way interviews and/or student led conferences.	Leadership Team	Beginning of Term 2	3.2 The Leadership Team presents their findings and recommendations to staff and facilitates the development of protocols for three way interviews and/or student led conferences		Whole staff co-created shared protocols developed for conducting three way interviews and/or student led conferences.	
	2.3 Develop shared understanding of goal setting, appropriate vocabulary and guidelines for reflection Parent information session to explain the value of three way interviews and/or student lead conferences.	Leadership Team with All teachers	Beginning Term 2 Term 2	3.3 The Leadership Team facilitates professional learning to develop guidelines for goal setting, appropriate vocabulary and guidelines for reflection for three way interviews and/or student led conferences. Parent information session has been completed.		Teacher, student and parent feedback on the impact of student led conferences and/or three way interviews as a tool for developing self-responsible learners.	
				12 months: 3.1-6 Three way interviews and /or student led conferences have been implemented. Student Attitudes to School Survey (ATS) data (Year 5 and 6) to be above state means for both boys and girls and improve annually. Parent Opinion (PO) Survey data indicates School Transitions and Reporting to be above state means and improve annually.	🔴🟡🟢	Student Attitudes to School Survey data and Parent Opinion Survey analysed and recommendations made for 2018.	
3. Continuing to develop students', teachers' and parents' understanding of their significant capacity to influence global initiatives through an ongoing contribution to our sustainability practices.	3.1 Improve teacher knowledge, understanding and skills to implement of the Sustainability element of the Victorian Curriculum to ensure students understand the significance of their daily implementation of our school sustainability practices.	Sustainability SIT Leader and team members	Ongoing	6 months: 3.1 All teachers undertake in school professional learning to strengthen teacher knowledge, skills and practice to ensure the ongoing implementation of sustainability practices by students in P-6.	🔴🟡🟢	All teachers and their students are implementing BPS sustainability practice on a daily basis.. Sustainability concepts are evident in planning documents and are embedded in the curriculum.	Sustaina bility Budget 4,752
				12 months: 3.1 Through the contributions and efforts of students, teachers and parents Beaumaris PS has achieved Five Star accreditation in Sustainability.	🔴🟡🟢	BPS sustainability practices meet the standards for Five Star Accreditation.	

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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 FISO Continua Version 1.docx
Excellence in teaching and learning	**Building practice excellence**	Yes	3 - Embedding	**Initial** **Seeking feedback** Schools establish teaching teams that observe and provide feedback on each other's teaching, with the support of leaders and/or external experts, and periodic input from students **Focused on student learning** Teachers work together to develop effective strategies to monitor and diagnose changes in students' learning and progress, individually and collectively. **Involving inquiry, practice and technique in collaboration with other teachers** Schools dedicate team planning and professional learning time for observation, assessment and evaluation of teaching practices. Teams work together to optimise student progress by adapting teaching, assessing the effectiveness of adapted teaching on learning, and sharing what works. **Extended opportunities for professional learning** Schools ensure that teachers routinely use evidence of student learning progress to diagnose their own development priorities, and actively participate in ongoing, collaborative learning approaches to improve teaching practice. **6 months** **12 months**
	Curriculum planning and assessment	No	3 - Embedding	**Initial** Teaching teams regularly update their knowledge of curriculum content and how to teach it effectively. They operate teams that research and plan teaching strategies based on the different ways that students think about specific content areas as well as student diversity in ability and in cultural, racial, ethnic and social backgrounds. The teams also observe, review and evaluate the effectiveness of different approaches. Teachers use appropriate formative and summative tools to evaluate student learning, to give frequent individual feedback, and to review and adjust goals with students and their families. **6 Months** **12 Months**
	Evidence-based high impact teaching strategies	No	3 - Embedding	**Initial** Teachers tailor high-impact strategies to differentiate learning tasks. They use student data and information to set individual learning goals. Lesson design allows for checking for understanding and re-teaching, and/or extension, helping students to choose effective learning strategies, and guiding advanced students to self-reflect and provide peer feedback. Schools establish professional teams that use current research to evaluate and improve their use of effective learning strategies. **6 Months** **12 Months**
	Evaluating impact on learning	No	3 - Embedding	**Initial** Teaching teams consistently use student assessment results to plan and evaluate their own teaching, and then adapt and differentiate their approaches to improve students' engagement and learning. Learning settings ensure that assessment activities are accessible for all learners and provide appropriate opportunities to demonstrate their level of proficiency. Schools have a well-planned and documented assessment schedule, which is implemented. Schools allocate time and resources for teaching teams to plan, evaluate and reflect together. This provides opportunities for teacher professional learning that has a focus on how well they are progressing students' learning.

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					Schools ensure that learnings are documented, shared, and put into practice.
					6 Months
					12 Months
Professional leadership	**Building leadership teams**	No	2 - Evolving		**Initial**
					Leaders organise or lead professional learning, using their instructional expertise. Role descriptions for Leading Teachers and experienced teachers clearly reflect their leadership roles in facilitating professional learning and capacity building in the school. Leaders connect new teachers with experienced peers for support and coaching. They encourage teachers to try out new approaches and to learn from them.
					Leaders model and reinforce high standards for interactions across the school community, and create an environment that protects instructional time.
					6 Months
					12 Months
	Instructional and shared leadership	No	2 - Evolving		**Initial**
					Informal leadership teams often make key decisions and also coordinate implementation across the school.
					Leaders use their expertise to guide the instructional program of the school, and to identify and foster effective teaching practice.
					Leaders provide time and resources for teacher collaboration. They encourage teachers to use student data to review the impact of their teaching approaches.
					6 Months
					12 Months
	Strategic resource management	No	3 - Embedding		**Initial**
					Leaders evaluate students' learning needs to inform recruitment and targeted allocation of teaching and support expertise. They prioritise resourcing for personnel, facilities and programs against key learning goals in a transparent way.
					Leaders review and share important achievements and learnings with the whole school community.
					6 Months
					12 Months
	Vision, values and culture	No	3 - Embedding		**Initial**
					Leaders clearly articulate the school vision and values and their importance in guiding all school work.
					Leaders use student learning data to develop and design learning goals, school processes and instructional programs. They communicate these to the whole school community and set clear expectations for teaching and learning alignment.
					6 Months
					12 Months
Positive climate for learning	**Empowering students and building school pride**	No	3 - Embedding		**Initial**
					Schools build positive relationships with all students. They use explicit strategies to motivate students to set and reach their own challenging goals. Assessment data is used to help students see the progress they are making, and to celebrate their achievements.
					Students collaborate with teachers on developing aspects of teaching and learning e.g. to research and evaluate trial approaches and innovations.
					6 Months
					12 Months
	Setting expectations and promoting inclusion	No	2 - Evolving		**Initial**
					Schools expect teachers to create a positive learning environment that promotes wellbeing and celebrates diversity. Schools develop teachers' positive behaviour management skills that help students to self-regulate. They have strategies to minimise and address disruptive behaviour.
					6 Months
					12 Months
	Health and wellbeing	No	3 - Embedding		**Initial**
					Schools integrate teaching on social and emotional health throughout the curriculum. They work with students and families to ensure a consistent and supportive approach to student wellbeing in the school and at home. These are reinforced through targeted teaching and skill development.
					Schools promote wellbeing programs run in the local community, including through use of school facilities.
					Schools enact their Occupational Health and Safety Policy for all personnel.
					6 Months

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				12 Months
	Intellectual engagement and self-awareness	No	3 - Embedding	**Initial** Students and teachers use assessment data to develop challenging learning goals together. Students are taught effective self-regulated learning strategies, and use them to monitor their own progress. Schools regularly discuss school completion and post-compulsory options with students and their parents/carers. Respect for learning is demonstrated school wide. The school continually monitors individual student engagement, and runs targeted programs to engage at-risk and disconnected students. **6 Months** **12 Months**
Community engagement in learning	**Building communities**	No	4 - Excelling	**Initial** Schools, parents/carers and students plan and share information about students' behaviour, learning and progress in real time, using digital technologies. Schools provide parent education and targeted materials that focus on students' effort and persistence. They include the use of digital resources, tools and systems to share information. Leaders regularly evaluate and improve the school's efforts to engage families in learning and social activities. Parents/carers routinely promote the school and celebrate its successes. Schools function as community hubs, providing physical access and connections. Students are supported by home, school, system and community expertise and accessible resources. Schools establish networks with partner organisations who share responsibility for, and commit resources to, improving student outcomes. They collect and share learning, engagement and wellbeing data to evaluate whether partnerships are having their intended impact. Partnerships reflect the diversity of students' cultural, racial, ethnic and social backgrounds and provide for specific cohorts. **6 Months** **12 Months**
	Global citizenship	No	1 - Emerging	**Initial** The Victorian curriculum is enacted in ways that students learn about different cultures, including their own, and develop an awareness of the rights and responsibilities of citizens in a globalised world. **6 Months** **12 Months**
	Networks with schools, services and agencies	No	1 - Emerging	**Initial** Schools are looking for opportunities to improve students' engagement and learning by collaborating with parents/carers, other schools, business, industry and community organisations – including creating specific strategies for students needing individual support. Consideration is given to encouraging the community to use school facilities. **6 Months** **12 Months**
	Parents and carers as partners	No	3 - Embedding	**Initial** Schools establish common strategies, expectations, rules and guidelines for student learning and behaviour in school and at home, and ensure there are regular discussions about students' progress. Schools provide resources for parents/carers to support home learning through specific evidence-based activities. **6 Months** **12 Months**

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]

- Ongoing work with Phillip Holmes Smith to identify high achieving students with low growth – work with professional consultants to develop teacher questioning and higher order thinking skills
- Continued implementation of ILP/ILEPs for students working 12 months or more below and 18 months or more ahead
- Continue to engage Professional Consultants to upskill staff in the growth areas of Mathematics and Literacy
- Additional support to our Learning Support Program to prioritise students who are not working at level

Framework for Improving Student Outcomes

Next Steps: