

Annual Implementation Plan: for Improving Student Outcomes

School name: Berwick Lodge Primary School

Year: 2017

School number: 5213

Based on strategic plan: 2015-2018

Endorsement:

Principal: Henry Grossek 20/03/2017

Senior Education Improvement Leader: Mark Anderson [date]

School Council: Peta Levett 20/03/2017

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	Improvement Priorities	Improvement Initiatives	
<p>Achievement To continuously improve student outcomes in Literacy and Numeracy throughout the school, with a particular emphasis on supporting students to reach their full potential.</p> <p>Engagement To further improve student engagement with a particular focus on high quality instructional practice and wider community partnership development.</p> <p>Wellbeing To maintain the school as a safe, secure and stimulating learning environment</p> <p>Productivity To further develop school leadership capacity to support the 2015-2018 SSP goals and priorities.</p>	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.

We have again selected '**Community engagement in learning**' and '**Excellence in teaching and learning**' as our two improvement initiatives. We have been very heartened by the feedback we have received on the initiatives we have implemented toward enhancing *Community Engagement in Learning* in 2016. In particular, the introduction of the EYE program has better prepared our staff in meeting the initial educational needs for Prep children entering school. Likewise, parent feedback has been very positive as indicated in the surveys we conducted. This year saw the acceleration of enrolment gains made by our school in 2015. We will be commencing with 110 Prep children in 2017 – having capped external enrolments for the first time. This increase we believe is a direct consequence of the strategies that we implemented this year and are keen to bed them down for a second year. Finally, with respect to *Community Engagement in Learning*, we have completed the development of our Bridging Curriculum school readiness tool in partnership with our pre-schools and have distributed it to 50 kindergartens with an outreach parent audience of 2600. Our plans regarding this exciting initiative are to build on the pilot resource in 2017, especially given the very positive initial response received.

Insofar as our focus on Building Practice Excellence is concerned, our NAPLAN data indicates we have some work to do in relation to building teacher capacity in the area of Numeracy and Literacy (Reading). Our aim is to build the capacity of teachers' instructional practice so as to provide a school wide approach to curriculum delivery, one that features consistent language and is sequential. Progress in literacy has been heartening, particularly in the areas of Writing and Spelling, with the use of VCOP of significant influence. WE will be exploring the value of reading approaches such as Café Reading as a means to improve our whole school delivery.

Progress in Numeracy has been uneven, with a more consistent, whole school approach necessary. In particular, our Year 3 NAPLAN results have been disappointing. To this end, we will be examining a variety of approaches which will provide teachers with a sequential, whole school approach to the implementation of mathematics.

The completion of our whole school Digital Technologies Scope & Sequence Plan (DTSSP) will remain a priority in 2017, for whilst considerable progress has been made there is still some way to go. The continued extension of our digital whole school and student management system (Sentral Education) will continue, with the implementation of the Student Portal our next step.



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	<ul style="list-style-type: none"> ▪ Build the capacity of teacher instructional practice to provide a shared school wide approach to curriculum delivery. ▪ Develop action plans for a whole school approach to improved teaching practice in each of the Literacy and Numeracy dimensions, including use of a common language across teaching and learning. ▪ Prioritise scaffolding of essential learnings as a vital component of explicit teaching. ▪ Further develop staff capacity towards improved data analysis, curriculum planning and ICT/Multimedia capabilities. Demonstrate moderation of assessment across framework levels and toward a consistent approach to enhance differentiation in learning activities across ability levels. ▪ Track student progress toward attaining personal goals and support their advancement with targeted planning of challenging activities; ensure that capable students do not lose momentum. ▪ To develop and implement a whole school Digital Technologies Scope & Sequence Plan (DTSSP) that aims to optimise learning across all curriculum areas by all students. ▪ Development & implementation of a digital whole school and student management system (Sentral Education) ▪ Review the current leadership structure and roles and responsibilities in the light of continuing and emerging priorities across student achievement, engagement and wellbeing. ▪ Provide ongoing leadership development across the school, particularly in support of newly appointed and emerging leaders. ▪ Continued implementation of the EYE screening pilot program for kindergarten children
Building Communities	<ul style="list-style-type: none"> ▪ Further develop the student Buddy and extra curricula activities and an innovative Digital Technologies / Multimedia environment to enhance learning, motivation and engagement. ▪ Establish productive partnerships between the school and the wider community. ▪ To further promote parent and community involvement at the school. ▪ To improve parent perceptions of Student Classroom Behaviour. ▪ Consolidate and evaluate existing wellbeing programs. ▪ Implement programs involving cyber safety and the safe use of social media. ▪ Extending our pilot PMP program for kindergarten children into a whole-of-year program incorporating a parent-at-home component

Section 2: Improvement Initiatives

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

STRATEGIC PLAN GOALS		To continuously improve student outcomes in Literacy and Numeracy throughout the school, with a particular emphasis on supporting students to reach their full potential.						
		To further develop school leadership capacity to support the 2015-2018 SSP goals and priorities.						
IMPROVEMENT INITIATIVE		Building Practice Excellence						
STRATEGIC PLAN TARGETS		By 2018 <ul style="list-style-type: none"> At least 10% of students to be rated 'A' and 25% rated 'A' & 'B' against Victorian Curriculum in English At least 8% of students to be rated 'A' and 20% rated 'A' & 'B' against Victorian Curriculum in Mathematics. There is a 2% decrease in the percentage of students performing at or below National Minimum Standards in the NAPLAN in Reading, Writing, Spelling, Grammar and Punctuation. There is a 2% decrease in the percentage of students performing at or below National Minimum Standards in the NAPLAN in Numeracy. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> At least 5% of students to be rated 'A' and 12.5% rated 'A' & 'B' against Victorian Curriculum in English At least 4% of students to be rated 'A' and 10% rated 'A' & 'B' against Victorian Curriculum in Mathematics. There is a 1% decrease in the percentage of students performing at or below National Minimum Standards in the NAPLAN in Reading, Writing, Spelling, Grammar and Punctuation. There is a 1% decrease in the percentage of students performing at or below National Minimum Standards in the NAPLAN in Numeracy. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build the capacity of teacher and ES Teacher Aide instructional practice to provide a shared school wide approach to curriculum delivery.	<ul style="list-style-type: none"> Teachers participate in quality professional learning in the areas of Literacy and Numeracy that link back directly to classroom practice. Ongoing implementation of Big Write & VCOP writing program, SMART spelling practices and Problem Based Learning across all year levels. To embed STEM lessons into curriculum planning across all year levels. 	Assistant Principal Leading Teachers	Fortnightly	6 months: Teachers build knowledge and capacity in teaching and assessing English and Mathematics. Curriculum Planning Documents outline the implementation of Big Write & VCOP, SMART spelling, Problem Based Learning and STEM. All classrooms display common posters for VCOP, SMART spelling rules and Problem Based Learning strategies. Teachers trialling STEM lessons, reflecting on information presented via the Whole School curriculum Day (Term 1)	● ● ●	Whole School Curriculum Day – survey feedback from staff. Personal Professional Development in line with AIP and school priorities. Curriculum Planning documents available to all staff.		
			Digital Technologies Leading Teacher Digital Technologies Teacher	Curriculum Day March	12 months: Teachers build knowledge and capacity in teaching and assessing English, Mathematics and STEM. Curriculum Planning Documents outline the implementation of Big Write & VCOP, SMART spelling, Problem Based Learning and STEM.		● ● ●	
	Selected ES Teacher Aides	Ongoing	Decrease in % of students performing below NMS in Reading	● ● ●	Achievement of 12 month targets for students performing below NMS in Reading		\$45,657.00	
Develop action plans for a whole school approach to improved teaching practice in each of the Literacy and Numeracy dimensions, including use of a common language across teaching and learning.	<ul style="list-style-type: none"> Update whole school scope and sequence documents for Literacy, Numeracy, STEM and Digital Technologies in line with the Victorian Curriculum. Continue to establish common language banks for Literacy and Numeracy, in particular reading. 	Leading Teachers	Ongoing	6 months: Scope and Sequence Planners for Literacy, Numeracy and Digital Technologies Common language banks for Literacy, Numeracy, STEM and Digital Technologies evident in school planning documents. Classroom displays of common language banks and posters in Literacy, Numeracy, STEM and Digital Technologies.	● ● ●	Scope and Sequence Planners available to all staff.		
				12 months: Scope and Sequence Planners for Literacy, Numeracy and Digital Technologies Common language banks for Literacy, Numeracy, STEM and Digital Technologies evident in school planning documents.	● ● ●			

<p>Prioritise scaffolding of essential learnings as a vital component of explicit teaching.</p> <p>Further develop staff capacity towards improved data analysis, curriculum planning and ICT/Multimedia capabilities. Demonstrate moderation of assessment across framework levels and toward a consistent approach to enhance differentiation in learning activities across ability levels.</p>	<ul style="list-style-type: none"> Continue to strengthen and embed the capacity of Learning Teams to use assessment data from a variety of sources to plan for curriculum differentiation. Develop teacher skills in using multiple sources of data to inform teaching and learning and to moderate teacher judgements. 	All teaching staff Leading Teachers	Ongoing	<p>6 months: Train new staff in Big Write & VCOP, SMART spelling and Problem Based Learning. Continue professional development in whole school programs (as listed above) All teachers following the Assessment Schedule, completing a range of quality assessments to inform teaching.</p>	● ● ●	<p>Consistent evidence of planning, differentiation and interpretation of assessment data through moderation and planning teams.</p> <p>Differentiation reflected in classroom work programs and curriculum planners. Collaboration with colleagues at area meetings. Streamed Numeracy groups. Additional Assistance Programs / Toe By Toe</p> <p>Assessment Schedule available to all staff.</p>		
				<p>12 months: Continue professional development in whole school programs (as listed above) Continue moderation teams and analysis of data to support differentiation. All teachers following the Assessment Schedule, completing a range of quality assessments to inform teaching.</p>	● ● ●			
<p>Review the whole school leadership structure in order to work toward including whole school leadership positions in Literacy, Numeracy and Digital Technologies.</p>	<ul style="list-style-type: none"> Leading Teacher roles allocated to Literacy, Numeracy and Digital Technologies 	Principal Class Leading Teachers	Ongoing	<p>6 months: Establishment and leading of Professional Learning Teams in Literacy, Numeracy and Digital Technologies.</p>	● ● ●	<p>PLT agendas and minutes. Updating of Scope and Sequence Planners for Literacy, Numeracy and Digital Technologies in line with the Victorian Curriculum.</p>		
				<p>12 months: Regular Professional Learning Team meetings in Literacy, Numeracy and Digital Technologies.</p>	● ● ●			
<p>Track student progress toward attaining personal goals and support their advancement with targeted planning of challenging activities; ensure that capable students do not lose momentum.</p>	<ul style="list-style-type: none"> Further develop extra curricula and extension programs which challenge and engage students. Further develop teacher skills in using multiple sources of data to inform teaching and learning and to moderate teacher judgements. 	All teaching staff	Ongoing	<p>6 months: Cross area Moderation teams established and meet twice a term to review and analyse student work samples. Improved student outcomes in Literacy and Numeracy based on previous year's common assessment tasks. Individual student goal setting documented and reflections on learning completed after units of work.</p>	● ● ●	<p>Student development of Personal Learning Goals, reflecting on individual areas of improvement. ILIP development in consultation with parents and Integration Aides and based on the results of student performance data.</p> <p>Analysis of data (NAPLAN, Victorian Curriculum, teacher judgements, Early Years Evaluation (EYE), Diagnostic Tests, On Demand, Fountas and Pinnell, Running Records, PROSE, VCOP) to be done at the Curriculum Development and Leadership Team level and by Area Teams on Planning Days and / or at designated planning meetings. Analysing all students' data at area, moderation and curriculum meetings.</p>		
				<p>12 months: Cross area Moderation teams established and meet twice a term to review and analyse student work samples. Improved student outcomes in Literacy and Numeracy based on previous year's common assessment tasks. Individual student goal setting documented and reflections on learning completed after units of work.</p>	● ● ●			
<p>To develop and implement a whole school Digital Technologies Scope & Sequence Plan (DTSSP) that aims to optimise learning across all curriculum areas by all students.</p>	<ul style="list-style-type: none"> Align Digital Technologies Scope & Sequence Plan (DTSSP) with the Victorian Curriculum. 	Digital Technologies Leading Teacher	Ongoing	<p>6 months: Scope and Sequence Planner for Digital Technologies reviewed and updated as required.</p>		<p>PLT agendas and minutes.</p> <p>Scope and Sequence Documents available to staff.</p>		
		Digital Technologies Teacher Principal Class Curriculum Development		<p>12 months: Scope and Sequence Planner for Digital Technologies reviewed and updated as required.</p>	● ● ●			

		Team						
Development & implementation of a digital whole school and student management system (Sentral Education)	<ul style="list-style-type: none"> A whole school and student management system (Sentral Education) is embedded fully. 	All staff Business Manager	Ongoing	6 months: Ongoing Professional Development. Parent community accessing documentation on Sentral. Students utilising the Student Portal.		Personal Learning Goals are located on Sentral and accessed by the parent community. Reporting documents are accessed by the parent community. All notices and school correspondence accessible by the parent community.		
				12 months: Ongoing Professional Development. Parent community accessing documentation on Sentral. Students utilising the Student Portal.	● ● ●			
Review the current leadership structure and roles and responsibilities in the light of continuing and emerging priorities across student achievement, engagement and wellbeing.	<ul style="list-style-type: none"> Review leading teacher roles. Review Principal Class roles Implement changes as review indicates 	Principal Class	Term 3	6 months:		Professional discussions between Principal Class and Consultative Committee (workforce planning for 2017) Whole of staff discussions reviewing recommendations that emanate from Consultative Committee deliberations School Budget to reflect financial requirements necessary to implement changes		
		Consultative Committee Selection Panels Whole of Staff		12 months: Feedback from staff indicates that the leadership changes have made a positive impact regarding the teaching and learning skills capacity of staff. Staff opinion survey on leadership modules				
Provide ongoing leadership development across the school, particularly in support of newly appointed and emerging leaders.	<ul style="list-style-type: none"> Extend the implementation of DISC across the leadership team and area coordinators with the focus on relationship and team building Continue targeted professional development for leaders of Literacy, Numeracy and Digital Technologies / Multimedia 	Assistant Principal	Ongoing			Assistant Principal to provide leadership staff with ongoing professional development of DISC Provide opportunities for leaders to attend targeted professional development		
		Leadership Team		12 months: Staff opinion survey results indicate leadership development Feedback from members of the Leadership Team (including Administration Staff) providing evidence of relationship/behavioural changes that have been the outcome of participation in the DISC program	● ● ●			
Continued implementation of the EYE screening pilot program for kindergarten children	<ul style="list-style-type: none"> Implement recommended modifications to the program as identified in 2016 Tailor the 2017 Prep teaching and learning program in accord with the EYE screening program student feedback information and use this as the basis for evaluating positive student learning outcomes accordingly 			6 months: Evidence of EYE screening information to form positive student learning practices. (Term 1)	● ● ●	Parent follow up of 2016 recommendations from the EYE screening.		
			12 months: Feedback from parents on the value to them of the diagnostic EYE information they receive on their children	● ● ●				

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To further improve student engagement with a particular focus on high quality instructional practice and wider community partnership development. To maintain the school as a safe, secure and stimulating learning environment.						
IMPROVEMENT INITIATIVE		Building Communities						
STRATEGIC PLAN TARGETS		To maintain the following measures in the <i>Student Attitude to School</i> survey: <ul style="list-style-type: none"> Stimulating learning 4.77 Student motivation 4.84 School connectedness 4.85 To maintain the following measures in the <i>Parent Opinion</i> survey: <ul style="list-style-type: none"> School Climate at 5.86 Parent Input at 5.47 Extra – Curricula 5.15 To maintain the following measures in the <i>Student Attitude to School</i> survey: <ul style="list-style-type: none"> Student Distress 6.47 Student Morale 6.37 To increase the <i>Parent Opinion</i> survey measures with a particular focus on: <ul style="list-style-type: none"> Classroom Behaviour from 3.97 to 4.25 						
12 MONTH TARGETS		A continuing improving trend on staff/student/parent variables related to connectedness and engagement.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Estimate	YTD
Further develop the student Buddy and extra curricula activities and an innovative ICT / Multimedia environment to enhance learning, motivation and engagement.	<ul style="list-style-type: none"> Continue to provide an extensive range of activities that students can be involved in beyond the classroom. Survey the students for feedback and audit the content of extra curricula programs offered. Maintain school website, app and class blogs. Establish a student project with Real Time Learning. 	Assistant Principal Wellbeing Team Digital Technologies Leading teacher All teaching staff	Ongoing	6 months: Continue involvement with the Alannah and Madeline Foundation and whole school buddy program. Establishment of working partnerships with schools in the local area.	● ● ●	Team of staff and students working towards project goals; 'Be a Bug.' Collaborative meetings with partnership schools and Real Time Learning.		
				12 months: Extra Curricula activities embedded across the school, including Coding Club and Robotics. 'Be a Bug.' Evidence of the success of the Real Time Learning project	● ● ●			
Establish productive partnerships between the school and the wider community.	<ul style="list-style-type: none"> Maintain and further develop student opportunities for authentic learning and project tasks that relate to real life experience. 	Principal Class Community Partnerships Coordinator JSC Coordinators All staff	Ongoing	6 months: JSC provide written reports to be tabled at School Council meetings. The reports will also be featured in our newsletter Links with the RSL and wider community for ANZAC Day commemorations Visits to community organisations	● ● ●	Continue community visits to local kindergartens, Aged Care facilities, and extend to in-school visits by kindergartens. (PMP program, robotics and story time) Provide real life learning experiences through extra curricula activities. Team of staff and students working towards project goals; 'Be a Bug.' Collaborative meetings with partnership schools and Real Time Learning. National Young Leaders Day Casey Leaders Day Partnership with Beaconsfield Upper PS – student leadership		
				12 months: JSC provide written reports to be tabled at School Council meetings. The reports will also be featured in our newsletter Links with the RSL and wider community for Remembrance Day commemorations Visits to community organisations	● ● ●			
To further promote parent and community involvement at the	<ul style="list-style-type: none"> Explore and consider a range of initiatives that may provide additional opportunities for parent and community involvement. 	Student Wellbeing Team	Ongoing	6 months: Analysis of parent feedback through the Parent Portal by the Continual Improvement Team.	● ● ●	Parent skills register accessible to staff. Parent feedback through the school portal Update and provide a document for all Prep and		

school.	<ul style="list-style-type: none"> Develop a parent skills register which is linked to the school website. 	Continual Improvement Team		<p>Parent Packs for Prep and new families.</p> <p>12 months: Analysis of parent feedback through the Parent Portal by the Continual Improvement Team. Parent Packs for Prep and new families.</p>	● ● ●	new families outlining the opportunities of involvement in the school programs and community.		
To improve parent perceptions of Student Classroom Behaviour.	<ul style="list-style-type: none"> Promote the <i>Student Attitude to School Survey</i> results to the wider community. 	Assistant Principal Wellbeing Coordinators All teaching staff	Term 2 and 3 Ongoing	<p>6 months: Publicise celebratory news about exemplary student behaviour exhibited on a daily basis through school based activities and community involvement.</p> <p>12 months: Acknowledgement of the results from the Students Attitude to school survey. Publicise celebratory news about exemplary student behaviour exhibited on a daily basis through school based activities and community involvement.</p>	● ● ● ● ● ●	<ul style="list-style-type: none"> Inform the school community of the positive results from the Attitudes to School Survey Regularly acknowledge the positive behaviour of students/grades, through whole school assembly, Area assembly, school website, classroom blogs and the newsletter 		
Consolidate and evaluate existing wellbeing programs.	<ul style="list-style-type: none"> Maintain our involvement with the Alannah and Madeline Foundation. Develop a revitalised focus on the YCDI capabilities and school values. Analyse student attendance data to ascertain reasons for student absence and continue to implement the 'It's Not Okay to be Away' and 'Every Day Counts' programs 	Assistant Principal Prep and Year 6 Teachers Whole school community Assistant Principal Wellbeing Team Assistant Principal Wellbeing Team Class teachers	Term 1 and ongoing throughout the year Term 2 Ongoing Term 1 Ongoing	<p>6 months: Continue to implement the 'Better Buddy' program between Prep and Year 6 students. All staff demonstrating the use of the 'You Can Do It!' program.</p> <p>All staff following the action plan to address student absences. Data summary of reasons behind absences. Review effectiveness of parent communication through text messages.</p> <p>12 months: Continue to implement the 'Better Buddy' program between Prep and Year 6 students. All staff demonstrating the use of the 'You Can Do It!' program. All staff following the action plan to address student absences. Data summary of reasons behind absences. Review effectiveness of parent communication through text messages. Reduction in unexplained student absences.</p>	● ● ● ● ● ●	<ul style="list-style-type: none"> Continue with Prep-Year 6 'Better Buddies' program Celebrate Better Buddies Day Continue Mini PD bites and discussions for staff on the 'You Can Do It!' program. Provide ongoing information for staff and families regarding the focus key being addressed (Confidence, Persistence, Getting Along, Resilience and Organisation) Analyse absence data from 2016 and highlight necessity for regular attendance to families Implement the action plan for addressing student absences Follow up on student absences through regular communication between families and school. Families will receive text messages regarding daily absences. 		
Implement programs involving cyber safety and the safe use of social media.	<ul style="list-style-type: none"> Maintain our status as a recognised eSmart school. 	Assistant Principal Digital Technologies Leading Teacher ICT PLT	ongoing	<p>6 months: Evaluation of the Sustaining phase of the 'eSmart' program. Student involvement in the promotion of the positive online behaviours Evidence of appropriate online behaviour by all</p>	● ● ●	<ul style="list-style-type: none"> Maintain our involvement with the Alannah and Madeline Foundation. Engage students in online webinars and programs to promote positive online behaviours. 		

		All teaching staff		students			
				12 months: Evaluation of the Sustaining phase of the 'eSmart' program. Student involvement in the promotion of the positive online behaviours Evidence of appropriate online behaviour by all students	● ● ●		
Extending our pilot PMP program for kindergarten children into a whole-of-year program incorporating a parent-at-home component	<ul style="list-style-type: none"> ▪ Ongoing implementation of the PMP program. ▪ Continued communication between kindergartens and BLPS. 	Physical Education Teacher Prep Teachers		6 months: 12 months: Feedback from kindergartens on learning impact of the PMP program on their children who participate in the program Feedback from parents of kindergarten children on the impact of their home involvement in the PMP program Teacher feedback (the following year) on any noticeable learning differences between children who participated in our 'Kindergarten Children PMP Program' and those who did participate in the program	● ● ● ● ● ●	Continued participation by kindergarten children in the program.	

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	Yes	3 - Embedding	As of February, planning completed for all actions, with extensive P/D activities already commenced, Leading Teachers allocated to specific roles and whole school management system extended and almost completely operational.
	Curriculum planning and assessment	No	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	No	Select status	
	Setting expectations and promoting inclusion	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	Building communities	Yes	3 - Embedding	As of February, school website has been upgraded, Real Time Learning project has commenced and work on extending the existing Bridging Curriculum App almost completed and work has commenced on maintain our status as an eSmart school in addition to the ongoing implementation of our pre-school PMP program.
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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: