

Endorsement:

Principal **Janette Llewellyn**

Senior Education Improvement Leader **Stan S**

School council **Andrea Goldsmith**

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Improvement Plan

School Strategic Plan goals	Improvement Priorities	Imp
<ul style="list-style-type: none">• Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning• Build excellence in learning and teaching to impact on student learning growth	Excellence in teaching and learning	Buil Cur
	Professional leadership	Buil
	Positive climate for learning	Emp Sett
	Community engagement in learning	Buil

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, based on the school's current performance data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Quality teaching makes a difference. Effective schools are learning communities. We have identified several improvement goals through our current data against our School Strategic Plan 2012-2016 and the diagnosis of all data.

We have identified a need to continue the focus on improving the number of students working at the upper NAPLAN bands and to strategically focus on improving student learning from grade 3 to grade 5. When auditing our achievements against the previous SSP we acknowledge the need to focus on the specific learning needs of our students and to support teachers to use data to evaluate the impact on learning, to implement a range of high impact teaching strategies and establish deep content culture.

Teachers acknowledge through the School Staff Survey the need to improve collective efficacy, collective responsibility and trust in colleague work together to deliver the Victorian Curriculum. Building a professional learning community will be the progressive goal over the next four years. We will focus on a culture of collaboration, the use of data to drive collaborative improvement and evaluate the impact of learning. The continua for school improvement will focus on practice excellence, explicit use of evidence-based teaching and learning approaches, curriculum planning, assessment and shared pedagogy. Professional learning will focus on the implementation of explicit instruction, instructional walks, peer and self-observation of practice.

Leadership capacity will be a focus over the next three years utilising the Framework for Improving Student Outcomes (FISO) model. The confidence is trending lower than other factors in the survey and results lower than other schools in the same demographic. A focus on student learning will be a priority over the next three years.

<p>Building leadership teams</p>	<ul style="list-style-type: none"> • Build capabilities of teachers in leadership roles to through: professional learning in the area of team building professional learning in the area of data management professional learning in the area of explicit instruction network opportunities with leaders from other schools
<p>Build practice excellence Curriculum planning and assessment</p>	<ul style="list-style-type: none"> • Enhance whole school assessment practices • Implement a range of evidence based teaching strategies • Understanding teacher practice through participation in instructional walks, peer and self-obs • Establish deep content and curriculum knowledge • Empower students to set their own learning goals, self-reflect and evaluate and share with pee

STRATEGIC PLAN GOALS	Develop Leadership Teams
IMPROVEMENT INITIATIVE	Building leadership teams
STRATEGIC PLAN TARGETS	To improve the opinion survey data measures of: Collective focus for student learning data baseline measure 2016: 85.7% Staff trust in colleagues baseline measure 2016 – 71.6% Teacher collaboration baseline measure 2016: 73.1% Collective Responsibility baseline measure 2016: 79.2%
12 MONTH TARGETS	As above

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status
<p>Build capabilities of leadership teams to enhance the learning culture in the school.</p> <p><i>Effective teams strengthen their succession planning, develop the capabilities of their leadership teams in using evidence-based data, implement proven coaching and feedback.</i></p> <p><i>Continua for School Improvement: : Emerging</i></p>	<p>Establish effective distributed leadership structure and roles.</p> <p>Ensure appropriate professional learning accessed for leaders and teachers.</p> <p>Implement instructional walks, peer observations, PLT protocols and processes.</p> <p>Leadership team identifies and provides access to appropriate professional learning for teachers.</p> <p>An induction program for new teachers introduces them to the professional learning culture of the school.</p> <p>Collaborative processes are established to support professional learning and enable individuals to learn from each other, including observation and feedback.</p> <p>Leaders develop and implement a coaching and mentoring culture.</p> <p>Leaders draw on expertise in other schools to extend and enrich learning and teaching.</p> <p>Data discussions</p>	Principal and Assistant Principals and Sub school leaders		<p>6 months:</p> <p>Leadership team established and roles and responsibility directory established.</p> <p>Induction provided to new staff and graduate teachers supported in their role with mentors.</p> <p>Professional learning plans established for each teacher.</p> <p>Carrum Down network of schools meet (Principal Class and Lead teachers)</p> <p>PLT protocols developed.</p>	● ●
				<p>12 months:</p> <p>Grade level leaders conduct walkthroughs and observation of teacher practice and provide feedback to Principal Class members.</p> <p>Principal Class members conduct classroom observations and provided written feedback to teachers.</p> <p>Northern Peninsula Literacy (oral language) priority supported and evaluated.</p> <p>Leadership component of the staff opinion survey conducted.</p>	● ●

increase relative growth of students from the top bands in NAPLAN:
 Reading – Low 9%, Medium 22% and High 11%
 Writing Low 11%, Medium 25% and High 8%
 Spelling Low 8%, Medium 19% and High 11%
 Numeracy Low 6%, Medium 20% and High 12%
 Grammar and Punctuation – Low 25%, Medium 27% and High 11%

12 MONTH TARGETS

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progre Statu
<p>Build excellence in learning and teaching to impact on student learning growth. <i>Teachers focus on improving student outcomes. Professional learning teams focus on improving student outcomes. Whole school curriculum planning identifies needs of students and teachers work collaboratively to create term planners. Assessment schedules are implemented and teachers are collectively responsible for improving instructional practice.</i></p> <p><i>Continua for School Improvement: Evolving</i></p>	<p>Teachers make, moderate and document consistent judgements to reduce variability between classes.</p> <p>Teachers provide timely and explicit feedback to students.</p> <p>Teachers at a grade level have a shared focus for improvement in student outcomes.</p> <p>Professional learning teams focus on improving student outcomes.</p> <p>Professional learning teams are formalised and teachers work collaboratively to review and develop their teaching practice.</p> <p>Teachers provide and receive planned, constructive feedback to improve teaching practice.</p>	AP		6 months:	● ● ●
				12 months:	● ● ●
Enhance whole school	Review assessment approaches and analysis and use of	Teachers, subschool		6 months: Teams create and implement their own assessment schedule, planning documents and learning structures relevant to	● ● ●

	<p>Teachers respond constructively to what the data is telling them, adapting their teaching practice as required to progress student learning.</p> <p>Use of success criteria and learning intentions throughout the school.</p>				
Implement a range of high impact teaching strategies	<p>Teachers plan and deliver structured lessons that include reviews of previous lessons, sign-posting learning goals of the current lesson and checking for understanding throughout.</p> <p>Teachers utilise the explicit teaching model, explaining clearly the learning intentions and success criteria.</p> <p>Teachers close lessons by reviewing, clarifying and reinforcing the key points.</p> <p>Teachers embed Teach Like A Champion skills and strategies into their daily practice. (Simple Six)</p> <p>Teachers assess prior knowledge, design activities and select resources to engage students in the lesson. They adapt teaching during the lesson in response to students' understanding.</p>	Principal, AP and leadership team		<p>6 months: Professional Reading – Explicit Instruction <i>Archer and Hughes</i> Leadership Team</p> <p>Organisation of Professional development – Lorraine Hammond WA</p> <p>Professional learning – Teach Like a Champion – Simple 6 at Staff meetings</p>	
	<p>12 months: Lesson observations – Explicit teaching model</p>				
Establish deep content and curriculum knowledge	Professional learning support for the development of teachers' content knowledge and understanding of the Victorian Curriculum.	AP		<p>6 months: Planning days conducted to develop grade level planners based on the content of the Victorian Curriculum.</p> <p>Scope and sequence documents developed for the teaching of Number and Writing.</p>	
				<p>12 months: Planning days conducted to develop grade level planners based on the content of the Victorian Curriculum.</p> <p>Scope and sequence documents developed for the teaching of Number and Writing.</p>	
Empower students to set their own learning goals, self-reflect and	Teachers support students to use the learning goals to monitor and progress their learning.			<p>6 months: Focus on student learning goals Development of rubrics with learning intentions and improvement</p>	

Observation of practice, self-reflection and goal setting.	Understanding teacher practice through participation in instructional walks, peer and self-observation			6 months: Leadership component of the Staff Opinion Survey completed and analysed	
	<p>Teachers participate in classroom observation, the modelling of effective practice and feedback.</p> <p>Teachers provide and receive planned, constructive feedback to improve teaching practice.</p>			12 months: Leadership component of the Staff Opinion Survey completed and analysed to create baseline data.	

STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one of the SSP]				
12 MONTH TARGETS		[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of OnDemand data)]				
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	
					Progress Status	
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	
				12 months:	● ● ●	
				6 months:	● ● ●	
				12 months:	● ● ●	
				6 months:	● ● ●	
				12 months:	● ● ●	
				6 months:	● ● ●	
				12 months:	● ● ●	
				6 months:	● ● ●	
				12 months:	● ● ●	

		dimension in the AIP?		
Excellence in teaching and learning	Building practice excellence	Yes	2 - Evolving	Teachers aware of FISO. Professional learning focus is on improving teaching practice
	Curriculum planning and assessment	Yes	3 - Embedding	School's vision is well understood and provide a basis for curriculum planning
	Evidence-based high impact teaching strategies	Yes	1 - Emerging	Most teachers set learning goals and structure lessons that include reviewing previous lessons and on the use of explicit teaching strategies.
	Evaluating impact on learning	Yes	2 - Evolving	Teacher planning includes the use of assessment for, of and as learning. Teachers participate in learning.
Professional leadership	Building leadership teams	Yes	1 - Emerging	Leaders are aware of current research on school improvement and collaborative processes are including observation and feedback.
	Instructional and shared leadership	Yes	2 - Evolving	The school is developing a professional learning plan for teachers and support staff. Processes provision of feedback.
	Strategic resource management	Yes	3 - Embedding	Resources allocation are responsive to the changing needs of the school and students. Partners developed between local schools.
	Vision, values and culture	Yes	3 - Embedding	Vision of the school is clearly articulated. Analysis of student learning data informs the development communicate learning goals for the school.
Positive climate for learning	Empowering students and building school pride	Select	2 - Evolving	Teacher student relationship are deemed paramount. Explicit feedback is generally given by all
	Setting expectations and promoting inclusion	Select	3 - Embedding	High expectations are framed in the school vision. Most students set learning goals and monitor paramount and procedures promote child safety, inclusion and respect.
	Health and wellbeing	Select	3 - Embedding	The school has a very high focus on student wellbeing. Wellbeing staff provide support to parents the school has a well implemented behaviour management plan and 4 key values that underpin
	Intellectual engagement and self-awareness	Select	1 - Emerging	Teachers use data to formulate learning targets for students. Deeper analysis and collective teaching
Community engagement in learning	Building communities	Select	2 - Evolving	A network of support personnel and agencies are available for students and their families. Includes extra curricula programs offered to develop students beyond the classroom. Further emphasis on
	Global citizenship	Select	3 - Embedding	Global citizenship is a school priority. We provided a one to one netbook program for students focused on building literacy with ICT. Media Arts specialist support the involvement in global projects
	Networks with schools, services and agencies	Select	2 - Evolving	Our role within the local network of schools is being established and good foundations for increasing
	Parents and carers as partners	Select	2 - Evolving	Relationships between home and school are valued and effective communication avenues have implemented fully in 2016 offering direct access to staff through email.

Reflective comments: This is the beginning of a new strategic plan and several areas will require the establishment of baseline data for future improvement and goal setting

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 K-6 etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]