

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Corryong College**

Year: **2017**

School number: **8843**

Based on strategic plan: 2015-2018

Endorsement:

Acting Principal Fran Heath

20/03/17

Senior Education Improvement Leader Jody Grimmond

School council Colin Brown

## 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><b>Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual cohort growth.</b></p> <p><b>Improve student engagement and motivation in all learning activities in our school.</b></p> <p><b>Improve student relationships and their connectedness to their peers, teachers and school community.</b></p> <p><b>Improve the effective allocation of resources to continually support the improvement of staff capacity to improve student outcomes.</b></p>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities		

Improvement Initiatives rationale:	
<p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p>	
<p><b>Building Practice Excellence</b></p> <p>Classroom teaching techniques will remain a focus to build confidence in all staff in the processes of reviewing, implementing and deepening effective classroom practices. We will maintain (and attempt to increase) the positive response to “professional learning” and “focus on learning” in the staff opinion survey through focusing on collaboration and collective responsibility to develop effective and consistent teaching practices that enable improved student outcomes.</p>	
<p><b>Evaluating Impact on Learning</b></p> <p>Student Outcomes data will provide the starting point for professional learning teams to evaluate the impact of teaching techniques on student achievement and wellbeing. Continued efforts to create whole school ownership and accountability will remain a focus and will be measured through consistent or increased positivity in the Staff Opinion Survey. Data analysis used as a guide by PLTs to develop action plans, evaluate the impact of collective learning/teaching action plans and to review processes will provide the focus for continuously developing and refining whole school improvement in student outcomes.</p>	
Key improvement strategies (KIS)	
<p>List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Improvement initiative:	Key improvement strategies (KIS)
<p><b>Building Practice Excellence</b></p>	<ul style="list-style-type: none"> <li>Continue to increase staff capabilities through evidence based best practice developed through PLCs.</li> <li>Improve (teacher) collaboration, ownership and accountability that is focused on data driven best teaching practice towards consistent improvement in student learning through sub-school PLTs.</li> </ul>



## 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.

<b>STRATEGIC PLAN GOALS</b>	<b>Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual cohort growth. Improve student engagement and motivation in all learning activities in our school.</b>
<b>IMPROVEMENT INITIATIVE</b>	<b>Building Practice Excellence</b>
<b>STRATEGIC PLAN TARGETS</b>	<p>Data demonstrates growth each year in the number of Foundation to Year 10 students working at or above the expected levels in each subject on the Victorian Curriculum continuum as determined via teacher judgements, NAPLAN, On-demand tests and other sources of assessment.</p> <p>Data demonstrates growth each year in the number of VCE and VCAL students working at or above the expected level as predicted by their teacher through indicative grades and / or the GAT test.</p> <p>Year 3, 5, 7 and 9 NAPLAN scores in Reading, Writing and Number indicates cohort bi-annual growth.</p> <p>DET Staff Opinion Survey shows annual improvement in 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation' and 'active participation'.</p> <p>Decreasing measure of teacher judgements in the lower bands, increasing student's skills at above expected level through evaluation of student learning.</p>



**12 MONTH TARGETS**

**2016 Year 3-5 NAPLAN Relative Growth**

	Low	Medium	High	Medium - high growth	Comparison to similar schools
Numeracy	9	64	27	91	Similar
Reading	25	58	17	75	Well below
Writing	25	50	25	75	Similar

**2016 Year 5-7 NAPLAN Relative Growth**

	Low	Medium	High	Medium - high growth	Comparison to similar schools
Numeracy	23	46	31	77	Above
Reading	21	46	32	78	Well above
Writing	36	43	21	64	Similar

**2016 Year 7-9 NAPLAN Relative Growth**

	Low	Medium	High	Medium - high growth	Comparison to similar schools
Numeracy	19	46	35	81	Above
Reading	26	30	44	74	Well above
Writing	12	69	19	88	Below

Increase top 2 bands (*High* bands) and decrease bottom 2 bands (*Low* bands) by ½ in NAPLAN.

Students who are within the On Demand quartile 1 to 3 will show 1.0 growth over a 12 month period.

By 15% decrease the combined bottom 2 bands; C = middle band, D & E = bottom band in teacher judgement	2015 Foundation – Year 6 AUSVELS	2017 Foundation – Year 6 Victorian Curriculum Target	2015 Year 7 -10 AUSVELS	2017 Year 7-10 Victorian Curriculum Target
English	79%	67%	81%	67%
Maths	91%	77%	92%	78%
Science	89% (Year 3-6 only)	76%	100%	85%

Maintain ≥ 46% of VCE study scores above 35<sup>i</sup>.

<sup>i</sup>Note that this target is an aspiration as cohort data of 2017 VCE students is not consistent with the high achievements of 2016 VCE students.

50% completion rate in Yr12 VCAL to 100% completion rate for those who do not exit to employment.

Staff Attitude Survey	2016	2017 Target
Renewal of knowledge and skills	77.04	≥ 4 <sup>th</sup> Quartile (76 – 100%)
Applicability of professional learning	75.41	≥ 4 <sup>th</sup> Quartile (76 – 100%)
Collective participation	68.48	Increase to 4 <sup>th</sup> Quartile (76 – 100%)
Active participation	69.25	Increase to 4 <sup>th</sup> Quartile (76 – 100%)

Gain above 75% completion rate survey.

**2017 Year 3-5 NAPLAN Relative Growth Target (75% in medium and high growth)**

	Medium - high growth	Comparison to similar school	2017 Achievement (medium to high growth)
Numeracy	Maintain ≥	Maintain ≥	55%
Reading	Maintain ≥	≥ Similar	73%
Writing	Maintain ≥	Maintain ≥	41%

**2017 Year 5-7 NAPLAN Relative Growth Target (75% in medium and high growth)**

	Medium - high growth	Comparison to similar school	2017 Achievement (medium to high growth)
Numeracy	Maintain ≥	Maintain ≥	79%
Reading	Maintain ≥	Maintain	71%
Writing	Increase ≥ 75	≥ Similar	76%

**2017 Year 7-9 NAPLAN Relative Growth Target (75% in medium and high growth)**

	Medium - high growth	Comparison to similar school	2017 Achievement (medium to low growth)
Numeracy	Maintain ≥	Maintain ≥	94%
Reading	Increase ≥ 75	Maintain	97%
Writing	Maintain ≥	≥ Similar	75%



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Provide the opportunity for staff to continue to develop and reflect on implementation of teaching excellence through continued PLCs; Teaching Techniques, Digital Technologies, Teacher Observation/Feedback.	<p><b>1.0 As a Principal Class, we will:</b></p> <p>1.1 Prioritise collaboration for school improvement through the implementation of effective scheduled PLT fortnightly meetings.</p> <p>1.2 Continue scheduled meeting time for PLC leaders to evaluate effectiveness. One more meeting surveys to be put out. How do we measure student outcomes relating to our PLC? An area of future focus. 'My Teacher' survey linked to teacher techniques.</p> <p>1.3 Ensure distributed leadership, autonomy and accountability through regular meetings with school improvement team and alignment with PDP. Coordinators – ILPs, Daily Org, Responsibilities to all staff. Broad base of people overseeing PLTs. PDS to upskill and share knowledge. Data literacy skills and sharing with staff. SL – presenting implementation of Dig.Tech in class.</p> <p><b>2.0 As a School Improvement Team, we will</b></p> <p>2.1 Assess actions towards meeting AIP target ensuring goals are being addressed accordingly.</p> <p><b>3.0 As PLC Leaders, we will:</b></p> <p>3.1 Develop and ensure PLC processes are consistent across the school with agreed norms and protocols. Consistency in practice and expectations has been focus for the new development of PLC.</p> <p>3.2 Introduce rigorous and timely opportunities through scheduled PLC meetings for staff to engage, review and deepen knowledge in practice excellence.</p> <p>3.3 Provide and receive planned, constructive feedback on a regular basis from peers, school leaders and students to improve teaching practice through teacher observation and feedback.</p> <p>3.4 Review teaching techniques to build on knowledge for better implementation in all classes.</p> <p>3.5 Introduce and review digital technologies embedded in classroom teaching focusing on eSmart practices.</p> <p><b>4.0 As teachers, we will:</b></p> <p>4.1 Actively attend PLCs meetings prioritising collaborative learning with colleagues.</p>	<p><b>Principal Class:</b> FH (acting principal) CM (acting assistant principal) NE, MI, CB (Leading Teachers)</p> <p><b>SI Team:</b> PLT Leaders: F-4 CB, 5-8 SS, 9-12 NE. PLCs below.</p> <p><b>PLC Leaders:</b> CM (Teaching Techniques), SL (Digital Technologies), FH (Teacher Observation/Feedback).</p> <p>All teachers.</p>	Term 1-3, 2017. One PLC area per term, per group.	<p><b>6 months:</b></p> <p>Fortnightly PLCs maintain consistent shared learning in the prioritised three areas of teaching improvement; teaching techniques, teacher observation &amp; feedback, and digital technologies.</p> <p>Recorded teacher attendance at PLCs.</p> <p>The impact of PLCs will be evaluated each term in relation to improving student learning and the quality of teaching via teacher surveys.</p> <p>Collegiate professional learning is aligned with the FISO goals and priorities; building practice excellence and assessed accordingly to the Continua for School Improvement.</p> <p><b>12 months:</b></p> <p>All staff have proactively participated in each of the three PLCs and demonstrated new learning, implemented in professional practice.</p> <p>There is a strong collective responsibility to achieve AIP targets (aim to grow 1.0 each year in student learning).</p> <p>Teachers are implementing the teaching protocols in all classrooms.</p> <p>Teachers have been observed and observed at least twice during their 'teacher observation/feedback' PLC, also with a self-video analysis of personal teaching practice negotiated within the PLC.</p> <p>Teachers are skilled in self and peer observations, validating judgements, using a range of evidence, and giving and receiving feedback focussing on the 7 teacher techniques.</p> <p>Digital technologies (eSmart) practices reflected in teacher/student behaviour and protocols evidence of eSmart in professional practice.</p>	● ● ●	<p>Meeting schedules show commitment to PLCs.</p> <p>Teacher attendance recorded to date. Staff consulted when not attending.</p> <p>'My Teacher' surveys linked to teacher techniques. 2 groups of 3 complete.</p> <p>Staff PDP aligned with AIP/FISO initiatives. FISO team to review continuum</p>		
						● ● ●		



	<p>4.2 Implement PLCs focus areas into teaching practice to contribute build on practice excellence culture within the school.</p> <p>4.3 Regularly evaluate teaching practice on student learning as personal development process and incorporate into PDP.</p>							
<p>Provide opportunities for staff to develop collaborative PLTs to evaluate the impact of learning on teacher practice and students' achievement across sub-school year levels; P-4, 5-8, 9-12 and develop action plans towards learning targets across their cohort that include ILPs, moderation and across year level accountability.</p>	<p><b>1.0 As Principal Class, we will:</b></p> <p>Prioritise collaboration for school improvement through the introduction of PLT meetings. As only introduced, getting staff used to the process and purpose of PLT.</p> <p><b>1.2 Continue scheduled meeting time for PLT leaders to evaluate effectiveness.</b></p> <p><b>1.3 Ensure distributed leadership, autonomy and accountability through fortnightly meetings with school improvement team and alignment with PDP.</b></p> <p><b>2.0 As a School Improvement Team, we will</b></p> <p>2.0 Assess actions towards meeting AIP target ensuring goals are being addressed accordingly.</p> <p><b>3.0 As Literacy/Numeracy Leaders, we will:</b></p> <p>3.1 Support and guide the data collection and analysis of individual student, class and cohort to guide action plans towards building practice excellence and improving student outcomes. Literacy Numeracy – mid year on-demand data required for further analysis.</p> <p><b>4.0 As PLT Leaders, we will:</b></p> <p>4.1 Develop and ensure PLT processes are consistent across the school with agreed norms and protocols.</p> <p>4.2 Support staff in regularly analysing student achievement data to identify areas for improvement in teacher practice to improve individual student, class or cohort levels actioning PLT targets.</p> <p>4.3 Provide/seek training for teachers in becoming data literate and to acquire skills to reach teaching practice, learning outcomes targets.</p> <p>4.4 Lead the PLT members to collectively make, moderate and document consistent judgments about the effectiveness of their classroom practice to reduce variability between classes. P-4 – moderated, intervention organised 5-8 – Growth is going well, continue to monitor 9-12 – working on data literacy skills of staff. Some staff are moderating data and making changes as per required.</p>	<p><b>Principal Class:</b> FH (acting principal) CM (acting assistant principal) NE, MI, CB (Leading Teachers)</p> <p><b>SI Team:</b> PLC Leaders: CM, SL, FH. PLTs below.</p> <p><b>Literacy/Numeracy Leaders:</b> MI, LL</p> <p><b>PLT Leaders:</b> F-4 CB, 5-8 SS, 9-12 NE.</p>	<p>Throughout 2017</p>	<p><b>6 months:</b></p> <p>Fortnightly meetings with PLT leaders are outlined in term meeting schedule.</p> <p>PLT evaluations show evidence of support and challenge in improving student learning through data analysis.</p> <p>Collective moderation of student work engages teacher inquiry into the effectiveness of current teacher practices.</p> <p>Identified students have support programs in place under intervention and differentiation responding to students' point of need.</p> <p>Appointed staff are trained in the use of literacy and numeracy intervention programs and record student development accordingly for the use of PLT evaluation.</p> <p><b>12 months:</b></p> <p>Continued fortnightly meetings with PLT leaders outlined in term meeting schedule.</p> <p>PLT evaluations are continued to show evidence of support and challenge in improving student learning through data analysis.</p> <p>Curriculum planning, assessment and feedback support the development of high-quality Common Assessment in line with Victorian Curriculum requirements.</p> <p>The end of semester 1 Report Card has been modified to include reporting to the curriculum capabilities.</p> <p>Under the guidance of the PLT and Subject Coordinators, curriculum planning, assessment is audited against Victorian Curriculum. All units taught are documented on the Learning Management System.</p> <p>Leaders have participated in the literacy data workshop to support development of analysing data at individual student, class and cohort levels.</p> <p>There is an increase in 'collective responsibility' demonstrated in Staff Opinion Survey.</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>Meeting schedules show commitment to PLCs.</p> <p>Data walls present. PLTs are collaboratively analysing data, lead by leader, to better understand data literacy.</p> <p>Semester 1 focus – data literacy. Semester 2 focus; analysing data to inform teaching practice.</p> <p>Primary well under way. Secondary have worked on shared learning of differentiation and intervention. Semester two working on better facilitation.</p> <p>Primary – ILPs and intervention programs within class and levelled literacy. Secondary – Teachers learning ILP development. Semester two – all teachers involved in SSG and/or ILP process.</p> <p>Shane Lockhart carried out two workshops on data literacy.</p> <p>All PLTs have analysed data sets; NAPLAN, pre and post-testing, showing student improvement (across all subjects – data sets shown by PLT leaders).</p>		





# Section 3: Other Improvement Model Dimensions

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<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	Evaluating Impact on Learning																																								
<b>STRATEGIC PLAN TARGETS</b>	DET Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'stimulating learning', 'student motivation', 'learning confidence' and 'teacher effectiveness'. DET Staff Opinion Survey shows annual improvement in 'collective responsibility', 'teacher collaboration', and 'collective focus on student learning'. PLTs carry out ongoing evaluation and modification of its curriculum, assessment and teaching practice based on data analysis indicating impact on student learning. Improve assessment and reporting processes to ensure effective communication and feedback on all aspects of Victorian Curriculum and capabilities.																																								
<b>12 MONTH TARGETS</b>	<table border="1"> <thead> <tr> <th>STUDENT ATTITUDE SURVEY</th> <th>Year 5 &amp; 6 2016 quartile</th> <th>Year 5 &amp; 6 2017 quartile target <b>2017 Achievements</b></th> <th>Year 7-12 quartile 2016</th> <th>Year 7-12 2017 quartile target <b>(2017 Achievements)</b></th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>3<sup>rd</sup> (51 - 75%)</td> <td><b>75%</b> 4<sup>th</sup> (76 – 100%) <b>71%</b></td> <td>4<sup>th</sup> (76 – 100%)</td> <td><b>Maintain 4<sup>th</sup> (76 – 100%) 70%</b></td> </tr> <tr> <td>Student Motivation <b>(2017 Motivation &amp; Interest)</b></td> <td>3<sup>rd</sup> (51 - 75%)</td> <td><b>82%</b> 4<sup>th</sup> (76 – 100%) <b>74%</b></td> <td>4<sup>th</sup> (76 – 100%)</td> <td><b>Maintain 4<sup>th</sup> (76 – 100%) 73%</b></td> </tr> <tr> <td>Learning Confidence</td> <td>2<sup>nd</sup> (26 – 50%)</td> <td><b>81%</b> 3<sup>rd</sup> (51 - 75%) <b>76%</b></td> <td>Year 7-9: 3<sup>rd</sup> (51 – 75%) Year 10 – 12: 4<sup>th</sup> (76 – 100%)</td> <td><b>4<sup>th</sup> (76 – 100%) 7-82%, 8-77%, 9-69%</b> <b>Maintain 4<sup>th</sup> (76 – 100%)</b> <b>Yr10 66%, Yr11 67%, Yr12 78%</b></td> </tr> <tr> <td>Teacher Effectiveness <b>(2017 Effective Teacher Time)</b></td> <td>3<sup>rd</sup> (51 - 75%)</td> <td><b>75%</b> 4<sup>th</sup> (76 – 100%) <b>71%</b></td> <td>4<sup>th</sup> (76 – 100%)</td> <td><b>Maintain 4<sup>th</sup> (76 – 100%) 70%</b></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>STAFF OPINION SURVEY</th> <th>2016 quartile</th> <th>2017 target</th> </tr> </thead> <tbody> <tr> <td>Collective responsibility</td> <td>75.54 - 4<sup>th</sup> percentile</td> <td><b>Maintain 4<sup>th</sup> (76-100%) Above state mean</b></td> </tr> <tr> <td>Teacher Collaboration</td> <td>64.03 – 3<sup>rd</sup> percentile</td> <td><b>Increase to 4<sup>th</sup> (76-100%) ≥ state mean</b></td> </tr> <tr> <td>Collective focus on student learning</td> <td>77.16 – 4<sup>th</sup> percentile At state mean</td> <td><b>Maintain 4<sup>th</sup> (76-100%) ≥ state mean</b></td> </tr> </tbody> </table> <p>School wide data sets are consistently and periodically collected for a full range of assessment of student learning and teacher practice.</p>				STUDENT ATTITUDE SURVEY	Year 5 & 6 2016 quartile	Year 5 & 6 2017 quartile target <b>2017 Achievements</b>	Year 7-12 quartile 2016	Year 7-12 2017 quartile target <b>(2017 Achievements)</b>	Stimulating Learning	3 <sup>rd</sup> (51 - 75%)	<b>75%</b> 4 <sup>th</sup> (76 – 100%) <b>71%</b>	4 <sup>th</sup> (76 – 100%)	<b>Maintain 4<sup>th</sup> (76 – 100%) 70%</b>	Student Motivation <b>(2017 Motivation &amp; Interest)</b>	3 <sup>rd</sup> (51 - 75%)	<b>82%</b> 4 <sup>th</sup> (76 – 100%) <b>74%</b>	4 <sup>th</sup> (76 – 100%)	<b>Maintain 4<sup>th</sup> (76 – 100%) 73%</b>	Learning Confidence	2 <sup>nd</sup> (26 – 50%)	<b>81%</b> 3 <sup>rd</sup> (51 - 75%) <b>76%</b>	Year 7-9: 3 <sup>rd</sup> (51 – 75%) Year 10 – 12: 4 <sup>th</sup> (76 – 100%)	<b>4<sup>th</sup> (76 – 100%) 7-82%, 8-77%, 9-69%</b> <b>Maintain 4<sup>th</sup> (76 – 100%)</b> <b>Yr10 66%, Yr11 67%, Yr12 78%</b>	Teacher Effectiveness <b>(2017 Effective Teacher Time)</b>	3 <sup>rd</sup> (51 - 75%)	<b>75%</b> 4 <sup>th</sup> (76 – 100%) <b>71%</b>	4 <sup>th</sup> (76 – 100%)	<b>Maintain 4<sup>th</sup> (76 – 100%) 70%</b>	STAFF OPINION SURVEY	2016 quartile	2017 target	Collective responsibility	75.54 - 4 <sup>th</sup> percentile	<b>Maintain 4<sup>th</sup> (76-100%) Above state mean</b>	Teacher Collaboration	64.03 – 3 <sup>rd</sup> percentile	<b>Increase to 4<sup>th</sup> (76-100%) ≥ state mean</b>	Collective focus on student learning	77.16 – 4 <sup>th</sup> percentile At state mean	<b>Maintain 4<sup>th</sup> (76-100%) ≥ state mean</b>
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans.	<p><b>1.0 As the Principal class, we will:</b></p> <p>1.1 <b>Prioritise fortnightly PLT meetings</b></p> <p>1.2 <b>Prioritise PLT leaders' collegial professional development opportunities</b></p> <p><b>2.0 As the School Improvement Team, we will:</b></p>	<p><b>Principal Class:</b> FH (acting principal) CM (acting assistant principal) NE, MI, CB (Leading Teachers)</p> <p><b>SI Team:</b></p>	Throughout 2017	<p>6 months:</p> <p><b>PLT leaders complete school improvement aligned Bastow courses as a collective team that improves skills in data analysis and evaluation of student impact that is shared with their PLTs.</b></p> <p><b>A systematic process of formative and summative assessment, reporting and data collection (pre and post testing, On demand, Naplan, etc), aligning with Victorian Curriculum and Capabilities, has been developed to consistently evaluate</b></p>	● ● ●	<p>CM, NE &amp; CB completed Bastow theory. Presentation to be done wk 4. Learnt skills of data analysis are being shared within their PLTs and across PLTs.</p> <p>Visual data has been established and refined for consistency and readability. Continuing to work on alignments of capabilities and data informed teaching, as well as impact on learning.</p>		



	<p>2.1 Assess actions towards meeting AIP target ensuring goals are being addressed accordingly.</p> <p><b>3.0 As Literacy/Numeracy Leaders, we will:</b></p> <p>3.1 Support and guide the data collection processes and analysis of individual student, class and cohort impact on learning.</p> <p>3.2 Support the development of skills in data processes and analysis, as well as modifying teaching in evaluating students' data and targeted point of need. Numeracy – will be focus for semester 2. Literacy was focus for semester 1.</p> <p><b>4.0 As PLT Leaders, we will:</b></p> <p>4.1 Support staff in regularly analysing student achievement data to evaluate impact on student's progress. Semester 1 – introduce concepts &amp; collection of data, Semester 2 – building skills and begin collaborative evaluating. Embed measuring impact of teaching as part of our culture.</p> <p>4.1 Support staff in modifying teacher practice according to students' data and targeted point of need. Semester 2 action</p> <p><b>5.0 As Teachers, we will:</b></p> <p>5.1 Proactively participate in the evaluation of impact on learning of individual students, class and/or cohorts.</p> <p>5.2 Collectively develop systematic process of collecting summative and formative data that is evaluated consistently to review impact on student learning.</p> <p>5.3 Review and modify teaching in response to student assessment data and targeted point of need.</p> <p>5.4 Monitor and track progress, reporting to the classroom/subject teacher and PLT.</p> <p><b>6.0 As Teachers Aides &amp; Intervention Teachers, we will:</b></p> <p>6.1 Assist in the data collection, supporting best assessment practice to accommodate for students point of need. Wendy – intervention – helps with collection of data Aides – support the students participating in assessment practice.</p>	<p>PLT Leaders: F-4 CB, 5-8 SS, 9-12 NE. PLC Leaders: FH, CM, SL.</p> <p><b>Literacy/Numeracy Leaders:</b> MI, LL</p> <p><b>PLT Leaders:</b> F-4 CB, 5-8 SS, 9-12 NE.</p> <p><b>All teachers.</b></p> <p><b>All Integration, Intervention teachers and teachers' Aides.</b></p>	<p>impact on students learning is put in place and used to guide teaching practice.</p> <p>12 months:</p> <p>PLT Leaders share their learning to all staff to ensuring staff understand data analysis and are aware of students' needs to collectively evaluate impact on student learning.</p> <p>A systematic process/schedule of formative and summative assessment, reporting and data collection (pre and post testing, On demand, Naplan, etc), that aligns with Victorian Curriculum and Capabilities, has been reviewed and amended to ensure effective evaluation of impact on students learning, as well as the modification of teaching practice according students point of need.</p>	<p>● ● ●</p>	<p>Software and databases used to collect data will continue to be refined.</p> <p>Data sets: NAPLAN, On Demand, Running Records, BAS</p>	
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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
Excellence in teaching and learning	<b>Building practice excellence</b>	Yes	3 - Embedding	The FISO team and P-12 staff have collectively evaluated targets. PLC (Teaching Techniques, Teacher Observation & Feedback, Digital Technologies) were routinely ran, however staff want these closer and more of them. Many disruptions meant on average 3 workshops for each. Teacher observation, specifically staff giving colleagues feedback remains an area of focus. Induction for new staff is required.
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Yes	3 - Embedding	Teachers have a strong growth mindset. This culture has been developed through PLCs and curriculum days opportunities focusing on Humes Teaching Techniques and HITS. Student growth is documented and analysed. Analysing data walls and identified cohorts and individuals, and targeted interventions. Analysed the data and created a different numeracy and literacy programs. Teachers mostly use a range of formative and summative assessments to monitor student learning. Pre-test Post-test carried out throughout. Teachers provide feedback to students in the form of feedback, feedforward and feedup.
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b>				
<b>Confidential cohorts' analysis:</b> [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:** After analysis of survey data as well as achievement data against goals, the need to focus further on 'evaluating impact on data' has been recognised. This is due to staff now grasping the concepts of data literacy but needing further assistance in data informed teaching practice. This includes elements of 'evaluating impact on learning' and 'excellence in teaching and learning'. Our data also reflects need for including 'positive climate' into 2018 goals. This needs to include such areas as: 'positive relationships', reviewing of 'vision and values', reforming form group structure and objectives.

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