

# Annual Implementation Plan: for Improving Student Outcomes

School name: Bairnsdale Secondary College

Year 2017

School number: 8466

Based on strategic plan: 2016-2019

Endorsement:

Principal Ian Hall December 2016

Senior Education Improvement Leader [name] [date]

School council Liz Barlow 23<sup>rd</sup> February 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	✓
Teachers will access and create data that better inform point of need teaching and learning Students will improve literacy and numeracy and have active involvement in their learning	<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:**  
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.

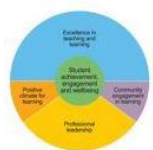
These initiatives were developed directly from the findings and recommendations of our School Review, conducted in 2015.

**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)
<b>Building practice excellence Curriculum planning and assessment</b>	<ul style="list-style-type: none"> <li>Use data to inform teaching</li> <li>Develop College Assessment Schedule</li> <li>Develop Targeted Coaching Program</li> </ul> <p>Actions</p> <ul style="list-style-type: none"> <li>Establish an approach to build a focus on data literacy</li> <li>Use of data across College</li> <li>Whole staff approach to assessment established</li> <li>Introduce whole staff coaching and mentoring program</li> <li>Embed Teaching and Learning Frameworks across College</li> </ul>



<p><b>Empowering students and building school pride</b></p> <p><b>Setting expectations and promoting inclusion</b></p>	<ul style="list-style-type: none"> <li>• Develop processes and practices to establish student voice across the College</li> <li>• Establish processes that encourages a culture of high expectations</li> <li>• Students developing the essential skills and capabilities of successful learners (<i>e.g. work habits and learning perseverance</i>)</li> <li>• Develop processes to ensure that every student is aware of his/her own learning needs and future learning goals are established in all subjects.</li> <li>• Establish processes to acknowledge and celebrate student and staff success</li> <li>• Continue to extend communication and engagement practices with families.</li> <li>• Focus on high expectations regarding student attendance.</li> </ul>
<p><b>Building communities</b></p>	<ul style="list-style-type: none"> <li>• Document a consistent whole school practice around student management.</li> <li>• Investigate and implement enablers for greater connectedness with the school: <ul style="list-style-type: none"> <li>- key teachers</li> <li>- pastoral program</li> </ul> </li> <li>• Use Data to improve connectedness</li> </ul>



Framework for Improving Student Outcomes

Published: February 2016



## 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>		<ul style="list-style-type: none"> <li>Teachers will access and create data that better inform point of need teaching and learning</li> <li>Students are active and engaged participants in their own learning and in the college as a learning community</li> <li>Students will have better engagement and connectedness to the college</li> <li>Behaviour management processes and practices to improve, in alignment with our key beliefs and values</li> <li>Improve data management and implementation, to support assessment, IEPS and student learning goals</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		<b>BUILDING PRACTICE EXCELLENCE CURRICULUM PLANNING AND ASSESSMENT</b>						
<b>STRATEGIC PLAN TARGETS</b>		<ol style="list-style-type: none"> <li>A trend improvement in staff, student and parent surveys               <ul style="list-style-type: none"> <li>Teacher effectiveness (student) 3.3</li> <li>Reporting (parent) 4.2</li> <li>Stimulating learning (parent) 4.6</li> <li>Collective efficacy (staff) whole school 55</li> <li>Collective focus on student learning (staff) 63</li> <li>Teacher collaboration (staff) 55</li> </ul> </li> <li>Trend improvement Student Survey in school connectedness 3.4 and student motivation 4.0 Trend improvement Parent Survey school connectedness 5.0</li> <li>Trend improvement in parent, student and staff key survey indicators: School Connectedness, Student Wellbeing (Distress/ Morale) Student Survey School Connectedness 3.3 Student Well Being 4.9 Parent Survey; Student Safety 5.1 School Connectedness 4.8 Staff Survey; Collective Responsibility 70</li> </ol>						
<b>12 MONTH TARGETS</b>		<p>A trend improvement in staff, student and parent surveys</p> <ul style="list-style-type: none"> <li>Teacher effectiveness (student) 3.2</li> <li>Reporting (parent) 4.2</li> <li>Stimulating learning (parent) 4.4</li> <li>Collective efficacy (staff) whole school 55</li> <li>Collective focus on student learning (staff) 60</li> <li>Teacher collaboration (staff) 50</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Use data to inform teaching</b>  Teachers will access and create data that better inform point of need teaching and learning	Use meeting time every week to develop knowledge, understanding, skills and beliefs around data: Whole school data i.e. NAPLAN, VCE, surveys, cohort data, year level, group level and individual student level <ul style="list-style-type: none"> <li>Leaders will make links to coaching and mentoring, to BSC Explicit Teaching model, Munro, Bill Rogers, Nairn Walker etc.</li> <li>Leadership to drive and monitor the use of Compass to populate data, making it relevant and accessible to all</li> </ul>	Leadership Team  Leadership Team  Huw	Ongoing  Ongoing  Ongoing  Ongoing	<ul style="list-style-type: none"> <li>Leaders will be able to read data in all forms and be able to analyse the data for specific purposes</li> <li>Some leaders will be identified as key leaders to support whole school and other leaders with regards to data</li> <li>Targeted teachers will be identified to lead their KLA in the use of data to support improved teaching</li> <li>Leaders will be able to unpack the key messages contained in data and communicate key messages to inform planning</li> <li>Leaders will be able to lead discussions about data with other</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Leaders will be able to read data in all forms and be able to analyse the data for specific purposes</li> <li>Some leaders will be identified as key leaders to support whole school and other leaders with regards to data</li> <li>Targeted teachers will be identified to lead their KLA in the use of data to support improved teaching</li> <li>Leaders will be able to unpack the key messages contained in data and communicate key messages to inform planning</li> </ul>		



	<ul style="list-style-type: none"> <li>An expert will assist teachers to set goals in Literacy and Numeracy, including the recording and coordination of the IEPs</li> <li>VCE teachers will set numerical targets and they will be monitored and checked by leaders</li> <li>Leadership to continue to review our reporting processes to ensure accurate information to parents and students</li> <li>Continue to review and evolve curriculum mapping and Common Assessment tasks so that they directly link to our assessment schedule and reporting</li> <li>Each KLA's assessment schedule will be reviewed in light of our improved knowledge regarding data and assessment i.e. include data from multiple sources</li> </ul>	Huw/Ian/Don James/Paul Huw/Don Leadership Team/KLA Leaders Leadership Team/KLA Leaders	Ongoing	<p>staff members at whole school, KLA and individual level</p> <ul style="list-style-type: none"> <li>IEPs will be regularly updated to reflect and inform learning goals for students</li> <li>Staff will use multiple data sources to individualise programs for students</li> <li>VCE teachers will check in with their student performance goals regularly</li> </ul>		<ul style="list-style-type: none"> <li>Leaders will be able to lead discussions about data with other staff members at whole school, KLA and individual level</li> <li>IEPs will be regularly updated to reflect and inform learning goals for students</li> <li>Staff will use multiple data sources to individualise programs for students</li> <li>VCE teachers will check in with their student performance goals regularly</li> </ul>		
				12 months:	● ● ●			
<b>Develop College Assessment Schedule</b> Teachers will access and create data that better inform point of need teaching and learning	<ul style="list-style-type: none"> <li>Leaders to continue to develop a whole school assessment schedule with KLAs, with direct links to curriculum mapping and common assessment tasks</li> <li>Extend this to 9 and 10</li> <li>Whole School Organisation leaders will develop a timeline for key assessments 7-12</li> </ul>	Huw/Don Leadership Team/KLA Leaders	Draft Term 2 for 9 and 10	<ul style="list-style-type: none"> <li>6 months:</li> <li>A whole school assessment schedule will be drafted</li> <li>Staff and students will be more aware of 'hot times' and whole school planning will reflect this</li> <li>Leadership and LCC will identify preferred assessment weeks</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>A whole school assessment schedule will be drafted</li> <li>Staff and students will be more aware of 'hot times' and whole school planning will reflect this</li> <li>Leadership and LCC will identify preferred assessment weeks</li> </ul>		
				12 months:	● ● ●			
<b>Develop Targeted Coaching Program</b> Teachers will access and create data that better inform point of need teaching and learning Students will improve literacy and numeracy and have active involvement in the use of learning strategies across academic, social, behavioural, emotional and spiritual domains.	<ul style="list-style-type: none"> <li>Allocated time in Leadership meetings</li> <li>Meetings with other selected leaders outside leadership</li> <li>Coaches will be identified outside the Leadership Team</li> <li>Targeted professional development for Leadership, coaches, KLA Leaders, Hub Leaders and Coordinators around the Explicit Instructional Model</li> <li>Staff will be identified for coaching and mentoring</li> <li>Matching of coaches and mentorees based on relationship, focus, skill set. This will be negotiated by Leadership Team.</li> </ul>	Leadership Team Leadership Team Leadership Team Identified expert Principal Leadership Team	Ongoing Ongoing Ongoing Ongoing Ongoing	<p>6 months: Data around teaching and learning will improve</p> <p>Consistency around core tenets of coaching practise established across college.</p> <p>A statement regarding key beliefs about coaching will be circulated to staff in the Performance and Development booklet</p>	● ● ● ● ● ● ● ● ●	<p>Data around teaching and learning will improve</p> <p>Consistency around core tenets of coaching practise established across college.</p> <p>A statement regarding key beliefs about coaching will be circulated to staff in the Performance and Development booklet</p>		
				12 months:	● ● ●			
				12 months:	● ● ●			
				12 months:	● ● ●			

## 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>		Students are active and engaged participants in their own learning and in the college as a learning community							
<b>IMPROVEMENT INITIATIVE</b>		<b>ENGAGEMENT</b>							
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>Trend improvement Student Survey in school connectedness 3.4 and student motivation 4.0</li> <li>Trend improvement Parent Survey school connectedness 5.0</li> </ul>							
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>Trend improvement Student Survey in school connectedness 3.3 and student motivation 3.9</li> <li>Trend improvement Parent Survey school connectedness 4.9</li> </ul>							
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>				
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>		
							<b>Estimate</b>	<b>YTD</b>	
<b>Values Staff and Students</b>	<ul style="list-style-type: none"> <li>A belief statement will be further developed regarding high expectations of staff and students</li> <li>Teacher PDs will be conducted with staff ownership that develop these beliefs and key actions</li> <li>Hub assemblies clarify this initiative with students</li> <li>Key teachers and Pastoral teachers work through the main ideas for student input and ownership of key beliefs and actions</li> </ul>	Leadership Leadership Hub Leaders Renea/ Paul/Huw/KB C/Sally	Ongoing Ongoing Ongoing Ongoing	<ul style="list-style-type: none"> <li>Students and staff are able to state values and how they relate to high expectations</li> <li>Staff will have greater knowledge and connection to students pertaining to their growth</li> </ul>		<ul style="list-style-type: none"> <li>Students and staff are able to state values and how they relate to high expectations</li> <li>Staff will have greater knowledge and connection to students pertaining to their growth</li> </ul>			
<b>High expectations--staff and students</b> <b>Establish processes that support this culture</b>	<ul style="list-style-type: none"> <li>Leaders continue to work with staff to clarify key beliefs and plan the implementation of high expectations at classroom, individual, Hub and whole school levels related to academic, social, behavioural, community expectations</li> <li>Leaders and staff develop themes that support high expectations across the college</li> <li>Leaders and Hub staff will continue to work on study and learning habits across the college (e.g. <i>Elevate, Munro, Rogers, Nairn Walker</i>)</li> <li>Hubs will run Achievement Assemblies to celebrate successes with a focus on values and the above</li> </ul>	Leadership /Staff  Leadership /Staff Leadership /Staff/HUB Leaders	Ongoing Ongoing Ongoing Every 4 weeks	<ul style="list-style-type: none"> <li>Hub Leaders, staff and students will develop key foci at each year level that support students' study, learning and study habits through the year and enhance our learning community</li> <li>Hub Assemblies will be embedded in the timetable and clarify this initiative</li> <li>Consistency of approach will be evident in classrooms and monitored by Hubs, leaders and coaches</li> </ul>		<ul style="list-style-type: none"> <li>Hub Leaders, staff and students will develop key foci at each year level that support students' study, learning and study habits through the year and enhance our learning community</li> <li>Hub Assemblies will be embedded in the timetable and clarify this initiative</li> <li>Consistency of approach will be evident in classrooms and monitored by Hubs, leaders and coaches</li> </ul>			
<b>Communication with families</b> <b>Establish processes to acknowledge and celebrate student staff success</b> <b>Extend communication and engagement</b>	Key family events will be inclusive of families and reflect our school values	All staff	Each Term	<ul style="list-style-type: none"> <li>Families and staff will attend key College events</li> <li>Improved parent connection to the college</li> <li>Increased parent usage of Compass to communicate and read progress reports</li> <li>Key teachers and pastoral teachers continue to work through the main ideas with students</li> <li>Leaders, key teachers and pastoral teachers continue to confirm better ways of working with students through termly PD</li> </ul>		<ul style="list-style-type: none"> <li>Families and staff will attend key College events</li> <li>Improved parent connection to the college</li> <li>Increased parent usage of Compass to communicate and read progress reports</li> <li>Key teachers and pastoral teachers continue to work through the main ideas with students</li> <li>Leaders, key teachers and pastoral teachers continue to confirm better ways of working with students through termly PD</li> </ul>			
				12 months:	● ● ●				
				12 months:	● ● ●				

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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>		Students will have better engagement and connectedness to the college Behaviour management processes and practices to improve, in alignment with our key beliefs and values						
<b>IMPROVEMENT INITIATIVE</b>		<b>WELLBEING</b>						
<b>STRATEGIC PLAN TARGETS</b>		Trend improvement in parent, student and staff key survey indicators: School Connectedness, Student Wellbeing (Distress/ Morale) Student Survey School Connectedness 3.3 Student Well Being 4.9 Parent Survey; Student Safety 5.1 School Connectedness 4.8 Staff Survey; Collective Responsibility 70						
<b>12 MONTH TARGETS</b>		Student Survey School Connectedness 3.3 Student Well Being 4.9 Parent Survey; Student Safety 5.0 School Connectedness 4.8 Staff Survey; Collective Responsibility 69						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<b>Document a consistent whole school practice around student management</b>	<ul style="list-style-type: none"> <li>Student Wellbeing Team, including social worker, chaplain, nurse, Smith Family, to review key beliefs, understandings and actions in relation to the above</li> <li>Extract key beliefs about student management and create an explicit staff and student code of conduct in alignment with                             <ol style="list-style-type: none"> <li>School values</li> <li>Bill Rogers</li> <li>Nairn Walker</li> <li>Child Safe</li> <li>Respectful Relationships</li> <li>Students at Risk</li> </ol> </li> <li>Links to be made by staff to Effective T &amp; L model, student wellbeing practices and Hub processes</li> </ul>	Leadership Team/Sally Kendall/Paul Martin  Leadership Team/HUB leadership	Term 2  Ongoing	<ul style="list-style-type: none"> <li>Trend improvement in parent, student and staff key survey indicators pertaining to well being</li> <li>Key belief documents in place (P &amp; D booklet)</li> <li>Hub practices are in alignment with <i>Safe Minds</i> beliefs</li> <li>Consistency of approach to student management across the college will be evident in all classrooms</li> <li>Increased focus in Pastoral and Health classes</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Trend improvement in parent, student and staff key survey indicators pertaining to well being</li> <li>Key belief documents in place (P &amp; D booklet)</li> <li>Hub practices are in alignment with <i>Safe Minds</i> beliefs</li> <li>Consistency of approach to student management across the college will be evident in all classrooms</li> <li>Increased focus in Pastoral and Health classes</li> </ul>		
				12 months:				
<b>Investigate and implement enablers for greater connectedness with the school: key teachers pastoral program</b>	<ul style="list-style-type: none"> <li>Specific PD and team planning for Key teachers and Pastoral teachers, including curriculum design and implementation in alignment with key beliefs relating to values, health education, individual pathways and student wellbeing</li> <li>Pastoral Coordinator works with Principal to review curriculum</li> </ul>	Renea Betts/Paul Martin/ Kathym Buckland/Sally/Huw	Term 1/ Ongoing	Consistency evident across classrooms in relation to key beliefs  Regular meetings timetabled into the meeting schedule		Consistency evident across classrooms in relation to key beliefs  Regular meetings timetabled into the meeting schedule		
<b>Use Data to improve connectedness</b>	<ul style="list-style-type: none"> <li>Use of Compass to enhance teacher knowledge and understanding of individual students and team planning for a customised approach</li> <li>Students at Risk/IEPs</li> </ul>	Hub Leaders	Ongoing	Data is accessed by teachers to inform individual context and needs	● ● ●	Data is accessed by teachers to inform individual context and needs		
				12 months:				
<b>Consistent Practice around students at risk</b>	Leaders induct key Hub staff, Pastoral and Key Teachers regarding <i>Safe Minds</i> and whole school beliefs around working with students at risk	Leaders	Ongoing	Hub practices are in alignment with college beliefs	● ● ●	Hub practices are in alignment with college beliefs		
				12 months:				

## 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>		Improve data management and implementation, to support assessment, IEPS and student learning goals							
<b>IMPROVEMENT INITIATIVE</b>		<b>PRODUCTIVITY</b>							
<b>STRATEGIC PLAN TARGETS</b>		Parent and student data indicates trend improvement in communication and connectivity with College: Approachability 4.9 Parent Input 4.3 Reporting 4.4 School Improvement 4.9							
<b>12 MONTH TARGETS</b>		Parent and student data indicates improved communication and connectivity with College: Approachability 4.9, Parent Input 4.3 Reporting 4.1, School Improvement 4.8							
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>				
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>		
							<b>Estimate</b>	<b>YTD</b>	
<b>Explore the capacity of Compass data management system to populate with:</b>  <b>-student assessment data,</b>  <b>-student learning goals</b>  <b>-individual education plans ( if appropriate)</b>	<ul style="list-style-type: none"> <li>Continue to use Compass to enhance teacher knowledge and understanding of individual students and team planning for a customised approach</li> <li>Parent nights and information to parents focus on showing parents how to use Compass</li> <li>Information to parents through Facebook</li> </ul>	Leadership Team	Ongoing	<ul style="list-style-type: none"> <li>Hub Assemblies will be embedded in the timetable</li> <li>Families and staff will attend college events</li> <li>Trend Improvement in parent connection to the college</li> <li>Increased parent usage of Compass to communicate and read progress reports</li> <li>IEPs are accessible to staff and parents and targeted to student needs</li> <li>Leaders have clarity about their role and develop more expertise in implementation</li> </ul>		<ul style="list-style-type: none"> <li>Hub Assemblies will be embedded in the timetable</li> <li>Families and staff will attend college events</li> <li>Trend Improvement in parent connection to the college</li> <li>Increased parent usage of Compass to communicate and read progress reports</li> <li>IEPs are accessible to staff and parents and targeted to student needs</li> <li>Leaders have clarity about their role and develop more expertise in implementation</li> </ul>			
Ensure that Performance & Development practices are focused on SSP goals and whole school approaches	<ul style="list-style-type: none"> <li>Leadership regularly reviews School Strategic Plan /Annual Implementation Plan</li> <li>Leaders continue to ensure SSP is discussed and reviewed at Leadership Meetings, KLA meetings and School Council Committee meetings</li> <li>AIP reflects the Strategic Plan</li> </ul>	Leadership Team	Ongoing	AIP reflects progress and refinement in alignment with SSP		AIP reflects progress and refinement in alignment with SSP			
<b>Build collective capacity of the leadership team, and middle level leaders, to drive school improvement work</b>	<ul style="list-style-type: none"> <li>Performance Development processes in place, both formal and informal</li> <li>Leadership builds knowledge through PDs, meetings and regular team planning events and coaching</li> </ul>	Leadership Team/KLA leaders	Ongoing	Collective capacity of staff increases in all areas of operation  Quality and quantity of internal applicants for future leadership positions improves  12 months:	● ● ●	Collective capacity of staff increases in all areas of operation  Quality and quantity of internal applicants for future leadership positions improves			

## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		Teachers will access and create data that better inform point of need teaching and learning						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		N/A						
<b>STRATEGIC PLAN TARGETS</b>		Student Survey School Connectedness 3.3 Student Well Being 4.9						
<b>12 MONTH TARGETS</b>		Student Survey School Connectedness 3.3 Student Well Being 4.9 <b>Attendance improves as a consequence of improved teaching and learning and relationships with families</b>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
Document a consistent whole school practice around student management	Build beliefs and understandings with leaders and teachers around students at risk and align with the Network Schools and providers	Leaders	Ongoing]	Leaders/ School develop beliefs and understandings statements	● ● ●	Consistent practice relative to beliefs	NA	
	Students identified who are At Risk Hub leaders to work closely with designated staff member to ensure appropriate support structures are in place.  Hubs create student management plans with Teachers at classroom level with supports in place linked to external to the classroom	Staff  Huw Hub leaders		Hubs have plans in place and these are reviewed and implemented ongoing Improved outcomes for students at risk	● ● ●	Reviewed termly  Improved outcomes for students at risk	NA	

## Section 4: Annual Self-Evaluation

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>	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	





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> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<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]				
<b>Next Steps:</b>				

