

Annual Implementation Plan: for Improving Student Outcomes

School name: Kew Primary School

Year: 2017

School number: 1075

Based on strategic plan: 2017-2020

Endorsement:

Principal: James Penson 29.3.2017

Senior Education Improvement Leader: Sharon Saitlik 29.3.2017

School Council: Julie Coleman 29.3.2017

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
<ul style="list-style-type: none"> To improve student achievement in English and Mathematics across the school. To improve student engagement in their learning. To develop a high functioning learning community.

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Improvement Initiatives rationale:
<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>EXCELLENCE IN TEACHING & LEARNING</p> <p>Building Practice Excellence & Curriculum Planning & Assessment</p> <ul style="list-style-type: none"> There has been improvements in the school numeracy and writing data over a period of time. This centred around targeted and action-oriented staff professional learning in writing and numeracy. This work remains unfinished business along with a renewed focus on reading and speaking and listening across the school. If there is a whole-school research-based approach to inquiry learning that is inherently engaging and authentic, together with high impact learning and teaching practices, then student engagement will improve. <p>POSITIVE CLIMATE FOR LEARNING</p> <p>Empowering students and building school pride.</p> <ul style="list-style-type: none"> If a positive and collaborative climate for learning that includes all staff, students, parents and community is built, together with a clearly articulated and shared vision, then student achievement, engagement and wellbeing will be enhanced. <p>The school review engaged the next level of work, identifying current strengths and areas that require future, explicit attention; Reading in particular being one of these areas along with developing higher levels of consistency in practice. Role clarity and necessary structures are now in order to allow for further improvement to be implemented accordingly. Staff Opinion data is reflective of the fact that staff are engaged and exhibit collective responsibility and trust in colleagues to aspire towards achieving excellence. ATS data as indicated in the 2016 threshold report is of concern and requires immediate attention, this identified as a key component for the new Strategic Plan and 2017 AIP.</p>



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)
To improve student achievement in English and Mathematics across the school.	<ul style="list-style-type: none"> • Develop a documented curriculum with clearly identified and understood essential learnings. • Build the data literacy and practices of every teacher. • Embed Targeted Teaching program across the school (focus on numeracy and literacy). • Develop and embed an evidence based instructional approach to teaching and learning. • Build staff capacity to evaluate and identify effective teaching strategies.
To improve student engagement in their learning.	<ul style="list-style-type: none"> • Explore and implement a research-based approach to inquiry learning as a whole-school approach to curriculum delivery. • Build the practice of every teacher to ensure high impact instructional practices and agreed curriculum delivery models in literacy and numeracy. • Develop staff skills and capacity around “Design Thinking & Learning” model in relation to the inquiry approach to curriculum delivery. • Strengthen student feedback and student voice processes into the learning sequence and use this to inform teaching.
To develop a high functioning learning community.	<ul style="list-style-type: none"> • Develop and articulate the school vision and values with all stakeholders. • Build collaborative professional learning teams with a focus on student learning and a shared instructional model. • Build the partnership between parents, families, community and the school.



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.

STRATEGIC PLAN GOALS	To improve student achievement in English and Mathematics across the school.																																																			
IMPROVEMENT INITIATIVE	Building Practice Excellence & Curriculum Planning & Assessment.																																																			
STRATEGIC PLAN TARGETS	<p>NAPLAN</p> <p>Increase the percentage of students achieving in the Top 2 Bands of NAPLAN to:</p> <table border="1"> <thead> <tr> <th></th> <th>YEAR 3</th> <th>YEAR 5</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>75%</td> <td>65%</td> </tr> <tr> <td>WRITING</td> <td>75%</td> <td>65%</td> </tr> <tr> <td>SPELLING</td> <td>75%</td> <td>65%</td> </tr> <tr> <td>NUMERACY</td> <td>75%</td> <td>65%</td> </tr> </tbody> </table> <p>Increase the percentage of students achieving in the Top 3 Bands of NAPLAN to:</p> <table border="1"> <thead> <tr> <th></th> <th>YEAR 3</th> <th>YEAR 5</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>95%</td> <td>90%</td> </tr> <tr> <td>WRITING</td> <td>95%</td> <td>90%</td> </tr> <tr> <td>SPELLING</td> <td>95%</td> <td>90%</td> </tr> <tr> <td>NUMERACY</td> <td>95%</td> <td>90%</td> </tr> </tbody> </table> <p>Decrease the percentage of students (deemed capable) at or below the National minimum standard (NMS) to zero over the life of this plan.</p> <p>LEARNING GROWTH</p> <p>Increase the percentages of students making a high relative gain to above 40% in all learning areas.</p> <p>Reduce the percentages of students making low relative growth to below 10% in all learning areas.</p> <p>To have Year 3 and Year 5 NAPLAN matched cohort exceed the State growth in Literacy and Numeracy.</p> <p>VIC CURRICULUM – TEACHER JUDGEMENT</p> <p>Increase the number of students identified as working 6+ months above level by at least 5% growth each year. The target in 2020 for the percentage of students achieving 6 - 12 months above standard at each level as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>2016 ACTUAL</th> <th>2020 TARGET</th> </tr> </thead> <tbody> <tr> <td>READING & VIEWING</td> <td>70%</td> <td>85%</td> </tr> <tr> <td>WRITING</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>SPEAKING & LISTENING</td> <td>45%</td> <td>70%</td> </tr> <tr> <td>NUMBER & ALGEBRA</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>MEASUREMENT & GEOMETRY</td> <td>52%</td> <td>70%</td> </tr> <tr> <td>STATISTICS & PROBABILITY</td> <td>52%</td> <td>70%</td> </tr> </tbody> </table>		YEAR 3	YEAR 5	READING	75%	65%	WRITING	75%	65%	SPELLING	75%	65%	NUMERACY	75%	65%		YEAR 3	YEAR 5	READING	95%	90%	WRITING	95%	90%	SPELLING	95%	90%	NUMERACY	95%	90%		2016 ACTUAL	2020 TARGET	READING & VIEWING	70%	85%	WRITING	50%	70%	SPEAKING & LISTENING	45%	70%	NUMBER & ALGEBRA	55%	70%	MEASUREMENT & GEOMETRY	52%	70%	STATISTICS & PROBABILITY	52%	70%
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Increase the number of students identified as working 12+ months above level by at least 5% growth each year. The target in 2020 for the percentage of students achieving 12+ months above standard at each level as follows:

	2016 ACTUAL (Sem 1)	2020 TARGET
READING & VIEWING	36%	50%
WRITING	11%	40%
SPEAKING & LISTENING	11%	40%
NUMBER & ALGEBRA	18%	40%
MEASUREMENT & GEOMETRY	10%	40%
STATISTICS & PROBABILITY	7%	40%

Ensure all students (deemed capable) make higher than average learning growth each school year (12+ months).

STAFF OPINION SURVEY

Increase the percentage endorsement scores for each of the following areas:

	2016 ACTUAL	2020 TARGET
Guaranteed and viable curriculum	84%	95%
Academic emphasis	76%	90%
Collective focus on student learning	94%	95%
Shielding and buffering	73%	90%
Collective Efficacy	82%	95%
Collective Responsibility	92%	95%
SCHOOL CLIMATE (OVERALL)	82%	95%

12 MONTH TARGETS

Increase the percentage of students achieving in the Top 2 Bands of NAPLAN to:

	YEAR 3	YEAR 5
READING	65%	55%
WRITING	70%	50%
SPELLING	65%	50%
NUMERACY	65%	50%

Increase the percentage of students achieving in the Top 3 Bands of NAPLAN to:

	YEAR 3	YEAR 5
READING	85%	80%
WRITING	95%	80%
SPELLING	85%	80%
NUMERACY	90%	85%

Decrease the percentage of students (deemed capable) at or below the National minimum standard (NMS) to zero over the life of this plan.

LEARNING GROWTH

Increase the percentages of students making a high relative gain to above 30% in all learning areas.

Reduce the percentages of students making low relative growth to below 20% in all learning areas.

To have Year 3 and Year 5 NAPLAN matched cohort exceed the State growth in Literacy and Numeracy.



VIC CURRICULUM – TEACHER JUDGEMENT

Increase the number of students identified as working 6+ months above level by at least 5% growth each year. The target in 2020 for the percentage of students achieving 6 - 12 months above standard at each level as follows:

	2016 ACTUAL	2017 TARGET
READING & VIEWING	70%	75%
WRITING	50%	55%
SPEAKING & LISTENING	45%	50%
NUMBER & ALGEBRA	55%	60%
MEASUREMENT & GEOMETRY	52%	55%
STATISTICS & PROBABILITY	52%	55%

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WRITING	11%	20%
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Collective Responsibility	92%	95%
SCHOOL CLIMATE (OVERALL)	82%	85%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a documented curriculum with clearly identified and understood essential learnings.	WHAT: Complete a school wide audit of the current curriculum plan for the priority area of READING & VIEWING. Note: Audit for Maths Statistics & Probability / Measurement & Geometry 2018 and Number & Algebra 2019. Audit for Speaking & Listening 2018, Writing 2019. HOW: LT's work with SIT leaders to audit current	LT – Literacy - SM with the support of SIT Leaders and Leadership team.	Commence Term 1 – ongoing throughout 2017.	6 months: Yearly planner / Overview of key reading curriculum for each level P-9 for READING & VIEWING documented and used by PLT's to inform planning.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	LT	
	LT's – SM & AW with the	Commence Term 1 and completed	12 months: Endorsed and mandated READING & VIEWING curriculum documentation across the whole	● ● ●				




	<p>curriculum planning documents, organise essential learnings at each level P-9 and align with Victorian Curriculum.</p> <p>WHAT: Completed curriculum mapping of VIC CURRICULUM.</p> <p>HOW: LT's work with SIT leaders and Inquiry leaders (new team and role for 2017) to audit current planning docs and align with all elements of Victorian Curriculum over 12 and 24 month planners.</p>	support of SIT and Leadership Team	by the end of 2017.	school.				
Build the data literacy and practices of every teacher.	<p>WHAT: Complete a range of moderation sessions based on writing, reading, speaking & listening, EAL, Rich maths tasks and other student work samples.</p> <p>HOW: Moderate to ensure consistent professional judgements and evaluate impact on student learning. Use the PLT common meeting structure and time along with professional learning schedule to ensure time and resources are allocated to moderation of student work samples.</p> <p>WHAT: Identify and track student and cohorts working below, at and well above level. Link this data to PLT planning sessions, inform targeted teaching program, prioritise TASK programing and staff PDP goals.</p> <p>HOW: Begin with Ausvels Semester 2 2016 data and develop this as part of Leadership team meetings and SIT meetings.</p> <p>WHAT: Deliver specific professional learning with data focus during PLT meetings, planning sessions and whole staff sessions.</p> <p>HOW: Build staff capacity to analyse assessments and map out professional learning program and PLT meeting time to include assessment & reporting agenda item / professional discussion. Increase complexity and range of pre and post-test measures e.g. designed and adapted by PLT's for specific uses.</p> <p>WHAT: PLT's to work to review and evaluate the evidence base of effective improvement strategies and reflect on how each team can</p>	<p>SIT leaders</p> <p>SM, AW Leading teachers.</p> <p>Leadership Team.</p> <p>JP & Leadership Team</p> <p>Leadership Team</p> <p>SIT Leaders</p>	<p>Set moderate tasks each Term – commencing Term 1.</p> <p>Select specific data sets for different cohorts to examine and set targeted program – Term 1 and ongoing.</p> <p>Term 1 and ongoing.</p> <p>Term 1 and ongoing.</p>	<p>6 months & 12 months: Evidence of moderation sessions in PLT & SIT minutes and professional learning program. Annotated and moderated samples of student work saved and shared. Assessment & Reporting schedule to include moderation and common assessment tasks e.g. Rich task Student achievement data tracked and utilised at PLT, SIT and whole school level.</p> <p>6 months & 12 months: Greater level of targeted differentiation and documentation around specific student learning needs, outcomes and teaching strategies (Who are we teaching? What do we need to teach them? How are we going to teach it? How do we know they have learnt it?)</p> <p>6 months & 12 months: Increased reference to data in planning, PLT minutes, SIT and Leadership meetings. 6+ months growth data by mid-year and 12+ months of growth end of year.</p> <p>6 months & 12 months: Targeted planning documents that demonstrate focus on need, adaptive teaching and improved student outcomes. e.g. Learning growth.</p>	<p>● ● ●</p> <p>● ● ●</p>			



	improve practice and ensure high impact to meet the needs of students. HOW: Focus on what students can and cannot do, identify what the next step on the learning continuum, use pre and post-test assessments and evaluate teaching units and sequences.			Evidence of PLT's partnering collaboratively to develop effective teaching interventions and then evidence of evaluation of the impact of teaching sequence.					
Embed Targeted Teaching program across the school (focus on numeracy and literacy).	WHAT: Implement Targeted Teaching Program at all levels across the school in Maths, Spelling & Writing. HOW: Dedicated sessions each week within PLT and allocation of additional staff into teams where possible. Ensure program is built on student assessment data e.g. pre-test and effectiveness of teaching is evaluated via post –test. Include high impact strategies e.g. learning intentions / success criteria and subject specific elements e.g. genre.	SIT Leaders, Leadership Team + additional allocated staff where possible e.g. Prin / AP.	Begin with Maths & Spelling in Term 1. Roll out Writing Term 2.	6 months: Targeted Teaching clearly identified in weekly work programs and planners. Evidence of pre and post testing and PLT discussion around these assessments. Evidence of shared and specific high impact teaching strategies used within PLT's.	● ● ●				
				12 months: Targeted Teaching clearly identified in weekly work programs and planners. Evidence of pre and post testing and PLT discussion around these assessments. Evidence of shared and specific high impact teaching strategies used within PLT's.	● ● ●				
Develop and embed an evidence based instructional approach to teaching and learning.	WHAT: Master the use of evidence based learning and improvement strategies by providing opportunities for staff to discuss specific interventions, initiatives and their implementation, grounded in the school priorities, goals and target areas. HOW: Further develop and extend cohort writing plans, RICH maths tasks, T & L protocols. Support PLT's and SIT leaders to implement professional learning activities during PLT planning and meeting times. Continue to implement "Observing to Learn" Peer Observation and Coaching program.	SIT leaders.	Establish writing cohort planners and Rich maths task in Term 1. Observing to Learn program – Terms, 2, 3 and 4.	6 months: Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. They adapt their teaching to meet student needs. Teachers self-evaluate using evidence, including feedback from students and student assessment data, to identify their professional learning needs as aligned with AIP.	● ● ●				
	WHAT: Implement a recognised framework to inform and guide ICT best practice within curriculum model. HOW: Research options for framework and develop according to KPS needs.	AW + ICT Team & Inquiry Leaders			12 months: Developed ICT framework aligned with Vic Curriculum and other curriculum mapping and planning documents.	● ● ●			
	WHAT: School data is used to align teachers individual learning needs, school goals and AIP / PDP's. HOW: Ensure that data is shared and discussed in Communities of Practice (PLT's). Establish meeting protocols to include this.	JP & SIT							



Build staff capacity to evaluate and identify effective teaching strategies.	WHAT: Explore, discuss and share examples of the most effective teaching strategies based on high impact and powerful learning. HOW: Support staff to collaborate, model and share effective practices, including across other schools e.g. FISO group. Support PLT structure and the work of SIT leaders. Implement Walking bus tours and built in share times.			6 months: Demonstrated understanding and growth of effective teaching as documented in SIT / PLT minutes and planning documentation e.g. cohort planning.				
				Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes. Culture that values and supports ongoing professional learning through sharing, trust, risk taking, experimentation, collaborative inquiry and self-assessment.	12 months: Walking School Bus Tours – completed each semester. Active FISO team around COP including shared PLT meetings, writing moderation, task development & cohort planning.			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve student engagement in their learning.				
IMPROVEMENT INITIATIVE	Curriculum Planning & Assessment				
STRATEGIC PLAN TARGETS	Building Practice Excellence				
	To improve the Student Attitudes to School Survey as follows:				
		2016 ACTUAL	2020 TARGET		
	Stimulating Learning	3.72	5.0		
	School Connectedness	4.21	5.5		
	Connectedness to Peers	4.28	5.5		
	Student Safety	4.2	5.5		
	Student Motivation	4.6	5.5		
	Teacher Effectiveness	4.09	5.0		
	Learning Confidence	4.01	5.0		
		STAFF OPINION SURVEY			
	Increase the percentage endorsement scores for each of the following areas:				
	2016 ACTUAL	2020 TARGET			
Guaranteed and viable curriculum	84%	95%			
Academic emphasis	76%	90%			
Collective focus on student learning	94%	95%			
Shielding and buffering	73%	90%			
Collective Efficacy	82%	95%			
Collective Responsibility	92%	95%			
SCHOOL CLIMATE (OVERALL)	82%	95%			
12 MONTH TARGETS	To improve the Student Attitudes to School Survey as follows:				
	2016 ACTUAL	2017 TARGET			
Stimulating Learning	3.72	4.0			
School Connectedness	4.21	4.5			
Connectedness to Peers	4.28	4.5			
Student Safety	4.2	4.5			
Student Motivation	4.6	5.0			
Teacher Effectiveness	4.09	4.25			
Learning Confidence	4.01	4.25			
	STAFF OPINION SURVEY				
	Increase the percentage endorsement scores for each of the following areas:				
	2016 ACTUAL	2017 TARGET			
Guaranteed and viable curriculum	84%	87%			
Academic emphasis	76%	80%			
Collective focus on student learning	94%	95%			
Shielding and buffering	73%	80%			
Collective Efficacy	82%	85%			
Collective Responsibility	92%	95%			
SCHOOL CLIMATE (OVERALL)	82%	85%			
KEY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING



IMPROVEMENT STRATEGIES					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
		[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Explore and implement a research-based approach to inquiry learning as a whole-school approach to curriculum delivery.	<p>WHAT: Explore the potential for KPS to introduce the PYP program. HOW: Spend 2017 exploring PYP and attending relevant professional learning sessions with a view to becoming a candidate school in 2018. (Note becoming a PYP school is a 3-4 year process).</p> <p>WHAT: Ensure students are engaged in deeper Inquiries through the use of enduring understandings, rich questions, Design Thinking Model, authentic action and "in time / dynamic" planning. HOW: Increase staff skill and confidence with Inquiry pedagogies and further develop whole school approaches. Provide ongoing and targeted professional development around Design Thinking and Learning.</p>	Leadership Team	Contact IB and book in dates ASAP (Term 1 and 2).	6 months: Range of professional development sessions delivered. Evidence in work programs and planning documents if Inquiry planning. Increased student voice and engagement.	● ● ●			
		Inquiry Leaders + No Tosh PD	Commence Term 1 (in preparation for Term 2) and ongoing.	12 months: Completed professional learning requirements and option / readiness to pursue entry into PYP training / exploration / candidacy. 6 -12 months: Documented planning by each PLT based on Design Thinking model.	● ● ●			
Build the instructional practice of every teacher to ensure high impact instructional practices and agreed curriculum delivery models in literacy and numeracy.	<p>WHAT: Teachers plan and deliver structured lessons that include reviews of previous lessons, sign-posting content and learning goals of the current lesson and check for understanding throughout.</p> <p>HOW: Teachers and students co-construct learning intentions and success criteria. Teachers plan ways to engage student interest in the learning task. Teachers explain clearly the learning intentions and success criteria.</p>	All teachers.	Term 1 and ongoing.	6 months: Students can articulate the learning intentions and success criteria. Teachers have provided worked examples and check for understanding before student engage in independent practice. Teachers have documented evidence of individual student outcomes and feedback they have provided.	● ● ●			
				12 months: Students can articulate the learning intentions and success criteria. Teachers have provided worked examples and check for understanding before student engage in independent practice. Teachers have documented evidence of individual student outcomes and feedback they have provided.	● ● ●			
Develop staff skill and capacity around the "Design Thinking & Learning Model" in relation to the inquiry approach to curriculum	<p>WHAT: Ensure teachers have greater confidence, understanding and capacity to deliver Design Thinking Inquiry model – Inquiry Learning.</p> <p>HOW: Provide ongoing and targeted professional development around the Inquiry process with the</p>	Inquiry Leaders	Term 1 planning days in preparation for Term 2, 3, and 4.	6 months: Increased staff capacity and confidence as measured in feedback survey (designed by Inquiry Leaders). Walking Bus Tours – sharing of practice. Increased student voice feedback – Stimulating Learning.	● ● ●			
				12 months:	● ● ●			



<p>delivery.</p>	<p>support of No Tosh. Commit budget and time into the Inquiry professional learning program as a component of the whole school professional learning schedule.</p> <p>WHAT: Build capacity and role clarity through the formation of a leadership position in Inquiry for each PLT. HOW: Designate a leader for Inquiry and support the through additional professional learning and time release.</p>	<p>Leadership team to set up new leadership positions.</p>	<p>Commencing Term 1.</p>	<p>Increased staff capacity and confidence as measured in feedback survey (designed by Inquiry Leaders). Walking Bus Tours – sharing of practice. Increased student voice feedback – Stimulating Learning.</p>				
<p>Strengthen student feedback and student voice processes into the learning sequence and use this to inform teaching.</p>	<p>WHAT: Provide students with the tools and time to enable them to feedback into the teaching and learning sequence. HOW: Student voice strategies including exit tickets, reflection time, involvement in planning, feedback to SC,</p> <p>WHAT: Teachers use assessment data to help students to see the progress they are making, and to celebrate their achievements with their families. HOW: Developed student tracking tools, journals, continuums and annotated work samples.</p> <p>WHAT: Students develop rubrics according to specified learning goals.</p> <p>Teachers effectively diagnose individual student abilities to select tailored strategies that are appropriately challenging.</p> <p>Teachers support students to consider their learning goals, plan and monitor their own learning and evaluate their learning.</p>	<p>SIT Leaders & Leadership team.</p>	<p>Commence Term 1 (Reflection time on alternative Friday afternoon with assemblies – ongoing.</p>	<p>6 months: Evidence of teachers giving students a choice of learning activities based on agreed goals. They have examples of encouraging students to reflect critically on the strategies they have used to complete the task and to say which learning strategies are most effective for them.</p> <p>Explicit student feedback is sought to enhance the quality of relationships with students.</p> <p>Teachers use self-assessment tools, peer and student feedback to evaluate their relationships with students and determine how they can adapt their approach to improve student motivation and self-confidence.</p> <p>Evidence of students taking responsibility for their own learning - to understand the standards expected of them, set and monitor their own learning goals, and develop strategies for working towards achieving them.</p> <p>12 months: Use of reflective time to gather feedback from students. Reflective journals, exit slips, student voice feedback, students presenting to staff and SC, students involved in planning days.</p>	<p>● ● ●</p> <p>● ● ●</p>			



Section 2: Improvement Initiatives

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12 MONTH TARGETS

To improve the Student Attitudes to School Survey as follows:

	2016 ACTUAL	2017 TARGET
Stimulating Learning	3.72	4.0
School Connectedness	4.21	4.5
Connectedness to Peers	4.28	4.5
Student Safety	4.2	4.5
Student Motivation	4.6	5.0
Teacher Effectiveness	4.09	4.25
Learning Confidence	4.01	4.25

PARENT OPINION SURVEY

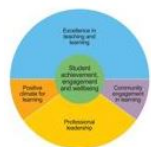
To maintain and improve the Parent Opinion Survey as follows:

	2016 ACTUAL	2017 TARGET
School Improvement	6.08	6.2
Parent Input	6.10	6.2
Stimulating Learning	5.92	6.1
Learning Focus	5.56	5.7
Approachability	5.91	6.1
General Satisfaction	5.83	6.0
Student Safety	5.73	5.9
Student Motivation	5.94	6.1
School Connectedness	6.03	6.2

STAFF OPINION SURVEY

Increase the percentage endorsement scores for each of the following areas:

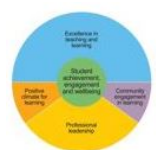
	2016 ACTUAL	2017 TARGET
Guaranteed and viable curriculum	84%	87%
Academic emphasis	76%	80%
Collective focus on student learning	94%	95%
Shielding and buffering	73%	80%
Collective Efficacy	82%	85%
Collective Responsibility	92%	95%
SCHOOL CLIMATE (OVERALL)	82%	85%



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
		[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Develop and articulate the school vision and values with all stakeholders.	<p>WHAT: Refresh CARE values and promote and build understanding of these with the school community. (Replace Co-operation, Acceptance, Respect and Excellence with Community, Achievement, Resilience and Empathy). HOW: Through the Kick Start Kew (Start Up) program, CARE action days each term, whole school shared picture story book (The Deep).</p> <p>WHAT: Build a picture of the KPS Year 6 graduate – including a learner profile, attributes and key knowledge / skills and ICT focus capabilities. HOW: Work with students, staff and parents to articulate school vision and explain how this and set of values reflects the whole school community and 21st century learning.</p> <p>WHAT: Promote the school vision and matching core values in the wider school community. HOW: Newsletter, whole school programs, aligning reward program, assemblies etc.</p>	JP / Leadership team, SMT & SE & W staff,	Begin term 1 – Kick Start Kew. Focus CARE day each term.	<p>6 months: Understanding and acknowledgement of new values. Articulation of what these values mean. Students demonstrating values in classroom, yard and wider community.</p> <p>12 months: Published vision, values and learner profile that is displayed across the school and actively promoted. Students demonstrating values in classroom, yard and wider community. Student voice input into articulation of values and vision and Year 6 learner profile. CARE days School vision implementation survey</p>	● ● ● ● ● ●			
Build collaborative professional learning teams with a focus on student learning and a shared instructional model.	<p>WHAT: Develop a professional learning culture built on a PLT structure. HOW: Work with all staff in PLT's and support them to work collaboratively. This includes classroom observations, regular feedback, agreed teaching and learning protocols. Tracey Ezard follow up activities.</p>	All Staff	Term 1 Curriculum Day and ongoing.	<p>6 months: There is a strong culture of mutual trust and support between the staff. Observing to Learn Program implemented.</p> <p>12 months: As per staff opinion survey targets listed.</p>	● ● ● ● ● ●			
Build the partnership between parents, families, community and the school.	<p>WHAT: Develop and embed processes and strategies to engage with parents and assist them to develop a deep understanding of what the school is doing and what they can do at home to support their child. HOW: Strong home school communications including COMPASS, newsletters, home learning program</p>	JP, RG, SMT	Term one and ongoing as per school activities calendar.	<p>6 months: There is a strong culture of mutual trust and support between the school and home – in the promotion and maintenance of a positive, safe and inclusive environment.</p> <p>12 months: As per parent opinion survey targets listed.</p>	● ● ● ● ● ●			

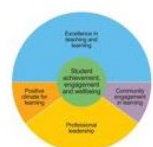


	<p>and key events such as Literacy Fest, 3 Way Learning Conferences. Explore the use of various technologies to provide feedback and information.</p> <p>HOW: A variety of communication methods to share information with parents and families. This includes information about respective roles in children's education through information events and parent, student, teacher conferences.</p> <p>The school works with parents/ carers to highlight the importance of high expectations and challenging goals for students, and how they can support these. This includes consistent support and reinforcement of expectations about learning and behaviour and opportunities to recognise and celebrate student achievements.</p>							
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]							
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]							
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 Dimension/Initiative. They are recorded here exactly as they are in 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 data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[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:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ● ● ● ●			
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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	Building practice excellence	Yes	3 - Embedding	[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.]
	Curriculum planning and assessment	Yes	3 - Embedding	
	Evidence-based high impact teaching strategies	Yes	3 - Embedding	
	Evaluating impact on learning	Yes	3 - Embedding	
Professional leadership	Building leadership teams	No	3 - Embedding	
	Instructional and shared leadership	No	3 - Embedding	
	Strategic resource management	No	3 - Embedding	
	Vision, values and culture	Yes	3 - Embedding	
Positive climate for learning	Empowering students and building school pride	Yes	3 - Embedding	
	Setting expectations and promoting inclusion	No	3 - Embedding	
	Health and wellbeing	No	3 - Embedding	
	Intellectual engagement and self-awareness	No	3 - Embedding	
Community engagement in learning	Building communities	Yes	3 - Embedding	
	Global citizenship	No	2 - Evolving	
	Networks with schools, services and agencies	No	2 - Evolving	
	Parents and carers as partners	Yes	2 - Evolving	
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]				



Next Steps:

