

Annual Implementation Plan: for Improving Student Outcomes

School name: Ringwood Secondary College

Year: 2017

School number: 8270

Based on strategic plan: 2016-2019

Endorsement:

Principal Michael Phillips March 29 2017

Senior Education Improvement Leader Jennifer Small March 2017

School council Craig Guscott March 29 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 | ✓ |
|--|-------------------------------------|---|---|
| <ul style="list-style-type: none"> Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9. Enhance the level of student cognitive engagement in their learning Nurture the social and emotional development of all students | 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:

From the 2015 school review, Excellence in Teaching and Learning is seen as the key area for our school to continue to develop. To improve consistency in teacher practice across all classrooms, the College needs to further develop a whole College instructional model. Deeper understandings of the New Pedagogies for Deep Learning (NPDL) will help to inform more consistent and accountable practice and the model could include reference to visible learning principles and be characterised by the use of focused Learning Intentions and Success Criteria. Professional learning will need to be provided to support teachers in the implementation of the model. The systematic analysis of data and evidence is an area for development. Decisions need to be made around which data sets to use and deeper understandings around how to triangulate this authentic data need to be developed, More effective moderation practices within and across year levels need to be established in order to improve the consistency in teacher judgements. The role of the student in learning, needs to involve students across all year levels in regularly establishing meaningful learning goals, reflective practices, peer and self assessment. Improving the quality of teacher to student and student to teacher feedback is critical to increasing student agency.

Key improvement strategies (KIS)

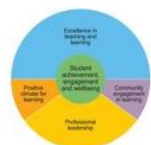
| Improvement initiative: | Key improvement strategies (KIS) |
|---|---|
| Building practice excellence | <ul style="list-style-type: none"> Build the capability of every teacher to adopt a whole school approach to instructional practice and an agreed instructional framework Develop and formalise feedback and reflection processes for teachers and students |
| Building Leadership teams | <ul style="list-style-type: none"> Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning |
| Empowering students and building school pride | <ul style="list-style-type: none"> Strengthen a culture of participation, involvement, belonging and respect |



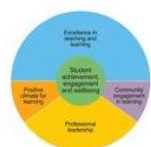
Section 2: Improvement Initiatives

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 | Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9. | | | | | | | | | | | | | | | | | | | |
|---|---|--|------|------|---------------------------|---------------------------|--|---|---|--|--|--|--|--|---|---|---|--|--|---|
| IMPROVEMENT INITIATIVE | Building practice excellence | | | | | | | | | | | | | | | | | | | |
| STRATEGIC PLAN TARGETS | <ul style="list-style-type: none"> • VCE median all study score is at or above 31 • 10% of students obtain studies scores at or above 40 • 70% of students in each VCE Unit 3 and 4 study to perform better than predicted data • 100% of students in Years 11 and 12 exit into post school options that includes work, training or further study • Over 75% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing • VELS annual growth for all students reflects one year's growth for one year of input. | | | | | | | | | | | | | | | | | | | |
| 12 MONTH TARGETS | <table border="1"> <thead> <tr> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>VCE Median Study Score 30</td> <td>VCE Median Study Score 31</td> </tr> <tr> <td>Study scores 7.9% above 40 and 13.2% over 37</td> <td>Study scores 9.5% over 40 and 16% over 37</td> </tr> <tr> <td>97.8 % of Year 11 and 12 students to exit into post school options that includes work training or further study</td> <td>99% of Year 11 and 12 students to exit into post school options that includes work training or further study</td> </tr> <tr> <td>52% of students in each VCE Unit 3 & 4 study perform at or better than predicted</td> <td>60% of Students in each VCE Unit 3&4 study perform at or better than predicted</td> </tr> <tr> <td>76% of Students Making Medium to high relative growth in Naplan Numeracy 7-9</td> <td>80% of Students Making Medium to high relative growth in Naplan Numeracy 7-9; Reduce the % in the bottom 2 band to 10%</td> </tr> <tr> <td>74% of Students Making Medium to high relative growth in Naplan Reading 7-9</td> <td>80% of Students Making Medium to high relative growth in Naplan Reading 7-9 increase percentage in top two bands to 38%</td> </tr> <tr> <td>77% of Students Making Medium to high relative growth in Naplan Writing 7-9</td> <td>80% of Students Making Medium to high relative growth in Naplan Writing 7-9; Increase percentage in top two bands to 30%</td> </tr> <tr> <td>VELS Annual Growth Maths .95; English.96; Science .96</td> <td>VELS annual growth to be 1 or higher in all Domains</td> </tr> </tbody> </table> | | 2016 | 2017 | VCE Median Study Score 30 | VCE Median Study Score 31 | Study scores 7.9% above 40 and 13.2% over 37 | Study scores 9.5% over 40 and 16% over 37 | 97.8 % of Year 11 and 12 students to exit into post school options that includes work training or further study | 99% of Year 11 and 12 students to exit into post school options that includes work training or further study | 52% of students in each VCE Unit 3 & 4 study perform at or better than predicted | 60% of Students in each VCE Unit 3&4 study perform at or better than predicted | 76% of Students Making Medium to high relative growth in Naplan Numeracy 7-9 | 80% of Students Making Medium to high relative growth in Naplan Numeracy 7-9; Reduce the % in the bottom 2 band to 10% | 74% of Students Making Medium to high relative growth in Naplan Reading 7-9 | 80% of Students Making Medium to high relative growth in Naplan Reading 7-9 increase percentage in top two bands to 38% | 77% of Students Making Medium to high relative growth in Naplan Writing 7-9 | 80% of Students Making Medium to high relative growth in Naplan Writing 7-9; Increase percentage in top two bands to 30% | VELS Annual Growth Maths .95; English.96; Science .96 | VELS annual growth to be 1 or higher in all Domains |
| 2016 | 2017 | | | | | | | | | | | | | | | | | | | |
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| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
|---|--|--|----------|--|--------------------|--|---|---|
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of learning | Ensure all members of leadership team commence Bastow Coaching program or Literacy Leadership program and develop focus for the work of teams | Principal Team Leading Teachers | 6 months | <ul style="list-style-type: none"> All leadership team are utilising strategies to develop more focus for their work in teams for which they have responsibility All members of the Leadership Team are critically reflecting on their leadership practice Goals set in the 2017 PDP cycle link clearly to the school's strategic plan and show greater awareness and realistic perception of teachers' own strengths and areas needed for further growth. A routine for teacher moderation of learning tasks within Learning areas and established teacher professional development | ● ● ● ● ● ● | <ul style="list-style-type: none"> A reflection journal or similiar, through the dialogue during critical reflection sessions or by actively participating in professional leadership coaching. Whole-school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, the AIP, FISO initiatives and school improvement. | \$15000 | |
| | All Principal team and leading teachers successfully complete Bastow program | | 12months | | | | Leadership Development Program Bastow Coaching for Leadership Teams Bastow Leading Literacy | |
| | Continue to build the capacity of teachers to reflect on their own practice and engage in peer feedback to inform future teaching | Student Performance and Data Leader | 6months | <ul style="list-style-type: none"> Differentiated student learning tasks completed across all learning areas Teacher teams have commenced developing curated learning resources in their learning areas All relevant learning and assessment tasks and support materials are housed in Compass Multiple forms of data guide teacher practice and differentiate student learning | ● ● ● | <ul style="list-style-type: none"> Teachers begin utilising evidence of student learning progress to inform their teaching practice Teachers, particularly in English and Maths, have improved accuracy of Victorian Curriculum judgements | \$24000 | |
| | Continue the development of curated learning resources to assist teachers to target students Coaching of teacher teams to be able to collect multiple forms of data to guide their practice at their point of learning need | Digital Learning Leader HOLAs Teachers | 12months | <ul style="list-style-type: none"> Teachers are routinely using evidence of student learning progress to diagnose their own development priorities | ● ● ● | <ul style="list-style-type: none"> Assessment tasks cover a range of levels Improved accuracy of Victorian Curriculum | \$24000 \$24000 \$24000 \$2000 plus | LT Student Performance and Data leader LT Assessment and Reporting LT Pedagogy LT Digital Learning |



| | | | | | | | | |
|--|--|--|----------|---|-------|--|--|--|
| | | | | <ul style="list-style-type: none"> Curated learning resources are available for most learning areas. | | <p>teacher judgements across all learning areas.</p> <ul style="list-style-type: none"> Greater correlation between Victorian Curriculum levels and NAPLAN achievement is evident | TAPP Deakin | |
| Build the capability of every teacher to adopt a whole school approach to instructional practice and an agreed instructional framework | Further Develop the RSC Instructional Model including related protocols and procedures | Principal team | 6 months | <ul style="list-style-type: none"> An agreed framework for an RSC Instructional model has been established | ● ● ● | <ul style="list-style-type: none"> Discussion paper and agreed implementation strategy prepared for finalisation | | |
| | | | 12months | <ul style="list-style-type: none"> Teacher Professional Development A communication and engagement plan articulated to whole school community | ● ● ● | <ul style="list-style-type: none"> A reviewed model is available for implementation in 2018 | | |
| | | Assistant Principal T & L T & L Leaders | 6months | <ul style="list-style-type: none"> Completed Research into RSC version of GANAG or similar model that incorporates NPDL practices | ● ● ● | <ul style="list-style-type: none"> Materials produced to articulate model Progress report from PLT indicates that implementation plan is on track | | |
| | | | 12months | <ul style="list-style-type: none"> Documented instructional model for staff PD Class activities produced by PLT | ● ● ● | <ul style="list-style-type: none"> Implementation of an Instructional model with agreed non-negotiables Expanded PLT team | | |
| | <p>Continue to build the capacity of teachers to work together to build shared understanding of effective practice</p> <p>Further develop whole school curriculum to embed 6cs and to develop relevant internationalising practices.</p> | T & L Leader Pedagogy Heads of Learning Teaching Staff | 6months | <ul style="list-style-type: none"> P & D process identifies opportunities for teams to work together Professional Development and development of resources to support cross marking processes for Year 7-12 | ● ● ● | | \$15000 Teacher PD to support Moderation | |



Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | | Enhance the level of student cognitive engagement in their learning | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|------------|---|-----------------|--|-----------------|-----|--|------|------|---|---|---|---|---|---|---------------------------------|---------------------------------------|-----------------------|-----------------------|---|---|
| IMPROVEMENT INITIATIVE | | Building Leadership teams | | | | | | | | | | | | | | | | | | | | | |
| STRATEGIC PLAN TARGETS | | <ul style="list-style-type: none"> Stimulating Learning data in Student Attitudes to School Survey to be above 3.4 for all year levels All parents access and interact with the College using Compass, for learning feedback and assessment 100% of Year 9 students engaged in an independent or self directed learning project Parent Opinion Data mean score for students being well prepared for the next stage of their education to be above 5.6 | | | | | | | | | | | | | | | | | | | | | |
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| 2016 | 2017 | | | | | | | | | | | | | | | | | | | | | | |
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| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | | | | | | | | | | | | | | | | |
| | | | | | Progress Status | Evidence of impact | Budget | | | | | | | | | | | | | | | | |
| | | | | | | | Estimate | YTD | | | | | | | | | | | | | | | |
| Build a rich relevant challenging and stimulating learning environment that promotes independence and self-directed inquiry for deep learning and thinking | Benchmark levels of student cognitive engagement | T & L Leader Pedagogy Student performance and Data Leader | 6 months: | <ul style="list-style-type: none"> Identification of measures of student cognitive engagement | ● ● ● | <ul style="list-style-type: none"> Familiarisation of benchmark data to modify approaches to student engagement | \$18000 NPDL | | | | | | | | | | | | | | | | |
| | Continue to provide professional learning opportunities to develop tasks and learning activities that include choice for students | | 12 months: | <ul style="list-style-type: none"> Learning partnerships are cultivated between and among students, teachers, families and the wider community | ● ● ● | <ul style="list-style-type: none"> Surveys that indicate the extent of the modification of pedagogical practices and approaches to student engagement, consistent with elements of NPDL | \$5000 PLT | | | | | | | | | | | | | | | | |
| | Continue to develop strategies that set appropriate challenges, focus on improvement, growth and development and recognises success. | | | | | | | | | | | | | | | | | | | | | | |



| | | | | | | | | |
|---|---|---|-----------|---|-------|---|---------------------|--|
| | | Teachers | 6 months | <ul style="list-style-type: none"> P & D Planning incorporates use of NPDL principles and practices | ● ● ● | <ul style="list-style-type: none"> Evaluation of the impact of targeted professional learning opportunities for teachers commenced | | |
| | | | 12 months | <ul style="list-style-type: none"> P & D end of cycle reflect successful use of NPDL strategies | ● ● ● | <ul style="list-style-type: none"> Shift in practices evidenced by improvements in school conditions for Deep Learning Rubric | | |
| Develop and formalise feedback and reflection processes for students and teachers | Develop teacher capacity in building productive relationships with students and enable teacher cognitive engagement Establish language that is consistent and supports the view that everyone can learn and improve. | T& L Leaders Curriculum Pedagogy Digital Learning Compass Coordinator Teachers ES staff | 6 months: | <ul style="list-style-type: none"> All teachers develop common practices for student feedback Teachers beginning to demonstrate use of student feedback and data to inform goals and targets in their PDP. Instructional model PLT develops common practices for feedback during lessons | ● ● ● | <ul style="list-style-type: none"> Continuous feedback being utilised in all studies across Year 7 -12. Increase in the use of feedback mechanisms within lessons | \$ 35000 Compass | |
| | | | 12 months | <ul style="list-style-type: none"> All teachers actively seeking student feedback and input to action changes within the classroom Most Teachers demonstrating use of student feedback to modify teaching practices <p>PD around feedback within lessons for all staff</p> | ● ● ● | <ul style="list-style-type: none"> Utilisation of additional elements of Compass package demonstrate use of student feedback Teachers utilising data collected to inform targets in PDP | | |

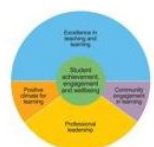


Section 3: Other Improvement Model Dimensions

| STRATEGIC PLAN GOALS | | Nurture the social and emotional development of all students | | | | | | |
|---|--|---|---|---|------------------------|--|--|------------|
| OTHER IMPROVEMENT MODEL DIMENSIONS | | Empowering students and Building School Pride | | | | | | |
| STRATEGIC PLAN TARGETS | | <ul style="list-style-type: none"> 100% completion of Wellbeing Profiler to identify and set future targets for improvement and determine Implementation of a whole school approach to well being Student Attitudes to School Survey - Distress and Wellbeing improved to be at or above the 65th percentile (Years 7-12) Attendance in Years 7 –9 at or above 95%. | | | | | | |
| 12 MONTH TARGETS | | Target | 2016 | 2017 | | | | |
| | | Reduce the % of student absence days of 20 and above | All Levels Year 7 15% Year 8 25% Year 9 23% | All Levels 16% (Similar schools 21%) Year 7 13% Year 8 20% Year 9 20% | | | | |
| | | Distress and wellbeing to be improved to be tracking at or above 55 th percentile | 10-12 49%; 7-9 42% | 7-12 55% | | | | |
| | | Wellbeing Profiler | Benchmark data and set improvement targets | To be added | | | | |
| | | | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Strengthen a culture of participation, involvement, belonging, and respect. | <p>Integrate positive education principles into the broader curriculum through professional learning and implementation of targeted programs that aim to improve student wellbeing.</p> <p>Professional learning for staff on positive education, growth mindsets and mindfulness, to develop student management capacity and a consistent approach to wellbeing.</p> <p>Further develop connections and partnerships with community organisations through networking and association memberships.</p> <p>Develop, implement and refine the house system through a staged approach.</p> <p>Consultation with students through forums and focus groups to gather and collate feedback, to guide responses to their needs.</p> | Assistant Principal Wellbeing and Engagement | 6 Months | <ul style="list-style-type: none"> Comparison wellbeing data available and being utilised by teams of staff Data Informs the development of wellbeing plan both for the college and Maroondah City plan | ● ● ● | <ul style="list-style-type: none"> Analysis of well being datasets demonstrates improvement Shared stakeholder feedback from forums and focus groups | <p>\$20,000 Respectful r'ships grant</p> <p>\$48000 Leading Teachers</p> <p>\$5000 PLT</p> <p>\$5000 House resources</p> <p>\$7500 Bounce coord and assistant</p> | |



| | | | | | | | | |
|--|--|------------------|-----------|--|-------|---|--|--|
| | | | 12 months | <ul style="list-style-type: none"> Development and refinement of a positive education action plan for 2018. Whole school and wider community engagement with Bounce and Positive Education | ● ● ● | <ul style="list-style-type: none"> Improvement in student learning and engagement data collected from the wellbeing profiler and attitudes to school survey Leadership and staff feedback supports the direction of Bounce and Positive Education Action Plan | | |
| | | Leading Teachers | 6 months | <ul style="list-style-type: none"> Students are more engaged with the house system Consideration has been given to the development of organizational structures that best support a house system | ● ● ● | <ul style="list-style-type: none"> Participation Rates A house points system is implemented Additional house activities implemented with an emphasis on student led | | |
| | | | 12 months | <ul style="list-style-type: none"> Revised house structure for 2018 finalised for implementation | ● ● ● | <ul style="list-style-type: none"> Changes supported by student leaders and SRC | | |
| | | Teachers | 6 months | <ul style="list-style-type: none"> All Bounce Teachers taking increased responsibility for student wellbeing and have engaged in some professional learning mapped program for their year level | ● ● ● | <ul style="list-style-type: none"> All Bounce Teachers have completed relevant PD and have program of activity | | |
| | | | 12 months | <ul style="list-style-type: none"> All teachers taking responsibility for student wellbeing and participating in regular wellbeing professional learning | ● ● ● | <ul style="list-style-type: none"> All teachers have completed relevant PD and can engage with positive education in the delivery of the college curriculum programs | | |
| | | ES Staff | 6 months | <ul style="list-style-type: none"> ES staff assist in the establishment and development of respectful relationships or Bounce program | ● ● ● | <ul style="list-style-type: none"> Respectful Relationships Program commenced and audit completed that identifies areas for future development | | |
| | | | 12 months | <ul style="list-style-type: none"> College programs more actively involve students and parents to support student wellbeing. | ● ● ● | <ul style="list-style-type: none"> Refined Respectful Relationships Action Plan and Partner schools established | | |



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 | 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.] |
| | Curriculum planning and assessment | No | Select status | |
| | Evidence-based high impact teaching strategies | Yes | Select status | |
| | Evaluating impact on learning | Yes | Select status | |
| Professional leadership | Building leadership teams | Yes | Select status | |
| | Instructional and shared leadership | Yes | Select status | |
| | Strategic resource management | No | Select status | |
| | Vision, values and culture | No | Select status | |
| Positive climate for learning | Empowering students and building school pride | Yes | Select status | |
| | Setting expectations and promoting inclusion | No | Select status | |
| | Health and wellbeing | Yes | Select status | |
| | Intellectual engagement and self-awareness | Yes | Select status | |
| Community engagement in learning | Building communities | No | Select status | |
| | Global citizenship | No | Select status | |
| | Networks with schools, services and agencies | No | Select status | |
| | Parents and carers as partners | Yes | Select status | |
| Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings] | | | | |
| Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students] | | | | |
| Considerations for 2018: | | | | |

