Annual Implementation Plan: for Improving Student Outcomes

School name: Hume Valley School
School number: 4950

Year: 2017
Based on strategic plan: 2015-2018

Endorsement:
Principal  Diane Bassett  29.03.17
Senior Education Improvement Leader  Vivienne Tellefson  15.03.17
School Council  Wendy Vistartini  29.03.17

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.

<table>
<thead>
<tr>
<th>School Strategic Plan goals</th>
<th>Improvement Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To improve each student’s communication skills and develop English and Mathematics competence</td>
<td>☑ Excellence in teaching and learning</td>
</tr>
<tr>
<td>• To cultivate an environment where students are active and curious participants in their learning</td>
<td>☑ Professional leadership</td>
</tr>
<tr>
<td>• To strengthen pathways for the transition of students across their years of schooling</td>
<td>☑ Positive climate for learning</td>
</tr>
<tr>
<td>• To improve students’ intra and interpersonal skills</td>
<td>☑ Community engagement in learning</td>
</tr>
<tr>
<td>• To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students</td>
<td></td>
</tr>
</tbody>
</table>

**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 selected to further the work of 2016 in curriculum planning, implementation and assessment to support personalised and inclusive learning and teaching practices at Hume Valley School to address the individual needs of all students with disabilities. High expectations for staff and students have been articulated to ensure a commitment to the Victoria Curriculum inclusive of ABLES, the implementation of evidence – based programs, differentiated instruction and relevant personalised learning plans for students. Our strategic focus on improving student outcomes in English, Mathematics, Interpersonal and Intrapersonal Learning (Personal and Social Capabilities) will continue to be a priority as will be the implementation of Integrated Units of Study to deliver the curriculum areas of History, Geography and Science. Our Strategic Plan details our extensive commitment to and role in curriculum development at both a local and state-wide level in consultation with research, educational and community partners.

Aligned with the Framework for Improving Student Outcomes, the implementation of the Victorian Curriculum and in response to data in the staff survey, in particular academic emphasis and collective efficacy, there will be ongoing professional learning to build teacher capacity and confidence in using a range of assessment strategies, data and feedback to effectively plan and assess teaching and learning. Continued participation in the Powerful Learning Project and the Broadmeadows Schools Network will focus on readiness for learning and the embedding of Powerful Learning Theories of Action and strategies to strengthen classroom planning and practice. Sharing of practice and rigorous and effective feedback will be provided to all teachers through structured and regular collegiate visits, a peer mentoring program and coaching by members of the leadership team.

Student attendance and behaviour, together with several parent and staff opinion indicators highlight the ongoing need for a focus on student wellbeing, engagement and transitions. A number of students present with significant wellbeing and mental health issues. To support the enhancement of our Child Safe culture, standards and practices we will continue our focus on embedding a whole school approach to positive behaviour support and the introduction of trauma informed practice. Our whole school approach to supporting the health, wellbeing, inclusion and engagement of all students will include setting behaviour expectations, staff understandings and consistency of applying positive behaviour support and engagement practices to develop authentic relationships thus ensuring students have the skills to develop positive and self-regulating behaviours. An ongoing commitment to parent /community/school partnerships will strengthen our positive and supportive school culture.

Community Connections and Community Transition Support programs will address parental concerns re transition protocols/pathways across all years of school and respond of all students, in particular to the specific needs of ‘at risk’ students and will enhance parent/community participation.

In response to ongoing changes to and increases in staffing the focus on succession planning and building leadership capacity will continue in 2017.

Published: February 2016
<table>
<thead>
<tr>
<th>Improvement Initiative:</th>
<th>Key improvement strategies (KIS)</th>
</tr>
</thead>
</table>
| Building practice excellence | • Strengthen teacher knowledge and implementation of the Victorian Curriculum, inclusive of ABLES and the Careers Curriculum Framework  
• Build teacher capacity through professional learning on evidence based and shared practice in and across schools  
• Extend teacher capacity to use data to drive student learning, teaching practices, monitor and report on progress  
• Embed personalised learning and differentiated instruction  
• Cultivate an environment where students are active and curious participants in their learning |
| Setting expectations and promoting inclusion | • Embed high expectations for all students and staff  
• Ongoing implementation of students wellbeing initiatives and programs to foster self-esteem and enhance student attendance and participation  
• Create a Child Safe culture through the consistent implementation of school wide Positive Behaviour Support and Trauma Informed practice  
• Improve student’s personal and social capabilities with a focus on the ability to self-regulate and form authentic relationships  
• Further enhance the Community Connections and Transition Support initiatives to:  
  - Increase engagement, student voice and leadership skills  
  - improve access and opportunity for students to engage with community and work  
  - further promote positive parent/school partnerships |
| Building Leadership Teams | • Identify and appoint aspirant leaders to leadership positions and responsibilities  
• Provide mentoring, coaching and feedback by senior members of the Leadership Team  
• Provide access to leadership professional development |
## 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 each student’s communication skills and develop English and Mathematics competence
- To cultivate an environment where students are active and curious participants in their learning
- To strengthen pathways for the transition of students across their years of schooling
- To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students

### STRATEGIC PLAN TARGETS

#### 12 MONTH TARGETS

- By the end of 2017:
  - Staff Opinion Survey (StaffOp):
    - Using 2014 baseline data, staff opinion of School Climate will show growth for whole school approval levels for the following variables:
      - Academic Emphasis: 52% to 60%  
      - Collective Efficacy: 58% to 66%  
      - Collective Responsibility: 94% to 92%  
      - Guaranteed & Viable Curriculum: 71% to 79%
      - Collective Focus on Student Learning: 85% to 93%  
      - Teacher Collaboration: 70% to 78%  
      - Staff Trust in Colleagues: 78% to 86%
  
- Parent Opinion Survey (POS):
  - Based on 2014 outcomes, compared to statewide means, parent opinion outcomes will be above the 90th percentile in the following variables:
    - Stimulating Learning  
    - Learning Focus  
    - Reporting
  
- Attitudes to School Survey (ATSc):
  - Based on 2014 school generated data, student opinion outcomes will show improvement in the following variables:
    - Teacher Empathy: VCAL: 63.5% to 68.5%  
    - Teacher Effectiveness: VCAL: 70% to 75%  
    - Stimulating Learning: VCAL: 41.6% to 46.6%  

- By the end of 2018:
  - Staff Opinion Survey (StaffOp):
    - Using 2014 baseline data, staff opinion of School Climate will show growth for whole school approval levels for the following variables:
      - Academic Emphasis: 67.3% to 70%  
      - Collective Efficacy: 67.3% to 68.5%  
      - Collective Responsibility: 84% to 92%  
      - Guaranteed & Viable Curriculum: 71% to 79%
      - Collective Focus on Student Learning: 85% to 93%  
      - Teacher Collaboration: 70% to 78%  
      - Staff Trust in Colleagues: 78% to 86%
  
- Parent Opinion Survey (POS):
  - Based on 2014 outcomes, compared to statewide means, parent opinion outcomes will be above the 90th percentile in the following variables:
    - Stimulating Learning  
    - Learning Focus  
    - Reporting
  
- Attitudes to School Survey (ATSc):
  - Based on 2014 school generated data, student opinion outcomes will show improvement in the following variables:
    - Teacher Empathy: VCAL: 63.5% to 68.5%  
    - Teacher Effectiveness: VCAL: 70% to 75%  
    - Stimulating Learning: VCAL: 41.6% to 46.6%

#### IMPROVEMENT INITIATIVE

- Building practice excellence

### STRATEGIC PLAN TARGETS

- Annual: One hundred percent of students regularly attending will make satisfactory or better progress in achieving the English, Mathematics and communication goals in their Individual Learning Plans

- By the end of 2018:
  - Staff Opinion Survey (StaffOp):
    - Using 2014 baseline data, staff opinion of School Climate will show growth for whole school approval levels for the following variables:
      - Academic Emphasis: 52% to 60%  
      - Collective Efficacy: 58% to 66%  
      - Collective Responsibility: 94% to 92%  
      - Guaranteed & Viable Curriculum: 71% to 79%
      - Collective Focus on Student Learning: 85% to 93%  
      - Teacher Collaboration: 70% to 78%  
      - Staff Trust in Colleagues: 78% to 86%
  
- Parent Opinion Survey (POS):
  - Based on 2014 outcomes, compared to statewide means, parent opinion outcomes will be above the 90th percentile in the following variables:
    - Stimulating Learning  
    - Learning Focus  
    - Reporting
  
- Attitudes to School Survey (ATSc):
  - Based on 2014 school generated data, student opinion outcomes will show improvement in the following variables:
    - Teacher Empathy: VCAL: 63.5% to 68.5%  
    - Teacher Effectiveness: VCAL: 70% to 75%  
    - Stimulating Learning: VCAL: 41.6% to 46.6%  

- By the end of 2017:
  - Staff Opinion Survey (StaffOp):
    - Staff opinion of School Climate will show growth for whole school approval levels for the following variables:
      - Academic Emphasis: 67.3% to 70%  
      - Collective Efficacy: 67.3% to 68.5%  
      - Collective Responsibility: 92.6% to 93%  
      - Guaranteed & Viable Curriculum: 76.1% to 78%
      - Collective Focus on Student Learning: 92% to 93%  
      - Teacher Collaboration: 68.7% to 72%  
      - Staff Trust in Colleagues: 89.2% to 90%
  
- Parent Opinion Survey (POS):
  - Compared to statewide means, parent opinion outcomes will be above the 80th percentile in the following variables:
    - Stimulating Learning  
    - Learning Focus  
    - Reporting
  
- Attitudes to School Survey (ATSc):
  - Based on School based student opinion outcomes the 2017 Attitudes to School Survey will show improvement in the following variables:
    - Teacher Empathy: VCAL: to 67%  
      - Secondary: 68%  
    - Teacher Effectiveness: VCAL: 74%  
      - Secondary: 58%  
    - Stimulating Learning: VCAL: 45%  
      - Secondary: 38%
<table>
<thead>
<tr>
<th>KEY IMPROVEMENT STRATEGIES</th>
<th>ACTIONS</th>
<th>WHO</th>
<th>WHEN</th>
<th>SUCCESS CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen teacher knowledge and implementation of the Victorian Curriculum, inclusive of ABLES and the Careers Curriculum Framework</td>
<td>▪ Complete Curriculum Plan documented in two year iterations</td>
<td>Curriculum co-ordinator</td>
<td>Term 4 2017</td>
<td>6 months: Draft Curriculum document presented to all teachers for feedback. Semester 1. All teachers draft PLPs, aligned with Victorian Curriculum for parent input. Term 1, Careers Curriculum documented for students from Year 6 onwards.</td>
</tr>
<tr>
<td></td>
<td>▪ PLTS set student SMART goals against Victorian Curriculum inclusive of ABLES</td>
<td>All teachers Leadership</td>
<td>Term 1 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Develop and implement Careers Curriculum for Year 7 &amp; 8 Students</td>
<td></td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum co-ordinator All teachers</td>
<td></td>
<td>12 months: 2 Year Curriculum Plan document completed Assessment of PLP goals reflect satisfactory or better student progress against their SMART goals and the Victorian Curriculum. Career Curriculum implemented for all Y7 &amp; 8 students. All students have satisfactorily completed their individual CCF goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All teachers Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build teacher capacity through professional learning on evidence based and shared practice in and across schools</td>
<td>▪ Develop teacher knowledge and implementation of FISO initiatives</td>
<td>Leadership SIT</td>
<td>Ongoing</td>
<td>6 months: Leadership and SIT team introduce FSO initiative ‘Building practice excellence’ and Continua for School Improvement documentation at school wide and PLT meetings. PLTs and individual teachers evaluate teacher and school wide practice using the Continuum for School Improvement. Action plan for Powerful Learning PD and school wide implementation developed. All teachers participate in Powerful Learning professional development (school and network based) e.g. Learning Exchange Conference. All teachers include targeted Powerful Learning strategies in planning documents and classroom practice.</td>
</tr>
<tr>
<td></td>
<td>▪ Embed Powerful Learning strategies inclusive of high expectations, inquiry and authentic relationships</td>
<td>All teachers</td>
<td>1 per term (collegiate visits) P.D ongoing feedback ongoing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ All teachers participate in collegiate visits and ongoing professional development opportunities, inclusive of mentoring for graduate teachers</td>
<td>All teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Embed regular quality feedback to teachers on teacher practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12 months: Progress of FSO initiatives evaluated through school self-evaluation and review process. Targeted Powerful Learning strategies are embedded into classroom practice across the school. Teacher professional learning needs are addressed in Sub School PLTs, whole school professional learning, and individual coaching and mentoring. All teachers have completed 4 collegiate visits per term, with a focus on giving and receiving quality feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extend teacher capacity to use data to drive student learning, teaching practices, monitor and report on progress</td>
<td>▪ PLTS focus on data to inform SMART goal setting against Victorian Curriculum levels and to inform program planning and implementation</td>
<td>Curriculum co-ordinator Sib School Leaders All teachers</td>
<td>Term 1 Ongoing</td>
<td>6 months: Assessment conducted for all students in term 1 (Victorian Curriculum, ABLES, English and Maths Online) All teachers have entered required data and documentation on Compass and CASES.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td><strong>Embed personalised learning and differentiated instruction</strong></td>
<td><strong>Cultivate an environment where students are active and curious participants in their learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personalised Learning Plans developed and implemented for each student</strong></td>
<td><strong>Students provide input and feedback on their Personalised Learning Plans, Career Action Plans and post school options.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career Actions Plans developed for all students from Year 9 to Year 12.</strong></td>
<td><strong>Student voice is promoted in choice of elective programs, community connection programs and student mentoring programs.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All teachers differentiate instruction for all students within their classroom.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub School Leaders</strong></td>
<td><strong>Students from Year 7 – 12 have participated in the development of PLSP, CAPs and Post School Option selection.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All teachers</strong></td>
<td><strong>Students across the school have input into choice of electives, alternate programs and mentors.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developed Term 1</strong></td>
<td><strong>Developed Term 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Implemented throughout the year</strong></td>
<td><strong>Implemented throughout the year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
<td><strong>Ongoing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6 months:</strong> PLSP success criteria as above Differentiated instruction evident in classroom planning and teaching practice.</td>
<td><strong>6 months:</strong> There is evidence of student voice in program choices. Student surveys indicate improved student engagement and connectedness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.2 months:</strong> All students achieve satisfactory or better progress against their PLP and Career Action Plan goals.</td>
<td><strong>1.2 months:</strong> All students achieve satisfactory or better progress against their PLP and Career Action Plan goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Personalised Learning Support Plan (PLSP) goals and program planning based on Victorian Curriculum.**

- Development of rubrics to assist teacher and student self-assessment.
- Weekly PLT structure will focus on data moderation.
- There is clear evidence teachers are developing quality data based SMART goals.
- 3 teachers trained in using the Insight Assessment tool to then train all teachers in data entry.

- 12 months:
  - Students self-assess individual progress using rubrics.
  - All students have achieved satisfactory or better progress against their SMART goals (aligned with the Victorian Curriculum levels).
  - All teachers have undertaken regular moderation of data in evaluating and reporting on student progress.

**12 months:**

- All students have achieved satisfactory or better progress against their SMART goals.
- All teachers have undertaken regular moderation of data in evaluating and reporting on student progress.
- Students self-assess individual progress using rubrics.
- There is clear evidence teachers are developing quality data based SMART goals.
- 3 teachers trained in using the Insight Assessment tool to then train all teachers in data entry.

**6 months:**

- PLSP success criteria as above Differentiated instruction evident in classroom planning and teaching practice.
- Students from Year 7 – 12 have participated in the development of PLSP.
- Students across the school have input into choice of electives, alternate programs and mentors.

**Ongoing:**

- There is evidence of student voice in program choices.
- Student surveys indicate improved student engagement and connectedness.
Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS
- To improve students’ intra and interpersonal skills
- To cultivate an environment where students are active and curious participants in their learning
- To strengthen pathways for the transition of students across their years of schooling
- To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students

IMPROVEMENT INITIATIVE
Setting expectations and promoting inclusion

STRATEGIC PLAN TARGETS

By the end of 2018:

Staff Opinion Survey (StaffOp):
Staff opinion will show growth in:
*Parent & Community Involvement 78.5% to 80%

School Based Attitudes to School Survey (ATSc):
Student opinion outcomes will show improvement in following variables:
* Student Motivation ... VCAL: 73.8% to 78.8% ... Secondaries: 64.2% to 69.2%
* Learning Confidence ... VCAL: 60.8% to 65.8% ... Secondaries: 48.4% to 53.8%
* School Connectedness ... VCAL: 55.4% to 60.4% ... Secondaries: 40.8% to 45.8%
* Connectedness to Peers ... VCAL: 58.9% to 63.9% ... Secondaries: 45.0% to 50.0%

Parent Opinion Survey (POS):
Compared to statewide means, parent opinion outcomes will be above the 90th percentile in the following variables:
* Connectedness to Peers * Student Motivation * Social Skills * School Connectedness and Transitions

Annually:
The number of human agency incidents on the reporting systems in regard to students and staff will gradually reduce by 10% by 2018
The percentage of recorded behavioural incidents will gradually reduce by 10% by 2018

Staff Opinion Survey (StaffOp):
Outcomes will be above the state mean in the following variable:
* Trust in Students & Parents .... 43% to 51%

Parent Opinion Survey (POS):
Compared to statewide means, parent opinion outcomes will be above the 90th percentile in the following variables:
* Connectedness to Peers * Student Motivation * Social Skills * School Connectedness * Student Safety * Classroom Behaviour

Attitudes to School Survey (ATSc):
Student opinion outcomes will show improvement in the following variables:
* Student Morale ... VCAL: 60% to 65% ... Secondaries: 42% to 47%
* Student Distress ... VCAL: 9.4% down to 4.4% ... Secondaries: 28% down to 23%
* Classroom Behaviour ... VCAL: 85.2% down to 80.2% ... Secondaries: 52.5% down to 47.5%
* Student Safety ... VCAL: 34.1% to 39.1% ... Secondaries: 20.6% to 25.6%

12 MONTH TARGETS
Annually: The number of human agency incidents on the reporting systems in regard to students and staff will gradually reduce by 2.5% by the end of 2017

Staff Opinion Survey (StaffOp):
Staff opinion will show growth in:
*Parent & Community Involvement 63% to 71%

**Staff Opinion Survey (StaffOp):**
Outcomes will be above the state mean in the following variable:
* Trust in Students & Parents ... 52.9% to 54%

**Parent Opinion Survey (POS):**
Compared to statewide means, parent opinion outcomes will be above the 80th percentile in the following variables:
*Connectedness to Peers *Student Motivation *Social Skills *School Connectedness *Student Safety *Classroom Behaviour

**Attitudes to School Survey (ATSc):**
Student opinion outcomes will show improvement in the following variables:
*Student Morale ... VCAL: 62% to 63.5% ... Secondaries: 45% to 46%
*Student Distress ... VCAL: 7.0% down to 5.0% ... Secondaries: 25% down to 24%
*Classroom Behaviour ... VCAL: 83.0% down to 81.5% ... Secondaries: 50.0% down to 48.0%
*Student Safety ... VCAL: 37.0% to 38.0% ... Secondaries: 24.0% to 25.0%

---

**KEY IMPROVEMENT STRATEGIES**

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>SUCCESS CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Embed high expectations for all students and staff</strong></td>
<td>6 months: Leadership and SIT team introduce FISO and Continua for School improvement documentation at school wide and PLT meetings. PLTs and individual teachers evaluate teacher and school wide practice using the Continuum for School Improvement. SIT team and all teachers set direction for professional development in teaching and learning. The school has a documented framework for a positive, inclusive and supportive learning and teaching environment. Lesson routines and structures are documented. Rules and routines are developed and displayed in each classroom. Teachers explicitly teach and review values, rules and routines.</td>
</tr>
<tr>
<td><strong>Extend student wellbeing initiatives and programs to foster self-esteem and enhance student attendance and participation</strong></td>
<td>6 months: Established partnerships and programs provide evidence of increased community engagement, student voice and leadership skills. Established Student Representative Council. School captains and sports captains appointed. Students across the school select electives, extracurricular and community connections programs. Students across the school participate in mentoring program across the school as mentors and/or mentorees.</td>
</tr>
</tbody>
</table>

---

**MONITORING**

<table>
<thead>
<tr>
<th>Progress Status</th>
<th>Evidence of impact</th>
<th>Budget Estimate</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</td>
<td>[ ] [ ]</td>
<td>[ ] [ ]</td>
<td>[ ] [ ]</td>
</tr>
</tbody>
</table>
| Create a Child Safe culture through the consistent implementation of school wide Positive Behaviour Support and Trauma Informed practice | Implement Child Safe Standards across the school community  
Continue SAAPPS and Circles programs to promote protective behaviours in students  
Embed consistent application of school wide positive behaviour support program  
Extend trauma training for all staff  
Identify and support students with wellbeing/trauma issues in collaboration with families and other professionals where required | Leadership Team  
Child Safe Team  
Sub School Leaders  
SAAPPS trained staff  
Wellbeing Team  
All Teachers | Ongoing  
SAAPPS Terms 2 & 3. Circles ongoing  
Ongoing  
Ongoing | 6 months:  
Standards expectations and strategies communicated to community, students and staff via website, newsletter, parent and staff handbooks  
Circles and SAAPPS programs operating across the school  
PBS strategies documented and targeted individual/whole staff professional learning provided  
3 staff complete Berri Street Trauma training and deliver staff training across the school  
12 months:  
Child safe action plan successfully implemented and communicated to the school community  
Consistent application of SWPBS program/strategies embedded across the school  
Berri Street trauma training and program has been delivered to all staff  
At risk students have their support needs identified and addressed  
Improved behaviour variables on staff and parent surveys |
| Improve student’s personal and social capabilities with a focus on the ability to self-regulate and form authentic relationships | Build teacher capacity to identify and monitor student personal and social capabilities  
Support class teachers to develop individual Behaviour Management Plans  
Provide professional development to all staff to embed to school wide approach to student self-regulation | Wellbeing Team  
Sub School Leaders | Ongoing  
Term 2  
Ongoing | 6 months:  
Personal and social capability goals developed for each student  
PD provided to staff in developing personal and social capabilities  
Student wellbeing needs identified and addressed through Behaviour Management Plans in consultation with Wellbeing Team  
SWPBS and self-regulation strategies documented and coaching delivered across the school by Wellbeing Team  
12 months:  
Students achieve satisfactory or better progress against their personal and social capability goals  
Student self-regulation and PBS strategies embedded across the school  
Student wellbeing needs are identified and addressed |
| Further enhance the Community Transition Support Initiative to:  
improve access and opportunity for students to engage with community and work further promote positive parent/school partnerships | Continue and extend school/community CTS and Community Connections partnerships  
Extend school based parent participation initiatives e.g. parent group, forums and parent professional development sessions  
Enhance parent knowledge of and participation in student transition processes e.g. post school option forums | CTS team  
Community Connections  
Staff  
Wellbeing Team  
Sub School Leaders  
Career Transition Officer | Ongoing  
Ongoing  
Term 1 and Ongoing  
Ongoing | 6 months:  
School based CTS and Community Connections action plans developed to continue/extend school, community and parent partnerships  
School based parent survey conducted to identify needs and range of programs/activities to be offered  
Parent information sessions and Careers Expo conducted in Term 1 |
## 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

**BUILDING LEADERSHIP TEAMS**

### STRATEGIC PLAN TARGETS

Staff Opinion Survey results for the variables in the Leadership Module will be at or above the 80th percentile by 2018

### 12 MONTH TARGETS

Staff Opinion Survey results will see the Overall Percentage Endorsement for the variables in the Leadership Module improve from 79.6% to 79.8%

<table>
<thead>
<tr>
<th>KEY IMPROVEMENT STRATEGIES</th>
<th>ACTIONS</th>
<th>WHO</th>
<th>WHEN</th>
<th>SUCCESS CRITERIA</th>
<th>MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement effective succession planning</td>
<td>• Identify and appoint aspirant leaders to leadership positions, roles and responsibilities</td>
<td>Principal Class Sub School Leaders</td>
<td>[Drafting Notes report here the timeframe for completion]</td>
<td>6 months: Aspirant Leaders appointed to leadership roles e.g. Assistant Principal, Sub School Leaders, SST team leaders and, committee chairpersons Roles and Responsibilities documented</td>
<td>[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</td>
</tr>
<tr>
<td></td>
<td><strong>12 months:</strong> Aspirant Leaders have satisfactorily undertaken leadership position as determined through the P&amp;D process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build the capacity of emerging and senior leaders to drive school improvement</td>
<td>• Provide mentoring, coaching and feedback by senior members of the Leadership Team</td>
<td>Principal Class Sub School Leaders Wellbeing Team</td>
<td>[Drafting Notes report here the timeframe for completion]</td>
<td>6 months: Targeted coaching and mentoring support provided by Leadership Team Regular meetings conducted between emerging and experienced leaders Introduce professional reading “The Five Dysfunctions of a Team” and undertake AITSL Leadership Self-Assessment Tool Providing opportunities participation in external leadership courses e.g. Bastow and Teacher Learning Network leadership courses Leadership team leading discussions and evaluation of school progress against the 2013–2018 Strategic Plan and FISO initiatives for School Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>12 months:</strong> Regular and focussed leadership meetings and collaboration Increased leadership capacity demonstrated through P&amp;D process and successful implementation of school improvement initiatives Successful participation in and completion of leadership development programs School self-evaluation document and School Review successfully completed. School improvement agenda developed and documented in 2018-2021 Strategic Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Improvement model dimensions – note state-wide Improvement Initiatives are bolded</th>
<th>Is this an identified initiative or dimension in the AIP?</th>
<th>Continuum status</th>
<th>Evidence and analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building practice excellence</td>
<td>Select</td>
<td>Select status</td>
<td>[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.</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence-based high impact teaching strategies</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluating impact on learning</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building leadership teams</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional and shared leadership</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic resource management</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vision, values and culture</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Empowering students and building school pride</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Setting expectations and promoting inclusion</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and wellbeing</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intellectual engagement and self-awareness</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building communities</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global citizenship</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Networks with schools, services and agencies</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents and carers as partners</td>
<td>Select</td>
<td>Select status</td>
<td></td>
</tr>
</tbody>
</table>

**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, refugees, 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:**