

Annual Implementation Plan: for Improving Student Outcomes

School name: CLIFTON HILL PRIMARY SCHOOL

Year: 2017

School number: 1360

Based on strategic plan 2015 - 2018

Endorsement:

Principal GEOFFREY WARREN & MEGAN SMITH

Senior Education Improvement Leader : Vince Dobbs

School council:

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<p>Staff at Clifton Hill Primary School will improve student learning outcomes in English and Mathematics showing 1.2 years growth in 1 year for our students</p> <p>Clifton Hill Primary will develop, implement and assess an engaging, comprehensive and sequential Science curriculum for students from F-6, both within specialist science lessons and the classroom.</p> <p>All Clifton Hill Primary School students are highly motivated, engaged and connected to a 21st century learning environment.</p> <p>Clifton Hill Primary School fosters high levels of student wellbeing across the school through the consistent and targeted development of students' social-emotional understandings and thinking skills.</p> <p>Teachers' knowledge base, analytical skills and expertise will be improved through participation in mentoring, coaching and/or peer observations.</p>	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>In 2017, Clifton Hill Primary School will be prioritising "Excellence in teaching and learning" in two areas of our Annual Implementation Plan.</p> <p>1. Whilst consistently achieving results above the state average in NAPLAN in all areas, we are addressing a pattern of negative growth in the area of Mathematics. In order to improve these results we are focusing on the following initiatives:</p> <ul style="list-style-type: none"> We will work together to exchange knowledge and ideas through Mathematics PLTs & collaborative PD sessions across the Mathematics curriculum. We will develop and strengthen teaching and assessment approaches through the development of a Four Operations Manual and whole school Mathematics planner. We will collect and analyze data, focusing on the growth of our students and providing targeted feedback. We will embed a culture of curriculum planning and differentiating the curriculum to suit individual student needs. We will continue to strengthen our collection and analysis of student assessment data. <p>2. We will be focusing on the area of 'Engagement' through ensuring that all Clifton Hill Primary School students are highly motivated, engaged and connected to a 21st century learning environment.</p> <ul style="list-style-type: none"> We will capitalise on professional development in 2016 in Cultures of Thinking & Project Zero, by establishing a 'Cultures of Thinking' team which focuses on continuing to make meaningful pedagogical shifts through rigorous research and discussion. We will use an action-research approach to further explore the cultures and strengthen our mastery of them We will continue to seek and attend relevant professional development.



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)
Building practice excellence	<ul style="list-style-type: none"> • Staff will collaborate during Mathematics PLTs, exchanging knowledge whilst strengthening teaching and assessment approaches. • Staff will utilise data collected on SPA to design differentiated learning activities. • Staff will plan & attend targeted professional development on the General Capabilities and their integration into Mathematics. • Staff will collaborate in grade level teams to plan high quality thinking activities based on the Cultures of Thinking & Project Zero. • Mathematics team will present a series of professional development sessions targeting Number and Algebra, specifically the four operations. • Staff will develop a planning template to commit to non-negotiables of a Mathematics lesson
Curriculum Planning and Assessment	<ul style="list-style-type: none"> • Staff will collaboratively plan, design and implement a whole school Mathematics Yearly Planner. • Staff will focus on assessment practices and continue to examine data, target intervention, provide relevant assessment and develop teacher accountability • Staff will collaboratively plan Mathematics learning programs, during PLTs and shared planning • Staff will consolidate assessment tools within the General Capabilities across Years, P - 6 • Data will be analysed to assess average growth of students to identify underperforming students



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Mathematics and General Capabilities

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 ENGLISH AND MATHEMATICS	Staff at Clifton Hill Primary School will improve student learning outcomes in English and Mathematics showing 1.2 years growth in 1 year for our students																																	
IMPROVEMENT INITIATIVE	<p>Building Practice Excellence & Curriculum Planning and Assessment</p> <p>In Literacy:</p> <ul style="list-style-type: none"> • NAPLAN Reading score average cohort growth of 85 • Writing score average cohort growth of 79 • NAPLAN Spelling score average cohort growth of 93 • NAPLAN Grammar and Punctuation cohort growth of 86 <p>Torch scale score average cohort growth of 1.2 years in every 1 year for Grade 2 - 6. See table below.</p> <table border="1" data-bbox="1457 751 1902 1087"> <thead> <tr> <th>End of each year</th> <th>Expected Growth</th> <th>1.2 x Expected Growth</th> </tr> </thead> <tbody> <tr> <td>Yr 2– Yr 3</td> <td>5.2</td> <td>6.2</td> </tr> <tr> <td>Yr 3 – Yr 4</td> <td>4.9</td> <td>5.9</td> </tr> <tr> <td>Yr 4 – Yr 5</td> <td>4.6</td> <td>5.6</td> </tr> <tr> <td>Yr 5 – Yr 6</td> <td>4.3</td> <td>5.1</td> </tr> </tbody> </table> <p>NAPLAN Numeracy score average cohort growth of 107 from Grade 3 to Grade 5.</p> <p>PATMaths scale score average cohort growth of 1.2 years in every 1 year for Grade 1 - 6. See table below.</p> <table border="1" data-bbox="1442 1199 1917 1598"> <thead> <tr> <th>End of each year</th> <th>Expected Growth</th> <th>1.2 x Expected Growth</th> </tr> </thead> <tbody> <tr> <td>Yr 1 – Yr 2</td> <td>15.94</td> <td>19.12</td> </tr> <tr> <td>Yr 2 – Yr 3</td> <td>11.99</td> <td>14.39</td> </tr> <tr> <td>Yr 3 – Yr 4</td> <td>8.37</td> <td>10.04</td> </tr> <tr> <td>Yr 4 – Yr 5</td> <td>5.26</td> <td>6.31</td> </tr> <tr> <td>Yr 5 – Yr 6</td> <td>2.87</td> <td>3.45</td> </tr> </tbody> </table>	End of each year	Expected Growth	1.2 x Expected Growth	Yr 2– Yr 3	5.2	6.2	Yr 3 – Yr 4	4.9	5.9	Yr 4 – Yr 5	4.6	5.6	Yr 5 – Yr 6	4.3	5.1	End of each year	Expected Growth	1.2 x Expected Growth	Yr 1 – Yr 2	15.94	19.12	Yr 2 – Yr 3	11.99	14.39	Yr 3 – Yr 4	8.37	10.04	Yr 4 – Yr 5	5.26	6.31	Yr 5 – Yr 6	2.87	3.45
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12 MONTH TARGETS	<ul style="list-style-type: none"> ▪ English and Mathematics curriculum documents will be used to support bi-annual moderation meetings ▪ All staff will have an extended understanding of planning, implementing and assessing the Mathematics curriculum demonstrated by evidence of differentiated curriculum planners and appropriate use of internally created and standardised assessment tools, with data uploaded on to SPA where appropriate. ▪ Positive growth will be evident across English and Mathematics data 																																	



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Conduct staff PD to develop teacher capacity to integrate General Capabilities across English and Mathematics	Staff attend PD session on General Capabilities as described in the Australian Curriculum.	Curriculum coordinator	Term 1	6 months: Staff will have improved knowledge of the General capabilities as in the Australian Curriculum.	● ● ●			
	Staff who attended Project Zero and Cultures of Thinking PD in 2016, will present professional development sessions to whole school, targeting integrating general capabilities within English and Mathematics curriculum.	Curriculum coordinator with team of staff	Term 2 – 4					
	One teacher from each year level will attend the 2017 Cultures of Thinking Conference.	PD Coordinator	Term 3	12 months: Teacher planning documents will show evidence of integration of General capabilities into the English and Mathematics curriculum.	● ● ●			
Data team will analyse English and Mathematics data and communicate to all teaching staff	Staff will be briefed on NAPLAN, TORCH and PatMaths data collected in 2016.	Data coordinator	Term 4 2016	6 months: The leadership team and teaching staff will have a clear understanding of past and current NAPLAN, TORCH and PatMaths data, including rates of growth.				
Data team will analyse trend data to assess average growth of students and identify underperforming students	Using SPA, a report will be generated to create a year trend analysis across Literacy and Numeracy in Years 3 – 5, from 2008 – 2016. Provide a growth trend analysis report for Year 3 – 5, from 2014 – 2016 Provide a scatter plot graph in Reading and Mathematics to identify groups of students who are not making 12 months progress.	Data coordinator Time will be allocated on the Meeting schedule to share information with whole staff.	Term 1	12 months: Teachers will identify and track underperforming students (i.e. students who have not made 12 months progress in a 12 month period). Positive growth will be evident across English and Mathematics data.	● ● ●			
Design and implement a whole school Mathematics Yearly Planner.	Staff will be given explicit advice to the expectations of the weighting of Mathematics topics in their termly planners.	Maths Leader	Term 1	6 months: Term 1 & 2 Planners will be complete and accessible to all staff on the shared drive. The term planners will contain evidence of Mathematics PD held by Sue Gunningham in 2016.	● ● ●			
	Staff will develop a yearly planner on their first planning day, clearly showing intended topics and timing. This will be used to inform term planning. A whole school yearly planner will be designed and implemented by each year level.			12 months: Term 3 & 4 Planners will be complete and accessible to all staff on the shared drive. Positive growth will be evident in Mathematics data.	● ● ●			



Improve teacher knowledge and practice in differentiation of Mathematical content.	<p>Mathematics team will present a series of professional development sessions targeting Number and Algebra, specifically the four operations.</p> <p>Teachers will implement 'evidence based high impact strategies' within each of their Mathematics lessons. (FISO)</p> <p>Teachers use the evidence gathered to plan their own approaches, and are willing to listen to ideas from colleagues. (FISO)</p> <p>Teachers consider how they will assess the impact of selected strategies and approaches. (FISO)</p> <p>Develop a planning template to ensure non-negotiables of a mathematics lesson</p>	Maths leader	Term 1, 2 & 3.	6 months: Planning template will have been developed	● ● ●			
				12 months: Teachers will have participated in professional development sessions & be implementing differentiation strategies.	● ● ●			
Continue Mathematics PLTs to examine student assessment & learning	<p>Mathematics PLTs will be embedded into team planning sessions. Teachers will work together to identify the key issues for students' learning and development, and to prioritise shared areas of focus (FISO)</p> <p>School leaders encourage a growth mindset and open, collaborative thinking about improving practice, engaging staff in networks and learning communities. (FISO)</p> <p>Four operations manual will be reviewed and updated.</p>	Mathematics Leader & Mathematics Team	Term 1 – 4	6 months: Four operations manual will be partially completed	● ● ●			
				<p>All staff members will analyse data in PLTs to target student needs.</p> <p>12 months: All class teachers will engage in professional reading and discussions related to the effective teaching of Mathematics at least once per term.</p> <p>All class teachers will collaboratively plan effective teaching sequences and assessment activities for their year level.</p> <p>Four Operation Manual will be presented to staff and accessible to the school community.</p>	● ● ●			



Section 3: SCIENCE

STRATEGIC PLAN GOALS SCIENCE		Clifton Hill Primary will develop, implement and assess an engaging, comprehensive and sequential Science curriculum for students from F-6, both within specialist science lessons and the classroom.						
IMPROVEMENT INITIATIVE								
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> • Scope & Sequence documents for Science Understanding, Science Inquiry Skills and Science as a Human Endeavour for Foundation to Year 6 • School uses data about students' engagement and understanding in Science to inform future planning • 90% of 2014 Year One and Two students will be above level in Science • Science Understanding and Skills is comprehensively assessed All strands and substrands of Science (Science Understanding, Science Inquiry, Science as a Human Endeavour), will be evident in term planners and work programs						
12 MONTH TARGETS		87% of 2017 Grade 4&5 students will be assessed as 'above level' in Science the areas of <i>Science Knowledge and Understandings</i> and <i>Science Inquiry Skills</i>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Create an integrated 'Science Knowledge & Understanding' and 'Science Inquiry Skills' Scope & Sequence document	Two separate documents will be merged into one to match the Science Knowledge & Understanding outcomes with the relevant Science Inquiry Skills.	Science Leader	End of 2017	6 months: Physics completed Chemistry completed	● ● ●			
				12 months: Earth/Space completed Biology completed	● ● ●			
Monitor students' engagement with the Science program	Conduct online 'Science Engagement Survey' with students in grades 3-6	Science Leader	Term 3	6 months: Survey questions developed and delivery method tested	● ● ●			
				12 months: Survey completed and results compiled for analysis	● ● ●			
Review 2016 Science units and make improvements	Review the 2016 lesson content and sequence and make improvements where	Science Leader	<u>Physics:</u> beginning T1, 2017 <u>Chemistry:</u> beginning T2, 2017 <u>Earth/Space:</u> begin T3, 2017 <u>Biology:</u> beginning T4, 2017	6 months: Physics completed Chemistry completed	● ● ●			
				12 months: Earth/Space completed Biology completed	● ● ●			
Develop more	Develop Science Inquiry Skills checklists for	Science	End of	6 months: <u>Physics</u> SIS checklists completed and used during	● ● ●			



effective strategies for assessing students' Science Inquiry Skills	every unit in grades 3-6	Leader	2017	Science lessons <u>Chemistry</u> SIS checklists completed and used during Science lessons			
				12 months: <u>Earth/Space</u> SIS checklists completed and used during Science lessons <u>Biology</u> SIS checklists completed and used during Science lessons	● ● ●		



Section 4: Engagement

STRATEGIC PLAN GOALS ENGAGEMENT	All Clifton Hill Primary School students are highly motivated, engaged and connected to a 21 st century learning environment.
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	<p>ACER Social Emotional Wellbeing Survey targets:</p> <ul style="list-style-type: none"> • 20% decrease of students across all cohorts disagreeing with the statement <i>I am someone who loves to learn (S) I love to learn (P)</i> • 20% decrease of students across all cohorts agreeing with the statement <i>When I don't understand something I'm learning I think that, "I really don't think I have what it takes to be successful" (S)/When I don't understand something I think, "I can't do this" (P)</i> • 20% decrease of students across all cohorts disagreeing with the statement <i>I have at least one teacher who spends time talking with me about things other than my schoolwork</i> by at least 20% ▪ All Rich Assessment Tasks combine measurement of skills and understandings within relevant core subject areas and 21st century skills including: Critical Thinking and Problem Solving Communication and Collaboration <p>Creativity and Innovation</p>
12 MONTH TARGETS	<ul style="list-style-type: none"> ▪ Evidence of opportunities for <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Communication and Collaboration • Creativity and Innovation within Rich Assessment Tasks and projects throughout all curriculum areas <p>Further improvement in data on the ACER Social Emotional Wellbeing Survey equal to a rise of 15% as compared to the 2013 data</p>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Establish a 'Cultures of Thinking' Team.	Establish as part of the meeting schedule and facilitate at least 2 meetings per term, focusing on continuing to make meaningful pedagogical shifts through rigorous research and discussion.	Curriculum Leader		6 months: Team has met at least four times in Semester 1.	● ● ●			
				12 months: Team has met at least four times in Semester 2.	● ● ●			
Establish 'model' classrooms and 'expert' teachers within the school.	<p>2016 focus group teachers to continue to increase visibility of thinking in their classrooms with the aim of inviting other teachers to observe their practice.</p> <p>In Terms 1 and 2, use peer observations with members of the CoT team in order to receive direct feedback related to discussions and readings.</p> <p>In Terms 3 and 4, invite other teachers to observe expert teachers teaching for thinking.</p>	Interested teachers from CoT team.	Term 3 and 4	6 months: Focus group teachers have added at least 3 new routines to their repertoire and report increased confidence in making students' thinking visible.	● ● ●			
				Focus group teachers have participated in at least 2 peer observations with fellow group members.				
				12 months: Other members of staff will observe 'expert' teachers in Terms 3 and 4.	● ● ●			
Participation in relevant professional development.	Establish interest and apply for online course at Harvard.	Existing focus group members	Term 1 and 2	6 months: Current focus group teachers have attended PD.	● ● ●			
				12 months:	● ● ●			



	Cultures of Thinking focus group teachers to attend professional development looking more deeply at the cultural forces.	(Curriculum Leader to manage)	Unknown	A new group of approximately 5 teachers has participated in initial workshop at Bialik.				
	Untrained and interested teachers to attend 2-day 'Cultures of Thinking' workshop at Bialik College when it is next offered.	Current focus group members who have not had PD.						
Purchase additional resources.	Ensure all year levels have at least one copy of <i>Creating Cultures of Thinking</i> and <i>Making Thinking Visible</i> .	Curriculum Leader	Term 1	6 months: Resources purchased	● ● ●			
				12 months:	● ● ●			

Section 5: Wellbeing

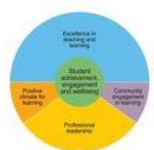
STRATEGIC PLAN GOALS WELLBEING	Clifton Hill Primary School fosters high levels of student wellbeing across the school through the consistent and targeted development of students' social-emotional understandings and thinking skills.							
OTHER IMPROVEMENT MODEL DIMENSIONS	Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> 20% decrease in the percentage of students across all cohorts agreeing with the statement <i>I feel lonely.</i> 20% decrease in the percentage of students across all cohorts disagreeing with the statement <i>In school, I am learning about different feelings people can have and how I can cope with stress.</i> 20% decrease in the percentage of students across all cohorts disagreeing with the statement <i>I can calm down quickly when I feel bad (P)/I have difficulty calming down quickly when I get very upset (S)</i> <p>Further develop students' 21st Century learning skills in the area of leadership and responsibility</p>							
12 MONTH TARGETS	<ul style="list-style-type: none"> Reduction in behavioural management incidents Further improvement in data on the ACER Social Emotional Wellbeing Survey equal to a rise of approximately 15% as compared to the 2013 data related to target questions. 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
By 2019 Clifton Hill Primary School will have implemented a school-wide program that promotes student wellbeing and enhances parent and community understanding of the school's approach to teaching and learning through increased	Induction conducted with new staff members on current school practise re: explicit Social Emotional teaching at beginning of 2017 school year	Health and Wellbeing team	Within first 3 weeks of school year	6 months: New teachers involved in induction begin to implement or support the implementation of Social and Emotional Wellbeing strategies	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
	To conduct whole school discussions regarding the CHPS school values and the importance of a shared language surrounding the teaching and learning of Social Emotional Wellbeing. (This idea has been suggested school wide via surveys and discussion at section levels 2016)	Health and Wellbeing team	First Term	6 months: Decisions will be made regarding the school values and shared language to be adopted to support the Social and Emotional Wellbeing of our school in consultation with the wider school community	● ● ●			
	The CHPS School Community will be consulted regarding the agreed values and shared language			12 months: Teachers will have begun to implement the agreed shared language that supports the decided values of the whole school community	● ● ●			



communication.	to be implemented							
	Professional reading/development activities will be undertaken and shared with staff to further support and sustain the teaching and learning of Social and Emotional Wellbeing	Health and Wellbeing Team	Heath and Wellbeing Meetings	6 months: Teachers will record that they have been provided support, ideas, professional reading and development opportunities regarding the teaching and learning of Social and Emotional Wellbeing	● ● ●			
		Individual Staff members	Section and Team meetings	12 months: Teachers will record that they have a greater capacity for teaching Social and Emotional Wellbeing and are noticing changes in their classes that they believe are attributed to these activities	● ● ●			
	Teams and Sections must schedule allocated time within meetings for professional discussion concerning individual children and planning and sharing of programs operating in classrooms or specialist lessons that are supporting the Social Emotional Wellbeing of children .	Team and Section Leaders Teachers	Weekly – Team 3-4 times per term –Section	6 months: Team and Section Meeting minutes will reflect ongoing professional discussion regarding the implementation of the Social and Emotional Wellbeing program used with individuals and grade levels throughout the school. Teacher’s planners will reflect the inclusion of explicit teaching/learning opportunities regrading Social and Emotional Wellbeing	● ● ●			
				12 months:	● ● ●			
Record Behavioural Management data using compass. Review – use of and type of data collected	Teachers will use the Compass Management System to record significant misbehaviours	Classroom Teachers	Immedia tely as issues arise	6 months: Staff members begin to record serious behavioural issues using Compass Management System	● ● ●			
	A review will assess the use of the system and recurring misbehaviours to analyse patterns in behaviour/ needs of certain cohorts of children	Leadership Health and Wellbeing team	Term basis?	12 months: Staff members consistently record serious behavioural issues using Compass Management System	● ● ●			
				A reduction in behavioural management incidents				

High levels of student trust and positive relationships with peers and teachers will continue to be developed	All teachers Gr2-6 will follow the procedure to administer the ACER Social and Emotional Wellbeing survey once a year	Health and Wellbeing Coordinator Classroom teachers	Oct/Nov 2017	6 months:	● ● ●			
				12 months: Further improvement in data on the ACER Social Emotional Wellbeing Survey equal to a rise of approximately 15% as compared to the 2013 data related to target questions	● ● ●			
CHPS will continue to provide a safe and inclusive environment through opportunities for students to socialize with one another through participation in the Buddies program and optional lunchtime activities such as PALS, Chess Club, Library, Choir, Music Bands, etc.	Continue to offer current initiatives that foster Student Social and Emotional Wellbeing - PALS, Chess Club, Library, Choir, Music Bands, Buddies, etc CHPS will continue to offer opportunities for students to develop their leadership skills through student-led assemblies, PALS, Junior School Council and the Buddies program			6 months: Students participate in a range of activities that support their socialising skills and allow a safe environment during lunchtimes if needed or chosen for enjoyment.	● ● ●			
				12 months: Students participate in a range of activities that support their socialising skills and allow a safe environment during lunchtimes if needed or chosen for enjoyment.	● ● ●			



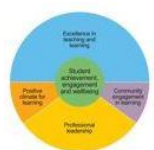


Section 6: Productivity

STRATEGIC PLAN GOALS PRODUCTIVITY	Teachers' knowledge base, analytical skills and expertise will be improved through participation in mentoring, coaching and/or peer observation.
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	<ul style="list-style-type: none"> • All graduate teachers will be allocated a mentor and meet weekly in order to achieve full VIT registration • All teachers with 1-4 years experience will participate in regular coaching conversations and peer observations with goals linked to their Performance Development Plans • Teacher collaboration results from the annual School Staff Survey will reside above the 67th percentile when compared to schools of our type • At least three forms of feedback, including peer observation are present in all teacher Performance Development Plans
12 MONTH TARGETS	<ul style="list-style-type: none"> ▪ Coaching program refined to facilitate greater individualised support to teachers with 1-4 years experience and any additional identified teachers ▪ Multiple approaches to teacher feedback are present in some teacher development plans

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Expand coaching program.	<p>All teachers with 1-4 years experience will be assigned a coach and continue to participate in regular coaching conversations. As part of these conversations, coachees will set and reflect upon goals that directly impact their practice.</p> <p>All teachers beginning new roles in 2017 will be assigned a coach and participate in regular coaching conversations. As part of these conversations, coachees will set and reflect upon goals that directly impact their practice.</p> <p>Coaching will be offered to all staff members.</p> <p>New coaches will be trained externally if needed.</p>	Karen Sally		6 months: All relevant teachers will be assigned a coach. All coaches and coachees will have established regular meeting times (2-3 times per term).	● ● ●			
				12 months: All coaches and coachees will have established regular meeting times (2-3 times per term).	● ● ●			
Participate in peer observations.	<p>All staff will participate in peer observations with another staff member of their choice, using the shared proforma.</p> <p>Section meetings allocated to setting up peer observations with teacher of choice identifying 3 forms of feedback for PDP (eg. observations, student tests, anecdotal notes, student surveys).</p>	All staff	Twice per year	6 months: All staff will have completed two peer observation to include in their mid-cycle review. Teachers will include at least 3 forms of feedback in PDP.	● ● ●			
				12 months: All staff will have completed two additional peer observations to include in their end of cycle review.	● ● ●			
				12 months:	● ● ●			





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	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
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:				

