

# Annual Implementation Plan: for Improving Student Outcomes

School name: Albany Rise Primary School

Year: 2017

School number:

Based on strategic plan: 2014-2017

Endorsement:

Principal: Judy Drew 31/12/2016

Senior Education Improvement Leader: Allen McAuliffe

16/3/17

School Council: Julie Black 15/2/2017



## 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	✓	
<p><b>ACHIEVEMENT:</b> To improve student learning outcomes across the whole curriculum, particularly in Literacy and Numeracy, optimising outcomes for all students across all ability levels.</p> <p><b>ENGAGEMENT</b> To achieve a stimulating learning environment where students have a belief in their capacity to learn, demonstrating high levels of learning confidence and are motivated to achieve their 'personal best'.</p> <p><b>WELLBEING</b> To achieve a well understood, whole school approach where students take charge of their behaviour and learning and build connectedness to their peers and the school.</p> <p><b>PRODUCTIVITY</b> To provide an allocation of resources (human, financial, time, space, materials) that targets the maximum improvement in student outcomes (achievement, engagement and wellbeing).</p>	<b>Excellence in teaching and learning</b>	Building practice excellence		
		Curriculum planning and assessment	✓	
	<b>Professional leadership</b>	Building leadership teams		✓
			Empowering students and building school pride	
	<b>Positive climate for learning</b>	Setting expectations and promoting inclusion		✓
<b>Community engagement in learning</b>	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><b>FISO Priority – Excellence in Teaching and Learning</b> Curriculum planning and assessment Internal and external (NAPLAN, VCAA, EOI) data demonstrates stagnating student growth in literacy and numeracy, particularly for potentially high performing students. SSP Targets for student achievement in Numeracy and Literacy have not been met.</p> <p><b>FISO Priority - Professional Leadership</b> Building leadership teams. New staff to ARPS in 2017 equate to 6 of 13 classroom teachers. Over 50% of classroom teachers are graduate teachers. 3 of 4 team leaders are new to their role in 2017. High level of attrition through retirement means limited number of mentors available for new staff.</p> <p><b>FISO - Positive Climate for Learning</b> Setting expectations and promoting inclusion. Community of practice focus for 2017 will continue to be School Wide Positive Behaviors. Building a culture of high expectations, student and teacher efficacy is a key component of SWPB. This approach ties with KidsMater and Restorative Practices already embedded in the school, but requiring a renewed focus due to large numbers of incoming staff in 2017.</p>



## Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
<p><b>FISO Priority 1 – Excellence in Teaching and Learning</b>  <i>Dimension 1.4</i>  <i>Curriculum planning and assessment</i></p>	<p><b><u>Key Improvement Strategy</u></b>  <b>Implement a whole school approach to curriculum design, planning and pedagogy</b>            Enhance teacher practice through the development of an agreed, school-wide instructional model which is consistently implemented. This instructional model is characterised by high expectations for all students; ensures that learning intentions are explicit and utilised for all learning opportunities; provides purposeful teaching and differentiated curriculum to better cater for individual learning needs.            Enhance the capacity of teachers to increase student engagement and participation in learning.</p> <p><b><u>Key Improvement Strategy</u></b>  <b>Build staff capacity to collect and utilise data to inform curriculum planning and provision.</b>            Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students.</p>
<p><b>FISO Priority 2 - Professional Leadership</b>  <i>Dimension 2.5</i>  <i>Building Leadership teams</i></p>	<p><b><u>Key Improvement Strategy</u></b>  <b>Establish a leadership structure and develop the capacity of staff to implement school improvement strategies.</b>            Establish a distributed leadership structure, ensure the development of staff capacity, review induction program and introduce beginning teacher support program</p>
<p><b>FISO Priority 3 - Positive Climate for Learning</b>  <i>Dimension 3.9</i>  <i>Setting expectations and promoting inclusion</i></p>	<p><b><u>Key Improvement Strategy</u></b>  <b>Increase student and staff feedback mechanisms to improve learning outcomes.</b>            Strengthen whole school performance and learning culture. This culture to be characterised by high levels of collective efficacy, optimism, high expectations and success.            Enhance teacher practice through the development of an agreed, school-wide instructional model which is consistently implemented.            Involve students consistently across all year levels in establishing meaningful learning goals, reflective practices, self-assessment and peer assessment.</p> <p><b><u>Key Improvement Strategy</u></b>  <b>Personalise student learning and develop an engaging learning environment.</b>            Plan for more personalised learning with higher levels of student decision making and responsibility for learning characterising this learning.            Develop and implement a whole school approach to a social and emotional curriculum which promotes positive feelings of wellbeing, resilience and connectedness.</p> <p><b><u>Key Improvement Strategy</u></b>  <b>Establish and maintain a calm, orderly and inclusive learning environment</b>            Develop a map of teaching and learning strategies that cognitively engage students (good learning behaviours), ensuring that these good learning behaviours are practised across the whole school.            Continue the ongoing development of the school as a vibrant learning community involving strong partnerships between the school, students, parents and the broader community.</p>



Framework for Improving Student Outcomes

Published: February 2016



## Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order.

Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

<b>STRATEGIC PLAN GOALS</b>	<b>ACHIEVEMENT: To improve student learning outcomes across the whole curriculum, particularly in Literacy and Numeracy, optimising outcomes for all students across all ability levels.</b>																																																																																																																																																																																		
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
<b>FISO 1.4</b> <b>Key Improvement Strategy</b> <b>Implement a whole school approach to curriculum design, planning and pedagogy</b> Enhance teacher practice through the development of an agreed, school-wide instructional model which is consistently implemented. This instructional model is characterised by high expectations for all students; ensures that learning intentions are explicit and utilised for all learning opportunities; provides purposeful teaching and differentiated curriculum to better cater for individual learning needs.  Enhance the capacity of teachers to increase student engagement and participation in learning.	Implement VCOP writing process across the school to ensure greater continuity (P-6) with the explicit teaching of writing skills.	Literacy PLT & FISO action team	Term 4	Introduction of VCOP across the school to support the Writing program. Writing included as a focus for all staff in PDP SMART goals.				
	Teaching staff engaged in FISO CoP 'Robust Writing' PL with staff from 4 schools including action team.	All teaching staff	From Term 1	Teacher moderation of Writing closely aligns with NAPLAN writing results for year 3 and 5 students. All teaching staff attend PL with staff at 4 CoP schools.				
	New Spelling program introduced across F-6	Literacy PLT & teachers	By Term 3	PDP and term goals for all staff include a Writing SMART goal Agreed approach to the teaching of Spelling. Whole school (F-6) Spelling Scope and Sequence developed and best practice across the school identified. Greater than 45% of students accessing A or B grades in Writing.				
	Review school based documents to ensure they match the Victorian Curriculum Learning Areas, Capabilities, levels and standards.	SIT (School Improvement team)	March	PL through additional planning opportunities undertaken.  Inquiry 2 year planner clearly linked to Vic Curriculum.				
	Audit and review of planning documentation through review process.	Review team	Term 1	Audit of Vic Curriculum against 2 year inquiry planner. Completion of Strategic review includes purposeful planning document development. Meeting schedule provides for level team planning and curriculum design.				
	Development of 5 week planning and review process linked to curriculum design development. Develop a consistent, whole school approach to planning with explicit Learning Intentions and success criteria.	Principal & SIT	Term 2	Planning documents developed.				
	Review and implement a whole school approach to the teaching of numeracy that encompasses a focus on Number and Algebra.	Prin & STEM PLT	Term 3	PLT STEM team established for with a focus on Mathematics-Measurement and Geometry with representatives from each year level (P-6) led by PLT team leaders.				
	Develop F-6 scope and sequence for basic number fact recall linked to Vic Curriculum. Develop classroom practices to effectively teach instant recall of number facts.	STEM PLT	Term 2	Greater percentage of students accessing A or B grades in Measurement and Geometry Scope and sequence for basic number facts developed and in use in classrooms				
	Provision of professional development with expert: Michael Ymer	Prin & PL Coordinator	Term 2	Professional Development undertaken by all staff with M Ymer. EIL input and meetings with STEM PLT leaders undertaken.				
	Access EIL from NEV region to support Maths program development.	Prin & STEM PLT	From Term 1 ongoing					
Review and embed whole school scope and sequence to support consistent approaches to oral language	Literacy PLT, F-r teachers	Term 1	Oral language S&S used in classroom planning. Improved moderation of Speaking & Listening skills Assessment tools for oral language used and developed by staff					
Inquiry planning design to include student input.			Evidence of student input into inquiry planners.					
Students to develop assessment tools and	Classroom teachers		Ongoing from T 1	Student portfolios include self-made assessments and				





	criteria for inquiry topics Student Goal setting processes developed and refined for students across the school.			learning reflections for inquiry learning. Individual goal setting evident in student learning folders and online portfolios				
<b>FISO 1.4</b> <b>Key Improvement Strategy</b> <b>Build staff capacity to collect and utilise data to inform curriculum planning and provision.</b> Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students.	Staff involved in PL in the analysis of standardised testing (e.g. PATM, PATC, On Demand & NAPLAN) to identify student strengths and areas for development.	Classroom teachers in level teams	Term 2	Staff analysis of VCAA, Mathletics, PAT and NAPLAN data shared at team and leadership meetings.  Provision for Data analysis in level teams in meeting schedules.				
	PL on the analysis of student achievement learning growth (e.g. Low/Med/High NAPLAN and other data measures).	Classroom teachers in level teams	Term 2 & Term 4	Writing data collected, analysed and discussed as whole school, cohort and individually (including moderation and NAPLAN data) as evident in team planning and PL meeting schedule.				
	Support capacity in data literacy and use of student achievement data to teach to student point of learning need.	PLT leaders		Staff using multiple sources of assessment to triangulate data to inform practice and reporting; evident in assessment schedule and team meeting minutes.				
	Assessment tools critically reviewed for Numeracy and Literacy.	PLT teams-STEM and Literacy	Term 1	Effective use of assessment tools and use of data to inform teaching and learning.				
	Staff PDPs to include development of assessment skills for students and staff.	All staff	Term 1	Evidence shows that assessment data is effectively used to provide differentiated learning for students.				
	Review and implement agreed teaching and assessment models, including planning and moderation to increase coherence between Victorian Curriculum and NAPLAN data.	Teaching staff lead by team leaders	Term 2	Victorian curriculum teacher judgements are based on a range of data reflecting the range of abilities across the cohort. Updated Assessment Schedule is used effectively at all levels.				
	Provide opportunities to build teacher capacity to implement effective literacy strategies in Writing across the school (P-6) through meeting schedule - including VCOP.	FISO action team	Ongoing	PL provided to staff- VCOP writing.  Moderation of whole school writing moderation in Term 2 and 4.				
	Reinstate whole school moderation of Writing approach throughout and across all year levels (cross level moderation).	Literacy PLT leader	Term 1	Display of student writing based on Vic Curriculum outcomes in office area developed by staff.				
	Provide opportunities to build teacher capacity to implement effective Numeracy strategies across the school (P-6) through meeting schedule.	Prin & STEM PLT leader	Term 1 and ongoing	Writing data collected analysed and discussed as a whole school, cohort and individually (including moderation and NAPLAN data) as evident in team planning and PL schedule meeting.				
Explicit expectation in relation to data collection and analysis developed with staff.	Prin & Level team leaders	Term 1 and ongoing	Numeracy data collected analysed and discussed as a whole school, cohort and individually (including moderation and NAPLAN data) as evident in team planning and PL schedule meeting.					
Students 'at risk' identified through data analysis.  ILP and action plans developed and actioned for students 'at risk'.  Program developed and implanted to support students 'at risk' through equity funding. Student progress tracked and reported each term.	All staff  Intervention teachers	Each term  From Term 1 & ongoing	Equity funding planned and used towards intervention and support in Literacy and Numeracy, including QuickSmart, EMU Maths & MultiLit  Teacher training in intervention programs undertaken and identified students receive support  Evidence of Rigorous Assessment of students before, during and after intervention- online records & teacher collated lists					



<p><b>FISO 2.5</b> <b>Key Improvement Strategy</b> <b>Establish a leadership structure and develop the capacity of staff to implement school improvement strategies.</b></p> <p>Establish a distributed leadership structure, ensure the development of staff capacity, review induction program and introduce beginning teacher support program</p>	Review and evaluate the staff Induction and mentoring program for new staff so that it supports the maintenance of a culture of high expectations.	Prin	Week 1	Regular meetings with Graduate teachers, Level team leaders, SIT and mentors supporting new staff to reflect on their practice and discuss student learning and achievement.				
	Provide induction, workshops and professional learning opportunities for new teachers to the school so they can meet school expectations.	Prin & PL Coordinator	ongoing	Regular meeting with Graduate teachers and mentors to support new staff to reflect on their practice and discuss student learning and achievement. PL opportunities provided for emerging leaders.				
	<p>PLT &amp; SIT Leadership and Year level leaders to attend professional development for building effective leaders.</p> <p>Use current formal structures that allow for the seeking and receiving of regular feedback from experienced peers, such as mentoring arrangements.</p> <p>Significantly raise the profile of resources and procedures that allow for the seeking and receiving of regular feedback from experienced peers.</p>	Prin & PL Coordinator	Ongoing	ARPS agreed peer observation strategy implemented across the school to ensure greater consistency. Graduate teachers complete VIT full registration process with mentor support.				
	<p>Provide Professional Learning and Mentoring support for graduate staff completing VIT registration process.</p> <p>Assign leadership roles to emerging teacher leaders. Provide mentors and meet to support these new leaders.</p>	Prin & AP	Term 1 and ongoing	<p>New level team and PLT leaders effectively implement and manage school initiatives with their team. All staff to include peer observation as a strategy and a form of evidence in PDPs.</p> <p>School Staff Survey data related to 'Teacher Collaboration' to increase.</p>				



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	<b>ENGAGEMENT</b> <b>To achieve a stimulating learning environment where students have a belief in their capacity to learn, demonstrating high levels of learning confidence and are motivated to achieve their 'personal best'.</b>																																											
<b>IMPROVEMENT INITIATIVE</b>	<b>FISO Priority 3 - Positive Climate for Learning</b> Dimension 3.9 Setting expectations and promoting inclusion																																											
<b>STRATEGIC PLAN TARGETS</b>	<b>Targets</b> To increase the Year 5 and 6 Attitudes to School Survey data in the area of <i>stimulating learning environment</i> and <i>learning confidence</i> to 4.20. To maintain the Year 5 and Year 6 <i>stimulating learning</i> and <i>student motivation</i> variables in the 4 <sup>th</sup> quartile of the <i>Parent Opinion Survey</i> . <table border="1" data-bbox="528 548 1433 667"> <thead> <tr> <th>Attitudes to School Survey</th> <th>Stimulating Learning</th> <th>Learning Confidence</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>3.95</td> <td>4.10</td> </tr> <tr> <td>2017</td> <td>4.20</td> <td>4.20</td> </tr> </tbody> </table>								Attitudes to School Survey	Stimulating Learning	Learning Confidence	2014	3.95	4.10	2017	4.20	4.20																											
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<b>12 MONTH TARGETS</b>	To maintain the Year 5 and Year 6 stimulating learning and student motivation variables in the 4 <sup>th</sup> quartile of the Parent Opinion Survey. To increase the Year 5 and 6 Attitudes to School Survey data in the area of stimulating learning environment and learning confidence to 4.20. <b>Stimulating Learning one year target 4.20 (2017) Learning Confidence one year target 4.20 (2017)</b> <table border="1" data-bbox="528 800 1427 961"> <thead> <tr> <th>Attitudes to School Survey</th> <th>Stimulating Learning</th> <th>Learning Confidence</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>4.14</td> <td></td> </tr> <tr> <td>2014</td> <td>3.95</td> <td>4.10</td> </tr> <tr> <td>2015</td> <td>3.95</td> <td>3.98</td> </tr> <tr> <td>2016</td> <td>4.07</td> <td>3.92</td> </tr> <tr> <td>2017</td> <td>4.20</td> <td>4.20</td> </tr> </tbody> </table> <table border="1" data-bbox="528 1003 1427 1184"> <thead> <tr> <th>Parent Opinion Survey Percentiles</th> <th>Stimulating Learning</th> <th>Student Motivation</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td></td> <td></td> </tr> <tr> <td>2014</td> <td>71.5</td> <td>72.9</td> </tr> <tr> <td>2015</td> <td>60.4</td> <td>69.7</td> </tr> <tr> <td>2016</td> <td>16.5</td> <td>36.7</td> </tr> <tr> <td>2017</td> <td>75</td> <td>75</td> </tr> </tbody> </table>								Attitudes to School Survey	Stimulating Learning	Learning Confidence	2013	4.14		2014	3.95	4.10	2015	3.95	3.98	2016	4.07	3.92	2017	4.20	4.20	Parent Opinion Survey Percentiles	Stimulating Learning	Student Motivation	2013			2014	71.5	72.9	2015	60.4	69.7	2016	16.5	36.7	2017	75	75
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<b>FISO 3.9 Key Improvement Strategy</b> Increase student and staff feedback mechanisms to improve learning outcomes. Strengthen whole school performance and learning culture.	Review current practices in relation to student goal setting and opportunities for feedback  Review Inquiry planning documentation and rewrite with student input and design approach.  Further Enhance student leadership opportunities including House leaders, JSC and Peer Mediators.	Level leaders  Level leaders and teams	Term 1  Term 1	Leadership team and LL to review practices and survey students re student voice opportunities.  New planning approach process includes student voice and input.  Evidence of regular student voice through House, JSC meetings, minuted and discussed in Leadership/Staff meetings and school council.	● ● ●  ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	Estimate	YTD																																				



<p>This culture to be characterised by high levels of collective efficacy, optimism, high expectations and success. Enhance teacher practice through the development of an agreed, school-wide instructional model which is consistently implemented. Involve students consistently across all year levels in establishing meaningful learning goals, reflective practices, self-assessment and peer assessment.</p>	<p>Revamp Assembly to ensure student leaders have greater input on content and process.</p>	<p>Prin with Student Leaders</p>	<p>Term 1</p>	<p>Assembly presentation more student centric.</p>				
	<p>Re-develop PoLT based perceptions surveys for students to feedback to staff. Develop simple processes for students to provide feedback to staff on pedagogy and lesson impact.</p>	<p>All teaching staff</p>	<p>Term 1</p>	<p>Student Voice leading assemblies and contributing to online blogs and forums.</p>				
	<p>Implement regular student forums on learning and engagement.</p>	<p>Prin and Wellbeing Officer</p>	<p>By Term 2 and ongoing</p>	<p>Displays of student work online and around the school to celebrate achievement</p>				
	<p>Further develop the range of opportunities to celebrate student success</p>							
	<p>Further develop Digital portfolios with students in year 3-6</p>	<p>Level leaders and Prin</p>	<p>Term 1 and ongoing</p>	<p>Enhanced digital portfolio presentations</p>				
<p><b>FISO 3.9 Key Improvement Strategy Personalise student learning and develop an engaging learning environment.</b> Plan for more personalised learning with higher levels of student decision making and responsibility for learning characterising this learning. Develop and implement a whole school approach to a social and emotional curriculum which promotes positive feelings of wellbeing, resilience and connectedness.</p>	<p>Provide Professional Learning to all staff for Vic Curriculum capabilities, particularly Empathy and Critical &amp; creative thinking</p>	<p>Prin &amp; PL coordinator</p>	<p>ongoing</p>	<p>Staff PL undertaken Evidence of capabilities taught in planning docs and learning in assessment docs. Thinking skills evident in planning documentation.</p>				
	<p>Critically review effectiveness of Bounce Back program and provide recommendations as part of school review process.</p>	<p>Student Wellbeing PLT</p>	<p>Term 1-2</p>	<p>Bounce Back program reviewed and alternatives investigated (and implemented if appropriate)</p>				
	<p>Provide PL for all staff on KidsMatter framework and review component 1 to 3, to accommodate needs of staff new to the school.</p>	<p>Student Wellbeing PLT</p>	<p>Each Term</p>	<p>KidsMatter PL, restorative practices PL undertaken by all staff.</p>				
	<p>Further embed Clever Kids program for students in Year 3-6, linked to Multiple intelligences.</p>	<p>Clever Kids Coordinator</p>	<p>Term 3-4</p>	<p>Clever Kids program successfully implemented with high levels of student engagement.</p>				
<p><b>FISO 3.9 Key Improvement Strategy Establish and maintain a calm, orderly and inclusive learning environment</b></p>	<p>Implement Agreed Whole school approach to student behaviour responses which may include School Wide Positive Behaviours Matrix (SWPB) used across the school and shared with the community. Investigate effective whole school programs to support students with trauma and SBD</p>	<p>Wellbeing PLT</p>	<p>Term 1-3</p>	<p>Positive behaviour Matrix implemented and embedded. Ongoing collaboration with Wellbeing FISO schools evident. Available programs/ approaches to support positive behaviours in schools investigated- eg. Berry Street. Professional development provided to staff re SWPB/ Berry</p>				





<p>Develop a map of teaching and learning strategies that cognitively engage students (good learning behaviours), ensuring that these good learning behaviours are practised across the whole school.</p> <p>Continue the ongoing development of the school as a vibrant learning community involving strong partnerships between the school, students, parents and the broader community.</p>	backgrounds.			Street/ Mindfulness.				
	Work with Wellbeing FISO CoP to share best practice.	Prin & Wellbeing PLT	ongoing	Proactive attendance an input into FISO group including maintaining Drop Box for shred resources.				
	<p>Enhance all processes in relation to PSD program and access to external providers of support services.</p> <p>Review Student Engagement, Inclusion and Wellbeing policy and all related documentation with community input, including students.</p>	<p>AP</p> <p>Prin &amp; Wellbeing Officer with all staff</p>	<p>Ongoing</p> <p>Term 2-3</p>	<p>PSD program and support services effectively managed, including the provision and acquisition of resources and funding.</p> <p>Whole school approach to student wellbeing established and documented.</p> <p>Student Engagement, Inclusion and Wellbeing policy and related documentation updated.</p>				



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	<b>WELLBEING</b> To achieve a well understood, whole school approach where students take charge of their behaviour and learning and build connectedness to their peers and the school.																																																																									
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<p><b>FISO 3.11</b> <b>Key Improvement Strategies</b></p> <p>Develop and implement a whole school approach to a social and emotional curriculum which promotes positive feelings of wellbeing, resilience and connectedness.</p>	<p>Audit and review current Social and Emotional Learning Programs, such as, 'Bounce Back' offered by the school at each year level.</p>	<p>Wellbeing PLT, Prin, SIT</p>	<p>Term1 or 3</p>	<p>Audit and review completed and shared.</p>				
	<p>Continue to focus on Cyberbullying as a whole school approach and increase parent partnerships to combat instances of cyberbullying.</p>		<p>Term 4</p>	<p>eSmart strategies embedded and communicated on website and in class programs.</p>				
	<p>Conduct parent information sessions in cyber safety and communicate through the newsletter website and COMPASS.</p>	<p>Prin, Wellbeing PLT, all staff</p>	<p>Ongoing</p>	<p>Parent Info sessions completed.</p>				
	<p>Conduct parent information sessions in relation to school wide wellbeing approaches.</p>		<p>Term 3&amp;4</p>	<p>School values, especially the 3 Rs are promoted in the classroom, school assemblies, and newsletter and around the school buildings.</p>				
	<p>Promote ARPS 3Rs with new staff and student leaders</p>	<p>Prin &amp; all staff</p>	<p>Ongoing</p>	<p>Whole school behaviour and response expectations are actively promoted and known across the school community</p>				
	<p>Build teacher capacity in the rigorous recording and use of student wellbeing information to support the needs of every student.</p>	<p>Prin &amp; AP</p>	<p>Ongoing from Term 1</p>	<p>Teachers consistently use COMPASS to document wellbeing issues.</p>				
<p>Provide Protective behaviour learning sessions for all year levels.</p>	<p>Term 2</p>	<p>Wellbeing PLT &amp; SSSO</p>	<p>Protective behaviours sessions undertaken.</p>					
<p>Implement all aspects of Child Safe Standards actions for 2017.</p>	<p>Prin</p>	<p>ongoing</p>	<p>All Child Safe standards actions undertaken, including parent forums.</p>					
<p>Promote positive connections with parents and school community through monthly 'Community Coffee' mornings</p>	<p>Prin</p>	<p>Each Month and special events</p>	<p>Coffee Van comes each month and parents take part with staff and school leaders.</p>					



## 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 Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Yes	2 - Evolving	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Yes	2 - Evolving	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Yes	2 - Evolving	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Yes	2 - Evolving	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				

