Annual Implementation Plan: for Improving Student Outcomes

School name: Seabrook PS

Year: 2017

School number: 5337

Based on strategic plan: 2015-2018

Endorsement:

Principal   Susan Lee

Senior Education Improvement Leader   Judy Maguire

School council Ann-Marie Lloyd

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
To achieve more than one year's learning growth for each student (as deemed capable) annually in reading, writing and number • Build teacher practice so that there is consistency of high quality practice in every classroom. • Build the professional learning teams. • Build a whole school approach to the regular tracking and monitoring of learning and growth for every student. • Build the guaranteed and viable curriculum **To further empower students to take purposeful action in the community** • Build the partnership with parents and the community. • Build teacher and student leadership across the school **To build a cohesive and enhanced framework for further supporting individual student needs** • Build a student and staff wellbeing structure. **To ensure the effective and strategic use of resources that supports the growth, development and success of Seabrook Primary School as a PLC.**

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

Improvement Initiatives rationale:
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.
Our focus is on high reliability. Seabrook Primary school is a high performing school ;(Results analysed on p. 4) however our focus is on developing high reliability so that all teachers and students are performing to their very best of ability. Therefore we need to ensure : • **Safe and Collaborative Culture (2015)** • **Effective Teaching in Every Classroom (2016)** • **Guaranteed and Viable Curriculum (2016)** • **Collaborative Teams that Transform Schools (2017)** We believe in an inquiry based approach to learning which is authentic and meaningful in which we emphasise the active construction of meaning. We are committed to a structured, purposeful inquiry that engages students in learning. Students investigate significant issues by formulating questions, designing inquiries, assessing resources and experiences, researching, experimenting, observing

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and analysing. Students actively construct meaning by building connections between prior knowledge and new information and experiences. Students are actively involved in their learning. A successful inquiry may lead to responsible action.

We are committed to a collaborative planning process. Teachers develop strong teams to plan and implement learning. Teachers have sound knowledge of child development and learning, are aware of the cultural and social contexts of their students' lives and work to develop strong links between home and school. Children bring in artefacts to support each inquiry which helps ascertain prior knowledge and develop strong links between home and school.

The classrooms are dynamic learning environments where students work in a variety of groups in response to their needs. Our curriculum is based on the Primary Years Program incorporating Victorian curriculum , Thinking skills, Mind mapping, Early Years strategies, the Gradual release model, effective literacy strategies, Fountas and Pinnell assessments and checklists, Ymer maths planners and visible thinking strategies. We have mapped the Victorian Curriculum into our Programme of Inquiry. We have incorporated our ideals from PYP to help implement the Victorian Curriculum capabilities.

Professional Learning communities have been developed in which staff work collaboratively to achieve better results for all students. Teams set smart goals and are committed to a rigorous process in ensuring all students are learning and achieving goals set. Proficiency Scales are being developed by all teams to ensure essential learnings are being mastered. Teaching strategies are developed and implemented. Learning is assessed during reflection. Persistence and varied approaches are implemented to ensure the goal is achieved then new goals are set. Assessment is ongoing, striving for continuous improvement.

As well we are committed to implement the work of Marzano with an emphasis on calm and ordered classrooms, goal setting and tracking student progress, accessing prior knowledge and developing new knowledge. We will continue to develop this work and link it to the work of Dr Jane Pollock in using the GANAG model to effectively implement high yield strategies.

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)
Excellence in teaching and learning To achieve more than one year's learning growth for each student (as deemed capable) annually in reading, writing and number	**1. Build teacher practice so that there is consistency of high quality practice in every classroom.** Work on High Reliability Schools/Transforming Schools Ensuring a safe and collaborative culture Focus on effective teaching in every classroom **2. Build/Consolidate the professional learning teams.** Induction for new staff on PLT, Marzano Support for new team leaders Establishing team norms Review essential learning Setting of smart goals Develop proficiency scales for essential learning Develop a pacing guide for the proficiency scales Ongoing teaching and assessing, collegiate visits, Monitor systematic and effective intervention Being a professional teacher Sustaining PLCs Build a culture of celebration 3. **Build a whole school approach to the regular tracking and monitoring of learning and growth for every student**. Clear and measureable goals for every child Focus on critical needs? *high growth for all students* Data analysis, interpreted and used regularly **4. Build the guaranteed and viable curriculum** Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based curriculum delivery model based on inquiry and instructional practices across the school (Marzano). Curriculum documents are in place that correlate to Victorian curriculum Curriculum documents are in place correlating the written curriculum to the skills important to 21st century learning e.g. Victorian Curriculum capabilities Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum

	Information is available examining the extent to which assessments accurately measure the written and taught curriculums A written list of essential elements is in place A written list of essential vocabulary is in place for all levels (i.e., tiers 1, 2, and 3) A curriculum audit document is in place delineating how much time it would take to adequately address the essential elements A literacy checklist is developed and implemented throughout the school
Engagement/ Wellbeing **Positive climate for learning/ Community engagement in learning** To further empower students to take purposeful action in the community 1. Build the partnership with parents and the community. 2. To build a cohesive and enhanced framework for further supporting individual student needs 3. Review student and staff wellbeing structure	**1. Build the partnership with parents and the community.** All school teams to continue to develop modes of communication to inform and support productive partnerships between the school and the wider community Co curricula information readily available on the school website Build a parent database to involve and include parents in genuine ways Continue to promote and embed partnerships **2. Build a student and staff wellbeing structure.** Review role of staff and student welfare officer Ensure all stakeholders are aware of Student Engagement And Well Policy Continue work on essential agreements, Reinforce on positive classroom behaviour Consolidate restorative practices? Continued focus of student attendance- target Y.6 attendance
Productivity / Excellence in teaching and learning **To ensure the effective and strategic use of resources that supports the growth, development and success of Seabrook Primary School as a PLC**	**1. Build Seabrook PS as a professional learning community (PLC).** Ensuring team collaboration Shared knowledge and understanding about essential learning Teams to agree on common pacing SMART goals, proficiency scales with evidence of learning
Professional Leadership 1. Build teacher and student leadership across the school	**1. Build teacher and student leadership across the school** Continue to promote teacher and student leadership Mentor new leaders Provide PD opportunities for new leaders e.g. Marzano PD, Hawker Brownlow PD,

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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 not 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 achieve more than one year's learning growth for each student (as deemed capable) annually in reading, writing and number
IMPROVEMENT INITIATIVE	**Excellence in teaching and learning** 1. **Build teacher practice so that there is consistency of high quality practice in every classroom.** 2. **Build/Consolidate the professional learning teams** 3. **Build a whole school approach to the regular tracking and monitoring of learning and growth for every student.** 4. **Build the guaranteed and viable curriculum**

STRATEGIC PLAN TARGETS

RESULTS: NAPLAN 2016

For more than 35% of students to achieve high growth on NAPLAN relative growth reports
- Punctation-37.3%
- Reading -. **45.24%**
- Writing- 29.6
- Spelling 33.33
- Numeracy 34.13

Surpassed targets except in writing, however almost 30% of children were in the top two bands- can be difficult to score higher results in writing.
Two top bands in Naplan
- In **reading** for Y.3 and Y.5 for more than 55% of students to be in two top NAPLAN bands. **Y.5 47.8% Y.3 68.6%**
- In **writing** Y.3 for more than 60% of children to be in the two top NAPLAN bands. **Y.3 75%**
- In writing Y.5 for more than 30% of children to be in the top two bands. **Y.5 29.7%**
- In **maths** Y.3 for more than 45% of children to be in the top two bands. **Y.3 56%**
- In **maths** Y5 for more than 50% of children to be in the top two bands. **Y.5 39.9%**

Need to monitor maths, want more Y.5 children in top two bands.

Low growth (target less than 17%)
- Reading 15.87%,
- Punctation-16.67
- Writing 20.8%
- Spelling 23.02
- Numeracy 15.08

Spelling and Writing failed to meet this target; however the low growth was in the top two bands indicating that the children scored high results in Y.3 and in Y.5. All other areas met this target.

Victorian Curriculum
Growth measures by Victorian curriculum
By the end 2015, teacher assessment against AusVELS will indicate 90 % of students achieving at or better than the expected standards, with more than 30% scoring B or above in English and Mathematics
AusVELS data, 2015

At or above C	Prep	1	2	3	4	5	6
Reading	100%	99%	96%	97.6%	91%	91%	94%
Speaking and Listening	100%	99%	97%	98.%	93%	91%	96%
Writing	100%	99%	94%	98%	92%	90%	92%
Measurement and Geometry	100%	99%	99%	99%	91%	89%	92%
Number	100%	99%	96%	98%	94%	89%	91%
Statistics, probability	100%	99%	98%	99%	92%	89%	92%

In all classes (except Y.5), in all subject areas more than 90% of children were at or above their expected level in AusVELS as judged by their class teacher.
More than 30% scoring B or above.

At or above B	Prep	1	2	3	4	5	6
Reading	40%	63%	55%	47%	34%	47%	43%
Speaking and Listening	6%	4%	13%	26%	20%	29%	32%
Writing	26%	32%	26%	32%	20%	30%	40%
Measurement and Geometry	13%	13%	29%	33%	18%	34%	38%
Number	35%	41%	35%	37%	27%	43%	39%
Statistics, probability	8%	10%	22%	35%	14%	25%	32%

We still need to work on teacher judgement in reporting.

RESULTS: **PAT DATA 2016**

Data – Effect Size from PAT Reading and Mathematics

PAT Reading 2	PAT Maths 2	PAT Reading 3,4	PAT Maths 3,4	PAT Reading 5,6	PAT Maths 5,6
0.86	1.22	1.47	1.42	0.81	0.81
0.75	1.05	0.68	1.23	1.77	0.70
0.69	0.93	0.61	0.93	0.62	0.73
0.62	0.73	0.55	0.94	0.49	0.55
0.81	0.68	0.27	0.85	0.67	0.42
0.34	0.67	-0.07	0.73	0.29	0.31
		0.67	0.58	0.43	0.61
		0.87	1.21	0.54	0.54
		0.81	1.14	0.42	0.44
		0.62	0.91	0.48	0.45
		0.55	0.77	0.55	0.48

Implications – we need to work harder with teachers coming in during the year, returning from family leave and graduates new to school

8.9% of classes did not achieve 0.4 growth.
91% of classes did achieve more than 0.4 growth (12month growth)
66% of classes achieved more than 0.6 growth (18-month growth)
30% of classes achieves more than 0.8 growth (2-year growth)
12.5% of classes achieved more than 1.2 growth (3-year growth)
Y. 4 maths shows very high growth. This year level has maths intervention and a strong commitment to proficiency scales.

On our Marzano survey 93% of teachers agree that we have a guaranteed and viable curriculum.   Staff wanted more opportunities to observe and discuss effective teaching, stronger evaluations of their strengths and weakness, and time to adequately address the curriculum.

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12 MONTH TARGETS	For more than 35% of students to achieve high growth on NAPLAN relative growth reports – focus on writing In **reading** for Y.3 and Y.5 for more than 55% of students to be in two top NAPLAN bands- focus on Y.5 reading In **writing** Y.5 for more than 30% of children to be in the top two bands. In **maths** Y5 for more than 45% of children to be in the top two bands For less than 16% of children to demonstrate low growth. More than 30% of children scoring B or above in end of year report- teacher judgement in Victorian Curriculum English and Mathematics

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
1. Build teacher practice so that there is consistency of high quality practice in every classroom.	**Work on High Reliability Schools/ Transforming Schools** - regular school based PD Ensuring a safe and collaborative culture Focus on effective teaching in every classroom – coaching, collaborative visits Build time into AP timetable to ensure classroom visits occur regularly Whole school moderation , each term Talk time in professional meetings on high yield strategies Consistency in classroom cleanliness, book standards, Portfolios, order – learning walks in March, June, August, October	Aps, leading teachers to conduct PD sessions for staff	Term, 2,3 Fortnightly/ monthly classroom visits Once a term moderation Learning walks each term	6 months: PD schedule in place Feedback from staff on PD Evidence in planners of high yield strategies Schedule for classroom visits Term moderation sessions Learning Walks every term	🔴🟡🟢	Feedback from learning walks, classroom visits Consistently high data from PAT, Victorian curriculum, Naplan		
				12 months:	🔴🟡🟢			
2. Build/Consolidate the professional learning teams. 3. To ensure the effective and strategic use of resources that supports the growth, development and success of Seabrook Primary School as a PLC	Induction for new staff on PLT Support for new team leaders Establishing team norms, build norms for collective responsibility, team collaboration Review essential learning Shared knowledge and understanding about essential learning Setting of smart goals Common pacing, develop proficiency scales for essential learning, teams to agree on common pacing Ongoing teaching and assessing, sharing – learning walks, collaborative visits, coaching and video recording Sustaining PLCs – staff survey Build a culture of celebration	Principal to conduct induction Team leaders to develop PLC All leaders to develop pacing guide	Jan Feb, June, Feb	6 months: Induction for new staff Mentor for new leaders Team norms published on teacher share Essential learnings documented SMART-goals, , Proficiency scales with evidence of learning, developed , implement and evaluated Draft pacing guide for proficiency scales Team sharing of proficiency scales and data- once a term Schedule for learning walks, collaborative visits. Explore possibility of videoing lessons	🔴🟡🟢	High feedback from staff survey		
				12 months: Review of team norms	🔴🟡🟢			
4. Build a whole school approach to the regular tracking and monitoring of learning and growth for every student.	Investigating systematic and effective intervention Clear and measureable goals for every child Focus on critical needs Data analysis, interpreted and used regularly Monitoring of support programs	Classroom teachers Support teachers Teams	Feb data Nov data	6 months: Intervention timetable ILPs for child on intervention program , added to teacher share	🔴🟡🟢	Data for students in invention show growth- PAT, Naplan, Proficiency Scales, Victorian curriculum reporting		
				12 months: Evidence on ILPS of learning improvement	🔴🟡🟢			
5. Build the guaranteed and viable curriculum	Build the effectiveness and efficacy of every teacher by implementing an agreed and research- based curriculum delivery model based on inquiry and instructional practices across the school (Marzano)- ongoing PD schedule, learning walks and collegiate visits Curriculum documents are in place that correlate to Vic curriculum – curriculum mapping templates, PYP Programme of Inquiry	Leadership Leaders	Feb Feb	6 months: PD schedule Learning walk schedule Collegiate visits schedule Curriculum Mapping templates on teacher share PYP Programme of Inquiry on teacher share Essential elements , vocabulary included in proficiency scales and on teacher share	🔴🟡🟢 🔴🟡🟢			

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	Curriculum documents are in place correlating the written curriculum to the skills important to 21st century learning correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum mapping templates, PYO Programme of Inquiry Information is available examining the extent to which assessments accurately measure the written and taught curriculums	Leaders	Feb	12 months:	🔴 🟡 🟢			
	A written list of essential elements , essential vocabulary is in place for all levels (i.e., tiers 1, 2, and 3) A curriculum audit document is in place delineating how much time it would take to adequately address the essential elements **Develop a school wide English Continua**	Teams Teams Leaders	June June Dec					

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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	**Positive climate for learning/ Community engagement in learning (Engagement and Well Being)** To further empower students to take purposeful action in the community as evident in school /classroom displays, newsletter items etc. respecting the IB's philosophy that purposeful action is student initiated To build a cohesive and enhanced framework for further supporting individual student needs To review student and staff wellbeing structure
IMPROVEMENT INITIATIVE	1. **Strengthen the partnership with parents and the community.** 2. **Build teacher and student leadership across the school** 3. **Review student and staff wellbeing structure.**

STRATEGIC PLAN TARGETS	**Student Attitudes to School survey: (2016 scores)** Student Safety- At or better than 4.5 on 5 point scale (4.23) Peer connectedness- At or better than 4.5 on 5 point scale (4.31) Classroom Behaviour- At or better than 3.5 on 5 point scale (3.22) School Connectedness- At or better than 4.5 on 5 point scale (4.42) Teacher Effectiveness- At or better than 4.5 on 5 point scale (4.48) Stimulating Learning At or better than 4.3 on 5 point scale (4.26) Student Morale- At or better than 5.9 on 7 point scale (5.73) **Improving in all but need to focus on perception of classroom behaviour**	**Parent opinion survey showing (2016 scores)** Stimulating learning – At or better than 6 on 7 point scale (5.71) School improvement – At or better than 5.5 on a 7 point scale (5.46) Above the state in most areas but need to work on Parent input from 4.75- 5.0 Extra curricula from 4.43- 4.75 Focus on publicising parent input and extra curricula **Absence Rates** To improve attendance rates to 13 or less days a year P 14 days 1 14 days 2 15 days 3 12 days 4 14 days 5 12 days 6 18 days **Continue to focus on improved attendance** **Focus on Y.6 attendance**	**Staff Opinion survey(2016)** In the staff opinion survey to have an improved level (above 70%) of trust in colleagues, shielding and buffering, active participation in professional learning and more effective feedback Staff trust in colleagues 61.9% Teacher collaboration 70.5% Parent and community involvement 84.4% Collective focus on student learning. 90% Guaranteed and viable curriculum 83.8% Shielding/Buffering 67.8% Continue to focus on trust in colleagues and shielding and buffering

12 MONTH TARGETS	Classroom Behaviour- At or better than 3.5 on 5 point scale Parent input from 4.75- 5.0 Extra curricula from 4.43- 4.75 To improve attendance rates to 13 or less days a year Trust in colleagues from 61.9% to 65% Shielding and buffering from 67.8% to 70%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Budget Estimate	YTD
Focus on student perception of classroom behaviour	Creating and promoting essential agreements Revisiting Essential agreements throughout the year Positive feedback in assemblies, newsletters, school website, classroom visits	Classroom teachers APs	Feb, 2016 Review frequently	6 months: Essential Agreements in place Positive feedback in assemblies, newsletters, school website Praising children who are entering and leaving assemblies quietly, showing good behaviour during assembly	🔴🟡🟢			
				12 months: Attitudes to school survey- classroom behaviour at or better than 3.5	🔴🟡🟢	Attitudes to School data improved		
Focus on publicising parent input and extra curricula	All school teams to continue to develop modes of communication to inform and support productive partnerships between the school and the wider	Team leaders, Maureen	Each term	6 months: Curriculum overviews	🔴🟡🟢			
				12 months:	🔴🟡🟢	Parent opiniom survey data omprvement		

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Promote and embed partnerships between parents and staff	community – curriculum overviews, PYP community night, Student Led conferences , Extra curricula information readily available on the school website Information to parents on terms in parent survey **Build a parent database to involve and include parents in genuine ways**	Ann, Maureen Ann, Staff, Maureen		Parent Opinion survey – Parent input at or above 5.0 Extra curricula at or above 4.75 Data base on parent input		
Review student and staff wellbeing structure.	Review role of staff and student welfare officer Ensure all stakeholders are aware of Student Safety, Engagement And Well Being Policy, Child Safety policy Continue work on essential agreements Reinforce positive classroom behaviour Utilise restorative practices Continued focus on student attendance- **target Y.6 attendance** Y. 6 team to actively encourage regular attendance- e.g. non campers, Class teacher and AP to follow up absences **Trust in colleagues -** Work on strategies in Transforming Schools 1.Respect – essential agreement, Code of Conduct for all staff 2.Competenance- acknowledging and celebrating success 3. Personal Regard for others- social activities, 4.Integrity- highlight responsibility, responding to emails, arrive on time to meetings, share relevant information Regularly review essential agreement and team norms **Shielding and Buffering** Limit interruptions that interfere with learning Publicise - Parent code of conduct, parent complaint policy, Involvement in Respectful Schools Program Highlight support structures for staff	Leadership Staff induction session Class teachers, leaders Class teachers, AP Leaders		6 months: Attendance data improved Staff morale positive 12 months:	🔴 🟡 🟢 🔴 🟡 🟢	Improved data in Staff opinion survey	

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	Promote teacher and student leadership
OTHER IMPROVEMENT MODEL DIMENSIONS	Building strong leadership team Develop the capabilities of leadership teams Instructional and shared leadership Vision values and culture clearly evident Build a culture focussed on improvement
STRATEGIC PLAN TARGETS	New initiative
12 MONTH TARGETS	Improved student data Positive feedback in PLT review In Staff Opinion survey - Shielding and buffering from 67.8% to 70%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Promote teacher and student leadership	Mentor new leaders- regular meetings with APs, leadership group Provide PD opportunities for new leaders **e.g. Marzano PD** PD for team leaders e.g. Thinking and learning conference APs will: • communicate clear expectations- 2017 focus poster, regular unpacking of AIP • collect artefacts of practice • have teams present work at staff meetings • intervene in teams where necessary • meet weekly with all leaders • infuse evidence and proven coaching and feedback methods Review PLT norms , each term PLT survey at end of year Continue to develop Y.6 Leadership program Continue to develop Y.5 Buddies program	Principal, AP s	On ongoing Weekly leaders meetings PD May, 2017	6 months: Professional Review meeting with evidence of support and confidence as a leader Leaders attend PD Poster of 2017 focus PLT norms, review Staff meetings where artefacts, data shared Students actively involved in leadership program Positive feedback from Y. 5 and Prep students, teachers and parents re buddy program	🔴 🟡 🟢	Notes from Professional Reviews Attendance at PD		
				12 months: Professional Review meeting with evidence of support and confidence as a leader Feedback from PLT reviews Feedback from staff survey Staff opinion survey – shielding and buffering at or above 70% Student reflections show confidence in leadership Positive feedback from Y. 5 and Prep students, teachers and parents re buddy program	🔴 🟡 🟢	Improved student data – Naplan, PAT, Vic Curriculum Improved data on staff opinion survey High results in PLT review Positive student reflections		

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Section 4: Annual Self-Evaluation

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	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 cohort's analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koori, 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: