

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Moonee Ponds Primary School**

Year: **2017**

School number: **3987**

Based on strategic plan: **2015-2018**

Endorsement:

Principal **Matthew Bott** [29<sup>th</sup> March, 2017]

Senior Education Improvement Leader **Mona Malouf** [29<sup>th</sup> March, 2017]

School council **Scott Cutler** [29<sup>th</sup> March, 2017]

## Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> <li>To improve the learning growth of every student in literacy and numeracy.</li> <li>To ensure that students are at the centre of their learning.</li> <li>To develop active, inspired and courageous citizens across the school.</li> <li>To develop and optimise resources so that MPPS is a world class, inclusive and collaborative learning community.</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	<b>Community engagement in learning</b>	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.

The key academic focus for School Strategic Plan 2014-18 is that all students achieve more than a year's growth in 12 months. In 2014, a percentage of students were not achieving 12 months growth. There are two groups of students who are defined in this group; students who are performing below expected and students who are performing above expected. Our higher performing students make up a larger percentage of those not achieving the growth. The way to reduce this low growth will be through an explicit focus on building practise excellence particularly through our work on the GANAG instructional model with Professor Jane Pollock and numeracy coaching, and developing curriculum planning and assessment to ensure alignment across the school and fidelity between what is being planned for and what is being taught.

### 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.

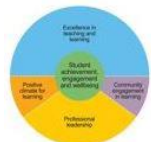
Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> <li>Build the instructional practice of every teacher so that there is consistency and high quality across the school.</li> </ul>
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>Build the guaranteed and viable curriculum.</li> <li>Ensure a whole school process for setting challenging goals and effective feedback for every student and teacher.</li> <li>Build the professional learning teams (PLT's) across the school.</li> </ul>



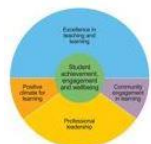
# Section 2: Improvement Initiatives

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.

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build the instructional practice of every teacher so that there is consistency and high quality across the school.	<ul style="list-style-type: none"> <li>▪ Further teacher professional learning of the nine high yield strategies with focus on the role of the student in the learning.               <ul style="list-style-type: none"> <li>○ Introduction to GANAG focus sessions</li> <li>○ Intermediate GANAG focus sessions</li> <li>○ Leadership GANAG focus sessions</li> </ul> </li> <li>▪ Strengthen communication pathways with home (home school partnerships) around the GANAG instructional model and the purpose and role of this instructional approach in supporting student learning.               <ul style="list-style-type: none"> <li>○ Information night/classroom visits</li> <li>○ Literacy Parent Partnerships program</li> <li>○ Information booklets</li> <li>○ Newsletter schedule: Teaching and Learning page (alternating GANAG, Literacy, Numeracy)</li> <li>○ Blog</li> <li>○ Regular information sharing through other electronic and print media.</li> </ul> </li> </ul>	Prin/AP	End of Term 4	6 months:	● ● ●			
		PLT leaders Prin/AP	End of Term 4	12 months:	● ● ●			
	<ul style="list-style-type: none"> <li>▪ Finalise the MPPS Teaching and Learning Framework.</li> <li>▪ Continue to build online portal to publish the MPPS Teaching and Learning Framework and supporting documents for staff to access.</li> </ul>	Prin/AP Leadership Team	End of Term 2	6 months:	● ● ●			
			End of Term 4	12 months:	● ● ●			



Build the professional learning teams (PLT's) across the school.	<ul style="list-style-type: none"> <li>Review and embed Individual Learning Improvement Plan (ILIP) process</li> <li>Differentiation – supporting 12 months growth for all students.</li> </ul>		End of Term 1	<b>6 months:</b> <ul style="list-style-type: none"> <li>That PLTs are meeting the needs of the students through targeted curriculum planning/differentiation and that this is reflected in students having more than 12 months' growth in 12 months.</li> <li>Student, Teacher and Parents have a shared understanding of the Individual Learning Improvement plan for their child (ILIP process adhered to).</li> </ul>	● ● ●			
				<b>12 months:</b>	● ● ●			
	<ul style="list-style-type: none"> <li>Maintaining data continuums to track student growth in reading, writing and number</li> <li>Professional learning around the pre- and post-assessments to drive planning in literacy, numeracy and integrated.</li> <li>Build in consistent moderation practises as part of the meeting schedule.</li> <li>PLTs use the moderation documents to support the regular moderation of writing and number against the standards.</li> </ul>	Prin/AP /Teachers	Ongoing	<b>6 months:</b>	● ● ●			
		Prin/AP and PLTs	Ongoing	<b>12 months:</b> <ul style="list-style-type: none"> <li>Data continuums used and formally updated at the end of each term to track student growth in reading, writing and number.</li> <li>PLTs use moderation documents to support the moderation of writing and number as part of the meeting schedule.</li> <li>Moderation is scheduled across teams to ensure consistency through the school.</li> <li>Build the collective responsibility for all students amongst PLTs and the planning.</li> </ul>	● ● ●			
	<ul style="list-style-type: none"> <li>Targeted coaching in literacy (writing) and numeracy to scaffold PLT use of data to drive planning, collective efficacy and high quality teaching. <ul style="list-style-type: none"> <li>Numeracy Leader released to coach/model during writing blocks (3 hours per week)</li> <li>Literacy Leader released to coach/model during writing blocks (3 hours per week)</li> <li>Numeracy Consultant (Chris Botheras) to work with all staff in classes and support numeracy teaching and learning.</li> <li>Literacy Consultant (Terri Campbell) to work with all staff in classes and support writing teaching and learning.</li> </ul> </li> </ul>	Literacy Leader	Term 2 – Term 4	<b>6 months:</b>	● ● ●			
		Prin/Numeracy Leaders	Ongoing	<b>12 months:</b> <ul style="list-style-type: none"> <li>PLTs have a shared approach and understanding around teaching and learning in numeracy and writing.</li> <li>PLTs are able to provide and receive feedback around curriculum, instruction and assessment through the coaching model and reflect on this as part of the P&amp;D process.</li> </ul>	● ● ●			
	<ul style="list-style-type: none"> <li>Further development of PLT leaders and Learning Area Leaders and the leadership capacity of staff. <ul style="list-style-type: none"> <li>Targeted professional learning and CRT resources to support staff to participate in further learning: BASTOW, Leadership</li> </ul> </li> </ul>	Prin/AP/Staff	Ongoing	<b>6 months:</b>	● ● ●			
				<b>12 months:</b> <ul style="list-style-type: none"> <li>PLTs are able to work effectively together to improve student learning.</li> </ul>	● ● ●			



	<p>days each term, leadership meetings (scenarios/professional reading, regular meetings – ICT, science, literacy, numeracy)</p> <ul style="list-style-type: none"> <li>○ Learning walks – defining and using these to evaluate the effectiveness and impact of the AIP priorities of GANAG, literacy and numeracy.</li> </ul>			<ul style="list-style-type: none"> <li>• PLT leaders/Learning Area Leaders are able to articulate successes and challenges in working with staff through the meeting schedule and P&amp;D process.</li> <li>• Collective efficacy as reflected in the School Staff remains above All School Data.</li> </ul>				
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# Section 2: Improvement Initiatives

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<b>STRATEGIC PLAN TARGETS</b>	<p><b>School growth (mean)*:</b> That the school growth mean is above 1.0 in reading, writing and numeracy at every year level from year 1 – year 6.</p> <table border="1" data-bbox="540 428 1466 634"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">Reading</th> <th colspan="4">Writing</th> <th colspan="4">Numeracy</th> </tr> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2018</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2018</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.04</td> <td>0.93</td> <td>1.10</td> <td>1.1</td> <td>0.98</td> <td>0.97</td> <td>0.95</td> <td>1.0</td> <td>0.90</td> <td>0.84</td> <td>1.08</td> <td>1.0</td> </tr> <tr> <td>2</td> <td>1.13</td> <td>1.06</td> <td>1.09</td> <td>1.2</td> <td>1.00</td> <td>1.05</td> <td>0.98</td> <td>1.1</td> <td>1.04</td> <td>1.16</td> <td>1.04</td> <td>1.1</td> </tr> <tr> <td>3</td> <td>1.06</td> <td>0.81</td> <td>0.98</td> 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Reading	2014	19.35%	41.94%	38.71%
	2015	14.71%	41.18%	44.12%
	2016	16.7%	63.9%	19.4%
	2018	10%	50%	40%
Writing	2014	9.68%	51.61%	38.71%
	2015	11.76%	41.15%	47.06%
	2016	22.9%	48.6%	28.6%
	2018	10%	50%	40%

**Student Attitudes to School Survey Targets:**

That the percentile is in the 3<sup>rd</sup> quartile\* and the targets are as set out below:

Years 5		2014		2015		2016		2018
Secondary Order Factor	Factor Name	mean score	Percentile	mean score	Percentile	mean score	Percentile	mean score
Student Relationships	Classroom Behaviour	3.10	39.9	4.47	93.2	3.68	71.2	3.8
Teaching and Learning	Learning Confidence	4.06	46.6	4.11	55	4.18	63.5	4.3
	Student Motivation	4.47	33.9	4.49	39.6	4.49	42.5	4.7

Years 6		2014		2015		2016		2018
Secondary Order Factor	Factor Name	mean score	mean score	mean score	Percentile	mean score	Percentile	mean score
Student Relationships	Classroom Behaviour	3.60	57.2	4.4	90.4	4.02	79.7	4.0
Teaching and Learning	Learning Confidence	4.29	70.1	4.22	58	4.21	60.7	4.5
	Student Motivation	4.56	38.9	4.51	34.1	4.66	63.3	4.8

**School Staff Survey: School Climate Targets:**

That the mean score for each component below is at or above "all primary school" mean and the percentage endorsement is as listed below.

Component	2014		2015		2016		2018
	MPPS*	STATE*	MPPS*	STATE*	MPPS*	STATE*	% endorsement
Collective responsibility	83.56 (86.7%)	86.92 (88.2%)	79.81 (78.7%)	86.94 (88.2%)	82.3 (81.7)		≥ 90%
Collective focus on student learning	81 (80%)	86.74 (87.6%)	79.72 (77.8%)	87.01 (87.7%)	81.8 (81.3)		≥ 90%
Guaranteed and viable curriculum	76.27 (70%)	81.10 (78%)	76.94 (73.6%)	81.04 (77.6%)	75.3 (75.3)		≥ 85%

\* Results for each component are listed as a mean score with the percentage endorsement (quantity of positive responses) in brackets. The component mean score is that for Prin/Teach

**Parent Opinion Survey Data Targets:**

That the school mean is in the 3<sup>rd</sup> quartile (when plotted as a percentage when ranked against state-wide school mean) and the targets as set out below:

Component	2014 School Mean (percentile)	2015 School Mean (percentile)	2016 School Mean (percentile)	2018 School Mean
School Improvement	5.38 (13.8)	5.65 (35.8)	5.39 (17.2)	5.70
Learning Focus	5.58 (22.9)	5.97 (63.6)	5.76 (42.9)	5.80
Homework	5.12 (27.5)	5.24 (45.5)	5.26 (55.6)	5.30

Reading	2017	12/20	68/50	20/30
	ACTUAL			
Writing	2017	20	50	30
	ACTUAL			

**Student Attitudes to School Survey Targets:**

That the percentiles are in the 3<sup>rd</sup> quartile and the targets are as set out below:

Years 5		2017	2017 ACTUAL
Secondary Order Factor	Factor Name	mean score	Mean score (percentile)
Student Relationships	Classroom Behaviour	3.7	
Teaching and Learning	Learning Confidence	4.2	
	Student Motivation	4.6	

Years 6		2017	2017 ACTUAL
Secondary Order Factor	Factor Name	mean score	Mean score (percentile)
Student Relationships	Classroom Behaviour	4.1	
Teaching and Learning	Learning Confidence	4.3	
	Student Motivation	4.7	

**School Staff Survey: School Climate Targets:**

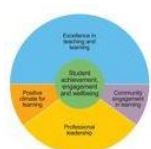
That the mean score ≥ "all primary school" and the percentage endorsement as listed below:

Component	2017	2017 ACTUAL
	% endorsement	Mean score (% endorsement)
Collective responsibility	85	
Collective focus on student learning	85	
Guaranteed and viable curriculum	85/80	

**Parent Opinion Survey Data Targets:**

That the school mean is in the 3<sup>rd</sup> quartile and the targets as set out below:

Component	2017 School Mean	2017 ACTUAL
		Mean (percentile)
School Improvement	6.0	
Learning Focus	6.0	
Homework	5.5	

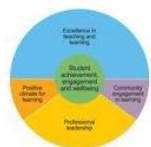


KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
<b>Build the guaranteed and viable curriculum.</b>	Finalise the MPPS Teaching and Learning Framework.  <ul style="list-style-type: none"> <li>Continue to add (collect and create documents) for the Teaching and Learning framework portal.</li> </ul>	Prin/AP/Leadership Team  Prin/AP/Leadership Team	Term 2  Ongoing	6 months:  12 months: <ul style="list-style-type: none"> <li>All teachers have a shared understanding of teaching and learning at MPPS and there is consistency across the school as evidenced in planning documents and learning walks.</li> <li>The T&amp;L framework document and portal is used to support teaching and learning.</li> </ul>	● ● ● ● ● ●				
	Finalise the MPPS Integrated Studies Scope and Sequence document for compliance with Victorian Curriculum.  Professional Learning for Victorian Curriculum for staff.  Develop assessment tasks/tools i.e. rubrics for each integrated studies unit linked back to the continuum of learning/standards in each learning area.	AP/Prin/Leadership team	End of term 4	6 months:  12 months: <ul style="list-style-type: none"> <li>Scope and Sequence documents (spelling, writing, numeracy, integrated studies) demonstrate alignment with the Victorian Curriculum. The Integrated Scope and Sequence reflects a concept based approach.</li> <li>All students are confidently assessed using various assessment tools that are aligned directly to the standards for Integrated Studies.</li> </ul>	● ● ● ● ● ●				
	Numeracy Leader to support PLTs in improving the planning, teaching, assessing and documenting of the numeracy curriculum.  <ul style="list-style-type: none"> <li>Numeracy coaching timetable developed with teachers (Numeracy Leader &amp; Numeracy Consultant)</li> <li>Timetable to support Numeracy Leader working with teams as part of planning week for each term.</li> <li>School finances and human resources utilised to support implementation.</li> </ul> Writing Consultant to support PLTs in improving the planning, teaching, assessing and documenting of the writing curriculum.  Literacy Leader allocated time to:  <ul style="list-style-type: none"> <li>support PLTs in improving the planning, teaching, assessing and documenting of the reading curriculum.</li> <li>support PLTs in implementing a consistent reading block structure and assessment schedule.</li> </ul>	Learning Area Leads/Prin/AP/Team Leaders	Ongoing	6 months:  12 months: <ul style="list-style-type: none"> <li>Increased teacher confidence and consistency in the planning, teaching and assessing of numeracy, reading and writing and knowledge of the curriculum and the continuum of learning.</li> <li>Teachers adhering to the MPPS assessment schedule</li> </ul>	● ● ● ● ● ●				





<p><b>Ensure a whole school process for setting challenging goals and effective feedback for every student and teacher.</b></p>	<p>Review GANAG goal setting (based on standards in "kid speak") and scoring – as a tool for feedback for the teacher</p> <ul style="list-style-type: none"> <li>Professional learning in GANAG <ul style="list-style-type: none"> <li>Introduction to GANAG focus sessions for new staff (four classroom teachers)</li> <li>Intermediate GANAG focus sessions for existing staff (six classroom teachers)</li> <li>PLTs to discuss and support implementation.</li> </ul> </li> <li>Review of current unit and weekly planning documents for goal setting and scoring: <ul style="list-style-type: none"> <li>are they linked back to standards,</li> <li>are they in kid speak,</li> <li>are they linked to the "application" in the lesson.</li> </ul> </li> </ul>	Prin/AP	End of Term 4	<p>6 months: <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span></p> <p>12 months: <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span></p> <ul style="list-style-type: none"> <li>Students are interacting with the goal and staff are using this feedback to differentiate their teaching (feedback for instruction).</li> <li>Students know and understand what their current level of achievement is (where they are up to in their learning) and have ownership and clarity over their future learning goals (where to next).</li> <li>Students know ways to seek and use feedback other than solely from the teacher.</li> </ul>			
	<p>Staff participate in collegiate visits at least twice a year as part of the P&amp;D process and debrief as part of the PLT structure.</p> <p>Learning walk processes and protocols to be discussed and finalised and scheduled with a focus on GANAG (with team leaders), literacy &amp; numeracy (learning area leaders).</p>	Staff	End of term 4	<p>6 months: <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span></p> <p>12 months: <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span></p> <ul style="list-style-type: none"> <li>Collegiate visits embedded as part of the P&amp;D process.</li> <li>Learning walks embedded as part of the leadership P&amp;D process and to support ongoing monitoring and planning for achieving the AIP milestones.</li> </ul>			
	<p>Build up Literacy and Numeracy conference resources – published videos, prompt examples and proformas/templates.</p> <ul style="list-style-type: none"> <li>Professional Learning sessions in meeting schedule on conferencing.</li> <li>Updating documentation on the Teacher Share drive and as part of the teaching and learning framework.</li> </ul>	Learning Area Leaders: literacy & numeracy	End of Term 3	<p>6 months: <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span></p> <p>12 months: <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span></p> <ul style="list-style-type: none"> <li>Student conferences are held weekly and data collected is used to:</li> <li>Provide feedback to students (consolidate understanding and set learning goals)</li> <li>Develop curriculum planning documents (weekly and term planners).</li> </ul>			

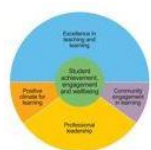


# Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To develop and optimise resources so that MPPS is a world class, inclusive and collaborative learning community. (PRODUCTIVITY)																																																																																																																									
OTHER IMPROVEMENT MODEL DIMENSIONS	POSITIVE CLIMATE FOR LEARNING																																																																																																																									
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<b>Build and maintain a stimulating and orderly learning environment across the school.</b>	Finalise and implement the expectations for stimulating and orderly learning environment in the MPPS Teaching and Learning Framework. <ul style="list-style-type: none"> <li>Curriculum Planning Framework</li> <li>ILIPs</li> <li>Agreed approach to behaviour management</li> <li>Literacy and Numeracy expectations</li> <li>GANAG expectations</li> </ul> <ul style="list-style-type: none"> <li>Program Budgets used to support learning environment with adequate core resources as per the literacy and numeracy expectations.</li> <li>Documenting resources in learning spaces for monitoring and future planning (core resources in each classrooms).</li> <li>Learning walks by leadership to audit learning spaces in terms of:               <ul style="list-style-type: none"> <li>Stimulating and orderly learning environment.</li> <li>OHS compliant</li> </ul> </li> </ul>	Prin/AP	End of Term 4	6 months:	● ● ●			
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# Section 3: Other Improvement Model Dimensions

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					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build the home / school parent partnership.	<ul style="list-style-type: none"> <li>Finalise and complete "sustaining" modules for eSmart accreditation.</li> <li>Finalise and complete core, waste and energy modules for Resource smart certification.</li> </ul>	ICT Leader	Term 4	6 months:	● ● ●			
		Sustainability Leader	Term 4	12 months: <ul style="list-style-type: none"> <li>eSmart accreditation</li> <li>Increased awareness and safe use of ICT by teachers, students and parents.</li> <li>Resource smart accreditation.</li> <li>Increased sustainable use of resources within the school in terms of biodiversity, energy, waste and water.</li> </ul>	● ● ●			
	<ul style="list-style-type: none"> <li>Review and update the MPPS Home Learning/Practice policy.</li> </ul>	Prin/AP/ School Council		6 months:	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>Shared understanding of home learning practises to support student learning growth.</li> </ul>	● ● ●			
	<ul style="list-style-type: none"> <li>Upload procedures and expectations of staff in following up attendance to the Teaching and Learning framework.</li> <li>Reduce absences through implementation of education programs for parents regarding the impact of absences on learning. <ul style="list-style-type: none"> <li>Utilise school communication pathways (newsletter, website etc) to educate school community on reducing absences – including the impact on learning.</li> </ul> </li> </ul>	Prin/AP		6 months:	● ● ●			
		Prin/AP		12 months: <ul style="list-style-type: none"> <li>That classroom teachers are following up when there is an absence and addressing engagement issues when relevant.</li> <li>Reduced number of unexplained absences and absences as reflected in attendance data.</li> <li>Community understanding of the negative impact of absences of student learning.</li> </ul>	● ● ●			



# 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	<b>Building practice excellence</b>	Yes	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Yes	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	Select	Select status	
	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>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	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>Considerations for 2018:</b>				

