

Annual Implementation Plan: for Improving Student Outcomes

School name: Burwood Heights Primary School

Year: 2017

School number: 4932

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Esther Wood 14/12/2016

Senior Education Improvement Leader: Rod Williamson 14/12/2016

School council Rob Nash 14/12/2016

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
<ul style="list-style-type: none"> Improve student performance in Literacy and Numeracy Ensure all students are extended beyond indicative levels in Science. Enhance teaching and learning programs which maximise student levels of motivation and engagement. Improve student transition from kindergarten through Years Prep to Six and into secondary schooling. To provide an inclusive, safe, orderly and stimulating learning environment for all members of the school community. Provide effective fiscal, human and physical resources across the school in order to maximise improved student learning outcomes.

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.

Setting expectations and promoting inclusion has been selected due to the results in the Attitudes to school survey (Classroom Behaviour results were our lowest score with Grade 5 mean 3.47 & Grade 6 mean 3.67), the increasing Chinese population in the school, the diverse backgrounds both culturally and financially in the school and the high number of D & I students and students with severe behaviour disorders. Student results in Speaking and Listening did not meet the target mid-year with only 7% achieving above the expected standard when the target was 18% to achieve above, so a focus on setting high expectations for Speaking and Listening will also be important. Our extra-curricular survey in 2016 suggested Gymnastics and Lego were areas of high interest for students so we will organise for programs to be offered at a lunchtime next year. Many of the goals within our Strategic Plan involve offering a range of programs to promote inclusion of all students so this is an important area for us to continue to focus on.

Community Engagement in Learning has been selected due to our Parent Opinion survey results which while even more positive in most areas this year compared to 2015, dropped significantly in 'Parent Input' down 16.6 from 2015 and 'Reporting' was also down 2.9 from the 2015 results. Due to our 'Parent Input' results being lower than 2015, we created our own survey to see what parents considered parent input and what they might like input into. Most of the parents actually considered input to be when they are involved in the school, not necessarily when they get to share their opinion on something, so we need to consider more ways to involve our parents. We also need to look at our reporting format and see if we can improve the way we are reporting to parents. The parent survey from the kindergarten suggested the parents really like the more personal nature of their newsletter so this is something we will try and implement in the school, by having level newsletters. There are also many goals within our strategic plan that focus on involving the school community so this is also a key area we need to continue to focus on in 2017.

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)
Setting expectations and promoting inclusion	<ul style="list-style-type: none">• Cater for the increase in Chinese families starting at the school• Provide more opportunities for students to speak in public• Writing and Speaking and Listening goals for all students• Students to be taught the tools and skills to develop positive and self-regulating behaviours• Schools vision, values and expectations made clear to the students• Increase safety measures for students• Provide more opportunities for students to be involved in programs and feel connected to the school/kindergarten
Building communities	<ul style="list-style-type: none">• School leaders to be well known in the school community• Students to be involved in the community• Parents and other community members to be involved at the school• More options for parents to communicate with the school• Increase facilities and resources available to support families in need

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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.

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> Improve student performance in Literacy and Numeracy Ensure all students are extended beyond indicative levels in Science Enhance teaching and learning programs which maximise student levels of motivation and engagement. To provide an inclusive, safe, orderly and stimulating learning environment for all members of the school community. Provide effective fiscal, human and physical resources across the school in order to maximise improved student learning outcomes. Improve student transition from kindergarten through Years Prep to Six and into secondary schooling. 							
IMPROVEMENT INITIATIVE		Setting expectations and promoting inclusion							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> By 2018 we will have maintained 90% of students to be assessed at (AusVELS standards) A, B or C in both English and Mathematics – This target has now been changed to the new Victorian Curriculum in the 12 month targets. A minimum of 30% (an increase of 10%) of students to be assessed at above expected levels in Writing Years Prep to 6. A minimum of 20% (an increase of 5%) of students to be assessed at above expected levels in Speaking and Listening Years Prep to 6. NAPLAN means to remain at above SFO like school levels for each year of the Strategic Plan. 90% of students in Grades Five and Six to participate in a Real Life Adventure over a two year period. (Currently 60% of Grade Five and Six students have participated.) Student Attitudes to School Survey to remain in the fourth quartile in teaching and learning for all cohorts for each year of the Strategic Plan. Student Attitudes to School Survey mean levels in the areas of Discipline, Behaviour, Safety and Wellbeing to be in the fourth quartile for all years of the Strategic Plan. Parent Opinion of Behaviour Management and Classroom Behaviour to remain in the fourth quartile for each year of the Strategic Plan. Student absence rates to be below State means over the term of the Strategic Plan. (We are currently slightly above the state mean.) Overall score of the Staff Opinion Survey to remain above state mean and above 600 over the life of this Strategic Plan. Parent Opinion Survey satisfaction levels to remain in the fourth quartile for Transitions for each year of the Strategic Plan. 							
12 MONTH TARGETS		<ul style="list-style-type: none"> In 2017 we will have 90% of students to be assessed at Victorian Curriculum standards A, B or C in both English and Mathematics. (New curriculum so unable to compare to previous data) A minimum of 30% of students to be assessed at above expected levels in Writing Years Prep to 6. A minimum of 20% of students to be assessed at above expected levels in Speaking and Listening Years Prep to 6. 90% of students in Grades Five and Six to participate in a Real Life Adventure over a two year period. (78% of Grade Five and Six students participated during the 2015 & 2016 time-frame.) Student Attitudes to School Survey to remain in the fourth quartile in teaching and learning for all cohorts for each year of the Strategic Plan. Student Attitudes to School Survey mean levels in the areas of Discipline, Behaviour, Safety and Wellbeing to be in the fourth quartile for all years of the Strategic Plan. Parent Opinion of Behaviour Management and Classroom Behaviour to remain in the fourth quartile for each year of the Strategic Plan. Student absence rates to be below State means over the term of the Strategic Plan. (We do not have the data yet for the end of 2016) Overall score of the Staff Opinion Survey to remain above state mean. Parent Opinion Survey satisfaction levels to be in the fourth quartile for Transitions. 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
1	Cater for the increase in Chinese families starting at the school	<ul style="list-style-type: none"> Employ an ethnic aide who has been trained to do interpreting. Trial Mandarin as a subject in Prep by employing someone who can speak Mandarin. 	Principal	By the start of the 2017 school year	6 months: <ul style="list-style-type: none"> Ethnic aide has interpreted for parents in the school and kindergarten at least a few times each week Prep students are having weekly Mandarin lessons. 12 months: <ul style="list-style-type: none"> Ethnic aide has interpreted for parents in the school and kindergarten at least a few times each week Prep students have had weekly Mandarin lessons all year. Ethnic aide to assist where necessary with transition 	● ● ●		\$30,000	



					<ul style="list-style-type: none"> Parent Opinion Survey satisfaction levels to remain in the fourth quartile for Transitions. 				
2	Provide more opportunities for students to speak in public	<ul style="list-style-type: none"> Organise an outside company to run a debating program Provide more opportunities for student Leaders to speak at assemblies and introduce themselves at the start of the year Prep transition leaders to welcome new families Enter students in Public Speaking competitions Leaders on gates at the start and end of the school day to welcome families as they enter and exit the school. A timetable will be created by the student leaders. 	Principal and Senior School Coordinator	Throughout the year	<p>6 months:</p> <ul style="list-style-type: none"> Debating course has been run for Senior School students. Leaders introduced themselves at assembly at the start of the year Leaders have been welcoming families at the start and end of the day at the school gates. 	● ● ●		User pay	
					<p>12 months:</p> <ul style="list-style-type: none"> Student leaders welcomed families at Prep Transition Some students entered a Public Speaking Competition Leaders have been welcoming families at the start and end of the day at the school gates, each week. A minimum of 30% of students to be assessed at above expected levels in Speaking and Listening in Grades 5 & 6. 	● ● ●		\$50.00	
3	Writing and Speaking & Listening Goals for all students	<ul style="list-style-type: none"> All students in Prep to have learning goals set for them for Semester Two. In Junior and Middle school goals are set and monitored at least once each term with the teacher and some students will be working towards independently setting goals. Senior school students to set and monitor learning goals with their teacher in Semester One and independently set goals in Semester Two. 	Class teachers	Throughout the year	<p>6 months:</p> <ul style="list-style-type: none"> Grade One – Six to have set and monitored Writing and Speaking & Listening Learning goals at least twice. 	● ● ●			
					<p>12 months:</p> <ul style="list-style-type: none"> Prep – Grade Six to have set and monitored Writing and Speaking & Listening learning goals at least once each term A minimum of 30% of students to be assessed at above expected levels in Writing Years Prep to 6. A minimum of 20% of students to be assessed at above expected levels in Speaking and Listening Years Prep to 6. 	● ● ●		Literacy Intervention - \$81,000	
4	Students to be taught the tools and skills to develop positive and self-regulating behaviours	<ul style="list-style-type: none"> P. D. for all staff – Bryan Jeffrey (anxiety) Mindful Movement Program is being expanded into self-monitoring, self-regulation and creativity. More classes to be involved in the program with two Senior School classes also being included in the program. All staff to attend some P.D. Teachers involved in the program to attend fortnightly P.D. All staff to spend time teaching their students the tools and skills to develop positive and self-regulating behaviours. 	Principal, Curriculum Coordinator and Teachers	Bryan Jeffrey P.D. in Term Three. Mindful Movement P.D. in Term One and throughout the year.	<p>6 months:</p> <ul style="list-style-type: none"> Mindful Movement P.D. to have taken place in Term One. Evidence in P.D. planner. 	● ● ●		\$6,000 MMP	
					<p>12 months:</p> <ul style="list-style-type: none"> Bryan Jeffrey's P.D. on anxiety to have taken place in Term Three. Evidence in P.D. planner. Written reflections from the staff who were involved in the Mindful movement program show an increase in positive and self-regulating behaviours in their students. Student Attitudes to School Survey mean level in Wellbeing to be in the fourth quartile. 	● ● ●		\$3,500 P.D.	
5	Schools vision, values and expectations made clear to the students	<ul style="list-style-type: none"> Orientation Book – not only used for the first two weeks of the year but referred to again at the start of each term – revise behaviour policy, class rules, school values and whole school expectations. All new students who arrive throughout the year to receive a 	Class teachers	Start of each term Throughout the year as new students arrive	<p>6 months:</p> <ul style="list-style-type: none"> Copy of the orientation books provided to the students 	● ● ●			
					<p>12 months:</p> <ul style="list-style-type: none"> Orientation books to have been referred and the behaviour policy, class rules, school values and whole school expectations to have been revised at the start of each term. Evidence in planners. 	● ● ●			



		simplified orientation booklet to read thorough with their teacher.			<ul style="list-style-type: none"> Student Attitudes to School Survey mean levels in the areas of Discipline, Behaviour and Safety to be in the fourth quartile. 				
6	Increase safety measures for students	<ul style="list-style-type: none"> High fences – inclusion Daniel Morcombe Child Safety Curriculum Review our Behaviour Management process, procedures and policies. 	Principal Curriculum Coordinator and Class teachers All staff	By the end of the year	6 months: <ul style="list-style-type: none"> The Behaviour management process, procedures and policies have been discussed and reviewed. Notes from the discussion to be recorded. 12 months: <ul style="list-style-type: none"> High fences to surround the school property Daniel Morcombe Child Safety Curriculum to have been taught in each level and be evident in planners. Student Attitudes to School Survey mean levels in the areas of Discipline, Behaviour and Safety to be in the fourth quartile. Parent Opinion of Behaviour Management and Classroom Behaviour to be in the fourth quartile. 	● ● ●		\$25,000 fence	
7	Provide more opportunities for students to be involved in programs and feel connected to school/kindergarten	<ul style="list-style-type: none"> Additional programs that will cater for inclusion at lunchtimes (Gymnastics and Lego Lab). Students to be informed of these programs through announcements at assembly and through the extra-curricular timetable on display throughout the school. Lego Lab will have very clear rules to ensure it is a safe space and everyone understands the parameters. Real Life adventures to continue to be offered to students in Grades Four to Six. Teachers to encourage as many students as possible to apply for adventures. Trialling Dance sessions in the kindergarten. Employ someone to go into the kinder to run the dance sessions. D & I students to attend shopping programs with other students – weekly. Continue to develop programs in the Outdoor Learning Classroom 	Principal, Chris Rhyder, Monique Flowers, Senior School teachers, Bek Volz, Ann Masters, Sue Barclay and the Integration team.	This needs to be continuous throughout the year.	6 months: <ul style="list-style-type: none"> Extra-Curricular Timetable includes Gymnastics and Lego Lab 12 months: <ul style="list-style-type: none"> Interested students to have attended Gymnastics or Lego Lab. Lists of students who have taken part. 90% of students in Grades Five and Six to participate in a Real Life Adventure over a two year period. (78% of Grade Five and Six students participated during the 2015 & 2016 time-frame.) Kindergarten students to have been taught dance. D & I students who would benefit to have been involved in the shopping program. List of students involved in the program. Student absence rates to be below State means. 	● ● ●		\$2,000 RLA – User pay & \$500 & staff costs Shopping program \$1,000 Outdoor learning classroom - \$5,000 & \$15,000 for staff	
8	All teachers to have the opportunity to analyse Literacy and Numeracy student results data throughout the year on a whole school and individual class basis.	<ul style="list-style-type: none"> Time will be spent in whole school meetings and level meetings to analyse Literacy and Numeracy Data each term. This will inform Individual Learning Plans. 	Principal, Curriculum Coordinator, English Coordinator, Mathematics Coordinator and Level Coordinators	This needs to be continuous throughout the year.	6 months: <ul style="list-style-type: none"> Student performance data in Literacy and Numeracy has been recorded and discussed in a whole school meeting. Student performance data in Literacy and Numeracy has been recorded and discussed in Level meetings several times a term. At the end of 2017 we will have 90% of students to be assessed at Victorian Curriculum standards A, B or C in both English and Mathematics. 	● ● ●			



					12 months: <ul style="list-style-type: none"> Student performance data in Literacy and Numeracy has been recorded and discussed in whole school meetings several times during the year. Student performance data in Literacy and Numeracy has been recorded and discussed in Level meetings several times a term. We will have 90% of students to be assessed at Victorian Curriculum standards A, B or C in both English and Mathematics. 	● ● ●			
9	Continuation of teacher moderation processes in writing including analysis of writing samples from other classes and schools.	<ul style="list-style-type: none"> Writing Moderation to occur in Level teams at least once each term before or after school. Writing Moderation to be timetabled for the whole school at least once each semester. Curriculum Coordinator to source writing samples from other schools to assist with the Writing Moderation Process. The Writing Moderation folder to be updated to include new samples for the Victorian Curriculum. 	Curriculum Coordinator, Level Coordinators and all teachers who teach Writing.	This needs to be continuous throughout the year.	6 months: <ul style="list-style-type: none"> Writing moderation to have occurred each term in level teams and each semester as a whole staff. Evidence of these moderation times. (Work samples and timetable) 	● ● ●			
					12 months: <ul style="list-style-type: none"> Writing moderation to have occurred each term in level teams and each semester as a whole staff. Evidence of these moderation times. (Work samples and timetable) A minimum of 30% of students to be assessed at above expected levels in Writing Years Prep to 6. 	● ● ●			
10	Ongoing development of Individual Education Plans for at risk students including those who require intervention.	<ul style="list-style-type: none"> Review Individual Learning Plans for students every term for students at risk and once a semester for students achieving above the standard. New staff will be trained by the Curriculum Coordinator in how to write and create Individual Learning Plans Teachers will be provided with data from December 2016 to show who needs an Individual Learning Plan. They will again be given data after the mid-year reports. Class teachers will write Individual Learning Plans. Class teachers will provide a copy of their ILPs to the Principal Class teachers will refer to the Individual Learning Plans when doing their weekly planning in order to cater for individuals. 	Principal, Class teachers & Curriculum Coordinator	This needs to be continuous throughout the year.	6 months: <ul style="list-style-type: none"> All students who are at risk or achieving above or below the expected level have individual learning plan goals. These goals have been reviewed and signed by parents. Evidence in teachers' planners that they are catering for individuals. 	● ● ●			
					12 months: <ul style="list-style-type: none"> All students who are at risk or achieving above or below the expected level have individual learning plan goals. These goals have been reviewed and signed by parents at least twice during the year. Evidence in teachers' planners that they are catering for individuals. 	● ● ●			
11	Ensuring that the daily learning intent for all classes is displayed and reviewed at the conclusion of each day.	<ul style="list-style-type: none"> Learning intent is included in the work program and on display in the classroom each day. Teachers will revise using W.A.L.T. (We are learning to....) and W.I.L.F (What I'm Looking For) to easily give the learning intention of a lesson and the key success 	All teachers & Curriculum Coordinator	This needs to be continuous throughout the year.	6 months: <ul style="list-style-type: none"> Evidence in planners of learning intent. Reflections from teachers Collegiate Observations in Term One. 	● ● ●			
					12 months: <ul style="list-style-type: none"> Evidence in planners of learning intent. 	● ● ●			



		<ul style="list-style-type: none"> criteria. <ul style="list-style-type: none"> Collegiate Observations in Term One will have an added focus of observing how the teacher makes the learning intention clear and if the students know what they are learning. 			<ul style="list-style-type: none"> Student survey in Junior, Middle and Senior school at least once each term that demonstrates they understand what they are learning each day. 				
12	Further developing the Mindful Movement Program and provision of staff professional development to further bolster student engagement levels.	<ul style="list-style-type: none"> Mindful Movement Program to be implemented in some classes across all levels of the school. Kathryn Baeppler will be employed to instruct classes and teachers. Staff will receive some P.D. 	Principal, Nadia Butta, Sharlene Dobby, Bek Volz, Jaiden King, Amanda Ekonomides, Clare Matthews & Kathryn Baeppler	All year	6 months: <ul style="list-style-type: none"> Weekly lessons have been taught by Kathryn Baeppler 12 months: <ul style="list-style-type: none"> Planners documenting Mindful Movement lessons Teacher reflections on impact on student focus and concentration Student reflections on impact of doing the program 	● ● ●			\$6,000
13	Further enhance student engagement through a Robotics Programme and Film Making.	<ul style="list-style-type: none"> Film making and Coding programs to be further developed and offered to students in Grades Three to Six. Addition of a program to cater for the Grade Two students Weekly sessions with two designated staff. Students apply to be involved in a four to six week program. Extension program so students are removed from other classes for these sessions. The program will continue to develop based on students' interests and needs. Coding to be introduced to all the Senior school students. 	Chris Rhyder , Tom Baeppler & Steven Paneras	All year	6 months: <ul style="list-style-type: none"> All Senior students attending weekly coding lessons Bright Sparks program running each week with small groups of students from Grades Two to Six. 12 months: <ul style="list-style-type: none"> Timetable of program and list of students involved. Feedback from students on level of engagement and interest. Feedback from staff on if there has been further engagement in the classroom and to school. Students' Attitude to School Survey results to be in the fourth quartile for Engagement 	● ● ●			\$5,000 & staff costs
14	Extra Curricula programme based on student interest to be further developed.	<ul style="list-style-type: none"> Extra Curricula programs to be reviewed at the end of the year. All students to complete a survey regarding what extra-curricular activities they do and what they might like offered. Student numbers in each extra-curricular activity collected at the end of the year to ascertain how many students are involved in each activity. 	Julien Miet, Lauren Redlich, Nadia Butta, Jacqui Carslake, Mindi Bakopanos, Chris Rhyder, Bek Volz, Ann Master, Sue Barclay, Jaiden King and Jennifer Whiteoak.	End of year	6 months: <ul style="list-style-type: none"> Most popular suggestions from 2016 survey results, Gymnastics and Lego Lab, to have been introduced to the extra-curricular program. 12 months: <ul style="list-style-type: none"> Student survey on Extra Curricula activities will have been administered and results collated and distributed to staff. 	● ● ●			
15	Enter community based activities such as the Whitehorse Spring Festival, Oxfam Music Festival, etc. to provide students with	<ul style="list-style-type: none"> Provide the opportunity for students to join choir, dance and Glee groups, taught by staff with the specific skills. Sign the school up for festivals and performances throughout the year Organise permission forms, costumes and performance orders. Allow different groups to perform at 	Principal, Julien Miet, Jennifer Whiteoak, Lauren Redlich, Denise Cooper, Nadia		6 months: <ul style="list-style-type: none"> Choir, Dance and Glee groups to have started rehearsals. The school has signed up for the Oxfam Music Festival and Whitehorse Spring Festival The choir has performed at the Peter James Centre 12 months: <ul style="list-style-type: none"> Students have performed at the Oxfam Music 	● ● ●			



	a purpose for learning songs and dance routines.	different events to maximise the number of students who perform at a community event throughout the year.	Butta and Ann Masters		<ul style="list-style-type: none"> Festival and Whitehorse Spring Festival. Choir to have performed at the R.S.P.C.A. 				
16	Ongoing development of the Kids Hope program across the school.	<ul style="list-style-type: none"> Through a consultative process the Kids Hope Program policies and processes will be reviewed and refined on an annual basis Regularly liaise with the Kids Hope Co-ordinator Identification of students with high needs and match a mentor with them 	Kids Hope Coordinator and Principal's Assistant	Ongoing – Weekly	6 months: <ul style="list-style-type: none"> Students in need are matched with a mentor and meet with them weekly 	● ● ●			
					12 months: <ul style="list-style-type: none"> Student feedback on attending the sessions is positive Feedback from the Kids Hope Mentors – Weekly forms completed Annual lunch with parents, Kids Hope Mentors, teachers and students involved in the program. Student absence rates to be below State means 	● ● ●		\$200.00	
17	Workforce planning focussing on future leadership capacity and succession planning.	<ul style="list-style-type: none"> Develop a Burwood Heights Primary School workforce plan based on the new Strategic Plan which will include a designated Staff Leadership Capacity Building Professional Development Program. Provide leadership opportunities for several staff in the school. Co-ordinators to attend conferences and read articles to be exposed to different ways of thinking. Provide the opportunity for individuals to trial original ideas and programs 	Principal, Curriculum Co-ordinator and Leadership team	Throughout the year as things alter	6 months:	● ● ●			
					12 months: <ul style="list-style-type: none"> Documentation of the workforce plan. Staff have attended conferences and P. D. sessions. Write up of attendance at Professional Development sessions and when appropriate run internal Professional Development sessions for staff. 	● ● ●		\$10,000	
18	Workforce Planning effectively considers students and their needs regarding class sizes, class combinations, specialists and removal of programmes that are no longer relevant.	<ul style="list-style-type: none"> All staff will be asked to complete a workforce planning form which will allow them an opportunity to share their ideas Management committee will be asked to consider different options for class size and specialist programs after being given key information regarding finances. All teacher roles will be clarified and this document will be available in the staff manual which all staff receive Performance and Development plans will be discussed throughout the year and teachers will have the option to be coached in particular areas to assist them to achieve their goals. 	Principal and all staff	Whole year	6 months: <ul style="list-style-type: none"> Timetable of staff professional development for Term One and Term Two. Report to staff when staff visit other schools 	● ● ●			
					12 months: <ul style="list-style-type: none"> Timetable of staff professional development for Term Three and Term Four Report to staff when staff visit other schools Workforce planning document completed by all staff Management committee discusses options for class sizes and specialist programs is documented in a Management Meeting agenda. Overall score of the Staff Opinion Survey to remain above state mean. 	● ● ●			
19	Ongoing staff professional development with other school and networks to build relationships with out of same zone schools.	<ul style="list-style-type: none"> Provide opportunities for teachers to visit other schools to look at programs that interest them Continue to be involved in the Victorian Government Continuous Improvement Cluster 	Principal and all staff	Throughout the whole year	6 months: <ul style="list-style-type: none"> Documentation of attendance at meetings with other network and/or visits to other schools. 	● ● ●			
					12 months: <ul style="list-style-type: none"> Documentation of attendance at meetings with other network and/or visits to other schools. 	● ● ●			



20	Further enhancement of school resources particularly in the areas of ICT provision, Robotics and Film Making, Real Life Adventures, Performing Arts and Science	<ul style="list-style-type: none"> • Access finance through outside organisations for Science and technology provisions. • Look at innovative ways of using the internal resources. • Networking with outside organisations like, 'Schools Connect'. • Principal to apply for grants to enhance programs • Encouraging outside organisations to come into partnership with us. 	Principal , teachers involved in the programs and key personnel from outside organisations, for example 'The Grosvenor Foundation'	As required or as grants are available	6 months: <ul style="list-style-type: none"> • Successfully gain grant money or have an organisation come on board for a project 	● ● ●			
					12 months: <ul style="list-style-type: none"> • Successfully gain grant money or have an organisation come on board for a project 	● ● ●			
21	Whole school transition sessions held and time provided for teachers to hand over information from Kindergarten to the school, within the school and exiting to secondary schools.	<ul style="list-style-type: none"> • Principal to be in the Departments Transition - Expert Advisory Group. The Prep and Kindergarten teachers to be co-opted as required. • Transition into Three Year Old Kinder • Transition into Four Year Old Kinder • Prep Pre-transition sessions in Term Two • Kinder students to visit the Prep room in Term Three • Prep Transition sessions in Term Four • Whole school transition sessions and transition lunch set in Term Four • Secondary school information and discussion sessions held with Grade Six students in Term Four. • Handover of student information internally to be held over several nights to ensure teachers have time to handover current students' information and at another time receive new information. 	Principal, Principal's Assistant, Vicki Fahey, Laura Dennis, Nicole Blanchard, Prep Teachers and Senior School Teachers.	Prep Transition Timeline set in Term One. Whole School transition sessions set in Term Three. Secondary information sessions planned in Term Three to be run in Term Four	6 months: <ul style="list-style-type: none"> • Pre-Prep transition sessions times in Term Two to have been distributed to the community. 	● ● ●			
					12 months: <ul style="list-style-type: none"> ▪ Transition timeline clearly documented and distributed to school community through notices, school website and school newsletter. ▪ Timetable for handing over student information ▪ Parent Opinion Survey satisfaction levels to be in the fourth quartile for Transitions. 	● ● ●		\$9,000	



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To provide an inclusive, safe, orderly and stimulating learning environment for all members of the school community. 							
IMPROVEMENT INITIATIVE		Building communities							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Student Attitudes to School Survey mean levels in the areas of Discipline, Behaviour, Safety and Wellbeing to be in the fourth quartile for all years of the Strategic Plan. Parent Opinion of Behaviour Management and Classroom Behaviour to remain in the fourth quartile for each year of the Strategic Plan. Student absence rates to be below State means over the term of the Strategic Plan. <i>(We do not yet have the 2016 data yet.)</i> 							
12 MONTH TARGETS		<ul style="list-style-type: none"> Student Attitudes to School Survey mean levels in the areas of Discipline, Behaviour, Safety and Wellbeing to be in the fourth quartile. Parent Opinion of Behaviour Management and Classroom Behaviour to be in the fourth quartile. Student absence rates to be below State means. <i>(We do not yet have the 2016 data yet.)</i> 							
KEY IMPROVEMENT STRATEGIES		ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
						Progress Status	Evidence of impact	Budget	
								Estimate	YTD
22	School leaders to be well known in the school community	<ul style="list-style-type: none"> School leaders to visit the playgroup Provide more opportunities for student Leaders to speak at assemblies and introduce themselves at the start of the year Prep transition leaders to welcome new families at Prep transition Leaders on gates at the start and end of the school day to welcome families as they enter and exit the school 	Principal, Emily Whitelaw and Vicki Fahey	Throughout the year	6 months: <ul style="list-style-type: none"> School leaders to have introduced themselves at assembly in Term One. School leaders to have visited the playground School leaders to have created a timetable for gate duty. 12 months: <ul style="list-style-type: none"> Student leaders to have welcomed families on arrival at Prep transition sessions. 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
23	Students to be involved in the community	<ul style="list-style-type: none"> Strathdon Intergenerational Project to involve a group of students to go and sing or play music for elderly patients. Students in Choir, Dance and Glee to perform at Oxfam Music Festival, Whitehorse Spring Festival and The Peter James Centre 	Principal, Sue Barclay, Choir teacher, Jen Whiteoak, Julien Miet, Denise Cooper, Nadia Butta and Lauren Redlich		6 months: <ul style="list-style-type: none"> Students to have performed at the Peter James Centre 12 months: <ul style="list-style-type: none"> Students to have performed at the Oxfam Music Festival and Whitehorse Spring Festival Students to have taken part in the Strathdon Intergenerational Project. Students to provide feedback on their involvement in the Strathdon Intergenerational Project. 	● ● ●		\$1,000	
24	Parents and other community members to be	<ul style="list-style-type: none"> Parent Literacy sessions to be offered to train parents in the Multi-sensory Approach to Literacy 	Principal, Vicki Fahey, English	Throughout the year	6 months: <ul style="list-style-type: none"> Parent Literacy Sessions have been run Adult English classes for beginners and Advanced take place weekly 	● ● ●		Adult English \$500.00	Parent/Co



	involved at the school	<ul style="list-style-type: none"> Adult English classes beginners and Advanced Parent/ Community cooking classes in the schools Homecrafts centre Parent Dance in Term Four Parents can do duty in the kindergarten, which can allow a migrant parent to learn English in an informal setting Kindergarten Art show separate from School Art Show Level newsletters to be sent home at least once each term. A list of ways parents can assist at the school to be sent home at the start of the year that they can tick if they would like to be contacted to assist with something. Parents will continue to be spoken to at Level Information Nights about how they can be involved. Family barbeques for each level and the kindergarten to be run to allow parents to socialise with each other and the staff. 	Committee, Jen Whiteoak, Kindergarten Teachers and Level Coordinators		<ul style="list-style-type: none"> Parent/Community cooking classes take place several times each term. Parents have been invited to assist by doing duty in the kindergarten. Parents were provided with a list of ways they could assist at the school and asked to return the list if they were willing to help. The details of parent volunteers was then distributed to staff. Parents were spoken to at Information night on ways they can be involved in the school. 			Community Cooking \$500 Art Show \$300	
					12 months: <ul style="list-style-type: none"> Adult English classes for beginners and Advanced take place weekly Parent Dance classes were taught weekly in Term Four Kindergarten Art show was run separate from the school Art Show. Parent Opinion of Behaviour Management and Classroom Behaviour to be in the fourth quartile. Parent Opinion survey results of 'Parent Input' to be above 50 (47.5 in 2016) 	● ● ●		BBQs \$1,000	
25	More options for parents to communicate with the school	<ul style="list-style-type: none"> Ethnic aide to translate any articles or notices that are highly relevant and available to translate for the school and kindergarten when parents need a meeting or just want to ask a question Compass to be considered and if introduce which will ultimately lead to a Parent portal in the future. We will start with parents being able to use the system to book their Parent Teacher Interviews. Two Interim reports, two formal written reports and two interviews to increase communication to increase formal communication with parents. Continue to encourage parents to sign up to the TiqBiz application through the newsletter and at the Prep Transition sessions for parents. 	Principal, Ethnic Aide, Chris Rhyder, Vicki Fahey and Class Teachers.	Throughout the year and at key reporting times	6 months: <ul style="list-style-type: none"> Important articles and notices to have been translated into Mandarin. A decision has been made on which program to use for reports in 2017 An interim report, one formal written report and one parent-teacher interview for each student in Semester One. TiqBiz app has sent out at least one message each school week. 	● ● ●		\$30,000 TiqBiz \$500 Compass \$1,500	
					12 months: <ul style="list-style-type: none"> An interim report, one formal written report and one parent-teacher interview for each student in Semester Two. Vicki to speak about signing up for the app TiqBiz to receive reminders will be mentioned in the Prep transition sessions. TiqBiz app has sent out at least one message each school week. Parent Opinion survey results for 'Reporting' to be above 74 (69.2 in 2016) 	● ● ●			
26	Increase facilities and resources available to support families in need	<ul style="list-style-type: none"> Onsite Dentist for two days School to contact Louise Centre to provide tax assistance when required for families Development of a scholarship for two students through the Adult Migrant Resource Centre. This scholarship will provide monetary assistance for 	Principal & other staff when required	Throughout the year as required	6 months: <ul style="list-style-type: none"> Dentist to be on site two days each week Two students to have been selected for the scholarship 	● ● ●		User pay	
					12 months: <ul style="list-style-type: none"> Dentist to be on site two days each week Student absence rates to be below State means 	● ● ●		\$1,000	



		<p>excursions, clothing or any other requirements for school.</p> <ul style="list-style-type: none"> The school will continue to support families in need through accessing assistance from State Schools Relief, providing breakfast or lunch for student when required and other assistance when required. 							
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Section 3: Other Improvement Model Dimensions – All our strategic plan goals were included within the two initiatives we selected.

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
OTHER IMPROVEMENT MODEL DIMENSIONS		[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]						
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ● ● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			

Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				

