

# Annual Implementation Plan: for Improving Student Outcomes

School name: Balwyn High School

School number: 7550

Year: 2017

Based on strategic plan: 2014-2017

## Endorsement

Principal Deborah Harman

Senior Education Improvement Leader Sharon Saitlik

School Council Debbie McLennan, President

## 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 provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs</li> <li>To improve Literacy outcomes for all students at all levels of ability, including EAL learners</li> <li>To provide a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.</li> <li>To ensure all students experience a consistent, seamless, one six year experience</li> <li>To build student capacity to become more resilient, self-reflective learners and productive school citizens</li> <li>To ensure the allocation and performance of resources optimises the achievement, engagement and wellbeing of all students.</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.

Balwyn High School will undertake its Strategic Review in the second half of this year. With the introduction of the new Victorian Curriculum the school must ensure that all curriculum planning, documentation, assessment and reporting reflects the highest standards to ensure that all of our students make at least one year of progress each year. Our co-curricular program will be extended this year to provide valuable, enriching and engaging learning opportunities to students from Years 7-12.

Our school community will have the highest numbers of students in our history, and our changing demographic poses challenges for our teaching staff to cater for the increasing number of EAL learners as well as students across the continuum. We will commit a range of resources to support students of all abilities, as well as provide programs that engage, connect, acknowledge and empower them as learners.

Balwyn High School is also renowned for its explicit Vision and Values statement, our four Pillars of Learning and our Shared Learning Norms that reflect our practices. Together with these, the new VCAA General Capabilities need to be deliberately addressed, assessed and reported on for students and their parents. It is timely that our reporting processes – through Compass Learning Tasks as well as in our Progress and Semester reporting are audited and improved to better reflect the progress of students towards our desired 'Balwyn High School learner profile'.

Our commitment to pastoral care and student health and wellbeing will be enhanced in 2017 with our suite of whole of year level programs that will be directed to addressing the results of our ATSS in the areas of 'Student Distress' and 'Student Morale'.



### 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)  |
|--|---|
| Curriculum Planning and Assessment           | <ul style="list-style-type: none"><li>• Embedding of new Victorian Curriculum</li><li>• Continuing to meet the needs of all BHS learners – differentiation, rigour, EAL, ILPs</li><li>• Development of quality rubrics – including desired learner profile (general capabilities)</li><li>• Revision of BHS Reports – Progress and Semester</li></ul> |
| Setting expectations and promoting inclusion | <ul style="list-style-type: none"><li>• Introduction of new tutorial program</li><li>• Expansion of student voice to build connectedness and engagement</li><li>• Wellbeing programs across the school</li><li>• Addressing students at risk</li></ul>  |



Framework for Improving Student Outcomes

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

| <b>STRATEGIC PLAN GOALS</b>  |  | <ul style="list-style-type: none"> <li>To provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs</li> <li>To improve Literacy outcomes for all students at all levels of ability, including EAL learners</li> </ul>   |  |  |                 |  |          |     |
|--|--|--|--|--|-----------------|--|----------|-----|
| <b>IMPROVEMENT INITIATIVE</b>                                      |  | <b>Curriculum Planning and Assessment</b>  |  |  |                 |  |          |     |
| <b>STRATEGIC PLAN TARGETS</b>                                      |  | <ul style="list-style-type: none"> <li>All teachers assign accurate AUSVELS levels based on multiple sources of assessment</li> <li>For Year 9 NAPLAN results to achieve a minimum: Reading: 620, Writing: 620, Spelling: 630 and Grammar: 630</li> <li>Maintain a VCE study score median of at least 33</li> <li>No VCE Study with lower than 10% of 40s study scores</li> <li>Maintain school % of VCE study scores of 40 and above at or above 20%</li> <li>ATSS – Teacher Effectiveness –to exceed 60<sup>th</sup> percentile</li> </ul> |  |  |                 |  |          |     |
| <b>12 MONTH TARGETS</b>  |  | <ul style="list-style-type: none"> <li>All teachers assign accurate AUSVELS levels based on multiple sources of assessment</li> <li>For Year 9 NAPLAN results to achieve a minimum: Reading: 620, Writing: 620, Spelling: 630 and Grammar: 630</li> <li>Maintain a VCE study score median of at least 33</li> <li>No VCE Study with lower than 10% of 40s study scores</li> <li>Maintain school % of VCE study scores of 40 and above at or above 20%</li> <li>ATSS – Teacher Effectiveness –to exceed 60<sup>th</sup> percentile</li> </ul> |  |  |                 |  |          |     |
| KEY IMPROVEMENT STRATEGIES   | ACTIONS  | WHO  | WHEN   | SUCCESS CRITERIA   | MONITORING      |  |          |     |
|  |  |  |  |  | Progress Status | Evidence of impact   | Budget   |     |
|  |  |  |  |  |                 |  | Estimate | YTD |
| [Drafting Note report here the KIS from the previous summary page] | [Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]  | [Drafting Note report here the person responsible]   | [Drafting Note report here the timeframe for completion] | 6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]<br>12 months:   | ● ● ●           | [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |          |     |
| <b>Introduction and documentation of new Victorian Curriculum</b>  | <ul style="list-style-type: none"> <li>Continued implementation of the Victorian Curriculum with a focus on embedding the Capabilities within the framework of the Shared Learning Norms.</li> <li>Heads of Learning to audit Common Assessment Tasks to ensure Victorian Curriculum Capabilities are being explicitly taught assessed and reported upon alongside an agreed framework for their assessment.</li> <li>Director of Curriculum and Heads of Learning to provide professional development of staff to support the development of tools to assign learning progression.</li> </ul> | Director of Curriculum, Heads of Learning, Curriculum Design Team, Assessment & Reporting  | Throughout 2017  | 6 months: <ul style="list-style-type: none"> <li>Creation of survey feedback tools for staff and students to evaluate the Victorian Curriculum implementation for useability, accessibility and efficacy.</li> <li>Auditing of the curriculum, including coversheets to ensure that all strands and sub-strands are explicitly taught, assessed and reported upon.</li> <li>Professional Development and development of resources to support cross marking processes for Year 7-10.</li> <li>Development of staff survey to assess confidence in assigning progression according to Victorian Curriculum Achievement Standards.</li> </ul> | ● ● ●           |  |          |     |



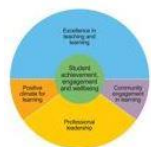
|  |  |  |  |  |       |   |  |  |
|--|--|--|--|--|-------|---|--|--|
|  | <ul style="list-style-type: none"> <li>• Director of Curriculum and Heads of Learning to provide professional development of staff to support the development of resources for benchmarking and cross-marking purposes.</li> <li>• Director of Curriculum and Learning to work with CDT to review the implementation of the 2017 Year 10 program and to evaluate the potential for increased flexibility and student choice in Science and Humanities studies in Year 10 for 2018.</li> <li>• Director of Curriculum, CDT and Assessment and reporting to support agreed assessment processes developed by Assessment and Reporting to ensure that the philosophy underlying the Victorian Curriculum is clearly evident in classrooms and synergistic with our learning norms and pillars of learning.</li> </ul>   |  |  | <p>12 months:</p> <ul style="list-style-type: none"> <li>• Increased staff confidence in using assessment instruments to allocate progression in the Victorian Curriculum.</li> <li>• Differentiation evident in student reporting results.</li> <li>• Flexibility of curriculum delivery and continued innovation at Year 10 in response to student learning data and local needs.</li> </ul> <p>Curriculum units of work presented at 'Final Conversations' demonstrate consideration and application of "instructive assessment" underlying the approach to the design and implementation of the learning sequence.</p>   | ● ● ● |   |  |  |
| <b>Continuing to meet the needs of all BHS learners – differentiation, rigour, EAL, ILPs</b>     | <ul style="list-style-type: none"> <li>• Continued implementation of PLTs with a focus on exemplary lessons which reflect a shared understanding of the Balwyn High School Learning Norms.</li> <li>• Leading teachers and others nominated as expert teachers are filmed in the classroom and these videos are used as part of the Professional Learning program in the school.</li> <li>• Continued PD delivered by Director of Pedagogy based on e5 and How Learning Works, ensuring staff instructional practice enables them to meet the needs of all learners in the school, ensuring a safe and stimulating learning environment.</li> <li>• Continued PD delivered by Director of International Relations, through Heads of Learning and Learning Area meetings, ensuring that staff continue to develop their capacity to meet the literacy needs of EAL learners.</li> <li>• Delivery of PD to English/EAL staff to ensure effective implementation of new Literacy initiatives (QuickSmart and CARS and STARS)</li> </ul> | <p>Leadership Team and Heads of Learning</p> | <p>Beginning at the start of 2017 and carried on throughout the year</p> | <p>6 months:</p> <ul style="list-style-type: none"> <li>• All staff are participating in the designated PLT process and all staff, student and collegiate feedback on practice indicates improvement on AITSL Classroom Practice Continuum. All staff documentation available on OneNote.</li> <li>• Staff have commenced P&amp;D process that incorporates Professional Learning Teams and classroom observations (including through Learning Labs) and has supported staff with clear targets, an evidence based model of review and provided clarity of requirements. Transparently observable through use of OneNote.</li> <li>• A video library of exemplary teacher practice has begun to be collated and shared through PLT and Learning Area meetings.</li> <li>• Director of Pedagogy and Director of International Relations have presented in at least half of the Learning Area meetings regarding EAL literacy and highly effective instructional practice.</li> <li>• All Year 7 and 8 English/EAL teachers have provided feedback regarding the use of CARS and STARS and this data has been acted on appropriately.</li> </ul> | ● ● ● | <p>Data collected demonstrates an improvement in staff ability to embed the learning norms in their practice.</p> <p>ATS data shows an improvement in Student Safety and Stimulating Learning</p> <p>Anecdotal feedback (from students, parents, teachers) and student reporting data on ILPs shows that their learning is being positively impacted.</p> <p>Students performance on their final CARS and STARS reading tests shows and improvement in reading ability.</p> |  |  |
|  |  |  |  | <p>12 months:</p>  | ● ● ● |   |  |  |
| <b>Development of quality rubrics – including desired learner profile (general capabilities)</b> | <ul style="list-style-type: none"> <li>• Heads of Learning and Assessment and Reporting reach agreement on the elements of a quality rubric.</li> <li>• Development of consistent practice throughout the school on key elements of rubrics.</li> <li>• The incorporation the Victorian Curriculum, in particular general capabilities into rubrics.</li> </ul>  |  |  | <p>6 months:</p> <ul style="list-style-type: none"> <li>• Key indicators agreed around what makes a successful rubric.</li> <li>• Rubrics in use indicate implementation of agreed strategies</li> <li>• Victorian Curriculum General Capabilities into rubrics</li> <li>• Links to rubrics and learner profile observable</li> </ul>  | ● ● ● |   |  |  |
|  |  |  |  | <p>12 months:</p>  | ● ● ● |   |  |  |

|   |   |  |         |   |       |  |  |  |
|---|---|--|---------|---|-------|--|--|--|
|   | <ul style="list-style-type: none"> <li>Rubrics reflect our desired learner profile including the skills and dispositions we want our learners to possess as outlined in our pillars of learning and shared learning norms.</li> </ul>   |  |         | <ul style="list-style-type: none"> <li>Common agreement and consistent implementation of Victorian Curriculum General Capabilities into rubrics</li> </ul>  |       |  |  |  |
| <b>Revision of BHS Progress Reports and Semester Reports to recognise and acknowledge the BHS learner</b> | <ul style="list-style-type: none"> <li>Assessment and Reporting Committee undertakes audit of Progress Reports and Semester Reports for alignment with General Capabilities and BHS Pillars of Learning and Shared Learning Norms</li> <li>New templates discussed with staff, students and parents to determine final formats</li> <li>Staff undertake professional development with rubrics that appropriately cater for the BHS learner</li> <li>Teacher and Student Attributes evidenced by implementation of Shared Learning Norms adopted by staff and students through professional learning activities and in tutorial program</li> </ul> | A & R Committee<br><br>Heads of Learning<br><br>Principal's Advisory Group<br><br>School Council | Ongoing | 6 months: <ul style="list-style-type: none"> <li>New Progress Report ready for implementation at end of Term 3 for all students</li> <li>New Semester Report format ready for implementation in Semester Two</li> <li>All staff explicitly address Shared Learning Norms and General Capabilities in classroom activities</li> <li>Shared Norms evidenced in BHS Reporting and VCE Profiles</li> <li>Teacher PRP documentation demonstrates assessment and reporting to General Capabilities and Shared Learning Norms</li> </ul> | ● ● ● |  |  |  |
|   |   |  |         | 12 months: <ul style="list-style-type: none"> <li>New BHS Reporting formats in place for 2018</li> <li>All new staff for 2018 inducted with Shared Learning Norms and Reporting practices</li> <li>BHS Graduate profile finalised for inclusion in VCE Profiles</li> </ul>  | ● ● ● |  |  |  |



## Section 2: Improvement Initiatives

| <b>STRATEGIC PLAN GOALS</b>  |  | <ul style="list-style-type: none"> <li>To provide a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking</li> <li>To ensure all students experience a consistent, seamless, one six year experience</li> <li>To build student capacity to become more resilient, self-reflective learners and productive school citizens</li> </ul>  |   |  |   |  |          |     |
|--|--|---|---|--|---|--|----------|-----|
| <b>IMPROVEMENT INITIATIVE</b>                                      |  | <b>Setting expectations and promoting inclusion</b>   |   |  |   |  |          |     |
| <b>STRATEGIC PLAN TARGETS</b>                                      |  | <ul style="list-style-type: none"> <li>ATSS - Stimulating Learning - to the 70<sup>th</sup> percentile or greater.</li> <li>Parent Opinion Survey – Transitions - to 6.3</li> <li>To keep VCE subject changes to less than 10% between Unit 1 and Unit 2 and Unit 2 and Unit 3.</li> <li>To achieve a 95% or greater sign up of Year 7 and 10 laptops</li> <li>Real retention rate to exceed 80%</li> <li>ATSS – Student Distress – to exceed the 50<sup>th</sup> percentile at all year levels</li> <li>Parent Opinion Survey – Social Skills to achieve a minimum of 75<sup>th</sup> percentile</li> <li>Attendance at all year levels to exceed 92%</li> </ul> |   |  |   |  |          |     |
| <b>12 MONTH TARGETS</b>  |  | <ul style="list-style-type: none"> <li>ATSS - Stimulating Learning - to the 70<sup>th</sup> percentile or greater.</li> <li>Parent Opinion Survey – Transitions - to 6.3</li> <li>To keep VCE subject changes to less than 10% between Unit 1 and Unit 2 and Unit 2 and Unit 3.</li> <li>To achieve a 95% or greater sign up of Year 7 and 10 laptops</li> <li>Real retention rate to exceed 80%</li> <li>ATSS – Student Distress – to exceed the 50<sup>th</sup> percentile at all year levels</li> <li>Parent Opinion Survey – Social Skills to achieve a minimum of 75<sup>th</sup> percentile</li> <li>Attendance at all year levels to exceed 92%</li> </ul> |   |  |   |  |          |     |
| KEY IMPROVEMENT STRATEGIES   | ACTIONS  | WHO   | WHEN  | SUCCESS CRITERIA   | MONITORING  |  |          |     |
|  |  |   |   |  | Progress Status   | Evidence of impact   | Budget   |     |
|  |  |   |   |  |   |  | Estimate | YTD |
| [Drafting Note report here the KIS from the previous summary page] | [Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]  | [Drafting Note report here the person responsible]  | [Drafting Note report here the timeframe for completion]          | 6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]<br>12 months:   | <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span> | [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |          |     |
| <b>Introduction of new tutorial program</b>                        | <ul style="list-style-type: none"> <li>Audit existing program and determine areas for improvement</li> <li>Develop new curriculum/program where required with relevant year level links to our Vision and Values</li> <li>Publish the new tutorial program</li> <li>Provide professional development for tutorial teachers</li> <li>Inform Heads of Learning so support can be provided</li> <li>Review as the program progresses</li> </ul> | Director of Student Services, Assistant Director of Student Services, Tutorial teachers   | Beginning at the start of 2017 and carried on throughout the year | 6 months: <ul style="list-style-type: none"> <li>The program is finalised for the entire year</li> <li>Review is conducted on the new program after Term 1</li> <li>Higher percentage of students completing the Semester 1 tutorial goals as evidenced in their semester report.</li> <li>Positive feedback from tutorial teachers</li> </ul> | <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span> |  |          |     |
|  |  |   |   | 12 months: <ul style="list-style-type: none"> <li>Review is conducted at the end of the year</li> <li>Higher percentage of students completing the Semester 2 tutorial goals as evidenced in their semester report.</li> <li>Positive feedback from tutorial teachers and students</li> </ul>  | <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span> |  |          |     |
|  |  | Principal, Director of  | Beginning at the start  | 6 months: <ul style="list-style-type: none"> <li>Increased student leader attendance at meetings</li> </ul>  | <span style="color:red">●</span> <span style="color:yellow">●</span> <span style="color:green">●</span> |  |          |     |



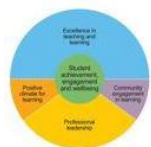


|   |  |  |   |  |                |  |
|---|--|--|---|--|----------------|--|
| <b>Expansion of student voice to build connectedness and engagement</b> | <ul style="list-style-type: none"> <li>• Improve attendance of student leaders at designated meetings to ensure the widest range of feedback is gathered</li> <li>• Increased House competitions to be facilitated by House Captains to improve connectedness through a wide range of activities</li> <li>• Liaise with other schools to develop a 'schools student forum' to share student leadership strategies</li> <li>• Investigate new student leadership positions</li> <li>• Review the responsibilities of student leadership positions to focus on connectedness</li> </ul>  | Student Voice, House Coordinator   | of 2017 and carried on throughout the year                        | <ul style="list-style-type: none"> <li>• More House run events</li> <li>• Introduction of new leadership positions in Term 1</li> <li>• New leadership responsibilities implemented</li> </ul> 12 months: <ul style="list-style-type: none"> <li>• Facilitation of a schools' student leadership forum</li> <li>• Review the effect of the changed role of House Captains</li> </ul> Survey student leaders on the effectiveness of student leadership at Balwyn High School in 2017   | ● ● ●          |  |
| <b>Wellbeing programs across the school</b>                             | <ul style="list-style-type: none"> <li>• Assess the suitability of the 2016 wellbeing programs determining possible areas for further enhancement</li> <li>• Liaise with the Student Wellbeing Managers, Heads of Learning and Student Wellbeing Committee about the new program needs</li> <li>• Cost the program and contact providers</li> <li>• Liaise with the daily organiser as to when the various programs will occur</li> <li>• Communicate the wellbeing program with the school community</li> <li>• Review as the program progresses and seek student feedback</li> </ul> | Assistant Principal, Director of Student Services, Assistant Director of Student Services, Student Services Team, Student Learning and Wellbeing Managers                          | Beginning at the start of 2017 and carried on throughout the year | 6 months: <ul style="list-style-type: none"> <li>• Ongoing review of each year level program/intervention</li> <li>• Positive feedback sourced from student services, student learning and wellbeing managers, teachers and students</li> </ul> 12 months: <ul style="list-style-type: none"> <li>• Ongoing review of each year level program/intervention</li> <li>• Positive feedback sourced from student services, student learning and wellbeing managers, teachers and students</li> </ul> Make any changes – if any, to the 2018 program, and make the necessary program bookings | ● ● ●<br>● ● ● |  |
|   | <ul style="list-style-type: none"> <li>• Identify students who are at risk of disengaging due to either educational or emotional needs</li> <li>• Investigate the sources of disengagement</li> <li>• Development of a re-engagement plan in consultation with key shareholders including the student</li> <li>• Review as the program progresses</li> </ul>   | Assistant Principal, Director of Student Services, Assistant Director of Student Services, Student Services Team, Student Learning and Wellbeing Managers Directors of Sub Schools | Ongoing   | 6 months: <ul style="list-style-type: none"> <li>• Accurate recording of the interventions</li> <li>• An improvement in student engagement and outcomes</li> <li>• Positive feedback from key shareholders</li> <li>• Productive review of key strategies</li> </ul> 12 months: <ul style="list-style-type: none"> <li>• Accurate recording of the interventions</li> <li>• An improvement in student engagement and outcomes</li> <li>• Positive feedback from key shareholders</li> </ul> Productive review of key strategies  | ● ● ●<br>● ● ● |  |



## Section 3: Other Improvement Model Dimensions

| <b>STRATEGIC PLAN GOALS</b>   |  | [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]            |   |   |                 |   |          |     |
|---|--|---|---|---|-----------------|---|----------|-----|
| <b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>                           |  | [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)]   |   |   |                 |   |          |     |
| <b>STRATEGIC PLAN TARGETS</b>                                       |  | [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]        |   |   |                 |   |          |     |
| <b>12 MONTH TARGETS</b>   |  | [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] | ● ● ●           | [Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |          |     |
|   |  |   |   | 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  | <b>Building practice excellence</b>   | 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.] |
|  | <b>Curriculum planning and assessment</b>   | Select  | Select status    |  |
|  | Evidence-based high impact teaching strategies                                    | Select  | Select status    |  |
|  | Evaluating impact on learning   | Select  | Select status    |  |
| Professional leadership  | <b>Building leadership teams</b>  | Select  | Select status    |  |
|  | Instructional and shared leadership   | 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>Next Steps:</b>   |   |   |                  |  |

