

# Annual Implementation Plan: for Improving Student Outcomes

School name: Cranbourne East Secondary College

School number: 0889

Endorsement:

Principal Mande Strickland

December 2016

School Council Rebecca Griffiths

December 2016

Year: 2017

Based on strategic plan: 2016 - 2019

Senior Education Improvement Leader Peter Greenwell

December 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"> <li>To improve every student's achievement, across all ability and year levels, ensuring that each student is appropriately challenged and supported to grow and exceed their potential</li> <li>To foster a safe and supportive environment and culture, one that promotes positive relationships, our values and school pride.</li> <li>To build a reputation within the community that values positive partnerships with parents and other community members and promotes the success of students and the school</li> <li>Build a culture of collaboration</li> </ul>

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.

#### 2.1 EXCELLENCE IN TEACHING AND LEARNING: Building practice excellence

NAPLAN relative growth trend is improving and moving towards state benchmark in all domain areas with numeracy making significant improvement in high growth from Year 7 to 9. Membership of UMNOS and the appointment of a success coordinator in 2017 will build the capacity of teachers to use data to improve student outcomes

Naplan data from Year 5 to Year 7 shows students are entering CESC with a wide range of abilities, in particular there has been an increase in students in the lowest band for reading. A literacy intervention program will be implemented in 2017 to target reading growth.

School Climate figures in the Staff Survey are lower than region and state in Guaranteed and viable curriculum. The appointment of a Leading Teacher for Curriculum and 2 year tenure for our Learning area leaders will provide stronger and more consistent leadership of curriculum, assessment and reporting. The meeting schedule provides weekly opportunities to collaborate and plan and develop curriculum documents. Also a continued focus on teams at both year levels and learning areas will support improvement in the area of Collective focus on student learning and collective efficacy. These areas the Staff Survey are lower than state.

VCE Median study score of 27 was achieved (as per 2016 AIP). The Year 11 and 12 has had a sound beginning and needs to be further strengthened through higher expectations around the quality of the teaching and learning in the classroom. This will be a focus across the whole school with the implementation of the Instructional Model that was developed with staff in 2016. VCAL will be a focus and the development of an engaging, high quality program is a goal for 2017. There was a 96.5% VCE completion rate in 2016 and the goal for 2017 will be to achieve above the state average of 97%

There was a 65% VCAL completion rate. The strategic plan goal is to achieve 100% completion. This will be an area of focus in 2017



2.2 POSITIVE CLIMATE FOR LEARNING: Setting Expectations and promoting inclusion

In 2016, an orderly safe environment with clear policies and procedures was a major focus. In 2017, the plan is to embed a set of consistent high expectations in the area of attendance, appearance and positive behaviours so that the school values are demonstrated in the day to day practice of the school. The school values were developed in consultation. Attitude to school survey results had classroom behaviour in the First Quartile. Trend from 2014 to 2016 shows improvement. Feedback received from students at the end of 2016 indicated that the behaviour model was not being consistently implemented across all classes.

The pathways program has been reviewed with several clear recommendations that should be implemented from 2017. Year 9 and 10 programs are under review and we will trial a Year 9 Special Program and a Year 10 BRANCH program that includes a STEM and VINE (Vocational) program for both mainstream and applied learning students. The course counselling process will be improved as part of the Careers strategic plan to ensure high quality pathways for all students.

In 2017 we will continue to build a reputation with in the community that values positive partnerships with parents and other community members and promotes the success of students and the school. Attitude to School Survey results show School Connectedness is in the First Quartile. A focus in 2017 will be on promoting inclusion and celebrating student achievement.

The city of Casey is a high growth area and CESC is seeing an increased number of enrolments from EAL students. CESC needs to establish an EAL program to meet this need and has joined the RESP program to address this.

**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)
2.1 Excellence in teaching and learning: Building practice excellence	Consistent curriculum documentation using the CESC documentation Consistent implementation of the CESC instructional model Using data to monitor growth of all students Build a culture of collaboration
2.2 Positive climate for learning: Setting expectations and promoting inclusion	Embed expectations through key policies and procedures- attendance, behaviour, uniform Promote school values through everyday practice – student voice, celebrating achievement, policies and procedures Develop pathways to promote inclusion.



Framework for Improving Student Outcomes

Published: February 2016



## Section 2.1: Improvement Initiatives - Excellence in teaching and learning: Building practice excellence

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

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

<b>STRATEGIC PLAN GOALS</b>	
<b>IMPROVEMENT INITIATIVE</b>	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> <li>• To improve teacher capacity to use of data to measure impact in student growth and learning outcomes.</li> <li>• Improve teacher practice through the implementation of the Instructional Model</li> <li>• Ensure curriculum documentation</li> </ul>
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>• Student learning data shows high growth a. To improve every students growth across all ability and year levels, ensuring that each student is appropriately challenged and support to achieve and grow</li> <li>• VCE study score median of 30</li> <li>• VCAL 100% completion</li> <li>• Improved results in Staff Survey in Collective Efficacy and Teacher Collaboration.</li> <li>• Improved NAPLAN Average and high Growth by the end of the Strategic Plan period to at or above state benchmark</li> <li>• Improved exit destination data for Year 12 students.</li> <li>• Increased parent engagement</li> <li>• Quality and consistent feedback (RTR)</li> <li>• Enable all teachers to consistently implement the agreed CESC instruction model</li> <li>• Curriculum documentation</li> </ul>
<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>• Student growth in learning reflected in triangulated data for Year 7 to 9 students.</li> <li>• VCE study score median of 29</li> <li>• VCAL 100% completion</li> <li>• Fully documented curriculum including learning sequences, CATS and Rubrics in Year 7-10</li> <li>• Increased teacher capacity to use data to measure impact</li> <li>• CESC instructional model implemented to improve teacher practice</li> <li>• Assessment schedule developed including exams and PAT testing</li> <li>• Literacy intervention program implemented</li> </ul>



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Use of data to improve VCE median study score to 29	<ul style="list-style-type: none"> <li>Review VCE Guidelines</li> <li>Create a database of SAC results to monitor and track students progress/VCE SAC data.</li> <li>Mid term interviews with all VCE teachers</li> <li>Build the capacity of the leadership team to monitor and analyse VCE SAC data using VASS.</li> <li>Identifying and monitoring at risk students through progress reports and verification tests.</li> <li>Positive communication with Parents minimum of 4 phone calls/emails per subject per month.</li> <li>Rigorous redemption process.</li> <li>Professional development – Analysing data and Moderation and providing effective feedback.</li> <li>Monitoring Attendance Data</li> <li>VCE studies documented</li> <li>Collating mid year and holiday exam data to inform teaching.</li> </ul>	FREC JESK CRNE		<b>6 months:</b> <ul style="list-style-type: none"> <li>Progress Reports implemented</li> <li>Classroom visits</li> <li>Data base of SAC results completed and monitored</li> <li>Value add data analysed and strategies in place</li> <li>Mid term interviews completed</li> <li>PD on analysis of data</li> <li>Positive communication targets met</li> <li>Redemption process reviewed and embedded</li> <li>Attendance process reviewed and being monitored</li> <li>Exam timetable completed</li> <li>VCE study documented</li> </ul>	● ● ●			
				<b>12 months:</b> <ul style="list-style-type: none"> <li>Data base of SAC results continuously monitored</li> <li>Positive communication targets met</li> <li>Redemption process embedded</li> <li>Attendance process continuously monitored</li> <li>VCE study documented</li> <li>Attendance at VCE network meetings, collegiate support</li> </ul>	● ● ●			
100% VCAL completion rate	<ul style="list-style-type: none"> <li>Build the capacity of the VCAL leaders to lead their year levels through the development of clear role descriptions</li> <li>Develop a high quality VCAL program that is documented</li> <li>Develop VCAL guidelines</li> <li>Create viable and integrated curriculum documents</li> <li>VCAL programs are visible around the school eg. Gardenss</li> <li>100% in work placements</li> <li>100% in VET course</li> </ul>	FREC RABD MCMC JESK GREI CRNE KAUE HUEN EDWD		<b>6 months:</b> <ul style="list-style-type: none"> <li>Coaching for leader</li> <li>role descriptions completed</li> <li>completed VCAL program documentation</li> <li>VCAL guidelines commenced</li> <li>curriculum documents commenced</li> <li>100% in work placements</li> <li>100% in VET course</li> <li>VCAL program strategic implementation plan developed</li> </ul>	● ● ●			
				<b>12 months:</b>	● ● ●			



				<ul style="list-style-type: none"> <li>role descriptions completed</li> <li>completed VCAL program documentation</li> <li>VCAL program strategic implementation plan visible across year 11 and 12</li> <li>VCAL guidelines completed</li> <li>curriculum documents completed 100% in work placements</li> <li>100% in VET course.</li> </ul>				
<b>To improve teacher practice through the implementation of the CESC Instructional Model</b>	Implementation Plan: <ul style="list-style-type: none"> <li>PD schedule</li> <li>Class observation checklist to include instructional model</li> <li>Build Capacity of Year Level Leaders to implement model</li> </ul>	FLAJ DAVC STRM LAL		<b>6 months:</b> <ul style="list-style-type: none"> <li>Updated classroom observation checklist</li> <li>PD schedule developed</li> <li>Implementation plan documented</li> <li>SIT teams to drive change and implementation</li> <li>LI visible in every class</li> </ul>	● ● ●			
				<b>12 months</b> <ul style="list-style-type: none"> <li>Classroom observation checklist demonstrates evidence on instructional model</li> <li>Implementation plan evaluated and goals developed for 2018</li> <li>LI and SC visible in every class</li> </ul>	● ● ●			
	<ul style="list-style-type: none"> <li>Instructional Model integrated with Curriculum documentation using common language</li> </ul>	FLAJ DAVC NICR		<ul style="list-style-type: none"> <li>Learning Sequence Document includes elements of Instructional Model for 2 units</li> <li>Common language decided and communicated to staff</li> <li>SIT teams to drive change and implementation</li> </ul>	● ● ●			
				<ul style="list-style-type: none"> <li>All Learning Sequence Document include Instructional Model.</li> </ul>	● ● ●			
<b>To develop learning sequences, curriculum documents and quality assessments that reflect the Victorian Curriculum</b>	<ul style="list-style-type: none"> <li>Implementation of CESC Curriculum Design tool</li> <li>Learning Area Leaders to work with their team to develop consistency with curriculum documentation</li> <li>Feedback and reflective discussions with Learning Area Leaders throughout the year (one per term)</li> <li>Each term the CESC Curriculum Design documents will be uploaded to Compass (School Resources)</li> <li>Whole School Curriculum Audit will be revisited to address omissions and ensure</li> </ul>	NICR ROEP LAL Teachers	Ongoing – to be completed by the end of 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>Professional learning on curriculum design</li> <li>Professional learning on effective PLTs</li> <li>All Learning Areas have commenced designing tool</li> <li>SIT teams to drive change and implementation</li> <li>Lesson sequence planner completed at least one unit per LA year level team</li> </ul>	● ● ●			
				<b>12 months:</b>	● ● ●			



	that the design documents address the General Capabilities			<ul style="list-style-type: none"> <li>At the end of 2017, the complete CESC Curriculum Design documentation will be accessible for current and future staff, students and parents.</li> <li>All curriculum design documentation will be recorded in a common template and use accessible language.</li> <li>Lesson sequence planner completed across the school</li> </ul>				
Use data from quality assessments to inform teaching and learning and track student growth	Through the participation in the UMNOS project, the Principal and Success Coordinator <b>will create a Strategic Plan</b> to introduce the use of data to inform teaching and learning. The Strategic Plan will incorporate: <ul style="list-style-type: none"> <li>Set clear goals and prioritise professional learning needs</li> <li>Create a three-year timeline and detail the pace of the project</li> <li>Identify experts who may facilitate CESC improvement in this area</li> </ul>	NICR STRM ROEP Learning Area Leaders	Strategic plan – by the end of Term 1, 2017	<b>6 months:</b> <ul style="list-style-type: none"> <li>Strategic Plan developed and shared with Leadership team.</li> </ul>	● ● ●			
				<b>12 months:</b> <ul style="list-style-type: none"> <li>All staff are contributing to Professional Learning Team discussions of student learning data on a regular basis.</li> <li>All staff can demonstrate at least two ways they have used data to inform teaching and learning in their learning area.</li> <li>All leaders are leading Teaching and Learning</li> </ul>	● ● ●			
Develop a literacy intervention program for students in year 7-8 to improve reading levels from Naplan Band 5.	<ul style="list-style-type: none"> <li>Literacy intervention program coordinator and assistant appointed (ES)</li> <li>Training provided for program staff for both testing and running of program</li> <li>Additional training will be given to staff to enable succession planning and develop their skills.</li> <li>Program evaluated</li> </ul>	FLAJ DAVC STRM LAL		<b>6 months:</b> <ul style="list-style-type: none"> <li>ES staff appointed and trained</li> <li>Testing completed</li> <li>Year 7 students engaged in program</li> </ul>	●			
				<b>12 months</b> <ul style="list-style-type: none"> <li>Year 7 &amp; 8 students engaged in program</li> <li>Program fully documented</li> <li>Report prepared for leadership team demonstrating growth for students enrolled in program</li> </ul>	●			



## Section 2.2: Improvement Initiatives **Positive climate for learning:** Setting expectations and promoting inclusion

<b>STRATEGIC PLAN GOALS</b>									
<b>IMPROVEMENT INITIATIVE</b>									
<b>STRATEGIC PLAN TARGETS</b>									
<b>12 MONTH TARGETS</b>									
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>				
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>		
							<b>Estimate</b>	<b>YTD</b>	
To embed the school values of “ Respect, Responsibility, Growth and Achievement” into school practices including attendance, behaviour and student leadership.	<b>School values of “ Respect, Responsibility, Growth and Achievement”</b>			<b>6 months:</b> <ul style="list-style-type: none"> <li>SIT team develops a plan of embedding new school values</li> <li>Student focus groups to unpack values</li> <li>SIT teams to drive change and implementation</li> </ul> <b>12 months:</b> <ul style="list-style-type: none"> <li>Values embedded in all aspects of the college</li> </ul>					
	<b>Attendance</b> <ul style="list-style-type: none"> <li>Positive attendance campaign</li> <li>Clarify role of HG teacher in following up attendance</li> <li>Complete Attendance policy and process</li> </ul>	FREC FLAJ  YLL HGT		<b>6 months:</b> <ul style="list-style-type: none"> <li>Home group, Website, newsletter, compass, school sign promoting the benefits of being at school</li> <li>Clear role for HG teacher re attendance in year level handbook</li> <li>Improvement of attendance policy</li> <li>Staff Handbook documenting procedures and policies</li> </ul>	● ● ●				
				<b>12 months:</b> <ul style="list-style-type: none"> <li>promotion program continues and is completed</li> <li>Clear role for HG teacher re attendance in year level handbook</li> <li>attendance policy completed and shared.</li> <li></li> </ul>	● ● ●	Improvement in application of the attendance policy by staff 90% of explained absence			



	<b>Positive Behaviour Model</b> <ul style="list-style-type: none"> <li>Embed the behaviour model in to classroom practice</li> <li>Triangulating the expectations of a positive culture into one document Values, positive expectations and consequences</li> <li>Consistent approach for rewards and consequences</li> <li>Reward positive behaviours and contribution through positive communication home and awards</li> <li>Positive communication with home</li> </ul>	FREC HILP HOBB YLL CT		<b>6 months:</b> <ul style="list-style-type: none"> <li>Values have been unpacked with all stakeholders</li> <li>Positive rewards program is established</li> <li>Year 7 to 10 levels using postcards</li> </ul>	● ● ●			
				<b>12 months:</b> <ul style="list-style-type: none"> <li>Values have been unpacked with all stakeholders and visible in classrooms</li> <li>Consistent implementation of process in Year 7-10</li> <li>Positive rewards program is completed</li> <li>Year 7 to 10 levels using postcards</li> </ul>	● ● ●			
	<b>Student Leadership</b> <ul style="list-style-type: none"> <li>Student leadership program</li> <li>Class captains</li> <li>Student Led initiatives</li> </ul>	Staff, and students		<b>6 months:</b> <ul style="list-style-type: none"> <li>Student leadership program in place</li> <li>Year level class captains in place and with a role</li> <li>Yearly calendar that includes all events that promote school pride</li> </ul>	● ● ●			
			<b>12 months:</b> <ul style="list-style-type: none"> <li>. Clear roles for student leaders and HG captains</li> <li>Established program for student leadership</li> <li>School and HG Captains actively leading activities and assemblies</li> </ul>	● ● ●				
	<b>Child Safety Standards</b>	FREC EDWD STRM Staff Students Commu nity	2016 AND ONGOING	<b>6 months:</b> <ul style="list-style-type: none"> <li>The Child Safety policies and procedures are embedded</li> <li>Ongoing PL around Child safety requirements</li> <li>Ongoing monitoring of effectiveness of policies</li> </ul> <b>12 months:</b> <ul style="list-style-type: none"> <li>Child safety standards are reviewed</li> </ul>	● ● ●			
<b>Continue to build relationships and programs linked to immediate feeder schools</b>	<ul style="list-style-type: none"> <li>Appoint a Transition coordinator</li> <li>Further develop the relationships with feeder Primary Schools</li> <li>Develop a 3 year strategic action plan</li> <li>Organise transition information including testing and wellbeing</li> </ul>	FLAJ CLAE EDWD MONL HORR	2016 AND ONGOING	<b>6 months:</b> <ul style="list-style-type: none"> <li>Transition coordinator appointed</li> <li>3 year strategic action plan completed</li> <li>GANT chart completed</li> <li>SIT teams to drive change and implementation</li> </ul>	● ● ●			
				<b>12 months:</b> <ul style="list-style-type: none"> <li>As per strategic action plan</li> </ul>	● ● ●			
	<ul style="list-style-type: none"> <li>Embed the use of Compass</li> </ul>	ALLC		<b>6 months:</b>	● ● ●			





<p><b>To build a reputation with in the community that values positive partnerships with parents and other community members and promotes the success of students and the school</b></p>	<ul style="list-style-type: none"> <li>• Further develop the use of the College FB pages to promote activities and achievement at the school</li> <li>• Celebrate and recognise success and achievement and promote the school through <ul style="list-style-type: none"> <li>- Awards night</li> <li>- Showcase student achievement and work at expos, information nights, whole school and year level assemblies, activity days, sport days and programs, VCAL</li> </ul> </li> <li>• News Letter</li> <li>• Positive Phone Calls</li> </ul>	<p>MCGR YLL HG</p>	<p>2016 AND ONGOING</p>	<ul style="list-style-type: none"> <li>• New website commenced</li> <li>• Use of the College FB pages is improving</li> <li>• SIT teams to drive change and implementation</li> </ul>				
				<p><b>12 months:</b></p> <ul style="list-style-type: none"> <li>• Compass modules regularly used by staff, students and parents</li> <li>• New website completed</li> <li>• Use of the College FB pages is embedded</li> </ul>	<p>● ● ●</p>	<p>All subjects providing live reporting Reporting and Learning Focus in Parent Survey is in the second quartile from first quartile in 2016 Parent and Community Involvement in the School staff survey is at or above state</p>		
<p><b>Develop quality pathways for students as they progress through the school that meet their needs and interests</b></p>	<ul style="list-style-type: none"> <li>• Year 10 BRANCH OUT program</li> <li>• Year 10 elective program</li> <li>• Year 9 Special Program</li> <li>• Careers Strategic Plan</li> <li>• VCE/VCAL</li> <li>• Wellbeing Programs at each year level to support student engagement in learning and developing strong personal skills</li> <li>• EAL Program (RESP)</li> </ul>	<p>BLAL ROEP CHAT HUEN EDWD RABD FREC JESK CRNE MCMC BINJ WILH</p>		<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>• Year 10 and 9 programs developed and embedded</li> <li>• 2017 program for year 9 and 10 being developed</li> <li>• Wellbeing programs are taking place in all year levels</li> <li>• Careers education happening in all year levels</li> </ul>	<p>● ● ●</p>			
				<p><b>12 months:</b></p> <ul style="list-style-type: none"> <li>• .Year 10 and 9 programs are embedded</li> <li>• 2017 program for year 9 and 10 completed</li> <li>• Wellbeing programs are taking place in all year levels</li> <li>• Careers education happening in all year levels</li> </ul>	<p>● ● ●</p>			

### Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<b>Professional Leadership: Building Leadership Team</b>
<b>STRATEGIC PLAN TARGETS</b>	•

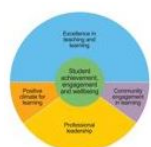
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Coaching for Leaders	<ul style="list-style-type: none"> <li>Continue to build upon leadership capacity of leaders and aspirant leaders through an external coach.</li> <li>FISO leadership program</li> </ul>			<b>6 months:</b> <ul style="list-style-type: none"> <li>Professional learning plan</li> <li>Ongoing coach meetings</li> <li>Leaders attending PD on leadership</li> </ul>	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				<b>12 month:</b> <ul style="list-style-type: none"> <li>Role clarity</li> <li>Goals of leaders PDP achieved</li> </ul>	● ● ●			
Improved Induction processes				<b>6 months:</b> <ul style="list-style-type: none"> <li>Staff induction handbook completed</li> <li>AP leads staff induction</li> </ul>	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				<b>12 months:</b> <ul style="list-style-type: none"> <li>Staff induction handbook reviewed and updated</li> <li>New staff for 2018 are inducted late 2017</li> <li>New staff are included in any planning or leadership sessions for 2018</li> </ul>	● ● ●			
				<b>6 months:</b> <ul style="list-style-type: none"> <li>.</li> </ul>	● ● ●			
				<b>12 months:</b>	● ● ●			



**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	[ <b>Drafting note</b> 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	
		Select	Select status	
		Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
		Select	Select status	
		Select	Select status	
		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	
		Select	Select status	
		Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
		Select	Select status	
		Select	Select status	
		Select	Select status	
<b>Reflective comments:</b> [ <b>Drafting Note</b> Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [ <b>Drafting note</b> 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]				



Next Steps:

