Annual Implementation Plan: for Improving Student Outcomes

School name: Mirboo North Secondary College   Year: 2017

School number: 8050   Based on strategic plan: 2016 - 2019

Endorsement:

Principal Karen Lanyon   Jan 2017   Senior Education Improvement Leader Shane Wainwright   Feb 2017
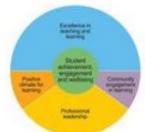
School council Elizabeth Radcliffe   Jan 2017

Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals
• To enhance every student's achievement, across all learning domains, ensuring that both targeted support and appropriate challenge is provided.
• To develop teachers' capacity in confidently using data to inform and track student progress across the whole school, Years 7-12, especially in literacy and numeracy growth.
• Build academic confidence in MNSC as the local school of choice
• To empower and motivate students to take more control of, and responsibility for, their own learning and pathways through and beyond school.
• To improve students' persistence, resilience and confidence in themselves and their abilities.
• To strengthen the direct links between funding, staffing and resources and the strategic directions of the school.
•
•

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	

The following areas have been identified based on school data and progress made via the 2016 AIP in meeting the needs identified in the school strategic plan. The focus on the High Reliability Schools Model with continue in 2017 and is aligned to further development of the school learning model as a basis to assess and develop our practice.

21C learning capabilities are aligned to this work and we have identified the need to continue this work and align with the government initiatives including STEM

A continued focus on VCE data analysis and literacy must be maintained to further improve our median study score across all curriculum areas.
- **The 4 capabilities of the Victorian Curriculum – Critical/Creative thinking, Ethical, Intercultural and Personal/Social capabilities. Some work was undertaken with the curriculum committee and it was decided that the common assessment tasks will be developed aligned with reporting commitments for 2017. The focus will include development of through lines across years 7 – 10 in these**

areas.

- **The teaching and learning model will be further explored in 2017 and an agreed model of practice developed aligned with the High Reliability Schools model**

- Equity funding will be allocated to employing a specific teaching and learning coach to support teachers in understanding the Victorian Curriculum, use of data to inform practice and coach teachers in further development of their classroom practice aligned to the 6 C's.

- Literacy Leaders wil work with the English faculty and the wider staff to implement improvements in Writing in years 7 – 12

- Year 9 team to work with the school community in revamping the year 9 program aligned with recommendations from the review in 2016. This will include the incorporation of entrepenurial skills into the program extending students and developing skills aligned to the Victorian curriculum capabilities.

- **Continue to focus on the use of data to inform practice across all years. This year will focus on NAPLAN and better ways of supporting student achievement based on data from NAPLAN**

- Further develop and implement the agreed behaviour matrix

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)
	- The 4 capabilities of the Victorian Curriculum – Critical/Creative thinking, Ethical, Intercultural and Personal/Social capabilities. Some work was undertaken with the curriculum committee and it was decided that the common assessment tasks will be developed aligned with reporting commitments for 2017. The focus will include development of through lines across years 7 – 10 in these areas. - The teaching and learning model will be further explored in 2017 and an agreed model of practice developed aligned with the High Reliability Schools model - Equity funding will be allocated to employing a specific teaching and learning coach to support teachers in understanding the Victorian Curriculum, use of data to inform practice and coach teachers in further development of their classroom practice aligned to the 6 C's. - Literacy Leaders will work with the English faculty and the wider staff to implement improvements in Writing in years 7 – 12 - Year 9 team to work with the school community in revamping the year 9 program aligned with recommendations from the review in 2016. This will include the incorporation of entrepreneurial skills into the program extending students and developing skills aligned to the Victorian curriculum capabilities. - Continue to focus on the use of data to inform practice across all years. This year will focus on NAPLAN and better ways of supporting student achievement based on data from NAPLAN - Further develop the transition program and develop positive relationships with local schools to share data and practices that support improved student learning

Framework for Improving Student Outcomes

Published: February 2016

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Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please not that, in the progress status section, 🔴 🟡 🟢 respectively indicate: 🔴 not commenced or severely behind schedule, 🟡 slightly behind schedule but remediation strategies are in place to get back on schedule and 🟢 on schedule and/or completed.

STRATEGIC PLAN GOALS	- To enhance every student's achievement, across all learning domains, ensuring that both targeted support and appropriate challenge is provided. - To develop teachers' capacity in confidently using data to inform and track student progress across the whole school, Years 7-12, especially in literacy and numeracy growth. - Build academic confidence in MNSC as the local school of choice
IMPROVEMENT INITIATIVE	- The incorporation of the 4 capabilities of the Victorian Curriculum – Critical/Creative thinking, Ethical, Intercultural and Personal/Social capabilities into all school documentation. Some work was undertaken with the curriculum committee in 2016 and it was decided that common assessment tasks will be developed aligned with reporting commitments for 2017. The focus will include ensuring all capabilities are mapped across years 7 – 10.
STRATEGIC PLAN TARGETS	Alignment to the Victorian Curriculum with a focus on the 4 capabilities that align with the Deep learning 6C's Staff will be using data regularly to inform their teaching practice to improve student outcomes
12 MONTH TARGETS	A developed plan for incorporating Common Assessment tasks in all learning areas is fully documented and included in the school based reporting schedule Using the HRS framework as a guide – level 2 – Effective Teaching in every classroom

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 what the school will do and how - 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]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Build teachers capabilities in quality teaching and learning in classrooms	- Review curriculum documentation and develop a whole school plan – years 7 – 10 that maps the capabilities and develop an appropriate assessment schedule for these skills - Employ a teaching and learning coach with a specific focus on developing teacher skills in understanding and implementing the Victorian Curriculum - Provide professional learning opportunities that build teacher skills in developing Common Assessment Tasks across all faculties - Have staff agreement (in all faculties) about when the tasks would be taken and set up processes for moderation of tasks	NRY CC Leadership Faculty leaders and external professional support Faculties	By the end of 2017 Term 2, 2017 On-going On-going	6 months: - Draft curriculum plan developed - Teaching and learning coach role description developed and person appointed to the position - Professional learning accessed to design common assessment tasks	🔴 🟡 🟢			
				12 months: - Common assessment tasks discussed and trialled during semester 1 & 2 - Rubrics investigated and developed - Professional learning accessed to design common assessment tasks - A process for moderation	🔴 🟡 🟢			

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	• Develop key assessment rubrics aligned to the common assessment tasks	All staff	On-going				
Stretch the literacy and numeracy skills of every student at every capability across the school	• 2 members of the Maths Faculty become trained as Numeracy Leaders • Develop whole school plan to support numeracy improvement • Investigate best practice strategies that can be used by all staff to assist in the improvement of numeracy skills across the college	Maths Faculty Maths Faculty leader and leadership	2017	6 months: • Identify Numeracy leaders and access training • Appropriate data accessed, analysed and interpreted to support the development of the numeracy plan • Identify targets and set priorities for the development of the plan	🔴 🟡 🟢		
				12 months: • Draft numeracy strategic plan developed • Professional development accessed	🔴 🟡 🟢		

Section 2: Improvement Initiatives

<table>
<tr><td>**STRATEGIC PLAN GOALS**</td><td>
• To enhance every student's achievement, across all learning domains, ensuring that both targeted support and appropriate challenge is provided.

• To develop teachers' capacity in confidently using data to inform and track student progress across the whole school, Years 7-12, especially in literacy and numeracy growth.

• Build academic confidence in MNSC as the local school of choice
</td></tr>
<tr><td>**IMPROVEMENT INITIATIVE**</td><td>- The teaching and learning model will be further explored in 2017 and an agreed model of practice developed aligned with the High Reliability Schools model</td></tr>
<tr><td>**STRATEGIC PLAN TARGETS**</td><td>Develop an agreed MNSC quality teaching and learning model that is mindful of current good practice, has a focus on what is best for student learning and aligns with the HRS framework</td></tr>
<tr><td>**12 MONTH TARGETS**</td><td>[**Drafting Note** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</td></tr>
</table>

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 what the school will do and how - 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]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Further explore the HRS framework and begin to develop an MNSC agreed philosophy on teaching; **All teachers will know:** **What we teach** **Why we teach it** **And when we will teach it**	• Use HRS level 2 in every classroom to survey staff and students and provide data to assist ascertaining the best instructional model for MNSC • Develop a criteria to examine Teaching and Learning models • Investigate instuctional models implemented at other schools. • Investigate a range of instructional models to critically examine the best practices for implementation at MNSC • Professional learning activities to continuously improve teaching and learning	NRY HOP KAZ Leadership team (LT) Curriculum Committee (CC) LT, CC, all Staff All staff		6 months: • Best practice model investigations completed. • Documented best practice Teaching and Learning Model options (max 3)	🔴 🟡 🟢			
				12 months: • All curriculum across the school will be aligned to the Victorian curriculum and approved study designs as per the VCAA. • The school will develop formative assessment processes including common assessment tasks in all subjects taught to ensure consistency across classrooms • Identified the preferred MNSC instructional model	🔴 🟡 🟢			
Develop the MNSC Teaching and Learning Model	• Establish a team to review the MNSC teaching and learning model options and plan a process for identifying the best options for MNSC			6 months:	🔴 🟡 🟢			
				12 months: An agreed model is compiled and ready for implementation in 2018	🔴 🟡 🟢			

Develop a common Language for talking about teaching and learning at MNSC	• HRS Professional development for key staff • Develop staff knowledge and vocabulary of good teaching and learning practices			6 months:	🔴 🟡 🟢		
				12 months: All staff will be exposed to a range of professional learning opportunities including the re-visit of the Martin Renton work	🔴 🟡 🟢		
Ensure the elements of level 3 – Guaranteed and Viable curriculum are embedded in practice	• Continue to emded guaranteed and viable curriculum focus into all teaching and learning documentation • Schedule whole school PD days to this initiative	All Staff Leadership	Ongoing	6 months: • PD days booked	🔴 🟡 🟢		
				12 months: • Audit and review of curriculum documentation completed • Establish 2018 targets	🔴 🟡 🟢		

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	VCE study scores above 40 and the median study score will improve will improve over the 4 year cycle NAPLAN learning growth will improve by 0.4 for all students in years 7 – 9.							
IMPROVEMENT INITIATIVE	- Continue to focus on the use of data to inform practice across all years. This year will focus on NAPLAN and VCE Data to identify ways of improving the ways MNSC supports student achievement.							
STRATEGIC PLAN TARGETS	VCE study scores above 40 and the median study score will improve over the 4 year cycle NAPLAN learning growth will improve by 0.4 for all students in years 7 – 9.							
12 MONTH TARGETS	All teachers will use data to inform practice and sharing best practice teaching strategies through various meetings including leadership, faculty and staff							

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
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				12 months:	🔴 🟡 🟢			
Access appropriate data	• Identify appropriate data • Provide NAPLAN and VCE data in suitable formats to staff • Investigate OnDemand testing and the use of result data	SMO, NRY MBR HOP		6 months: Identify appropriate data Draft priority areas for improvement	🔴 🟡 🟢			
				12 months: Staff trained in On Demand testing /Insights proceedures On Demand testing /Insights trialled	🔴 🟡 🟢			
Investigate data analysis tools and techniques	• Professional develpment in VCE data service / NAPLAN data service • Access professional support services to better inform staff understanding of NAPLAN data • Support staff to increase data analysis literacy and link to teaching and learning processes	SMO, NRY MBR HOP Leadership		6 months: Key staff have attended Professional development activities	🔴 🟡 🟢			
				12 months: Staff utilising data to inform teaching practices	🔴 🟡 🟢			
Develop an improvement plan for teaching and learning plan	• Identify high impact strategies that lead to improved student outcomes • Use local and other expertise to identify a range of proven teaching and learning strategies to support student outcome improvement	Faculty Leaders		6 months:	🔴 🟡 🟢			
				12 months: Document improvement plan	🔴 🟡 🟢			

Section 3: Other Improvement Model Dimensions

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STRATEGIC PLAN GOALS	• To strengthen the direct links between funding, staffing and resources and the strategic directions of the school.
IMPROVEMENT INITIATIVE	- Equity funding will be allocated to employing a specific teaching and learning coach to support teachers in understanding the Victorian Curriculum, use of data to inform practice and coach teachers in further development of their classroom practice aligned to the 6 C's.
STRATEGIC PLAN TARGETS	Bring the budget into line reflecting student numbers at the school aimed at reducing the budget deficit by the end of 2017
12 MONTH TARGETS	Utilise equity funding to support the new directions of the school with a focus on improving Literacy student support and teaching practices.

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 what the school will do and how - 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]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Develop teaching and learning skills of staff through the employment of a teaching and learning coach	• Develop a detailed role description for this position based on identification of strengths and weaknesses as demonstrated through data analysis	KAZ plus LT		6 months: Role description developed during term 1 in readiness for advertsing early term 2	🔴 🟡 🟢			
	• Teaching and learning coach will work in and out of classrooms with teachers enabling them to better differentiate work to challenge hig order students and build skills in modifying work for lower end students • Advertise position early term 2	KAZ, NRY		12 months: T&L coach appointed and will have developed a T & L plan for implementation in 2017 and 2018	🔴 🟡 🟢			
Allocate resources aligned to school needs	• Use the SRP and workforce planning documents to continue to develop future plans • Continue working through the Workforce Bridging process • Provide time allocation for Literacy Leaders • Form a data anaylsis team with the task of developing long term startegies for continued use of data to inform practice	KAZ		6 months:	🔴 🟡 🟢			
				12 months: Continue to monitor budget aligned to equity funding	🔴 🟡 🟢			

Section 3: Other Improvement Model Dimensions

| STRATEGIC PLAN GOALS | VCE study scores above 40 and the median study score will improve over the 4 year cycle

NAPLAN learning growth will improve by 0.4 for all students in years 7 – 9. |
|---|---|

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IMPROVEMENT INITIATIVE	- Literacy Leaders will work with the English faculty and the wider staff to implement improvements in Writing in years 7 – 12
STRATEGIC PLAN TARGETS	Over the four-year cycle improve student Literacy levels to be at or above like schools especially in the area of writing
12 MONTH TARGETS	Develop a whole school approach to Literacy with an initla focus on the English faculty and sharing practices in the area of writing with the whole school.

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 what the school will do and how - 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]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Improvement in Literacy with a focus on writing	• Review whole school approach to Literacy strategic plan focussing on whole school improvements • Form a dedicated team of staff to explore and develop the Literacy strategy • Provide a time allocation to the Literacy leaders to work both in and out of classrooms • Make links with the local primary schools through the sharing of NAPLAN data • Regular information sharing through staff meetings and faculty meetings • Literacy leaders continue working with teachers in classrooms	KAZ WPA HIL SMO/KAZ		6 months: • Literacy team formed • Literacy leaders • Alternate data sources identified • Common assessment tasks developed	🔴 🟡 🟢			
				12 months: • NAPLAN Data shared with primary schools • NAPLAN Data analysed • Alternate data sources utilised • Moderated common assessment tasks analysed	🔴 🟡 🟢			

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[**Drafting Note** these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]
IMPROVEMENT INITIATIVE	- Year 9 team to work with the school community in revamping the year 9 program aligned with recommendations from the review in 2016. This will include the incorporation of entrepreneurial skills into the program extending students and developing skills aligned to the Victorian curriculum capabilities.
STRATEGIC PLAN TARGETS	Student motivation and confidence in learning is improved through the life of the strategic plan
12 MONTH TARGETS	Regular staff PD sessions via Twilight PD and whole school events aligned to new practices, innovative teaching strategies aligned to 21C learning needs of students

KEY	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING

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IMPROVEMENT STRATEGIES					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - 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]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Review Community Breakout Program	• Form a Year 9 Community Breakout (9CBO) program review team • Review the practices and outcomes of the current 9CBO • Examine findings and recommendations of external 9CBO review report (2016) and develop an action plan to enable recommendation findings to be explored and developed	NRY RWO & RIS Review Team Curriculum Committee		6 months: • Team established • Prioritise and make recommendations on external review report findings	🔴 🟡 🟢			
				12 months: • Revised curriculum developed	🔴 🟡 🟢			
Establish Program goals and Priorities	• Identify current best practices in community involved year 9 learning programs – Literature and School Visits • Research Entrepreneurial Skills programs • Identify outcome goals for MNSC year 9 students • Identify priority focus areas for the 9CBO	Review Team Review Team Review Team Leadership Team Review Team Leadership Team Curriculum Committee		6 months: • School Visits • Document planned Entrepreneurial skills to incorporate into program.	🔴 🟡 🟢			
				12 months: • Documented Outcome Goals • Documented Priority Areas	🔴 🟡 🟢			
Develop Year 9 Community Plan	• Document 9CBO ready for implementation in 2018	Review Team Curriculum Committee		12 months: • Documented Curriculum	🔴 🟡 🟢			

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	Ensure all staff are following the agreed behaviour expectation and code of conduct protocols through inclusion in all staff PDP plans Full implementation of the Mindmatters program within the whole school curriculum
IMPROVEMENT INITIATIVE	- Generating consistent application of expectations in academia and personal behaviour across the college by staff, students and parents.
STRATEGIC PLAN TARGETS	Improve all categories for Attitudes to school data over the 4 years of the Strategic Plan

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12 MONTH TARGETS	Ensure all staff are following the agreed behaviour expectations matrix and code of conduct protocols through inclusion in all staff PDP's							

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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				12 months:	🔴 🟡 🟢			
Further develop and implement the agreed behaviour model	• Conduct a review of the school welfare policy • Continued work in this area with the support of the SFYS and their specialist team • Introduce the behaviour model to staff and students. • Develop an expectations model for staff based on the requirements of the school and community.	Coordination Team	Review each meeting	6 months: • Adopted and generated student expectation matrix and simplified student expectations	🔴 🟡 🟢			
				12 months: • Adopted and generated student expectation matrix • Agreed set of expectations for staff, both in and out of the classroom – consensus gained.	🔴 🟡 🟢			
Develop a set of shared norms across the school for behaviour in all areas. This includes staff, students & parents	• Staff meeting to be conducted outlining what the goal is and input from all staff sourced. • Focus groups from students outlining what they would like to see occur in class rooms. • Focus groups or survey's to parents outlining what they would like to see occurring in class rooms. • Work on the strategy that the 'behaviour you walk past is the behaviour you accept' • Document generation and posted in all class rooms and on compass.	All Staff	Set meeting dates/ Junior and senior school meetings	6 months: • Agreement on what the shared norms will be in every class room, in the yard and in the corridors. • Development of a MOU for VCE students	🔴 🟡 🟢			
				12 months: • Document this and generate for all staff in the college • Development of a MOU for VCAL students • Consistent application across the school. Compass chronicle statistics will be the measurement tool.	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			
				6 months:	🔴 🟡 🟢			
				12 months:	🔴 🟡 🟢			

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Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Select	Select status	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential 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:

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