

Annual Implementation Plan: for Improving Student Outcomes

School name: Craigieburn Secondary College
 School number: 8705

Year: 2017
 Based on School Strategic Plan: 2017-2020

Endorsement:

Principal Kate Morphy 16th May 2017

Senior Education Improvement Leader Viv Tellefson

School council Peter Brookshaw 16th May 2017

Section 1: The school's FISO Improvement Initiatives - summary

SCHOOL STRATEGIC PLAN GOALS	FISO IMPROVEMENT PRIORITIES	FISO IMPROVEMENT INITIATIVES [Drafting note: Considering your SSP goals and 2016 performance data – chose one or two FISO improvement initiatives for focus in the 2017 year]	
To improve student learning through building a PLC culture To improve student engagement, connectedness and build school pride To improve student wellbeing and support an inclusive school environment	Excellence in teaching and learning	Building practice excellence	
		Curriculum planning and assessment	
	Professional leadership	Instructional and Shared leadership	✓
	Positive climate for learning	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

FISO IMPROVEMENT INITIATIVES RATIONALE:

Craigieburn Secondary College undertook a school review in 2016 against the goals and targets of the Strategic Plan 2013-2016. It was acknowledged that much of the work being done during that time laid strong ground work for, and was identified as being the enabling factors towards, achieving our set goals and targets. The progress made in areas of student achievement particularly Literacy, Numeracy and VCE results was not as strong as we would like. The review findings have seen us commitment to the following future actions:

- Developing shared teacher responsibility for the progress of all students
- Fine-tuning assessment practices including increased focus on moderation
- Strengthening the rigor of assessment by triangulating student achievement data
- Ensuring ongoing evaluation of programs and analysis of student data
- Ensuring a positive climate for learning

Student Attitudes Survey and Staff Opinion survey results confirmed these as areas for further development. By engaging in the **Professional Learning Communities (PLC)** program we will build the capacity of teachers and the school leadership at all levels to collect and examine information in order to determine appropriate interventions at all organisational levels of the school. The inbuilt evaluation that is part of the PLC way of working will help us to determine the impact of these interventions.

Our second main area of focus in the first year of our new strategic plan is the implementation of **School Wide Positive Behaviour Support (SWPBS)** framework. This framework supports the culture of high expectations and positive relationships that have already been developed at the school, and will ensure we focus on building an orderly learning environment, spotlighting positive interactions between all members of the school community, as our College continues to grow in numbers. Implementing the SWPBS framework will address some of the key areas of feedback from the Staff, Student and Parent Opinion surveys around classroom behaviour and trust between students and staff. Similarly to the PLCs, it will provide evidence that we can use to measure impact and guide next steps.

Through these foci we will have structures in place to build leadership capacity across the school and to address other KIS going forward. We have applied the lens of **Student Voice** over our programs and initiatives as we begin to increase the awareness and attention to student agency in the achievement of the 2017-2020 strategic plan goals.



KEY IMPROVEMENT STRATEGIES (KIS)	
FISO IMPROVEMENT INITIATIVE	KEY IMPROVEMENT STRATEGIES(KIS)
<ul style="list-style-type: none"> • <i>Building practice excellence</i> 	Embed a PLC culture of team collaboration, inquiry, evidence based practice and feedback
<ul style="list-style-type: none"> • <i>Instructional and shared leadership</i> 	Develop capacity for distributed instructional leadership to enhance teacher practice
<ul style="list-style-type: none"> • <i>Empowering students and building school pride</i> 	Build student agency in learning and develop students as partners in school improvement
<ul style="list-style-type: none"> • <i>Setting expectations and promoting inclusion</i> 	Build a culture of high expectations for learning and interactions across the College through introduction of School Wide Positive Support



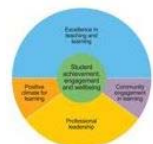
Framework for Improving Student Outcomes

14th Aug

Section 2: FISO Improvement Initiative - detail

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

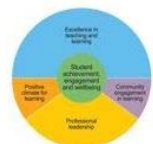
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
KIS 1. Embed a PLC culture of team collaboration, inquiry, evidence based practice and feedback	a) Participate in DET PLC initiative	KR, CM, LEM, JMc, MRI, ECO	August 2017	6 months: <ul style="list-style-type: none"> Participating staff identified Teams and focusses selected Meetings with DET representative PLC Maturity matrix completed 	●	<ul style="list-style-type: none"> 3 staff with 2p TA, 3 x AP PLC Matrix identified curriculum planning and assessment strengths with Vision values and culture, collaboration, structures and systems and empowering students as emerging or pre-emerging The teams focus using information from the matrix include – L4L, SWPBS and MLL 			
			August 2017 to end of Term 4	12 months: <ul style="list-style-type: none"> PLC PD days attended PLC work begun Bastow PLC Course completed (8 days) PLC groups established and data collected and analysed (need to be specific here) Action plan, including professional development and resources to incorporate data and literacy professional development via PLC 	● ● ●	<ul style="list-style-type: none"> Changes to resourcing, programs, staffing based on specific data and action plans, i.e. based on PLC framework e.g. CCT, SWPBS – evaluations are aligned to the PLC framework SOS shows improved collective efficacy 			
	b) Implement Collaborative Teaching Teams based on data cycle framework to improve student learning outcomes	LE / JMc	T1-2	6 months: <ul style="list-style-type: none"> Subject specific CTT groups are established and meet regularly Semester 1 CTT demonstrates that the CTTs have made a positive difference to teaching practice and collaboration 6 Months Growth in 6 Months for CTT classes as measured by OD, Naplan and TJ 	●	<ul style="list-style-type: none"> Team leaders report attendance generally good and active participation Evaluation of CCT 's show Renewal of Knowledge and Skills, Collegiality and Application of Professional Learning are strengths. 6 month growth pro-rata for classes undertaking CTT. (TJ/OD/Nap) (added in once NAPLAN available for triangulation) 			
				12 months: <ul style="list-style-type: none"> Student feedback surveys run by 3 CTT's 12 Months Growth in 12 Months for CTT classes as measured by OD, Naplan and TJ 	● ● ●	<ul style="list-style-type: none"> Average team student survey results show improved results for standards 1, 3 and 5 12 Months Growth in 12 Months for CTT classes as measured by PAT and TJ As of July, LMS documentation complete for XX and XX Learning Areas 			
	KIS 3 Develop and embed rigorous, consistent and differentiated assessment practices to plan for, monitor and evaluate student learning and teacher impact	a) Use student achievement data to refine practice i.e., VCE/GAT, CTTs, Literacy/Numeracy fluency programs	JMc, LE, MRI	T4	6 months: <ul style="list-style-type: none"> VSS incorporating GAT preparation/feedback workshops GA1 and Unit 1/3 data analysis by teams - VCE data meetings conducted Subject specific VCE teachers regularly meeting and documenting course/assessment alterations on LMS. Development of targeted teaming plans for PSD, students > 2years below and > 2years above expected level Cohort and class achievement data tracked in Literacy, Numeracy and CTT's (e.g. OD, TJ, NAPLAN, TORCH, Maths Pathways) 	●	<ul style="list-style-type: none"> Students report increased confidence in approaching GAT tasks Modifications to VCE pedagogy showing differentiation in English, Psychology, Legal and PE Modifications VCE curriculum Psychology and VET Sport and Rec Students with Learning Plans are achieving growth at the expected level 6 Months Growth in 6 Months for literacy, numeracy and CTT classes as measured by OD and TJ and in program assessments 		
					12 months: <ul style="list-style-type: none"> NAPLAN data analysis meetings conducted Whole school NAPLAN data analysis and collection plan mapped Teaching teams (VCE, CTT, Lit & Num) complete pre and post survey of renewal of knowledge and skills, Collective & active participation from SOS (school based) 	● ● ●	<ul style="list-style-type: none"> Increased average GAT scores (yr10 and yr11) Improvement in VCE mean study scores Cohort and class data shows 1 years' growth in a year 12 Months Growth in 12 Months for CTT classes as measured by PAT and TJ Program changes based on feedback from Naplan analysis Students with Learning Plans are achieving at growth at the expected level SOS results show improvement between pre and post survey 		
				6 months: <ul style="list-style-type: none"> 5 column scale agreed via consultative processes 	●				



	b) Review current Assessment, Moderation and Feedback Practices (Rubrics)	MRI, CM & LALs	End of term 2 July 2017	<ul style="list-style-type: none"> Learning Area Leaders Rubrics Workshop conducted Rubric protocols agreed and distributed to all staff Rubrics audited across Learning Areas for all major assessment tasks 7 – 12 for semester 1 		<ul style="list-style-type: none"> Self and Peer Audit of Differentiation (Checklist) shows Rubric quality is increased against a checklist/rubric for at least 4 units in each KLA 		
		JMc, SME,	Aug 2017	<ul style="list-style-type: none"> For small VCE classes, collaborations formed between teaching staff at this school and other schools for moderation practices. Staff attendance at LY NET moderation meetings. Assessment rubrics consistent between VCE classes and staff regularly cross marking. 		<ul style="list-style-type: none"> Adjustments to assessment documentation in Physics, EAL, Chemistry, Computing Informatics Feedback practices documented for one subject in each KLA 		
			End of term 4	<p>12 months:</p> <ul style="list-style-type: none"> Rubrics audited across Learning Areas for all major assessment tasks 7 – 12 for semester 2 	<ul style="list-style-type: none"> ● ● ● 	<ul style="list-style-type: none"> Self and Peer Audit of Differentiation (Checklist) Rubric quality is increased against a checklist/rubric CAT Rubrics completed and ready to upload onto compass for Semester 1 2018 Students with Learning Plans are achieving at growth at the expected level Statistical moderation graphs of VCE subjects within accepted VCAA standards (band). Deviations between class data on exams for the same subject is reduced. 		
KIS 4 Develop capacity for distributed instructional leadership to enhance teacher practice	a) Build the capacity of MLL to review and evaluate the implementation of the Vic Curriculum including the 4 capabilities	MRI, CM	Term 2	<p>6 months:</p> <ul style="list-style-type: none"> Documented curriculum maps for each Learning Area Conceptual threads in each curriculum map shows sequential skill development 7-10 and links into VCE outcomes 	●	<ul style="list-style-type: none"> Teachers from each KLA are able to clearly articulate the conceptual threads 7-10 developed for at least one unit from semester one 2017 		
			Mid Term 3 & 4	<p>12 months:</p> <ul style="list-style-type: none"> Learning Area Leadership project planned, documented and begun led by CM and MRI (audit, capacity building, workshopping, documentation, reporting, evaluation) LALs have greater understanding and confidence to inform/build instructional practice Learning Area Leaders will lead their Learning Areas to authentically implement specific capabilities from the Victorian Curriculum Learning Area Leader to coordinate and manage change and evaluate progress against set goals 	<ul style="list-style-type: none"> ● ● ● 	<ul style="list-style-type: none"> 50% of identified units documented with all key docs Documented reference to at least one of the four capabilities in each KLA Increase in self-reported efficacy as manager and visibility as leader of professional practice through in house survey. Staff survey data related to school climate variables: Academic emphasis, Collective efficacy, Staff trust in colleagues, Teacher Collaboration and to at or above all secondary schools levels SATTS data show increase in student morale, confidence and connectedness 		
			Dec 2017	<ul style="list-style-type: none"> Learning Area Leaders and teaching staff possess greater capacity to plan for, implement and review a rigorous, relevant and engaging curriculum 				
	Dec 2017	<ul style="list-style-type: none"> Learning Area Curriculum Maps and Whole School Curriculum Map document the integration of the Four Capabilities, Learning Area Strands / Sub Strands and Subject Literacies 						
	b) Establish ILT to develop a framework for feedback and support for instructional practices	ILT Team	End of term 2	<p>6 months:</p> <ul style="list-style-type: none"> Baseline data collected across the school re instructional practices and school improvement initiatives Tutors trained by Brian Dare in Literacy for Learning course Coaching model agreed upon and all staff allocated to a PLT Professional Learning Team program determined and implemented 	●	<ul style="list-style-type: none"> Staff have clarity around the strategic plan goal for instructional leadership, what this means for their own practices and how the school PLT structure will support them 		
			Aug 2017	<p>12 months:</p> <ul style="list-style-type: none"> ILT members have completed a cycle of coaching reflection activities ILT members have led all staff in one the PLT program focus groups with each group having a documented program running sheet which includes research based PL, peer coaching protocols, observation schedule and data based evaluation 	<ul style="list-style-type: none"> ● ● ● 	<ul style="list-style-type: none"> Self-reported Increased capacity of ILT members in coaching techniques PLT pre and post surveys show increased self-efficacy in particular PLT focus Student surveys show improvement in teaching and learning variables 		



Section 2: FISO Improvement Initiative – detail

In 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		<i>To improve student engagement & connectedness and pride in their school</i>																																		
FISO IMPROVEMENT INITIATIVE		● Positive Climate for learning <i>Empowering Students and building school pride</i>																																		
STRATEGIC PLAN TARGETS		● Improve Attitudes to School survey data in relation to teaching and learning variables; learning confidence, school connectedness, stimulating learning, teacher effectiveness, teacher empathy																																		
12 MONTH TARGETS		<table border="1"> <thead> <tr> <th>Factor Name</th> <th>2016</th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Learning confidence</td> <td>37.6</td> <td>> 40</td> <td>> 50</td> </tr> <tr> <td>School connectedness</td> <td>19.9</td> <td>> 25</td> <td>> 50</td> </tr> <tr> <td>Stimulating Learning</td> <td>19.6</td> <td>> 25</td> <td>> 50</td> </tr> <tr> <td>Student Motivation</td> <td>58.5</td> <td>> 55</td> <td>> 75</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>19.9</td> <td>> 25</td> <td>> 50</td> </tr> <tr> <td>Teacher Empathy</td> <td>23.8</td> <td>> 25</td> <td>> 50</td> </tr> </tbody> </table> <p>● Student feedback survey results show improvement in teacher practice</p> <p>Following PLC training in Semester 2 2017, Pivot student survey data targets will be added</p>							Factor Name	2016	2017	2020	Learning confidence	37.6	> 40	> 50	School connectedness	19.9	> 25	> 50	Stimulating Learning	19.6	> 25	> 50	Student Motivation	58.5	> 55	> 75	Teacher Effectiveness	19.9	> 25	> 50	Teacher Empathy	23.8	> 25	> 50
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KIS 5 Build student agency in learning and develop students as partners in school improvement	a) Pilot Pivot Survey with a small number of CTT's	LE, JMc	T3	12 months: <ul style="list-style-type: none"> 5% of CCT's engaging in the pivot survey cycle Working with pivot survey participants coaching based on survey feedback 	●	● Post Pivot survey results show increase in a b and c (to be completed when results of the initial survey are completed)																														
	b) Develop a strategic approach to Student leadership and development programs: SRC, Revised House system, Alpine school	MRI		6 months: <ul style="list-style-type: none"> Participation in student leadership camp Conduct student forum regarding leadership, expectations, behaviour, community links, and other school wide issues. Establish student working parties for student engagement and connectedness programs. 	●	<ul style="list-style-type: none"> Students completed community project Student and parent feedback from Beacon program involvement indicates In house survey shows improved pride in and connectedness to school 																														
				12 months: <ul style="list-style-type: none"> Students leading programs such as Year 12 Movie nights, Jacket design and student voting, lunch time or other co-curricular activities. Engage SRC in discussions about the school's criteria for practice excellence, learning & teaching approaches and of assessment Recommendations report from student forums presented to Principal team Student produced school year book SRC students trained in positive behaviour support Program for student forums developed that provides opportunities for student evaluation and feedback on curriculum content, processes, pedagogy and assessment Establish a Student Action Team to investigate responses to data collected e.g. meaning and implications of Student Survey data 	● ● ●	<ul style="list-style-type: none"> SATTS results Improve in the variables of connectedness, learning confidence, student morale, student motivation In house survey results show improved pride in and connectedness to school At least 10% of students in each year level have participated in at least one student forum In house survey results show increase in a, b and c 																														

Section 3: Other FISO Dimensions

In 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.



<p>STRATEGIC PLAN GOALS</p> <p>OTHER IMPROVEMENT MODEL DIMENSIONS</p> <p>STRATEGIC PLAN TARGETS</p> <p>12 MONTH TARGETS</p>	<p><i>To improve student wellbeing and support an inclusive school environment</i></p> <ul style="list-style-type: none"> <p>Positive Climate for Learning <i>Setting expectations and promoting inclusion</i></p> <ul style="list-style-type: none"> <p>Improve Attitudes to School survey data in relation to Student Wellbeing variables; student moral and student distress</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Student Morale</td> <td>41.5</td> <td>43</td> <td>>50</td> </tr> <tr> <td>Student Distress</td> <td>33.1</td> <td>35</td> <td>>50</td> </tr> </tbody> </table> <p>Improve Attitudes to School survey data in relation to student relationship variables; Connectedness to peers, Classroom behaviour and Student Safety</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Classroom behaviour</td> <td>24.4</td> <td>27</td> <td>>50</td> </tr> <tr> <td>Connectedness to peers</td> <td>42.4</td> <td>44</td> <td>>50</td> </tr> <tr> <td>Student Safety</td> <td>25.7</td> <td>30</td> <td>>50</td> </tr> </tbody> </table> <p>Improved average attendance, connectedness and achievement data for students involved in specialised learning programs (Baseline data spreadsheet)</p> <table border="1"> <thead> <tr> <th>EAL</th> <th>2016</th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Attendance (all participating students)</td> <td>91%</td> <td>93%</td> <td></td> </tr> <tr> <td>In house survey – student connectedness</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Insight testing for Literacy starts 2017</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Average Med and High growth Maths (PAT/SPA)</td> <td>35%</td> <td>40%</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Corrective Reading</th> <th>2016</th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Attendance (all participating students)</td> <td>88%</td> <td>90%</td> <td></td> </tr> <tr> <td>In house survey – student connectedness</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Average Med and High growth Reading (PAT/SPA)</td> <td>48%</td> <td>50%</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>PACE</th> <th>2016</th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Attendance (all participating students)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>In house survey – student connectedness</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Average Med and High growth Reading (PAT/SPA)</td> <td>55%</td> <td></td> <td></td> </tr> <tr> <td>Average Med and High growth Maths (PAT/SPA)</td> <td>33%</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Hands On Learning</th> <th>2016</th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Attendance (all participating students)</td> <td>No data</td> <td></td> <td></td> </tr> <tr> <td>In house survey – student connectedness</td> <td>No data</td> <td></td> <td></td> </tr> <tr> <td>Average Med and High growth Reading (PAT/SPA)</td> <td>No data</td> <td></td> <td></td> </tr> <tr> <td>Average Med and High growth Maths (PAT/SPA)</td> <td>No data</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>CEAP</th> <th>2016</th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Attendance (all participating students)</td> <td>90%</td> <td>91%</td> <td></td> </tr> <tr> <td>In house survey – student connectedness</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Average Med and High growth Reading (PAT/SPA)</td> <td>43%</td> <td>45%</td> <td></td> </tr> <tr> <td>Average Med and High growth Maths (PAT/SPA)</td> <td>38%</td> <td>40%</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Fluency - 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20 or more absence days % (PR)	2016	2017	2020
Yr7	27	26	24
Yr8	23	22	20
Yr9	41	38	28
Yr10	36	33	28
Yr11	23	22	20
Yr12	22	21	20

Yr7	2.4	2.3	2
Yr8	3.7	3.6	3
Yr9	11.1	11.0	9
Yr10	10.2	10.1	8
Yr11	8.6	8.4	7
Yr12	7.3	7.1	6

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
KIS 6 Build a culture of high expectations for learning and interactions across the College through the introduction of School Wide Positive Behaviour Support	a) Evaluate current practice and developing a whole school behaviour framework in line with SWPBS	LE		6 months: <ul style="list-style-type: none"> Team established SWPB schools visited by team members Critical friend engaged PD for Curriculum day Action plan developed based on evaluation of sub-school data Report showing audit and alignment between PRIS and SWPBS 	●	<ul style="list-style-type: none"> Teachers self-reflection survey shows improved understanding of SWBPs classroom protocols 		
				12 months: <ul style="list-style-type: none"> PBS working party established and meeting on regular basis Behaviour matrices developed for student and staff PD modules for staff and students developed Programs/Process from action plan implemented 	● ● ●	<ul style="list-style-type: none"> Student and staff in house surveys to show further improvement in classroom behaviour and teacher empathy SATTS to reflect improvement in teacher empathy and classroom behaviour Improvement in withdrawal data in each sub-school 		
	b) Evaluate and Establish whole school Wellbeing practices in line with SWPBS	LE		6 months: <ul style="list-style-type: none"> Wellbeing structure evaluated including roles and responsibilities for wellbeing team members Processes for student referrals evaluated Baseline data for students attending Wellbeing is collected 	●	<ul style="list-style-type: none"> Staff report greater clarity around wellbeing processes Staff report increased self-efficacy for the teaching of students with wellbeing needs Reduction in red compass posts for students with wellbeing needs Reduction in grey compass posts for students with wellbeing needs 		
				12 months: <ul style="list-style-type: none"> Proposal for wellbeing restructure for 2018 Referral process documented Roles and responsibilities for each member of the wellbeing team documented Action plan for the collection and evaluation of data for students referred to wellbeing 	● ● ●	<ul style="list-style-type: none"> Reduction in the amount of withdrawals. Increase in the amount of positive records on Compass. Attendance rates for students referred to wellbeing improves 		
	a) Transition into new EAL Victorian framework Strengthen EAL community links	MRI		6 months: <ul style="list-style-type: none"> Employment of MEA Parent community forums run Establish EAL homework club 	●	<ul style="list-style-type: none"> EAL students attending homework club increases Parents report high understanding and connectedness to school 		
				12 months: <ul style="list-style-type: none"> Translation of key college documents into main language groups Development of plan for use of ICT to make college information and website more community friendly EAL Engagement plan developed 	● ● ●	<ul style="list-style-type: none"> Improved Average Med and High growth Maths (PAT/SPA) Increased ATTS data in teacher effectiveness and connectedness to school Accurate assessment of student achievement (triangulation of data) 		
a) Ensure all students with individual learning needs are supported by ILP's	LE		6 months: <ul style="list-style-type: none"> PSD, Koori and high priority non-funded students are identified and have documented ILP's Provided written recommendations to staff on appropriate teaching and learning strategies for students ILP's Reporting on PSD students includes personal learning goals 	●	<ul style="list-style-type: none"> Students with ILP's will show increased learning growth Teachers of students with ILP's will self-report increased confidence in appropriate learning strategies for students with ILP's Parents of students on ILP's will report increased knowledge of their child's learning achievement levels 			



				12 months: <ul style="list-style-type: none"> Review of each students ILP and semester 2 goals set Professional development delivered that will build the capacity of staff to implement differentiated strategies 	<ul style="list-style-type: none"> ● ● ● 	<ul style="list-style-type: none"> Every staff member who has an student with an ILP in their classroom has attended at least 1hr of PD around implementing differentiated strategies for students on ILPs 		
	b) Participate in Bastow change maker program focussed on attendance c) Implement compass attendance modules d) Review processes and role descriptions for staff involved in attendance procedures	LE		6 months: <ul style="list-style-type: none"> Attendance action plan completed 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> Reduction in the number of unexplained absences 		
			12 months: <ul style="list-style-type: none"> Review of attendance policy completed Run parent forum and or survey to gain feedback on attendance processes Implementation of programs to address attendance and connectedness Accuracy and consistency of attendance codes across sub-schools and front office 	<ul style="list-style-type: none"> ● ● ● 	<ul style="list-style-type: none"> Audit of the process of attendance and coding shows Alignment between sub schools Further reduction of unexplained absences Reduce the number of students with greater than 20 days absence by 10% Reduce the number of unapproved absences (days) at all year levels by approximately 20% particularly at years 9 and 10 or to be no greater than 28% (state levels) particularly at years 8, 9 and 10 			



Section 4: School Self-Evaluation

For the chosen FISO initiatives and dimensions, evaluate against the Continua of practice and document evidence and analysis.

For other FISO dimensions include an assessment of the school's status against the continua to assist with the development of the 2018 AIP.

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	2 - Evolving	Teachers are aware of the FISO priorities and initiatives. They are beginning to explore what the initiatives might mean for their professional practice. The school develops professional learning aligned with their FISO improvement strategies. Professional learning teams are formalised and teachers work collaboratively to review and develop their practice. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress. Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation. A school-based professional learning program is documented and implemented. The school supports teachers to develop evaluative and assessment skills, and provides opportunities for teachers to practise these capabilities.
	Curriculum planning and assessment	No	2 - Evolving	Student achievement data informs curriculum planning. Teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum and senior secondary curriculum. The school schedules opportunities for teachers to work in teams, which develop consistency in teaching and learning strategies and moderate student assessment. The school's curriculum plan begins to integrate learning areas and capabilities, pedagogy and assessment into a documented program of teaching and learning. Documented whole-school pedagogical practice is evidence based. There is an expectation that student needs and interests inform curriculum planning and teaching. Moderation of student work develops consistency of teacher judgement. Teacher teams use student achievement to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies. Standardised unit and lesson planning templates are periodically refined.
	Evidence-based high impact teaching strategies	No	2 - Evolving	Teachers know that every learner is capable of making progress and clearly communicate this to all students. Teachers set challenging tasks and encourage students to engage with them. Teaching is designed to scaffold student learning accordingly. The school provides opportunities for teachers to observe and discuss best practice teaching. There is a shared language to describe agreed high-impact teaching strategies. Teachers select and trial agreed new strategies in their own classrooms. Teachers understand the rationale for consistent, high-quality teaching strategies across the school. Teachers are encouraged to use the FISO Improvement Cycle to improve practice and drive whole-school improvement. Working collaboratively in Professional Learning Communities, teachers begin to investigate alternative teaching models, pedagogical strategies and experiment with new practices. Supported by the leadership team, teachers use formative and summative assessment to evaluate the impact they are having on student outcomes and to self-assess the effectiveness of their teaching. Teachers respond to formative and summative assessment by trialling some high-impact teaching strategies.
	Evaluating impact on learning	Yes	2 - Evolving	Teachers use a range of formative and summative assessments to monitor student learning, identify point of need and comply with curriculum standards. Teaching teams establish processes such as using assessment maps, moderation and protocols to enable greater consistency of their judgements on student learning. Teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement relative to their learning goals and their needs, in order to progress learning. Teachers work in teams to analyse assessment data and monitor students' learning as part of regular lesson planning and review. They identify implications for future lesson planning including curriculum content and pedagogical approaches. Teachers work in teams to analyse student-learning data and reflect on the effectiveness of their own teaching. Teachers identify appropriate professional learning to build their knowledge and skills including research, evidence-based strategies, observation, and feedback and coaching.
Professional leadership	Building leadership teams	Yes	1 - Emerging	The leadership team applies their understanding of current research and student data to plan and implement school improvement. The leadership team provides clear and explicit direction and support for the School Improvement Team's activities, including raising awareness across the school community of its improvement goals and targets identified in the AIP. The school's selected FISO initiatives are aligned with the SSP and AIP. Leadership roles are aligned with the SSP and AIP priorities. The school provides opportunities for aspirant leaders to build their capabilities in school improvement. The leadership team is regularly involved in professional learning with their staff. They do so in formal, structured professional learning teams. A whole-school professional learning program is developed and documented. An induction program for new teachers introduces them to the professional learning culture of the school. The leadership team identifies and provides access to appropriate professional learning for teachers. The leadership team shares expectations for respectful behaviour and communication between all members of the school community. Leaders support the development of a common language around the school's values and vision and encourage others to act in accordance with them.
	Instructional and shared leadership	Yes	1 - Emerging	Leaders lead and participate in professional learning with staff, including curriculum planning, instructional methods, assessment strategies and student achievement data. Leaders work with staff to review and improve their teaching, including using observation, feedback and coaching. Leaders encourage teachers to collaborate and review the impact of their teaching on student learning. The principal identifies priority areas for improvement consistent with the school's AIP. All teachers have a Performance and Development Plan with alignment to AIP goals. The principal team delegates authority to others to undertake specific activities and implements processes that support leadership development. The principal team actively canvasses the views of leaders and teachers in the school when formulating decisions. Students' views on school organisational matters are considered.
	Strategic resource management	No	1 - Emerging	The principal develops decision-making processes that recognise the school's context and uses a consultative approach to strategic planning. The principal determines the allocation of school resources based on immediate school needs. The principal uses whole-school data to identify school improvement goals linked to the AIP. The principal recruits personnel and changes roles and responsibilities of current personnel to best meet the school's objectives. They assess current and anticipated staffing needs, planned developments and short term goals of the school, to make recruitment decisions. The principal identifies and implements professional learning that is aligned with staff learning plans and school priorities. They allocate time and resources to support teacher collaboration. They ensure that beginning teachers and teachers new to the school have a thorough induction to the school.
	Vision, values and culture	No	1 - Emerging	Leaders begin to develop the school vision and values. They engage staff in discussions about the school's vision, values and goals and make links to the current work of the school. Leaders set goals for the school, specifying school improvement targets from the AIP. They set expectations that the goals should inform and impact upon teaching practice. Leaders communicate the school's vision, values and AIP goals to the staff. Leaders communicate with students, staff and parents to build alliances to support the school's vision.
Positive climate for learning	Empowering students and building school pride	Yes	1 - Emerging	Some opportunities exist for student leaders to have a presence at school events. Student opinions are invited in relation to activities such as fund raising and student celebrations. Teachers appreciate that positive relationships with students are important and take steps to identify and address signs of conflict between students. General feedback on the quality of teacher/student relationships is informally provided by students. The school emphasises its importance in building student motivation and engagement. Teachers discuss learning progress with students and recognise achievements to



				build student motivation and confidence for learning. Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through school assemblies, classroom presentations and newsletters. Teachers use assessment data to help students to see the progress they are making.
	Setting expectations and promoting inclusion	Yes	1 - Emerging	Diversity is valued especially as part of special events and programs which build knowledge and understanding of diverse cultural and linguistic backgrounds. Staff engage in professional development to build understanding of managing challenging behaviours, engagement practices, building resilience and creating an inclusive school. The school has a documented framework of behaviour, attitudes, and expectations, based on the school vision and values that supports student achievement and wellbeing. Teachers set learning goals for students and monitor achievement. The school sets out clear expectations of student behaviour and documents intervention strategies to deal with all aspects of student misbehaviour including critical incidents and bullying. The school develops policies and practices that ensure it fulfils its obligations to provide a safe learning environment and to minimise risk. The school recognises that good teaching practice and positive relationships are important to student engagement in reducing instances of disruptive student behaviour. There are clear expectations that all students respect the learning environment of the school and do not disrupt the learning of others. Teachers prioritise academic instruction during class time.
	Health and wellbeing	No	1 - Emerging	The school has developed and documented a health and wellbeing policy. Teachers understand the importance of the social and emotional growth of their students and limit anti-social behaviour by implementing clear classroom expectations. The school provides parents/carers with information about its social and emotional learning programs and its expectations for student behaviour. The school curriculum plan addresses the importance of healthy eating, physical exercise, self-protection (e.g. drug aversion) and self-management (e.g. sleep, hygiene). The school program allows for opportunities for all students to participate in physical activity. The school's curriculum plan identifies the importance of self-awareness and self-care. The school provides professional learning on the use of cognitive strategies that enhance students' psychological wellbeing. Teachers engage in positive interactions with students in their classes. The school has wellbeing programs and structures that target the needs of some students. The school has a documented framework of behaviour, attitudes and expectations based on the school's vision and values that supports student wellbeing and encourages all students to reach their potential.
	Intellectual engagement and self-awareness	No	1 - Emerging	The school communicates high expectations about all aspects of schooling, including school attendance, behaviour, learning progress and school completion. Students' learning growth is regularly measured and informs goal setting for individual students. Teachers encourage students to be self-reflective learners by exploring their thinking processes. They emphasise that a person's ability to learn is not fixed and that effective learning strategies can be learned to improve performance. The school invests in time, tools and training to build all teachers' capability in student assessment and targeted teaching. Teachers work together to develop lesson plans and assessments that cater for different levels of ability and interests. Teachers build on prior knowledge, focus on learning goals and scaffold new learning to engage students and build confidence. Lessons are developed with different student abilities and interests in mind.
Community engagement in learning	Building communities	No	1 - Emerging	The school identifies parents/carers as important partners in raising student achievement. It encourages family engagement through provision of information on school activities, policies and programs and how to support their child's learning at home. Teachers update parents/carers on the status and progress of their child's learning and has protocols in place to respond to issues and concerns. The school ensures students' learning is enhanced through learning experiences beyond the school. The school identifies potential community partners based on their capacity to contribute to improved student learning, health and wellbeing and creating strategies for student support. The school encourages community participation in school activities and provides access to school resources to strengthen school and community partnerships and connections. The school takes opportunities to engage with community organisations that offer support to individual students in their learning, health and wellbeing. Schools work with specialist services involved with individual children who have significant health or learning issues.
	Global citizenship	No	1 - Emerging	Curriculum planning includes a focus on developing student interest in the world and understanding the ways people depend on each other. The school emphasises universal values such as respect, inclusion and acceptance. Students are taught to respect diversity within the school, especially as part of special events and programs to build knowledge and understanding of different cultural and linguistic backgrounds. There are programs which focus on learning about cultural understandings and practices. Teachers focus on building and maintaining positive and trusting relationships. The school supports students to develop communication, team building and leadership skills. The school focuses on inclusive classrooms, encouraging interaction and communication between learners and creating a respectful and positive learning environment. The school models environmentally sustainable practices. Curriculum programs help students understand the relationship between humans, living things and the natural environment.
	Networks with schools, services and agencies	No	2 - Evolving	The school identifies other schools, (both government and non-government), services and agencies on the basis of their capacity to provide health and wellbeing support and intellectual and/or physical resources not available within the school. The school works with specialist services involved with individual children who have significant health or learning issues. The school approach to supporting student wellbeing is communicated to parents/carers. The school connects students with community organisations and institutions to support individual learning needs and build confidence including access to broader or deeper learning opportunities. The school works with other agencies to create specific strategies for students with additional needs
	Parents and carers as partners	No	2 - Evolving	The school explores opportunities to collaborate with external agencies such as other schools, universities, health service providers and community organisations, to provide additional health and wellbeing support and learning opportunities for students. Consideration is given to using school facilities for the delivery of services. The school has well-established links with community services for promoting positive health and wellbeing in both staff and students, and for supporting the specific health and wellbeing needs of individual students. The school provides opportunities for parents/carers and students to have input into programs that support student health and wellbeing. The school connects students with community organisations and institutions to support individual learning needs and build confidence including access to broader or deeper learning opportunities. The school works with other agencies to create specific strategies for students with additional needs.
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				
Next Steps:				

