

# Annual Implementation Plan: for Improving Student Outcomes

School name: Weeden Heights Primary School

Year: 2017

School number:

Based on strategic plan: 2016 - 2019

Endorsement:

Principal Kylie Campbell 20.3.17

Senior Education Improvement Leader Rod Williamson 20.3.17

School council Kirsty White 20.3.17

## Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> <li>To improve the English and Mathematics student learning outcomes and growth from Prep to Year 6 (Achievement)</li> <li>To develop contemporary curriculum with a focus on empowering students (Engagement)</li> <li>To provide a safe and stimulating learning environment for all students (Wellbeing)</li> <li>To effectively allocate resources (human, financial, time, space and materials) to the support goals and priorities of the School Strategic Plan (Productivity)</li> </ul>	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.

Weeden Heights PS has produced excellent student achievement data and has made a positive and successful start to the 2015- 2019 Strategic Plan. There has been considerable progress made towards transforming the teaching and learning practices and the staff have been committed to renewing their practice, developing an engaging curriculum and implementing the new Victorian Curriculum. 2016 saw the strengthening of the wellbeing program, introduction of STEM (including coding) into inquiry learning investigations, a focus on developing mathematical skills and the reinforcement of the whole school reading approach. The teaching and learning approaches developed from the previous year will continue and in 2017 the staff will strengthen their writing and spelling programs with a sequential and developmental whole school approach.

The school's data has been strong, continually exceeding the state mean. Teacher judgements show on average, 95% of students achieving at or above the expected level in English and Mathematics. Naplan data fluctuated in 2016 compared to the outstanding results of 2015 where Weeden Heights was ranked number 18 in Australia and number 15 in Victoria for their results. A thorough analysis of the 2016 Naplan results by the whole staff has supported them to enhance their teaching practices and the term curriculum planners for all year levels. Staff will develop their data literacy skills, through tracking student progress closely in curriculum areas, to focus on lifting the results of students achieving at the expected level so that there are a greater number of students achieving above the expected level. Cohort data based on teacher judgements, shows strong growth for those students achieving below or at the expected level. The 2017 focus is to challenge students further so that there are a greater number of students achieving above and well above the expected level.

The staff will strengthen their whole school practices and develop stronger accountability measures while continuing to maintain a vibrant learning environment where students are motivated and independent learner. Optimism, engagement and challenges will feature strongly in each classroom. *'Futures are Bright at Weeden Heights'*.



### 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)
<b>Building Practice Excellence</b>	<ul style="list-style-type: none"><li>• Enhance teacher practice through the development of an agreed, school-wide instructional model which consistently implements the agreed writing and numeracy approach (Achievement &amp; Engagement)</li><li>• Continue to build teacher capacity in the instruction of literacy and numeracy through a strategically planned and cohesive professional learning program (Achievement)</li></ul>
<b>Curriculum Planning and Assessment</b>	<ul style="list-style-type: none"><li>• Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students (Achievement)</li><li>• Further focus on individualised, personalised and differentiated learning criteria, teacher feedback and goal setting while catering for a range of student interests and learning styles (Engagement)</li></ul>



Framework for Improving Student Outcomes

Published: February 2016



## Section 2: Improvement Initiatives

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

<b>STRATEGIC PLAN GOALS</b>	<p>To improve the English and Mathematics student learning outcomes and growth from Prep to Year 6 (Achievement)</p> <p><i>Other contributing goals from the Strategic Plan:</i></p> <ul style="list-style-type: none"> <li>To develop contemporary curriculum with a focus on empowering students (Engagement)</li> </ul>																																																																																																																																																		
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	2015	2016	2017	2019	2015	2016	2017	2019	2015	2016	2017	2019	2015	2016	2017	2019
Reading	22	25	22	18	47	55	55	51	31	20	25	35	78	75	80	
Writing	16	20	18	12	52	65	62	56	31	15	20	35	84	80	82	
Grammar & Punctuation	6	20	19	2	63	45	46	67	31	35	35	35	94	80	81	
Spelling	6	40	30	2	73	50	55	77	21	10	15	25	94	60	70	
Numeracy	12	26.3	20	6	57	47.4	50	61	31	26.3	30	35	88	73.7	80	


- Maintain the percentage of students (F – 6) achieving at or above the expected level (94 – 97% of students) in the Victorian Curriculum
- Increase the percentage of students achieving an A or B whilst lowering the percentage of students achieving D or E

AusVEL's Teacher Judgements - percentages												
	Below (D or E)			At (C)			Above (A or B)			At/Above (A, B or C)		
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Speaking & Listening	2.3	2.8	2	44	42.3	42	53.2	55.7	56	97.7	98	98
Reading	2.9	6.1	5	42.2	36.2	38	54.9	57.7	57	97.1	93.9	95
Writing	5.2	10.4	8	55.5	49.7	50	39.3	42.3	42	94.8	92	92
Number & Algebra	4.6	5.4	4.8	47.4	46.3	47.2	47.9	48.3	48	96.4	94.6	95.2

AusVEL's Teacher Judgements Percentage of Students Achieving an A or B												
	Speaking & Listening			Reading & Viewing			Writing			Number & Algebra		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Prep	56	42.8	50	36	50	50	44	21.4	50	44	42.9	50
Year 1	65	58.3	50	65	58.4	52	55	50	23	45	50	45
Year 2	69.6	75	60	73.9	67.9	60	52.1	50	52	60.9	60.7	52
Year 3	43.8	43.5	77	43.7	52.1	70	28.2	39.1	52	43.7	39.1	63
Year 4	34.6	60.9	45	46.1	65.2	53	34.6	39.1	42	61.6	56.6	42
Year 5	55.5	44	62	72.2	48	67	33.4	32	42	55.6	28	59
Year 6	53.2	58.4	46	58.6	58.3	50	34.4	58.3	35	31	58.3	30

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>[Drafting Note report here the KIS from the previous summary page]</p> <p><b>Enhance teacher practice through the development of an</b></p>	<p>[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]</p> <p>Develop a shared vision for contemporary pedagogy, including:</p> <ul style="list-style-type: none"> <li>▪ Instructional Model</li> <li>▪ Teaching and Learning Framework (review)</li> </ul>	Principal Leadership team	Term 1 & 2	<p><b>6 months:</b> [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]</p> <ul style="list-style-type: none"> <li>▪ Shared Vision for the instructional model and Teaching and Learning is documented</li> <li>▪ Consistent approach implemented throughout classrooms</li> </ul>	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		



<b>agreed, school-wide instructional model which consistently implements the agreed writing and numeracy approach (Achievement)</b>	<ul style="list-style-type: none"> <li>Pedagogy &amp; use of space</li> </ul>	Level leaders and classroom teachers	Term 1	<ul style="list-style-type: none"> <li>First round of classroom observations completed with feedback</li> <li>Café Reading fully implemented in every classroom</li> <li>Teachers planning for oral language and recorded in work programs</li> <li>Professional learning for teachers on all forms of oral language</li> <li>Speaking and listening teacher judgements moderated</li> <li>Planners and work programs focussing on daily writing session</li> </ul>				
	Embed agreed teaching and learning whole school practices in Literacy and Numeracy <ul style="list-style-type: none"> <li>Strengthen the implementation of Café reading approach through team meetings and agreed practices: mini lessons, visual strategies, planned strategy groups and reading journals</li> </ul>		Term 2	<ul style="list-style-type: none"> <li>Spelling and Punctuation &amp; Grammar taught documented explicitly in planning documentation and teacher work programs</li> <li>Improved NAPLAN results in the area of Punctuation and Grammar</li> </ul>				
	<ul style="list-style-type: none"> <li>Further implement oral language through the literacy block through embedding social talk, academic talk (talk to learn) and formal (scripted talk)- readers theatre</li> </ul>	Level leaders and classroom teachers	Term 1	12 months: <ul style="list-style-type: none"> <li>Second round of classroom observations completed with feedback</li> </ul>				
	<ul style="list-style-type: none"> <li>Full implementation of the VOICES (6 traits) writing program</li> </ul>	Classroom teachers	Ongoing	<ul style="list-style-type: none"> <li>Staff agreed Instructional Model and Teaching and Learning Framework published</li> <li>Alignment of teacher judgements in speaking and listening to reading and viewing through expectations and consistent moderation</li> </ul>				
<ul style="list-style-type: none"> <li>Implementation of the punctuation and grammar scope and sequence during the writing program</li> <li>Implement the spelling program through the writing block</li> </ul>	Classroom teachers	Term 1 & ongoing	<ul style="list-style-type: none"> <li>Improved teacher judgements in the areas of speaking and listening</li> </ul>					



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	<p>To develop contemporary curriculum with a focus on empowering students (Engagement)</p> <p><i>Other contributing goals from the Strategic Plan:</i></p> <ul style="list-style-type: none"> <li>To improve the English and Mathematics student learning outcomes and growth from Prep to Year 6 (Achievement)</li> </ul>																																																																			
<b>IMPROVEMENT INITIATIVE</b>	<b>Curriculum planning and assessment</b>																																																																			
<b>STRATEGIC PLAN TARGETS</b>	<p>For each year of the strategic plan, the Student Survey (Attitudes to School) mean scores will remain above the 75<sup>th</sup> percentile</p> <table border="1" data-bbox="546 506 1383 957"> <thead> <tr> <th>Parent Factor Name</th> <th>Factor</th> <th>2015 Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Student Relationships</td> <td>Classroom Behaviour</td> <td>4.66</td> <td>4.8</td> </tr> <tr> <td>Peer Connectedness</td> <td>4.63</td> <td>4.8</td> </tr> <tr> <td>Student Safety</td> <td>4.68</td> <td>4.8</td> </tr> <tr> <td rowspan="2">Wellbeing</td> <td>Student Distress</td> <td>6.45</td> <td>6.6</td> </tr> <tr> <td>Student Morale</td> <td>6.32</td> <td>6.5</td> </tr> <tr> <td rowspan="6">Teaching and Learning</td> <td><b>Learning Confidence</b></td> <td><b>4.71</b></td> <td><b>4.9</b></td> </tr> <tr> <td>School Connectedness</td> <td>4.71</td> <td>4.9</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.79</td> <td>4.9</td> </tr> <tr> <td><b>Student Motivation</b></td> <td><b>4.85</b></td> <td><b>5.0</b></td> </tr> <tr> <td><b>Teacher Effectiveness</b></td> <td><b>4.77</b></td> <td><b>4.9</b></td> </tr> <tr> <td>Teacher Empathy</td> <td>4.75</td> <td>4.9</td> </tr> </tbody> </table> <p>By 2019, student absence rates will continue to be at or below the state mean for each year level.</p> <p>The Staff Opinion Survey will remain above the state mean and the 80<sup>th</sup> percentile.</p> <p>To improve the school mean scores on the Parent Opinion Survey in the following areas:</p> <table border="1" data-bbox="546 1209 1323 1560"> <thead> <tr> <th></th> <th>2015</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>5.90</td> <td>6.0</td> </tr> <tr> <td>Extra - Curricula</td> <td>5.19</td> <td>5.3</td> </tr> <tr> <td>Learning Focus</td> <td>5.50</td> <td>5.7</td> </tr> <tr> <td>General Satisfaction</td> <td>5.18</td> <td>5.3</td> </tr> <tr> <td>Connectedness to Peers</td> <td>6.00</td> <td>6.2</td> </tr> <tr> <td>Student Motivation</td> <td>5.59</td> <td>5.7</td> </tr> <tr> <td>Social skills</td> <td>5.97</td> <td>6.1</td> </tr> <tr> <td>School Connectedness</td> <td>6.13</td> <td>6.3</td> </tr> </tbody> </table> <p>To improve student attendance by reducing student absences and remaining below the state average.</p>	Parent Factor Name	Factor	2015 Data	2019 Target	Student Relationships	Classroom Behaviour	4.66	4.8	Peer Connectedness	4.63	4.8	Student Safety	4.68	4.8	Wellbeing	Student Distress	6.45	6.6	Student Morale	6.32	6.5	Teaching and Learning	<b>Learning Confidence</b>	<b>4.71</b>	<b>4.9</b>	School Connectedness	4.71	4.9	Stimulating Learning	4.79	4.9	<b>Student Motivation</b>	<b>4.85</b>	<b>5.0</b>	<b>Teacher Effectiveness</b>	<b>4.77</b>	<b>4.9</b>	Teacher Empathy	4.75	4.9		2015	2019 Target	Stimulating Learning	5.90	6.0	Extra - Curricula	5.19	5.3	Learning Focus	5.50	5.7	General Satisfaction	5.18	5.3	Connectedness to Peers	6.00	6.2	Student Motivation	5.59	5.7	Social skills	5.97	6.1	School Connectedness	6.13	6.3
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Average Days absent per full time student		
	2015	2019 Target
Prep	5.95	6
Year 1	15.68	11
Year 2	11.77	11
Year 3	10.45	11
Year 4	15.40	10
Year 5	14.11	13
Year 6	10.95	10
Prep – Year 6	12.82	10

## 12 MONTH TARGETS

For each year of the strategic plan, the Student Survey (Attitudes to School) mean scores will remain above the 75<sup>th</sup> percentile

Parent Factor Name	Factor	2015 Data	2016 Data	2017 Target	2019 Target
Student Relationships	Classroom Behaviour	4.66	4.73	4.75	4.8
	Peer Connectedness	4.63	4.71	4.73	4.8
	Student Safety	4.68	4.83	4.85	4.8
Wellbeing	Student Distress	6.45	6.7	6.72	6.6
	Student Morale	6.32	6.32	6.35	6.5
Teaching and Learning	<b>Learning Confidence</b>	<b>4.71</b>	<b>4.7</b>	<b>4.72</b>	<b>4.9</b>
	School Connectedness	4.71	4.73	4.75	4.9
	Stimulating Learning	4.79	4.69	4.72	4.9
	<b>Student Motivation</b>	<b>4.85</b>	<b>4.94</b>	<b>4.96</b>	<b>5.0</b>
	<b>Teacher Effectiveness</b>	<b>4.77</b>	<b>4.75</b>	<b>4.77</b>	<b>4.9</b>
	Teacher Empathy	4.75	4.67	4.7	4.9

By 2019, student absence rates will continue to be at or below the state mean for each year level.

The Staff Opinion Survey will remain above the state mean and the 80<sup>th</sup> percentile.

To improve the school mean scores on the Parent Opinion Survey in the following areas:

	2015	2016	2017 Target	2019 Target
Stimulating Learning	5.90	5.83	5.85	6.0
Extra - Curricula	5.19	5.35	5.35	5.3
Learning Focus	5.50	5.81	5.8	5.7
General Satisfaction	5.18	6.03	6	5.3
Connectedness to Peers	6.00	6.17	6.2	6.2
Student Motivation	5.59	5.91	5.9	5.7
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To improve student attendance by reducing student absences and remaining below the state average.



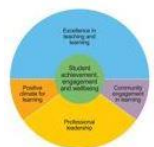
	Average Days absent per full time student			
	2015	2016	2017 Target	2019 Target
Prep	5.95	11.13	8	6
Year 1	15.68	6.04	11	11
Year 2	11.77	7.22	6	11
Year 3	10.45	11	7	11
Year 4	15.40	11.07	10.5	10
Year 5	14.11	11.53	11	13
Year 6	10.95	14.55	11	10
Prep - Year 6	12.82	10.10	10	10

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>[Drafting Note report here the KIS from the previous summary page]</p> <p><b>Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students (Achievement)</b></p>	<p>[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]</p> <p>Further develop assessment and reporting procedures so that staff can accurately track and monitor student achievement</p> <ul style="list-style-type: none"> <li>Purchase Accelerus Light (when available)</li> </ul> <p>Embed the practice of collaborative analysis of data to inform teaching: plan, cater further for individual learning</p> <ul style="list-style-type: none"> <li>Teams track and monitor cohort data through regular observation and testing</li> <li>Teams discuss student progress through data and develop the curriculum around the learning needs of the cohort</li> <li>Work programs reflect student activities that challenge students and support them in working towards their new learning/next level</li> <li>Individual Education Plans developed</li> </ul> <p>Further develop the capacity of staff to use data to inform all aspects of the teaching and learning from school wide cohort data and individual student data</p> <ul style="list-style-type: none"> <li>Continued involvement of WHPS in the FISO data literacy group</li> <li>Share and analyse whole school data (NAPLAN, survey results and staff data) through meetings</li> <li>Continued professional learning to unpack data sets</li> </ul> <p>Review the assessment schedule &amp; portfolio expectations</p> <ul style="list-style-type: none"> <li>Add new assessments to the whole school schedule</li> </ul>	<p>Assessment and Reporting Co-ordinator</p> <p>Level Teams &amp; teachers</p> <p>Principal &amp; Staff</p> <p>Principal</p> <p>Assessment &amp; Reporting Co-ordinator</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1</p>	<p>6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]</p> <ul style="list-style-type: none"> <li>Accelerus data tracking program purchased and loaded onto staff computers</li> <li>Professional learning on the data tracking program</li> <li>All staff have placed February bench marking data on Accelerus</li> <li>Professional Learning completed by staff on Accelerus</li> <li>Documented team goals align with cohort data</li> <li>Completion of 'Getting To Know You' Interviews</li> <li>Individual Education Plans for all students achieving above or below the expected level &amp; mid-year review of plan completed and based on results</li> <li>Term 1 &amp; 2 SSG's completed</li> <li>Team meeting minutes reflect cohort data discussions</li> <li>Team planning reflecting further individualised planning and needs of the cohort</li> <li>Team planning identifies activities that reinforce concepts and extends students beyond their working level</li> <li>Staff work programs reflect individualised planning for individual students with similar learning goals</li> <li>Attendance at the combined FISO meetings</li> <li>Team minutes reflect planning for students achieving at different levels</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>Student benchmarking results documented on Accelerus Light and data available for the 2018 classroom teacher</li> <li>Term 3 &amp; 4 SSG's completed</li> <li>New staff inducted with the documented approach to the 3 Way Partnership process</li> <li>3 Way Partnerships completed</li> <li>Staff using ongoing data to plan learning sequences and student groups</li> </ul>	<p>● ● ●</p> <p>● ● ●</p>	<p>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p>		





<ul style="list-style-type: none"> <li>Review Essential Assessments Test: administration and agreed tests to implement as a part of benchmarking/on-going</li> <li>Document the expectations for Portfolios</li> </ul> <p>Review the format of the student report to parents</p> <ul style="list-style-type: none"> <li>Identify strands being assessed and inclusion of the new Victorian Curriculum</li> <li>Further show case the school programs – include wellbeing, SAKG, absence/late data for the whole year</li> </ul>	<p>Assessment &amp; Reporting Co-ordinator and staff</p>	Term 2	<ul style="list-style-type: none"> <li>Improved student data – Teacher Assessments, NAPLAN and benchmarking data</li> <li>Individual education Plans reviewed and adjusted</li> <li>Ongoing evidence <ul style="list-style-type: none"> <li>Team minutes reflecting analysis of data</li> <li>Minutes from SSG's</li> <li>Team planners catering for different cohorts</li> <li>Work programs with individualised planners</li> </ul> </li> </ul>			
		Term 1	<p>12 months:</p> <ul style="list-style-type: none"> <li>Ongoing evidence: <ul style="list-style-type: none"> <li>- Inquiry planners</li> <li>- Classroom work programs</li> <li>- Timetables</li> <li>- Meeting minutes</li> </ul> </li> <li>2018 leaders and captain roles allocated</li> </ul>	● ● ●		



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	<p>To develop contemporary curriculum with a focus on empowering students (Engagement)</p> <p><i>Other contributing goals from the Strategic Plan:</i> To improve the English and Mathematics student learning outcomes and growth from Prep to Year 6 (Achievement)</p>																																																																			
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<p><b>Building practice excellence:</b> teachers, principals and schools will work together</p>																																																																			
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
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[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
<b>Plan for an integrated use of ICT within the context of authentic learning (Engagement)</b>	<ul style="list-style-type: none"> <li>Implement the Victorian Curriculum through a further enhancement of the extensive science program offered at WHPS</li> <li>Introduce a sixth specialist subject; STEM with a focus on creative thinking, coding and robotics</li> <li>Continue on with the implementation of 'coding' across the curriculum</li> <li>Parents provided with information about coding and the coding aspect of STEM</li> <li>ICT professional learning</li> <li>Review existing STEM investigations and develop a program for specialists to implement</li> <li>Regular planning for STEM teachers</li> <li>ICT student captain mentored by a teacher and implementing the lunchtime Code Club</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>STEM specialist Teachers</li> <li>Ongoing</li> <li>STEM specialists</li> <li>Principal</li> <li>ICT Captain &amp; Yr 6 teacher</li> </ul>	<ul style="list-style-type: none"> <li>Jan 2017</li> <li>Term 1</li> <li>Term 1 &amp; 3</li> <li>Term 1 &amp; 2</li> <li>Termly</li> <li>Fortnightly in terms 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>6 months: <ul style="list-style-type: none"> <li>Staffing to reflect a 6<sup>th</sup> specialist teacher</li> <li>Two classrooms dedicated to the teaching of STEM</li> <li>All of the school registered with code.org and completing self-paced learning</li> <li>Staff professional learning completed and evident on the staff meeting schedule</li> </ul> </li> <li>12 months: <ul style="list-style-type: none"> <li>Classroom teachers tracking student progress on code.org</li> <li>All students with coding skill based continuums to track progress evident in student learning portfolios</li> <li>Consistent attendance at Code Club by students</li> </ul> </li> </ul>	● ● ●			
<b>Manage and align resource allocation across the school to</b>	<ul style="list-style-type: none"> <li>Develop a generous budget to allow the introduction of STEM</li> <li>Set up 2 classrooms</li> </ul>	Principal	Jan 2017	<ul style="list-style-type: none"> <li>6 months: <ul style="list-style-type: none"> <li>Two designated spaces allocated to STEM and set up as classrooms</li> </ul> </li> </ul>	● ● ●			



<b>maximise the use of staffing, professional learning and teaching resources (Productivity)</b>	<ul style="list-style-type: none"> <li>Research and purchase appropriate robotics materials for the different levels across the school</li> </ul> <p>Further enhance the extent of ICT through the curriculum and future development in STEM through the establishment of a 5 year e-learning plan</p> <ul style="list-style-type: none"> <li>Plan to include the ICT requirements to support the STEM program</li> <li>2018 budget prepared by classroom teachers based around on going planning</li> </ul>	ICT co-ordinator  STEM teachers	Term 3 2017	<ul style="list-style-type: none"> <li>Timetabled access to the technology lab – whole class access to code.org</li> <li>Robotics appropriate to senior school purchased and in use</li> </ul>			
			Term 4 2017	12 months: <ul style="list-style-type: none"> <li>Further purchasing of ipads/notebooks to support Bee Bots and Lego-2-Go</li> <li>Comprehensive planner for STEM specialist area – skills are developmental</li> <li>STEM</li> <li>2018 budget submitted with a focus on moving forward in 2019</li> </ul>	● ● ●		
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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	<b>Building practice excellence</b>	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				

