

Annual Implementation Plan: for Improving Student Outcomes

School name: Kunyung Primary School

Year: 5182

School number: 5182

Based on strategic plan: 2014 - 2017

Endorsement:

Principal: Elaine Vitale 21/03/2017

Senior Education Improvement Leader: Dennis Pratt 24/02/2017

School council: Mercil Lariba 21/03/2017

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
<ul style="list-style-type: none"> To improve student learning and understanding across all disciplines. To implement a whole school model of agreed high quality instructional practice. To ensure that the learning journey of each student is smooth, logical and seamless.

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Improvement Initiatives rationale:
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Focus – Excellence in teaching and learning - Building practice excellence
Intent – To implement a whole school model of agreed high quality instructional practice.
Rationale – This is a key initiative for our School Strategic Plan. We feel that we have made great progress in this area; however, current practice needs to be consolidated, refined and built on. Our aim is to use our current approach to teaching and learning, based on our three pillars of learner agency, personalised and inquiry-based learning, and apply it across all disciplines in a consistent and coherent way. This would also support the transition to the Victorian Curriculum. The school achievement data indicates that our students demonstrate considerable growth in achievement; however, the school data does not meet 'like school group' means.

Focus – Positive Climate for learning – Empowering students and building school pride
Intent – To promote learner agency where students take the initiative, have a voice and choice and take more responsibility for their learning
Rationale – Once again, this initiative aligns closely with our 'learner agency' priority in the School Strategic Plan. Students currently have some choice in what they learn and how they learn. Our aim is for students to see themselves as "educational decision-makers", taking responsibility for their social learning as well as the academic. Teachers also consult with their students, giving and receiving feedback on classroom teaching practices and build a positive classroom culture that values the voice of all students. 2016 Attitudes to School Survey results indicated that, whilst our results all fell in the fourth quartile for all factors, Student Safety was highlighted as an area for improvement as it was the only factor to fall in the third quartile (74.4). This data was confirmed in the Parent Opinion Survey with Student Safety and Classroom Behaviour being two of the few results falling below the school type mean. Developing students' participation in decision making of academic and social learning was identified as a strategy to support Student Safety.

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.

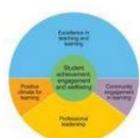
Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence:	<ul style="list-style-type: none"> Develop teacher knowledge to build and embed high quality instructional practice Enhance the capacity of staff to plan, teach and reflect in collaborative teams ensuring collective responsibility for all students Implement a strategic, comprehensive Professional Learning Program
Empowering students and building school pride:	<ul style="list-style-type: none"> To embed a concept driven, inquiry based approach to deepen student knowledge and understanding Build a school culture that values the voice of students



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.

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve student learning and understanding across all disciplines. To implement a whole school model of agreed high quality instructional practice. To ensure that the learning journey of each student is smooth, logical and seamless. 						
IMPROVEMENT INITIATIVE		Building Practice Excellence						
STRATEGIC PLAN TARGETS		<p>By 2017, there will be an increase in the % of students achieving at Bands 5 & 6 (Year 3) and Bands 7 & 8 (Year 5) in NAPLAN</p> <p>By 2017, there will be an increase in the % of students demonstrating high relative growth in NAPLAN</p> <p>By 2017, there will be an increase in the % of students performing above the expected standard (Prep: Towards L1 and above, Year 1: Towards L2 and above and Year 2: Towards L3 and above) in English Online Interview (EOI)</p> <p>By 2017, there will be an increase in the % of students performing above the expected standard (A & B) in Victorian Curriculum</p> <p>By 2017, there will be a decrease in the % of students performing below the expected standard (D&E) in Victorian Curriculum</p>						
12 MONTH TARGETS		<p>By 2017, there will be an increase in the % of students achieving at Bands 5 & 6 (Year 3) and Bands 7 & 8 (Year 5) in NAPLAN</p> <p>By 2017, there will be an increase in the % of students demonstrating high relative growth in NAPLAN</p> <p>By 2017, there will be an increase in the % of students performing above the expected standard (Prep: Towards L1 and above, Year 1: Towards L2 and above and Year 2: Towards L3 and above) in English Online Interview (EOI)</p> <p>By 2017, there will be an increase in the % of students performing above the expected standard (A & B) in Victorian Curriculum</p> <p>By 2017, there will be a decrease in the % of students performing below the expected standard (D&E) in Victorian Curriculum</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop teacher knowledge to build and embed high quality instructional practice (reflecting Kunyung Pillars)	<ul style="list-style-type: none"> Develop researched best practice through agreed essential literature resources, PLTs, coaching conversations, collaborative planning, professional learning sessions Develop teacher knowledge to support teams in deep conversations during weekly collaborative planning sessions Collaboratively develop planning documents which reflect personalised learning, learner agency, inquiry learning and the five essential elements through: use of the inquiry cycle, focus groups, the use of the Kunyung Learning Cycle Continually refine planning, ensuring documents are readily accessible on Google drive and refer to individual, group, class, cohort and school goals. Ensure that students are active partners in selecting, monitoring and assessing goals Develop teacher practice through deep conversations during collaborative planning sessions about what high quality practice looks like aligned with the AITSL Classroom Practice Continuum Develop a rubric, as part of PDP, aligning classification level with appropriate level on the Classroom Practice Continuum Staff reflect on practice at that level and set goals for improvement prior to and following peer observations 	<p>Overall responsibility – Assistant Principal (Curriculum)</p> <p>Supported by (As per Pedagogical Leadership Structure):</p> <p>Coach / PLT Leaders</p> <p>Level Leaders</p> <p>Level Support Team Members</p> <p>PLT Level Leaders</p>	<p>As per timetable and weekly meeting schedule:</p> <p>Weekly 80 minute collaborative planning sessions</p> <p>Weekly Level Team Meetings</p> <p>PLT Meetings</p> <p>Whole Staff Meetings</p>	<p>6 months:</p> <ul style="list-style-type: none"> Researched best practice developed through agreed essential literature resources, PLTs, coaching conversations, collaborative planning, professional learning sessions Teacher knowledge supports team in deep conversations during weekly collaborative planning sessions (comments from new staff members indicate Kunyung staff possess high level of content knowledge across PLT areas) Planning documents are collaboratively developed and reflect personalised learning, learner agency and inquiry learning and the five essential elements through: use of the inquiry cycle, focus groups, the use of the Kunyung Learning Cycle, etc. Planning documents are continually refined, readily accessible on Google drive and refer to individual, group, class, cohort and school goals. Students are active partners in selecting, monitoring and assessing their progress towards goals, using the Kunyung Inquiry Cycle A range of learning tasks are planned for students to choose from to support their goals Observations @ Kunyung (Instructional Rounds, full time coaching, peer and principal observation) evidence high quality practice aligned with the AITSL Classroom Practice Continuum PDP reflections evidence alignment of practice with AITSL Classroom Practice Continuum 	● ● ●	<p>Expected Evidence of Impact at 6 months:</p> <ul style="list-style-type: none"> Data sets not yet available <p>Expected Evidence of Impact at 12 months:</p> <ul style="list-style-type: none"> School Strategic Plan targets in relation to NAPLAN, English Online Interview and Victorian Curriculum will be met (see above) Staff Opinion Survey: School Climate component will reflect a positive result in relation to Collective Responsibility, Teacher Collaboration, Collective Focus on student learning Parent Opinion Survey: School Climate component will reflect a positive result in relation to Learning Focus Student Attitudes to School Survey: Teaching and Learning component will reflect a positive result in relation to Teacher Effectiveness 	<p>Cash: \$31500</p> <p>Credit: \$170500</p> <p>TOTAL: \$202000</p>	



	<ul style="list-style-type: none"> and principal observations in terms 2 – 4 Practice at levels 5 – 6 on the Classroom Practice Continuum is supported through PLTs, coaching conversations, collaborative planning, professional learning sessions Ensure financial and human resources are available to build teacher capacity through: Cash - purchasing essential literature resources for new staff (\$2080), releasing staff to take part in instructional rounds (\$11 200), planning day release (\$6 000), PYP annual fee (\$11 000), attendance at professional development sessions (\$6 300) and Credit – providing additional staff to support collaborative planning (\$40 000), providing full time coach (\$106 000), AP – Curriculum (\$115 000), providing literacy and numeracy support staff (\$80 000) 	Individual Staff members	Student Free Days	<ul style="list-style-type: none"> Student led tours and school tours for prospective parents provide evidence of high quality practice reflecting the Kunyung pillars (student, parent, prospective parent anecdotal feedback) School culture and classroom practice reflects the school's vision and mission statements. The Kunyung community 'walks the talk' (evidenced by feedback from visiting evaluators, staff, parents, students) Students are able to use the Kunyung Learning Cycle to talk about and direct their learning in relationship to 'What do we want to learn? How best will we learn? How will we know what we have learned?' 						
				<p>12 months: In addition to above:</p> <ul style="list-style-type: none"> NAPLAN, English Online Interview and Victorian Curriculum targets will be met 	● ● ●			Cash: \$36580 Credit: \$341000 TOTAL: \$377580		
<p>Enhance the capacity of staff to plan, teach and reflect in collaborative teams ensuring collective responsibility for all students.</p>	<ul style="list-style-type: none"> Develop the skills of Leading Teachers through weekly meetings with AP (Curriculum) to support PLT Level Leaders to: <ul style="list-style-type: none"> Lead and support teacher knowledge, planning and practice in their curriculum area Prepare for and support collaborative planning sessions Prepare, update and store PLT planners Frontload level team members with appropriate information and lead conversations in this focus area Model Kunyung practice and support colleagues to prepare, plan and resource programs Support teacher agency Collaboratively develop PDP leadership goals to support the successful implementation of the Annual Implementation Plan through collaborative teams Develop the skills of Level Leaders through weekly meetings with AP (Curriculum), modelling, coaching, etc. Deconstruct what an effective collaborative planning session would look like and the role of a PLT Level Leader in that process Increasingly use formative assessment on Google sheets to analyse cohort data in reading, writing, maths inside and outside and spelling age, measuring against Kunyung benchmarks (6 months ahead), to create personalised next steps for students. Increasingly use summative assessment on Google sheets to record growth for reporting in reading, writing, maths inside and outside and spelling age Review data during collaborative planning sessions and conducting moderation in Writing with Literacy PLT support Ensure focus groups aim for maximum learning growth for all students Unpack 'what it looks like to be successful' across all disciplines during collaborative planning Ensure financial and human resources are available to enhance collaborative planning processes through: Cash - purchasing essential literature resources for new staff (\$2080), releasing staff to take part in instructional rounds (\$11 200), planning day release (\$6 000), PYP 	Overall responsibility – Assistant Principal (Curriculum)	As per timetable and weekly meeting schedule:	<p>6 months:</p> <ul style="list-style-type: none"> Weekly PLT leader meetings with AP (Curriculum) supports PLT leaders to develop consistently high quality leadership skills to support teacher agency within PLTs AP (Curriculum) and teaching and learning coach support consistent practice across the school through continual collaboration with PLT leaders PDP leadership goals collaboratively developed to support the successful implementation of the Annual Implementation Plan through collaborative teams Increasing use of formative assessment on Google sheets to analyse cohort data in reading, writing, maths inside and outside and spelling age, measuring against Kunyung benchmarks (6 months ahead), to create personalised next steps for students. Increasing use of summative assessment on Google sheets to record growth for reporting in reading, writing, maths inside and outside and spelling age Reviewing data during collaborative planning sessions and conducting moderation in Writing with Literacy PLT support Focus groups planned to maximise learning growth for all students Unpacking 'what it looks like to be successful' across all disciplines during collaborative planning Significant resources utilised to further develop our collaborative planning processes through: purchasing essential literature resources for new staff, providing additional staff to support collaborative planning, providing full time coach, AP (Curriculum), providing literacy and numeracy support staff, releasing staff to take part in instructional rounds, planning day release, PYP annual fee, attendance at professional development sessions (particularly PYP workshops), etc. 	● ● ●	<p>Expected Evidence of Impact at 6 months:</p> <ul style="list-style-type: none"> Data sets not yet available <p>Expected Evidence of Impact at 12 months:</p> <ul style="list-style-type: none"> School Strategic Plan targets in relation to NAPLAN, English Online Interview and Victorian Curriculum will be met (see above) There is an increase in high relative growth in NAPLAN for students working at and above the level School based student assessment data shows students performing at Kunyung Benchmarks (6 months ahead of Vic Curriculum) and showing at least 12 months growth and beyond Staff Opinion Survey: School Climate component will reflect a positive result in relation to Collective responsibility, Teacher collaboration, Collective focus on student learning, Guaranteed and viable curriculum Parent Opinion Survey: School Climate component will reflect a positive result in relation to Learning Focus Student Attitudes to School Survey: Teaching and Learning component will reflect a positive result in relation to Teacher Effectiveness 	Cash: \$31500 Credit: \$170500 TOTAL: \$202000			
		Supported by (As per Pedagogical Leadership Structure):	Weekly 80 minute collaborative planning sessions	Coach / PLT Leaders	Weekly Level Team Meetings	PLT Meetings	Whole Staff Meetings	Student Free Days	<p>12 months: In addition to above:</p> <ul style="list-style-type: none"> NAPLAN, English Online Interview and Victorian Curriculum targets will be met There is an increase in high relative growth in NAPLAN for students working at and above the level 	● ● ●



	annual fee (\$11 000), attendance at professional development sessions (\$6 300) and Credit – providing additional staff to support collaborative planning (\$40 000), providing full time coach (\$106 000), AP – Curriculum (\$115 000), providing literacy and numeracy support staff (\$80 000)								
Implement a strategic, comprehensive Professional Learning Program	<ul style="list-style-type: none"> Support staff to develop SMART PDP goals, reflecting Kunyung Pillars and appropriate level on the Classroom Practice Continuum. PLTs to provide sample goals reflecting Kunyung Pillars and AIP initiatives Collate leadership goals to support the successful implementation of the AIP Collate ES staff goals to support AIP Ensure that all staff members feel supported to meet their goals through a range of targeted interventions and support practices Conduct 'Observations @ Kunyung' throughout the year: Instructional Rounds, Principal and Peer Observations, Instructional Coaching Conduct instructional rounds in PLT teams – Maths, Literacy, Transdisciplinary and Wellbeing PLTs. Support the introduction of peer observation protocols and practices through implementing instructional rounds – moving from the known to the unknown. Conduct Principal observations in terms 2 & 4 with feedback, related to AITSL Classroom Practice Continuum, included in review reflections Conduct peer observations in Term 3 Discuss and include peer and principal observation feedback in mid and end of cycle reviews Provide additional support to support staff to improve teaching practice based on feedback: <ul style="list-style-type: none"> Full time coach available to all staff, working particularly with graduate staff and new staff to the school (10 teaching staff). Graduate teachers and new staff allocated a mentor / buddy. Collaborative planning, PLT teams conduct observations to improve practice Induction program Ensure financial and human resources are available to implement a Professional Learning Program through: Cash - purchasing essential literature resources for new staff (\$2080), releasing staff to take part in instructional rounds (\$11 200), planning day release (\$6 000), PYP annual fee (\$11 000), attendance at professional development sessions (\$6 300) and Credit – providing additional staff to support collaborative planning (\$40 000), providing full time coach (\$106 000), AP – Curriculum (\$115 000), providing literacy and numeracy support staff (\$80 000) 	Overall responsibility – Assistant Principal (Curriculum)	As per timetable and weekly meeting schedule:	6 months: <ul style="list-style-type: none"> PDP goals and evidence of practice reflects the Kunyung Pillars (learner agency, personalised and inquiry based learning) and equates to the appropriate level on the Classroom Practice Continuum. High quality instructional practice in learner agency unpacked in PLT teams as part of instructional rounds Researched best practice developed through PLTs, coaching conversations, collaborative planning and professional learning sessions PDP leadership goals collaboratively developed to support the successful implementation of the Annual Implementation Plan Full time coach released to work initially with new staff (7 new staff) – aligning practice with Kunyung pillars Staff empowered to show 'teacher agency' in trialling high quality practice aligned with Kunyung pillars and sharing it with others All staff involved in Instructional Rounds in PLT teams with a focus on 'Learner Agency' – PLTs working on 'next steps' All staff trained in peer observations during instructional rounds process Peer observations conducted in Term 3 Observations @ Kunyung (Instructional Rounds, full time coaching, peer and principal observation) evidence application of feedback to high quality practice Staff are able to articulate what high quality instructional practice looks like through forums such as collaborative planning, level meetings, LT meetings and Principal conversations during PDP process (reflection of personal growth using the AISTL standards, including reaudit and setting of goals) Continue to develop the induction process, by the AP, of new staff for the start of the year and throughout the year. Support continually given during collaborative planning (accessible documentation on Google Docs) and by mentor teachers. Significant resources utilised to further implement our Professional Learning Program through: purchasing essential literature resources for new staff, providing additional staff to support collaborative planning, providing full time coach, AP (Curriculum), providing literacy and numeracy support staff, releasing staff to take part in instructional rounds, planning day release, PYP annual fee, attendance at professional development sessions (particularly PYP workshops), etc. 	● ● ●	Expected Evidence of Impact at 6 months: <ul style="list-style-type: none"> Data sets not yet available Expected Evidence of Impact at 12 months: <ul style="list-style-type: none"> School Strategic Plan targets in relation to NAPLAN, English Online Interview and Victorian Curriculum will be met (see above) Staff Opinion Survey: Professional Learning component will reflect a positive result in relation to Coherence and Feedback Parent Opinion Survey: School Climate component will reflect a positive result in relation to Learning Focus Student Attitudes to School Survey: Teaching and Learning component will reflect a positive result in relation to Teacher Effectiveness 	Cash: \$31500 Credit: \$170500		
		Supported by (As per Pedagogical Leadership Structure):	Weekly 80 minute collaborative planning sessions	Weekly Level Team Meetings	PLT Meetings	Whole Staff Meetings	Student Free Days	● ● ●	
		Coach / PLT Leaders							
		Level Leaders							
		Level Support Team Members							
		PLT Level Leaders							
		Individual Staff members							



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve student learning and understanding across all disciplines. To implement a whole school model of agreed high quality instructional practice. To ensure that the learning journey of each student is smooth, logical and seamless. 							
IMPROVEMENT INITIATIVE		Empowering Students and Building School Pride							
STRATEGIC PLAN TARGETS		<p>By 2017, there will be an increase in the school mean for identified factors within the Attitudes to School Survey</p> <p>By 2017, there will be an increase in the school mean for identified factors with the Parent Opinion Survey</p>							
12 MONTH TARGETS		<p>By 2017, there will be an increase in the school mean for identified factors within the Attitudes to School Survey</p> <p>By 2017, there will be an increase in the school mean for identified factors with the Parent Opinion Survey</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
<p>To embed a concept driven, inquiry based approach to deepen student knowledge and understanding</p>	<ul style="list-style-type: none"> Refer to professional readings, such as 'Making the PYP Happen' during collaborative planning sessions to further understand how students best learn through the PYP and inquiry based learning. Collaboratively plan Units of Inquiry that are focused on the use of the Kunyung Inquiry Cycle and Inquiry lesson structure that includes small focus groups and workshops to target individual and small group needs. Provide opportunities for students to be presented with a multi-step 'problem / question' where they draw from a range of appropriate strategies and struggle individually to answer? Students then reflect on their effectiveness and set goals for future problem solving. Professional conversations during collaborative planning to improve knowledge and understanding. Use the Kunyung Inquiry Cycle to support the Kunyung pillars. Implement a personalised Inquiry program based on the 5 Essential Elements – knowledge, skills, concepts, attitudes and action Track student achievement via KPS Inquiry Assessment Record. Provide opportunities for timely, effective feedback to students – exemplars, rubrics, conferencing, goal setting, peer feedback and self-reflection. Staff members seek advice and support from Transdisciplinary Leader, PLT Level Leader and other colleagues to improve knowledge and practice. For example - how best to use the Inquiry Cycle, modelling focus groups and workshops and providing feedback on practice. Staff members further improve practice based on feedback. 	<p>Overall responsibility – Assistant Principal (Curriculum)</p> <p>Supported by (As per Pedagogical Leadership Structure):</p> <p>Coach / PLT Leaders</p> <p>Level Leaders</p> <p>Level Support Team Members</p> <p>PLT Level Leaders</p> <p>Individual Staff members</p>	<p>As per timetable and weekly meeting schedule:</p> <p>Weekly 80 minute collaborative planning sessions</p> <p>Weekly Level Team Meetings</p> <p>PLT Meetings</p> <p>Whole Staff Meetings</p> <p>Student Free Days</p>	<p>6 months:</p> <ul style="list-style-type: none"> Articulate what high quality instructional practice looks like at KPS, based on content knowledge of how to use 'The Kunyung Inquiry Cycle' to support the Kunyung Pillars Collaborative work program, planning documents and visual classroom cues evidence: <ul style="list-style-type: none"> Use of our agreed essential PYP resources (MTPYPH) Planning based on interpretation of data and comprehensive knowledge of individual students Student goals and specific teaching focus identified for whole class, focus group and individual – prior to lesson Personalisation of learning – using agreed stages and associated elements at each stage Planning documents and classroom practice evidence opportunities for students to be presented with a multi-step 'problem / question' where they draw from a range of appropriate strategies and struggle individually to answer? Students then reflect on their effectiveness and set goals for future problem solving. Evidence of student input, participation and ownership of all stages of the Kunyung Inquiry Cycle. Demonstrated evidence of peer observations and coaching (e.g. coaching, modelling, instructional rounds, video reflection, learning walks, colleague feedback). Demonstrated evidence of colleague discussions and feedback. (e.g. coaching, modelling, colleague feedback). Principal and peer observations evidence practice reflecting the Kunyung Pillars and at Level 5 of the Classroom Practice Continuum. Implementation of the Kunyung Learning Cycle and the articulation of learning by students, based on this cycle, at student led tours, 3 way conferences, etc. Significant resources utilised to further implement our Professional Learning Program through: purchasing essential literature resources for new staff, providing 	<p>● ● ●</p>	<p>Expected Evidence of Impact at 6 months:</p> <ul style="list-style-type: none"> Data sets not yet available <p>Expected Evidence of Impact at 12 months:</p> <ul style="list-style-type: none"> School based student assessment data shows students performing at Kunyung Benchmarks (6 months ahead of Vic Curriculum) and showing at least 12 months growth and beyond Staff Opinion Survey: School Climate component will reflect a positive result in relation to Teacher Collaboration, Collective Focus on Student Learning, Guaranteed and Viable Curriculum Staff Opinion Survey: Professional Learning component will reflect a positive result in relation to Renewal of knowledge and skills Student Attitudes to School Survey: Teaching and Learning component will reflect a positive result in relation to Teacher Effectiveness and Teacher Empathy Parent Opinion Survey: School Climate component will reflect a positive result in relationship to Learning Focus 	<p>Cash: \$31500 Credit: \$170500</p> <p>TOTAL: \$202000</p>		

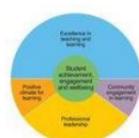


	<ul style="list-style-type: none"> Use a range of strategies to achieve this: collaborative planning, professional reading, peer observations, coaching, mentoring, and self-reflection. Ensure financial and human resources are available to implement a Professional Learning Program through: Cash - purchasing essential literature resources for new staff (\$2080), releasing staff to take part in instructional rounds (\$11 200), planning day release (\$6 000), PYP annual fee (\$11 000), attendance at professional development sessions (\$6 300) and Credit – providing additional staff to support collaborative planning (\$40 000), providing full time coach (\$106 000), AP – Curriculum (\$115 000), providing literacy and numeracy support staff (\$80 000) 			<p>additional staff to support collaborative planning, providing full time coach, AP (Curriculum), providing literacy and numeracy support staff, releasing staff to take part in instructional rounds, planning day release, PYP annual fee, attendance at professional development sessions (particularly PYP workshops), etc.</p>				
				<p>12 months: In addition to above:</p> <ul style="list-style-type: none"> Attitudes to School Survey and Parent Opinion Survey targets will be met 	● ● ●			<p>Cash: \$36580 Credit: \$341000 TOTAL: \$377580</p>
<p>Build a school culture that values the voice of students</p>	<ul style="list-style-type: none"> Students see themselves as “educational decision-makers” Students take responsibility for their social learning as well as the academic Teachers consult with their students, giving and receiving feedback on classroom teaching practices Teachers work with students to develop and reflect on previous units of work School leadership models the principles of student voice and agency in all aspects of school operations, including student leadership teams Investigate a tool to gain student feedback on ‘valuing student voice’ Introduction of a Wellbeing PLT with representation from all year levels and specialist staff Develop a whole school essential agreement Introduce electronic collection of Wellbeing data through the use of COMPASS Chronicle Monitor data, develop plans and monitor success Ensure financial and human resources are available to implement a Professional Learning Program through: Cash – purchase COMPASS Chronicle (\$4000), purchasing essential literature resources for new staff (\$2080), releasing staff to take part in instructional rounds (\$11 200), planning day release (\$6 000), PYP annual fee (\$11 000), attendance at professional development sessions (\$6 300) and Credit – providing additional staff to support collaborative planning (\$40 000), providing full time coach (\$106 000), AP – Curriculum (\$115 000), providing literacy and numeracy support staff (\$80 000) 	<p>Overall responsibility – Assistant Principal (Curriculum) / Assistant Principal (Wellbeing)</p> <p>Supported by (As per Pedagogical Leadership Structure):</p> <p>Coach / PLT Leaders</p> <p>Level Leaders</p> <p>Level Support Team Members</p> <p>PLT Level Leaders</p> <p>Individual Staff members</p>	<p>As per timetable and weekly meeting schedule:</p> <p>Weekly 80 minute collaborative planning sessions</p> <p>Weekly Level Team Meetings</p> <p>PLT Meetings</p> <p>Whole Staff Meetings</p> <p>Student Free Days</p> <p>Fortnightly SSSO meetings</p>	<p>6 months:</p> <ul style="list-style-type: none"> Learner agency a focus for Instructional Rounds / PLTs / collaborative planning Principal observations evidence practice which values the voice of students Wellbeing PLT formed A whole school essential agreement developed to support development of social and emotional competencies in all students Best practice explored (and implementation commenced) to address acquisition of PYP skills, attitudes and concepts to enhance social and emotional competencies of all students Data gathered and analysed to monitor success of strategies implemented to improve students’ social and emotional development – in particular the use of COMPASS Chronicle Significant resources utilised to further implement our Professional Learning Program through: purchase COMPASS Chronicle (\$4000), purchasing essential literature resources for new staff, providing additional staff to support collaborative planning, providing full time coach, AP (Curriculum), providing literacy and numeracy support staff, releasing staff to take part in instructional rounds, planning day release, PYP annual fee, attendance at professional development sessions (particularly PYP workshops), etc. 	● ● ●	<p>Expected Evidence of Impact at 6 months:</p> <ul style="list-style-type: none"> Data sets not yet available <p>Expected Evidence of Impact at 12 months:</p> <ul style="list-style-type: none"> School Strategic Plan targets in relation to NAPLAN, English Online Interview and Victorian Curriculum will be met (see above) School based student assessment data shows students performing at Kunyung Benchmarks (6 months ahead of Vic Curriculum) and showing at least 12 months growth and beyond Students Attitudes to School Survey: Teaching and Learning component will reflect a positive result in relation to Teacher Effectiveness and Teacher Empathy Parent Opinion Survey: School Climate component will reflect a positive result in relationship to Learning Focus 	<p>Cash: \$35500 Credit: \$170500 TOTAL: \$206000</p>	
							<p>12 months: In addition to above:</p> <ul style="list-style-type: none"> Attitudes to School Survey and Parent Opinion Survey targets will be met 	● ● ●



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve student learning and understanding across all disciplines. To implement a whole school model of agreed high quality instructional practice. To ensure that the learning journey of each student is smooth, logical and seamless. 							
OTHER IMPROVEMENT MODEL DIMENSIONS		Building Communities							
STRATEGIC PLAN TARGETS		<p>By 2017, there will be an increase in the school mean for identified factors within the Attitudes to School Survey</p> <p>By 2017, there will be an increase in the school mean for identified factors with the Parent Opinion Survey</p>							
12 MONTH TARGETS		<p>By 2017, there will be an increase in the school mean for identified factors within the Attitudes to School Survey</p> <p>By 2017, there will be an increase in the school mean for identified factors with the Parent Opinion Survey</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
<p>To engage the school in building an environment that recognises the rich and thriving culture, knowledge and experience of our first nation's peoples</p> <p>To further develop our school as a learning environment that is inclusive, responsive and respectful to koorie people at every stage of their learning and development</p>	<ul style="list-style-type: none"> Introduce through staff professional development the Marrung Aboriginal Education Plan Review the school's Koorie Education Policy to assure alignment with the Marrung Plan Develop a school based tracking system of students identifying as Koorie that reports on attendance and academic outcomes Ensure financial and human resources are available to implement a Professional Learning Program through: Cash – purchase COMPASS Chronicle (\$4000), purchasing essential literature resources for new staff (\$2080), releasing staff to take part in instructional rounds (\$11 200), planning day release (\$6 000), PYP annual fee (\$11 000), attendance at professional development sessions (\$6 300) and Credit – providing additional staff to support collaborative planning (\$40 000), providing full time coach (\$106 000), AP – Curriculum (\$115 000), providing literacy and numeracy support staff (\$80 000) 	<p>Overall responsibility – Assistant Principal (Curriculum) / Assistant Principal (Wellbeing)</p> <p>Supported by (As per Pedagogical Leadership Structure)</p>	<p>Terms 1 – 4 2017</p> <p>As per timetable and weekly meeting schedule</p>	<ul style="list-style-type: none"> All staff familiar with the Marrung Education Plan and the school based response to the plan School based plan reviewed and aligned with the Marrung plan School based reporting and tracking system in place Significant resources utilised to further implement our Professional Learning Program through: purchase COMPASS Chronicle (\$4000), purchasing essential literature resources for new staff, providing additional staff to support collaborative planning, providing full time coach, AP (Curriculum), providing literacy and numeracy support staff, releasing staff to take part in instructional rounds, planning day release, PYP annual fee, attendance at professional development sessions (particularly PYP workshops), etc. 	<p>● ● ●</p>	<p>Expected Evidence of Impact at 6 months:</p> <ul style="list-style-type: none"> Data sets not yet available <p>Expected Evidence of Impact at 12 months:</p> <ul style="list-style-type: none"> Staff Opinion Survey: School leadership survey component will reflect a positive result in relation to 'Parent and community involvement, engagement and outreach' 	<p>Cash: \$35500 Credit: \$170500</p> <p>TOTAL: \$206000</p>		
									<p>12 months:</p> <p>In addition to above:</p> <ul style="list-style-type: none"> Impact will be evident in relevant areas of the Staff Opinion Survey



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:				

