

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Taylor's Hill Primary School**

Year: **2017**

School number: 5508

Based on strategic plan: 2017-2020

Endorsement:

Principal Danielle Stella 27.2.17

Senior Education Improvement Leader Tony Simpson [date]

School council Michael Ellis 27.2.17

## 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
<ul style="list-style-type: none"> <li>Strengthen the capacity of all teachers to plan differentiated learning experiences to improve outcomes for every student</li> <li>Enhance the relative growth of student outcomes in Literacy and Numeracy across the school</li> <li>To create a whole school culture where students are empowered to regularly contribute to their learning</li> <li>To improve student attendance data</li> </ul>

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

### Improvement Initiatives rationale:

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

The process of self-evaluation has highlighted the many strengths we have at THPS and has allowed us to pause and celebrate our achievements to date. The key findings and potential areas of focus in each priority area are:

- Excellence In Teaching and Learning**

All data collected supports strong development and implementation of consistent practices in teaching and learning. It is evident that our Meeting Schedule is paramount to our success and thoughtfully connects the many processes and tools we use.

Potentially, our next steps could be to continue to build teacher knowledge, capacity and practice for high level consistency in every classroom. A challenge faced at THPS is our frequent induction of new staff and the inexperience of our teachers as a whole. We could also focus on consistently meeting/exceeding State benchmarks in NAPLAN Reading and Numeracy results.

- Professional Leadership**

There is strong evidence to support the effectiveness of our instructional leaders. Our structure, organization, communication and strategies demonstrate a multifaceted approach to continuous school improvement.

Our next area of focus could be to document a clear school vision so there is a consistent understanding of the school's purpose and direction.

- Positive Climate For Learning**

Through our TEAM Learning Program, we intentionally plan for and teach the strategies and expectations to establish a strong culture for learning in an orderly environment.

Further development could be achieved in the area of student voice – in learning and in school processes and improvements.

- Community Engagement In Learning**

Every opportunity is taken to build positive parent-teacher partnerships to support and recognize achievement in student learning and behaviour.

Global Citizenship is an area of focus as we move forward by engaging with our local community.



## 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>Excellence in Teaching and Learning:</b> <ul style="list-style-type: none"><li>• Building Practice excellence</li><li>• Curriculum Planning and Assessment</li></ul>	<ul style="list-style-type: none"><li>• <b>Extend the capacity of the Leadership Team and middle level leaders</b></li><li>• <b>Maximise the effectiveness of our PLTs</b></li><li>• <b>Constant renewal of skills and knowledge through Professional Learning</b></li><li>• <b>Implement and embed Victorian Curriculum across all planning documents</b></li><li>• <b>Ongoing collection and analysis of data to impact on teaching and learning</b></li><li>• <b>Continue to refine Coaching and Instructional Model</b></li><li>• <b>Expansion of Intervention Program(LIP / Numeracy) and tracking progress of students on the program</b></li></ul>
<b>Positive Climate For Learning:</b> <ul style="list-style-type: none"><li>• Empowering Students and building School Pride.</li><li>• Setting Expectations and Promoting Inclusion</li></ul>	<ul style="list-style-type: none"><li>• <b>Develop student leadership across the school</b></li><li>• <b>Increase opportunities for student voice in their learning</b></li><li>• <b>Create a whole school approach to engage with families around attendance and late arrivals</b></li></ul>



Framework for Improving Student Outcomes

## 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>	Strengthen the capacity of all teachers to plan differentiated learning experiences to improve outcomes for every student								
<b>IMPROVEMENT INITIATIVE</b>	<b><i>Excellence in Teaching and Learning - Building Practice Excellence</i></b>								
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>- Improve Reading data to 85% of students achieving at or above the expected level P-6 (F&amp;P Benchmark).</li> <li>- 85% of students to be at or above the expected year level standard P-6 in Reading, Writing, Number and Measurement (Victorian Curriculum - teacher judgement).</li> <li>- 85% of all students in Year 3 and 5 to be at or above the year level appropriate NAPLAN Band in Reading, Number and Measurement.</li> <li>- Consistent outcomes of data between F&amp;P data, Victorian Curriculum teacher judgements and NAPLAN data in Reading.</li> <li>- 'Teaching and Learning' variables of the Attitudes To School Survey to maintain results within the fourth quartile.</li> <li>- 'Teaching and Learning' variables of the School Staff Survey to maintain results above State mean.</li> <li>- Stimulating Learning, Learning Focus and Reporting &amp; Feedback variables of the Parent Opinion Survey to achieve results within the fourth quartile.</li> </ul>								
<b>12 MONTH TARGETS</b>	<p>[<b>Drafting Note</b> the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <p>Teacher judgements will indicate that there will be a minimum of 80% of students at or above the expected level in Reading and Writing. Teacher judgements will indicate that there will be a minimum of 20% of students above the expected level in Reading and Writing.</p> <p>Teacher judgements will indicate that there will be a minimum of 85% of students at or above the expected level in Number. Teacher judgements will indicate that there will be a minimum of 20% of students above the expected level in Number.</p> <p>Teacher judgements will indicate that there will be a minimum of 85% of students at or above the expected level in Measurement. Teacher judgements will indicate that there will be a minimum of 10% of students above the expected level in Measurement.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="background-color: #d9ead3;"><b>Fountas and Pinnell</b></th> </tr> <tr> <td colspan="2" style="background-color: #d9ead3;">Students will achieve the following levels on reading assessments:</td> </tr> <tr> <td style="background-color: #d9ead3;"><b>Prep</b></td> <td>Level D</td> </tr> <tr> <td style="background-color: #d9ead3;"><b>Grade 1</b></td> <td>Level I</td> </tr> </table>	<b>Fountas and Pinnell</b>		Students will achieve the following levels on reading assessments:		<b>Prep</b>	Level D	<b>Grade 1</b>	Level I
<b>Fountas and Pinnell</b>									
Students will achieve the following levels on reading assessments:									
<b>Prep</b>	Level D								
<b>Grade 1</b>	Level I								



<b>Grade 2</b>	Level M
<b>Grade 3</b>	Level P
<b>Grade 4</b>	Level S
<b>Grade 5</b>	Level V
<b>Grade 6</b>	Level Y

<b>NAPLAN</b>	
Students will achieve the following levels on NAPLAN assessments:	
<b>Grade 3</b>	<b>Grade 5</b>
<b>Reading</b>	
78% of students at or above Band 4	60% of students at or above Band 6
<b>Writing</b>	
Maintain 85% of students at or above Band 4	60% of students at or above Band 6
<b>Numeracy</b>	
70% of students at or above Band 4	60% of students at or above Band 6

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	MONITORING			
							Evidence of impact	Budget	
								Estimate	YTD
<b>Extend the capacity of the Leadership Team and middle level leaders</b>	<ul style="list-style-type: none"> <li>All leaders to access professional learning to extend our common knowledge of high level leadership practices, including all Leading Teachers and PLT leaders participating in the Bastow Create Program</li> </ul>	Leadership Team and PLT Leaders	<p>In accordance with Bastow timelines</p> <p>Ongoing in line with Meeting Schedule</p>	<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>Enrolment in Professional Learning Courses</li> <li>Time allocation in Meeting Schedule</li> <li>Meeting minutes reflecting professional conversations</li> </ul>	● ● ●				



	<ul style="list-style-type: none"> <li>Continue to meet as a Leadership Team to have professional conversations between the Principals and Teaching and Learning Leading Teachers</li> <li>Leadership Team will have a clear and consistent understanding of processes and practices for Literacy and Numeracy</li> <li>Leadership Team will regularly engage in classroom observations to inform our next level of learning and work with staff</li> <li>All leaders will engage in coaching debrief sessions to improve practice</li> </ul>			<ul style="list-style-type: none"> <li>Timetabled coaching conversations</li> </ul>				
				<p><b>12 months:</b></p> <ul style="list-style-type: none"> <li>Participation in Professional Learning Courses</li> <li>Extended knowledge of high level leadership practices</li> <li>Meeting minutes showing professional readings, discussions and use in daily practice</li> <li>Improvement in planning documents and classroom practice evidenced through: <ul style="list-style-type: none"> <li>Learning walks scheduled and observations</li> <li>Work program feedback</li> <li>Meeting minutes</li> <li>Coaching feedback</li> </ul> </li> </ul>	● ● ●	-		
<b>Maximise the effectiveness of our PLTs</b>	<ul style="list-style-type: none"> <li>All PLT Leaders to engage in weekly timetabled coaching debrief sessions</li> <li>Time allocated on the Meeting Schedule every week for PLT Meetings and PLT Leader Meetings</li> <li>Use student data and moderation discussions at all PLT Meetings to inform planning and decision making and drive professional learning</li> <li>PLTs engage in targeted professional readings and learning</li> <li>School Assessment Schedule to be consistent and support the triangulation of data</li> </ul>	Jill Benham and 3-6 AP	Ongoing weekly meetings  Reviewed each Term	<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>Timetabled debriefs for all levels of leadership</li> <li>Agenda for weekly PLT Meetings reflecting the use of data and research</li> </ul>	● ● ●			
				<p><b>12 months:</b></p> <ul style="list-style-type: none"> <li>Student data to show evidence of relative growth</li> <li>Planners/Work Programs show evidence of differentiation and best teaching practice</li> </ul>	● ● ●			
<b>Constant renewal of skills and knowledge through Professional Learning</b>	<ul style="list-style-type: none"> <li>Coaching process to continue to meet needs of staff and students</li> <li>Induction Process and Mentoring</li> <li>Targeted professional learning through external providers and the alignment of the Meeting schedule and Assessment Schedule</li> </ul>	Trudy Smith and Leadership Team  Beth Jones and the Literacy SIT, Louise Spalliera and the	Ongoing  Reviewed each term	<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>Meeting schedule focussed on curriculum professional learning</li> <li>Timetabled coaching and debrief sessions</li> <li>Teacher performance plans that incorporate whole school Literacy and Numeracy goals</li> </ul>	● ● ●			



	<ul style="list-style-type: none"> <li>Implement an effective P&amp;D Process</li> <li>All staff access high quality reference materials to build knowledge and capacity to inform weekly planning</li> <li>Continued reference to the Teaching and Learning @ THPS document (Curriculum, non negotiables, lesson structures, teaching models and common practices)</li> <li>Time allocated to shared planning in PLT Meetings</li> <li>SIT Meetings used for professional learning in focus areas and then implemented/shared through PLTs</li> </ul>	Numeracy SIT		<ul style="list-style-type: none"> <li>Teacher planning reflects the school model with research embedded</li> </ul>				
				<p><b>12 months:</b></p> <ul style="list-style-type: none"> <li>Improvement in Literacy and Numeracy data</li> </ul>	● ● ●			
<b>Implement and embed Victorian Curriculum across all planning documents</b>	<ul style="list-style-type: none"> <li>Consistently use research to support Teaching and Learning</li> <li>Time allocated on the Meeting Schedule for professional learning about the Victorian Curriculum and implementation</li> <li>All planning documents to be reviewed and aligned with the Victorian Curriculum</li> <li>Aligning data conversations and student achievements in school based assessments (eg. F+P, MOI, PAT) with Victorian Curriculum Achievement Standards</li> </ul>	Trudy Smith and Curriculum Team	Ongoing	<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>Meeting schedule and coaching to support Victorian Curriculum implementation</li> </ul>	● ● ●			
			Term 1-4	<p><b>12 months:</b></p> <ul style="list-style-type: none"> <li>All curriculum documents based on Victorian Curriculum standards</li> <li>Alignment of teacher judgement, assessment data and NAPLAN data</li> </ul>	● ● ●			
<b>Ongoing collection and analysis of data to impact on teaching and learning</b>	<ul style="list-style-type: none"> <li>Assessment Schedule aligned to the Victorian Curriculum</li> <li>Consistent approach to implementing assessments and analysing data</li> <li>Time allocated in PLT Meetings for frequent moderation of teacher judgments</li> </ul>	Jill Benham and 3-6 AP	Ongoing Term 1-4	<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>Teachers to follow the Assessment Schedule and have up to date student data</li> <li>Meeting minutes reflect data analysis and moderation conversations and impacts on term planning</li> </ul>	● ● ●			



	<ul style="list-style-type: none"> <li>• Use of assessment data to inform term and weekly planning</li> <li>• Include professional learning and workshops into the Meeting Schedule about best practice in assessment and implementation of specific assessment tools</li> </ul>			<ul style="list-style-type: none"> <li>• Teacher performance plans are linked to improved student data</li> </ul>				
				<p><b>12 months:</b></p> <p>Meeting minutes reflect data analysis and moderation conversations</p> <p>Teacher planning reflects the assessment data</p> <p>Student learning data shows evidence of growth</p>	<p>● ● ●</p>			



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Enhance the relative growth of student outcomes in Literacy and Numeracy across the school																					
IMPROVEMENT INITIATIVE	<b><i>Excellence in Teaching and Learning- Building Practice excellence</i></b>																					
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> <li>- Reduce the percentage of students in the low growth category of relative gain in NAPLAN to 25% or below</li> <li>- 85% of students demonstrate a minimum of 12 months growth in their learning in Reading, Writing, Number and Measurement</li> </ul>																					
12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <table border="1" data-bbox="528 646 1397 982"> <thead> <tr> <th colspan="2">NAPLAN Relative Growth</th> </tr> <tr> <th colspan="2">Percentage of students achieving LOW relative growth in NAPLAN</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> </tr> </tbody> </table> <p>Teacher judgements will indicate that there will be a minimum of 12 months growth in Reading.            Teacher judgements will indicate that there will be a minimum of 12 month growth in Writing.            Teacher judgements will indicate that there will be a minimum of 12 months growth in Number.            Teacher judgements will indicate that there will be a minimum of 12 month growth in Measurement.</p>								NAPLAN Relative Growth		Percentage of students achieving LOW relative growth in NAPLAN		Reading	20%	Writing	25%	Spelling	28%	Numeracy	28%	Grammar and Punctuation	30%
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KEY IMPROVEMENT STRATEGIES	ACTIONS		WHO	WHEN	SUCCESS CRITERIA	Progress Status	MONITORING															
					Evidence of impact		Budget															
Ongoing collection and analysis of data to impact on	<ul style="list-style-type: none"> <li>Review Assessment Schedules to reflect best practice</li> </ul>		Jill Benham and 3-6 AP	Ongoing Terms 1-4	<b>6 months:</b> <ul style="list-style-type: none"> <li>Teachers to follow the Assessment Schedule and have up to date student data</li> </ul>	● ● ●		Estimate	YTD													



<p><b>teaching and learning</b></p>	<ul style="list-style-type: none"> <li>Continue to align Meeting and Assessment Schedules and be responsive to needs</li> <li>Review school-based expected minimum targets / standards (eg. in F+P number of levels progressed in one year)</li> <li>Accurate Recording of data – based on assessment such as Maths Online Interview, PAT Maths and PAT spelling, Fractions Online Interview and Teacher Judgements</li> <li>Consistent data collection and analysis</li> </ul>			<ul style="list-style-type: none"> <li>Meeting minutes reflect data analysis and moderation conversations and impacts on term planning</li> <li>Teacher performance plans are linked to improved student data</li> </ul>				
<p><b>Continue to refine Coaching and Instructional Model</b></p>	<ul style="list-style-type: none"> <li>All T+L Coaches to access Coaching Conversations PL</li> <li>Coaches to support staff to implement the school’s agreed model of teaching Reading, Writing and Numeracy</li> <li>Coaching foci are targeted to PLTs to provide a consistent approach across the school</li> <li>Teaching and Learning Coaches to model, observe and provide feedback to teachers in relation to their classroom practice</li> <li>All staff to engage in targeted Professional Learning sessions in line with Assessment / Meeting Schedule</li> <li>All staff access high quality reference materials (PLT Books of Knowledge) to use to support weekly and term planning</li> <li>Continued reference to the Teaching and Learning @ THPS document (curriculum, non negotiables, lesson structures, teaching models and common practices)</li> </ul>	<p>Trudy Smith and Curriculum Team</p> <p>Krystal Vanstan, Louise Spalliera, Erin Holland, Beth Jones</p>	<p>Ongoing</p> <p>Review each term</p>	<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>Scheduled coaching and debriefs on the Timetable</li> <li>T+L Coaches engaging in coaching conversations through debriefs, PLT Meetings and Leaders Meetings</li> <li>Reference material and research used in all planning</li> </ul>	<p>● ● ●</p>			
				<p><b>12 months:</b></p> <ul style="list-style-type: none"> <li>Meeting minutes reflect data analysis and moderation conversations</li> <li>Teacher planning reflects the assessment data</li> <li>Student learning data shows evidence of growth</li> </ul>	<p>● ● ●</p>			

	<ul style="list-style-type: none"> <li>Support teachers to engage in classroom observations to inform improvements in teachers practice.</li> </ul>							
<b>Expansion of Intervention Program (LIP / Numeracy) and tracking progress of students on the program</b>	<ul style="list-style-type: none"> <li>Expand the Literacy Intervention Program with a focus on Grade 2 and 4 students</li> <li>Use data to monitor student growth in Grade 2 and 4, as well as the students within the program</li> <li>Leadership team to investigate possible Numeracy Intervention strategies / programs to support students</li> <li>Coaches to implement Numeracy Intervention in their relevant year levels</li> </ul>	Curriculum Team  Literacy Intervention Teachers - Hayley Richards, Helen Fitzgerald, Angela Nadjarian, Nicky Doxas  Numeracy Intervention Teachers - Krystal Vanstan, Louise Spalliera, Erin Holland, Beth Jones	Ongoing	<b>6 months:</b> <ul style="list-style-type: none"> <li>Numeracy Intervention scheduled on Timetable</li> <li>Investigation and trial of Numeracy Intervention strategies</li> <li>Literacy Intervention Program expanded across two year levels</li> <li>Data used to select students for programs</li> <li>Representation from the Literacy Intervention Team at PLT Meetings</li> </ul>	● ● ●			
				<b>12 months:</b>  A coordinated approach to Numeracy Intervention  Improved reading data for students who attended the Literacy Intervention Program  Improved number data for students who attended the Numeracy Intervention Program	● ● ●			

## Section 3: Other Improvement Model Dimensions


STRATEGIC PLAN GOALS	To create a whole school culture where students are empowered to regularly contribute to their learning																							
OTHER IMPROVEMENT MODEL DIMENSIONS	<b>Positive Climate For Learning – Empowering Students and building School Pride</b>																							
STRATEGIC PLAN TARGETS	<p>- 'Teaching and Learning' variables of the Attitudes to School Survey to be greater than 4.7.</p> <p>- In the Attitudes to School survey the variables of classroom behaviour and student morale to be greater than 3.0</p>																							
12 MONTH TARGETS	<p>[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]</p> <p>Teaching and Learning Variables in the Attitudes to School Survey will be:</p> <table border="1" data-bbox="528 716 1133 951"> <tr><td><b>Learning Confidence</b></td><td>4.2</td></tr> <tr><td><b>School Connectedness</b></td><td>4.4</td></tr> <tr><td><b>Stimulating Learning</b></td><td>4.2</td></tr> <tr><td><b>Student Motivation</b></td><td>4.6</td></tr> <tr><td><b>Teacher Effectiveness</b></td><td>4.4</td></tr> <tr><td><b>Teacher Empathy</b></td><td>4.5</td></tr> </table> <p>Student Relationships and Wellbeing variables in the Attitudes to School Survey will be:</p> <table border="1" data-bbox="528 1098 1133 1178"> <tr><td><b>Classroom Behaviour</b></td><td>3.4</td></tr> <tr><td><b>Student morale</b></td><td>5.7</td></tr> </table>								<b>Learning Confidence</b>	4.2	<b>School Connectedness</b>	4.4	<b>Stimulating Learning</b>	4.2	<b>Student Motivation</b>	4.6	<b>Teacher Effectiveness</b>	4.4	<b>Teacher Empathy</b>	4.5	<b>Classroom Behaviour</b>	3.4	<b>Student morale</b>	5.7
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																			
					Progress Status	Evidence of impact	Budget																	
							Estimate	YTD																
<b>Develop student leadership across the school</b>	<ul style="list-style-type: none"> <li>Developing leadership opportunities and structures across the school</li> <li>Development of documented role descriptions and processes for leadership selection and implementation</li> <li>Build capacity of students and teachers about student leadership roles</li> <li>Introduction of Engagement SIT</li> </ul>	Erin Holland and Engagement SIT, Krystal Vanstan and 21 <sup>st</sup> CL SIT		<p><b>6 months:</b></p> <ul style="list-style-type: none"> <li>Documentation of roles and responsibilities of JSC, School Captains, House Captains, Enviro Team and eSmart Leaders</li> <li>Engagement SIT have defined/agreed purpose and goals</li> </ul> <p><b>12 months:</b></p>	<p>● ● ●</p> <p>● ● ●</p>	Student Attitudes To School survey data to show improvement in the area of ...																		



				<ul style="list-style-type: none"> <li>Student Leaders led in accordance to their role description</li> </ul>				
<b>Increase opportunities for student voice in their learning</b>	<ul style="list-style-type: none"> <li>To have a definition of student voice at Taylors Hill Primary School and embed within school culture</li> <li>Include Student Voice PL in the meeting schedule</li> <li>Collating and storing data from goal setting, conferencing, reflection, self-assessment (explore Compass)</li> <li>Review Learning Environment Non Negotiables</li> <li>Develop Attitudes to School survey for all levels</li> <li>Implement TEAM Learning Program across the school</li> <li>Introduction of Engagement SIT</li> </ul>	Trudy Smith and Curriculum Team		<b>6 months:</b> <ul style="list-style-type: none"> <li>Successfully implemented TEAM Learning Program across the school</li> <li>THPS Student Voice definition documented and shared</li> </ul>	● ● ●			
				<b>12 months:</b> <ul style="list-style-type: none"> <li>Student Voice embedded within planning documents</li> <li>Established a consistent approach to recording and monitoring student goal setting and conferencing</li> <li>Stimulating learning environments will be evident across the school (Attitudes To School)</li> <li>The principles of TEAM Learning embedded in all classrooms</li> </ul>	● ● ●			

<b>STRATEGIC PLAN GOALS</b>	To improve student attendance data								
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<b>Positive Climate For Learning – Setting Expectations and Promoting Inclusion</b>								
<b>STRATEGIC PLAN TARGETS</b>	Reduce absenteeism across P-6 to be at or below State mean								
<b>12 MONTH TARGETS</b>	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)] Reduce absenteeism across the school to 14.8 days								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
<b>Create a whole school</b>	<ul style="list-style-type: none"> <li>Review and establish consistent processes for all staff to follow up absences and late arrivals</li> </ul>	Jill Benham and 3-6 AP	Ongoing monitoring	<b>6 months:</b> <ul style="list-style-type: none"> <li>Reduction in unexplained absences</li> </ul>	● ● ●				



<b>approach to engage with families around attendance and late arrivals</b>	<ul style="list-style-type: none"> <li>• Consistent understanding and accurate recording of absence coding and data collection</li> <li>• Utilise Student Wellbeing Officer, Engagement SIT and DET Resources</li> <li>• Engage external agencies to support families</li> <li>• Communicate absence and late arrival data to families</li> </ul>			<ul style="list-style-type: none"> <li>• Documented process for student absence follow up</li> <li>• Defined role of the Wellbeing Officer in absenteeism</li> </ul>			
				<b>12 months:</b> <ul style="list-style-type: none"> <li>• Reduction in student absences and late arrivals</li> </ul>			



## 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	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	



nt in learning	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b> [ <b>Drafting Note</b> Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [ <b>Drafting note</b> This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				

