

# Annual Implementation Plan: for Improving Student Outcomes

School name: Langley Primary School

Year: 2017

School number: 1275

Based on strategic plan: 2015-2018

Endorsement:

Principal Joanne Mackintosh 22/3/2017

Senior Education Improvement Leader Ben Johnstone-Mccloud [date]

School council Emma Simpson 22/3/2017

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

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

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> <li>To develop the skills of teachers in high quality delivery of learning</li> <li>Develop self-motivated learners with strong, core academic skills in literacy and numeracy to maximise student learning growth and ensure each student makes or exceeds expected progress.</li> <li>Maintain a rich relevant, challenging and stimulating learning environment that creates consistently high levels of student and parent connectedness.</li> <li>Foster a vibrant, school community that enhances student resilience, supports every student, and builds positive, emotional and mental health and well-being.</li> <li>Strategically align available resources [human, financial, time, space and materials] with school goals, to maximise student learning outcomes.</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	✓
	<b>Community engagement in learning</b>	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.

Langley P.S is continuing to grow in numbers-incoming students across all grade levels and in line with the school's strategic plan and evaluation of school data, 2017 professional development will continue to be as in the previous AIP (2016) - build teacher capacity in teaching practice, which will be linked with assessment and therefore continue to improve student outcomes by informed decisions and data.

In the 2015 Threshold report- there was poor growth data from NAPLAN results in numeracy from yr3-yr5.

-The school's priorities with consideration of a school-wide professional learning plan will focus on actions that incrementally expand teachers' capacity and skills. Actions include collaborative practices such as: classroom observation and feedback on practice, joint curriculum planning and moderation of student work, and use of staff and student surveys.

-By working together to exchange knowledge and ideas, this will continue to develop and strengthen teaching and consistent assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to students and staff.

-Through this process, the school will promote regular feedback and appraisal processes to ensure all teachers are actively evaluating their practice. We will encourage open classrooms and transparent practice through regular, timetabled classroom observation and peer feedback sessions.

- As a staff we will continue to work on our initiatives that were commenced in 2016 to be implemented and finalised in 2017.



## 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)
<p><b>Excellence in teaching and learning</b></p> <ul style="list-style-type: none"> <li>- Building practice excellence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop and implement a clear scope and sequence across the school in all curriculum areas</li> <li>➤ Staff use data in collegiate planning meetings to drive targeted teaching and as a measure of improvement in their Performance and Development plans</li> <li>➤ Supporting teachers to undertake classroom observation and provide critical feedback to each other to inform improvements in teacher practice in line with agreed teaching approaches.</li> <li>➤ Continue exploring opportunities through networks for staff to observe the implementation of effective learning improvement strategies in other school settings. By providing time for staff to visit classrooms to observe lessons in others schools and discuss this learning at whole staff level.</li> </ul>
<ul style="list-style-type: none"> <li>- Curriculum planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implementing timelines and providing professional development to establish comprehensive whole-school teaching and learning programs based on the Victorian Curriculum.</li> <li>➤ Aligning teaching programs so that each year students can build on the skills and knowledge they have learnt in previous years, incorporated into ILP's of students.</li> <li>➤ Allocating time for each member of the teaching staff to review the evidence base of effective improvement strategies and reflect on how they could change their own practice to better meet the learning needs of their students.</li> <li>➤ Compiling assessment strategies/programs, and finalising assessment schedule to inform teaching and learning.</li> </ul>



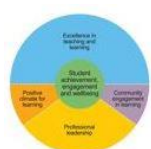
Framework for Improving Student Outcomes

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>		<ul style="list-style-type: none"> <li>Develop self- motivated learners with strong, core academic skills in literacy and numeracy to maximise student learning growth and ensure each student makes or exceeds expected progress.</li> <li>Maintain a rich relevant, challenging and stimulating learning environment that engenders consistently high levels of student and parent connectedness.</li> <li>Foster a vibrant, school community that enhances student resilience, supports every student, and builds positive, emotional and mental health and well-being.</li> <li>Strategically align available resources [human, financial, time, space and materials] with school goals, to maximise student learning outcomes.</li> <li>To develop the skills of teachers in high quality delivery of learning.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		Building practice excellence						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>By 2018 all students deemed capable will demonstrate average to high relative growth for numeracy and language conventions yearly comparison scores.</li> <li>By 2018 all students who are deemed capable, will demonstrate 12 months annual growth (1.0) in Reading Writing and Speaking &amp; Listening, and numeracy.</li> <li>By 2018 improving means in the Attitudes to School Survey in particular Stimulated Learning from 3.77(2013) to &gt;5 and Learning confidence from 3.5 to &gt;4.5.</li> <li>By 2018 maintain or improve the Attitudes to School Survey variable means with an emphasis on Student Motivation from 4.59 to &gt;5.0 and School Connectedness from 4.30 to &gt;5.0.</li> <li>By 2018 maintain or improve Attitudes to School survey variable means with a focus on improving Teacher Empathy 4.62 to &gt;5, Student Morale from 5.68 to &gt; 6.5, and Connectedness to School from 4.9 to &gt; 6.0.</li> <li>Maintain high standards or increase the Parent opinion survey means relating to Stimulating Learning and Teacher Morale by maintaining the 4th quartile and / or &gt;6.5 in both areas.</li> <li>By 2018 Maintain high standards or increase parent opinion survey means of Teacher Approachability and General Satisfaction Maintain the 4th quartile and / or &gt;6.5.</li> <li>At the end of 2018, try to maintain a surplus by being proactive in increasing or maintaining school enrolments to support the implementation of the School Strategic Plan.</li> <li>The school's maintenance budget is expended in line with school determined priorities.</li> </ul>						
<b>12 MONTH TARGETS</b>		<ol style="list-style-type: none"> <li>Every child makes 12 months progress (deemed) in Literacy every year that they attend the school as measured by On Demand, NAPLAN and Teacher Judgement.</li> <li>All teachers meeting all goals in their Performance and Development Plans and students demonstrating 12 months in Numeracy every year that they attend the school as measured by On Demand, NAPLAN and Teacher Judgement.</li> <li>Demonstrate student growth in Literacy and Numeracy is 12 months progress in Literacy every year that they attend the school as measured by On Demand, NAPLAN and Teacher Judgement.</li> </ol>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Implement a clear scope and sequence across the school in identified curriculum areas.	<p>The Victorian Curriculum (VC) is utilised to drive all curriculum planning.</p> <p>A school-wide approach to developing a clear four-year scope and sequence that is designed as a continuum of learning in identified learning areas.</p>	ALL	Ongoing	<p>6 months</p> <p>Student' ILP's linked to item analysis in Literacy and Numeracy, as well as other curriculum areas</p> <p>Teacher judgments and standardised data sets are closely linked and the practice of moderation and data analysis with staff- at scheduled meetings and planning</p> <p>Data spreadsheets updated throughout the term/semester – so evidence is available to all staff.</p> <p>P.D – Bastow- Leading Mathematics</p>	● ● ●	<p>All curriculum areas, planning and ILP's linked to the Victorian curriculum.</p> <p>Increased capacity of knowledge and understanding of the Victorian curriculum- staff.</p>		



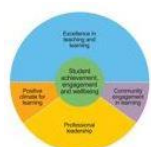
				12 months: Increased growth in the number of students (deemed capable) achieving 1.0 in Victorian Curriculum level growth in Literacy and Numeracy, as measured (validated) by On Demand Testing and English OnLine-P-1.	● ● ●	All curriculum areas, planning and ILP's linked to the Victorian curriculum.  Increased capacity of knowledge and understanding of the Victorian curriculum- staff.		
Completing of assessment tools and assessment schedule.	Implementation of assessment schedule with accurate diagnostic data, with teaching reflecting the data sets and goals in the students' with ILP's.	All Staff	Ongoing	6 months: Finalisation of Assessment schedule document, aligning with the Victorian Curriculum.	● ● ●	Implementation and use of the assessment schedule in planning and delivery of the Victorian curriculum		
				12 months: Embedding the Assessment schedule.	● ● ●	Implementation and use of the assessment schedule in planning and delivery of the Victorian curriculum		
Implementation of peer observations.	In school observations with a focus on specific teaching practice, that has been identified.			6 months: Finalise peer observation procedures as well as identify specific teaching practice  Allocated time for Peer Observation in our own and exemplary schools.	● ● ●	Teachers participate in observations of another classroom  Teachers provide feedback to an observed colleague  Teachers set developmental goals based on feedback that relates to AITSL standards.  Teachers demonstrate progress or change to practice against AITSL standards  P.D on peer observations or reading  Changes in teaching practice.		
				12 months: Peer observation to be conducted.	● ● ●	Changes in teaching practice.  Improvement in quality of teaching- measured by surveys – Staff, Attitudes to school survey and Parent opinion surveys; as well as feedback from participates.		



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	<ul style="list-style-type: none"> <li>Develop self- motivated learners with strong, core academic skills in literacy and numeracy to maximise student learning growth and ensure each student makes or exceeds expected progress.</li> <li>Maintain a rich relevant, challenging and stimulating learning environment that engenders consistently high levels of student and parent connectedness.</li> <li>Foster a vibrant, school community that enhances student resilience, supports every student, and builds positive, emotional and mental health and well-being.</li> <li>Strategically align available resources [human, financial, time, space and materials] with school goals, to maximise student learning outcomes.</li> <li>To develop the skills of teachers in high quality delivery of learning.</li> </ul>
<b>IMPROVEMENT INITIATIVE</b>	Curriculum planning and assessment
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>By 2018 all students deemed capable will demonstrate average to high relative growth for numeracy and language conventions yearly comparison scores.</li> <li>By 2018 all students who are deemed capable, will demonstrate 12 months annual growth (1.0) in Reading Writing and Speaking &amp; Listening, and numeracy.</li> <li>By 2018 improving means in the Attitudes to School Survey in particular Stimulated Learning from 3.77(2013) to &gt;5 and Learning confidence from 3.5 to &gt;4.5.</li> <li>By 2018 maintain or improve the Attitudes to School Survey variable means with an emphasis on Student Motivation from 4.59 to &gt;5.0 and School Connectedness from 4.30 to &gt;5.0.</li> <li>By 2018 maintain or improve Attitudes to School survey variable means with a focus on improving Teacher Empathy 4.62 to &gt;5, Student Morale from 5.68 to &gt; 6.5, and Connectedness to School from 4.9 to &gt; 6.0.</li> <li>Maintain high standards or increase the Parent opinion survey means relating to Stimulating Learning and Teacher Morale by maintaining the 4th quartile and / or &gt;6.5 in both areas.</li> <li>By 2018 Maintain high standards or increase parent opinion survey means of Teacher Approachability and General Satisfaction Maintain the 4th quartile and / or &gt;6.5.</li> <li>At the end of 2018, try to maintain a surplus by being proactive in increasing or maintaining school enrolments to support the implementation of the School Strategic Plan.</li> <li>The school's maintenance budget is expended in line with school determined priorities.</li> </ul>
<b>12 MONTH TARGETS</b>	<ol style="list-style-type: none"> <li>Every child makes more than 12 months progress in Literacy every year that they attend the school as measured by On Demand, NAPLAN and Teacher Judgement.</li> <li>All teachers meeting all goals in their Performance and Development Plans and Students demonstrating more than 12 months in Numeracy every year that they attend the school as measured by On Demand, NAPLAN and Teacher Judgement.</li> <li>Demonstrate student growth in Literacy and numeracy is more than 12 months progress in Literacy every year that they attend the school as measured by On Demand, NAPLAN and Teacher Judgement</li> </ol>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Completing of assessment tools and assessment schedule.	Implementation of assessment schedule with accurate diagnostic data, with teaching reflecting the data sets and goals in the students' ILP's.	All Staff	Ongoing	6 months: Finalisation of Assessment schedule document, aligning with the Victorian Curriculum.	● ● ●	Implementation of assessment schedule, in planning and aligning common assessment tools to enhance teaching and learning.		
				12 months: Embedding the Assessment schedule.	● ● ●			
The Victorian Curriculum (VC) is utilised to drive all curriculum planning  To ensure the four capabilities are embedded throughout the documented curriculum.		All Staff	Term 1 and continuous	6 months: Planning and data collection will be documented  Teaching units will be documented on term and weekly planners	● ● ●	All documentation to be stored on the school server.		
				12 months: Planning and data collection will be documented  Teaching units will be documented on term and weekly planners	● ● ●			





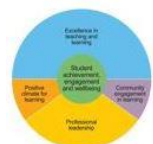
<p>Development of a consistent template for curriculum documentation</p> <p>Plan termly and weekly using the scope and sequence as a guiding document</p>		All Staff	Each term	Documented curriculum is observed in practice		Consistent planning tools and approaches documented and evident on school server and in classrooms.		
		All Staff	Continuous	Improvement in teaching and learning measures in the school's Attitudes to School Survey (ATSS)				
<p>Staff use data to drive targeted teaching and as a measure of improvement in their Performance and Development plans.</p>	<p>Ensure there is a consistent school-wide assessment schedule, that effectively measures student learning growth at consistent times throughout the school year</p> <p>Provide an opportunity for literacy and numeracy leaders to complete the Bastow Data Literacy training /Leading Mathematics</p> <p>Planning to have a clear focus on data analysis to drive teaching and learning</p> <p>Develop an understanding of how the use of data drives targeted teaching</p> <p>Research and introduce a consistent system of collating data so all staff can access all student data sources</p> <p>Have teaching staff, incorporate a data goal into their performance and development plan for 2017.</p>	All staff	Term 1 and On going	<p>6 months:</p> <p>There is a consistent documented school-wide assessment schedule</p> <p>All classroom teachers have documented the assessment schedule and dates for their own class</p> <p>Semester 1 assessments have been completed by all classroom teachers for all students.</p> <p>ILP's completed and staff have conducted SSG meetings at least 2x a term</p>	● ● ●	<p>Consistent teaching practice and pedagogy throughout the school and staff.</p> <p>Accountability and data evidence to support the teaching and learning environment at Langley P.S</p> <p>Documentation of ILP's and meeting minutes.</p>		
			As soon as training is available	<p>12 months:</p> <p>Nominated staff have completed Bastow's training</p> <p>A data goal is documented in all teachers' performance and development plans</p> <p>Planning has a clear focus on the use of data to inform teaching and learning</p> <p>A consistent system of collating data has been developed and implemented by all staff.</p>	● ● ●	<p>Accountability and data evidence to support the teaching and learning environment at Langley P.S</p> <p>Documentation of ILP's and meeting minutes.</p> <p>P.D for staff on understanding of how to use data to drive teaching and learning.</p>		



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	<ul style="list-style-type: none"> <li>Develop self- motivated learners with strong, core academic skills in literacy and numeracy to maximise student learning growth and ensure each student makes or exceeds expected progress.</li> <li>Maintain a rich relevant, challenging and stimulating learning environment that engenders consistently high levels of student and parent connectedness.</li> <li>Foster a vibrant, school community that enhances student resilience, supports every student, and builds positive, emotional and mental health and well-being.</li> <li>Strategically align available resources [human, financial, time, space and materials] with school goals, to maximise student learning outcomes.</li> <li>To develop the skills of teachers in high quality delivery of learning.</li> </ul>
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	Setting expectations and promoting inclusion
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>By 2018 all students deemed capable will demonstrate average to high relative growth for numeracy and language conventions yearly comparison scores.</li> <li>By 2018 all students who are deemed capable, will demonstrate 12 months annual growth (1.0) in Reading Writing and Speaking &amp; Listening, and numeracy.</li> <li>By 2018 improving means in the Attitudes to School Survey in particular Stimulated Learning from 3.77(2013) to &gt;5 and Learning confidence from 3.5 to &gt;4.5.</li> <li>By 2018 maintain or improve the Attitudes to School Survey variable means with an emphasis on Student Motivation from 4.59 to &gt;5.0 and School Connectedness from 4.30 to &gt;5.0.</li> <li>By 2018 maintain or improve Attitudes to School survey variable means with a focus on improving Teacher Empathy 4.62 to &gt;5, Student Morale from 5.68 to &gt; 6.5, and Connectedness to School from 4.9 to &gt; 6.0.</li> <li>Maintain high standards or increase the Parent opinion survey means relating to Stimulating Learning and Teacher Morale by maintaining the 4th quartile and / or &gt;6.5 in both areas.</li> <li>By 2018 Maintain high standards or increase parent opinion survey means of Teacher Approachability and General Satisfaction Maintain the 4th quartile and / or &gt;6.5.</li> <li>At the end of 2018, try to maintain a surplus by being proactive in increasing or maintaining school enrolments to support the implementation of the School Strategic Plan.</li> <li>The school's maintenance budget is expended in line with school determined priorities.</li> </ul>
<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>By 2018 maintain or improve the Attitudes to School Survey variable means with an emphasis on Student Motivation from 4.59 to &gt;5.0 and School Connectedness from 4.30 to &gt;5.0. A trend of continued improvement across all the variables in Attitudes to School Survey and the school based measure.</li> </ul>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Plan for challenging goals and effective feedback for all students and teachers.	Ensuring students setting fortnightly goals and targets with the support of staff.	Student and staff in grades 2-6	Fortnightly and continuous throughout the year.	6 months: Continued development of circle time/restorative practice and improvement in student learning, through understanding own learning style and areas to improve.	● ● ●	Confident in learning.  Documentation and understanding on how to set goals- purpose and how this impacts on one's learning.		
	The school employs a range of strategies targeted at students, parents / carers and broader community that helps to maintain a safe, respectful and inclusive learning environment. Students take an active role in promoting safety and in reducing inappropriate behaviour.			12 months: Embedded good practices of goal /target setting to drive learning and improvement, not only academically but also engagement and wellbeing.	● ● ●	Confident in learning.  Documentation and understanding on how to set goals- purpose and how this impacts on one's learning.		
Plan, document and implement coordinated strategies to engage students and parents	The school establishes processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their behaviour.	All Staff	Continuous	6 months: There is a strong culture of mutual trust and support between the school and the community in the promotion and maintenance of a positive, safe and inclusive environment.	● ● ●	Documentation of incidents and celebration of successes. E.g. esmart – survey tool Kismatter tools Inclusion tools PoLT survey		



as partners in learning.	The effectiveness of behaviour management, student wellbeing and safety practices are periodically evaluated and updated as needed.	All Staff		12 months: There is a strong culture of mutual trust and support between the school and the community in the promotion and maintenance of a positive, safe and inclusive environment.	● ● ●	The school reviews its data/policies and evaluates its practices that promote and prioritise inclusion across the school community.		
Continue to provide differentiated instructional practices that engage and motivate students.	Resolution of issues is based on clear, agreed policies and guidelines. It includes respectful participation by students, parents /carers and school staff. All parties are supported to reach a negotiated outcome.	All Staff	Continuous and when needed.	6 months: Student engagement and participation in school activities. Feedback from students, staff and parent community.	● ● ●	Improvement in quality of student connectedness measured by surveys – Staff, Attitudes to school survey and Parent opinion surveys; as well as feedback from participants.		
	School staff ensure all students feel safe, welcomed and supported. Diversity is celebrated and protected throughout the school.	All Staff		12 months: Student engagement and participation in school activities. Feedback from students, staff and parent community.	● ● ●	Improvement in quality of student connectedness measured by surveys – Staff, Attitudes to school survey and Parent opinion surveys; as well as feedback from participants.		
	Resources are allocated to meet identified student needs including specialist supports for individual and cohorts of students.	Principal		Building of staff capacity through P.D and other teaching resources–e.g. – Berry street/ anxiety/ students of high needs -Leadership day -Circle time -Restorative practice.				
Instructional and behavioural programs to ensure students are engaged and motivated. They minimise disruptive behaviour by actively developing students’ social and cognitive skills. Restorative practices are embedded.	All Staff							
Continue to promote regular attendance at school and promote “ Everyday counts”	Resources are allocated to meet identified student needs including specialist supports for individual and cohorts of students.	All Staff	Continuous ↓	6 months: Student attendance, engagement and participation in school activities. Feedback from students, staff and parent community.	● ● ●	Improvement in quality of student connectedness measured by surveys – Staff, Attitudes to school survey and Parent opinion surveys; as well as feedback from participants.		
	Instructional and behavioural programs to ensure students are engaged and motivated.	All Staff		12 months: Student attendance, engagement and participation in school activities. Feedback from students, staff and parent community.	● ● ●	Improvement in quality of student connectedness measured by surveys – Staff, Attitudes to school survey and Parent opinion surveys; as well as feedback from participants.		
	Regular monitoring of attendance of students and chasing up reasons for being absent.	Principal						
Information in newsletters, reports etc. on the importance of regular attendance.								





# 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>Considerations for 2018:</b>				



# Annual Self-Evaluation- Langley P.S 2016 (Dec)

[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>	Yes	3 - Embedding	<ul style="list-style-type: none"> <li>✓ Teachers clearly demonstrate their understanding of the link between their practice and student learning. They use student achievement data to identify areas for improvement, in teacher practice.</li> <li>✓ A schedule of professional learning is established that best meets the needs of all teachers and the school by focusing on their learning needs and allocating teachers into professional learning teams accordingly.</li> <li>✓ Teachers make, moderate and document consistent judgments about the effectiveness of their classroom practice to reduce variability between classes.</li> <li>✓ Professional learning strategies have well-articulated purposes that are focused on student achievement, engagement and wellbeing and are derived from the analysis of student data. Attention to the needs of the staff as a whole, groups of teachers and individuals are balanced.</li> <li>✓ Protocols are established to increase the effectiveness of professional learning including the importance of reflection on practice.</li> <li>✓ Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. They adapt their teaching to meet student needs.</li> <li>✓ Areas still being developed/ consolidating/ working towards-as classroom observation, the modelling of effective practice and feedback.</li> </ul>
	<b>Curriculum planning and assessment</b>	Yes	2 - Evolving	<ul style="list-style-type: none"> <li>✓ The school has identified priority areas for focus aligned to the SSP and AIP.</li> <li>✓ Staff have been led through an analysis of student achievement data and other evidence impacting curriculum to begin auditing the current curriculum using the VCAA self-assessment tool.</li> <li>✓ Professional learning needs of staff and appropriate external support have been identified and resourced.</li> <li>✓ The school explores the differentiated roles of the leadership team, teachers, students and parents in strengthening the implementation of the s curriculum.</li> <li>✓ The school's vision and values are well understood by all staff. They provide the basis for curriculum planning.</li> <li>✓ The school is aware of students' needs and undertakes an audit of the current curriculum plan. It identifies strengths and weaknesses to inform revision of curriculum plan.</li> <li>✓ Need further development/policy making- The school's vision and values are well understood by all staff. They provide the basis for curriculum planning.</li> <li>✓ The leadership team encourages staff to participate and take ownership of curriculum planning and documentation.</li> </ul>



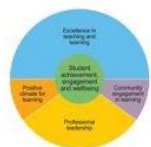
				<ul style="list-style-type: none"> <li>✓ The school actively seeks the views of students about curriculum content, delivery and assessment.</li> </ul>
	Evidence-based high impact teaching strategies	No	3 - Embedding	<ul style="list-style-type: none"> <li>✓ Teachers assess prior knowledge, design activities and select resources to engage students in the lesson. They adapt teaching during the lesson in response to students' understanding.</li> <li>✓ Teachers structure learning around differentiated group tasks that require students to work collaboratively. Teachers support students to provide feedback to each other using protocols.-occurs in the senior part of the school</li> <li>✓ Teachers introduce protocols to build a respectful and trusting learning environment where students are confident to contribute.</li> <li>✓ Teachers check students' understanding of major points and learning objectives from previous lessons, re-teaching and/or extending in response</li> </ul>
	Evaluating impact on learning	No	2 - Evolving	<ul style="list-style-type: none"> <li>✓ Teachers develop, select and use formal and informal, diagnostic, formative and summative assessment strategies to best assess student learning.</li> <li>✓ Teacher planning includes the use of assessment for, of and as learning.</li> <li>✓ Assessment criteria are made explicit. Timely and appropriate feedback to students about their achievement relative to their learning goals is provided.</li> <li>✓ Teachers use a range of evidence to make informed judgements.</li> <li>✓ There is a need for consist judgement and moderation of work on a regular bases.</li> </ul>
Professional leadership	Building leadership teams	No	2 - Evolving	<ul style="list-style-type: none"> <li>✓ Leaders have high expectations for every learner and success is identified through student achievement outcomes. The school's selected FISO initiatives are aligned with the School Strategic Plan.</li> <li>✓ The leadership team develops a shared understanding of the implications of data for planning school improvement.</li> <li>✓ The leadership team participates in and promotes teacher learning and development.</li> </ul>
	Instructional and shared leadership	No	2 - Evolving	<ul style="list-style-type: none"> <li>✓ Lead and participate in professional learning with their teachers, and encourage teachers to continually update their pedagogical content knowledge.</li> <li>✓ Guide and support teachers to systematically monitor student progress and use assessment results to improve teaching.</li> <li>✓ Leaders delegate authority to others to undertake specific activities and implement processes that support leadership development.</li> <li>✓ The principal actively canvasses the views of leaders and teachers in the school when formulating decisions. Sometimes, students' views are considered.</li> </ul>
	Strategic resource management	Yes	3 - Embedding	<ul style="list-style-type: none"> <li>✓ Building capacity of staff members through P.D and networks</li> <li>✓ Leaders ensure that policies related to resource allocation are responsive to changing needs and continuously evaluate the impact of resources on priorities.</li> <li>✓ The school establishes partnership opportunities in order to improve student outcomes.</li> <li>✓ A range of strategies are used to attract additional resources to the school.</li> <li>✓ Leaders involve staff in identifying resource needs and making decisions about priorities and design processes to monitor the use of resources.</li> <li>✓ Anticipate and prepare for changes in senior staff, and actively develop the capabilities of teachers to enhance or replace the skills and expertise required.</li> </ul>



				<ul style="list-style-type: none"> <li>✓ They form partnerships with other organisations to expand learning and teaching opportunities and work with stakeholders for the benefit of the school community.</li> </ul>
	Vision, values and culture	Yes	2 - Evolving	<ul style="list-style-type: none"> <li>✓ They use these as a guide, together with school performance data, to develop and communicate a set of clear learning goals.</li> <li>✓ Leaders use a collaborative approach to develop a shared vision for the school. They provide opportunities for all members of the school community to have a voice in the school and share their knowledge and experience with others.</li> <li>✓ They promote a sense of pride in the current and past achievements and encourage groups and individuals to share them with the school community.</li> <li>✓ They use the school's values to enhance student connectedness to the school.</li> <li>✓ Leaders communicate the school's vision, values and learning goals to the staff. They clearly illustrate how the learning goals should inform and impact upon their practice.</li> <li>✓ Mediation and clarity of roles/responsibilities was developed in 2016</li> </ul>
Positive climate for learning	<b>Empowering students and building school pride</b>	Yes	4 - Excelling	<ul style="list-style-type: none"> <li>✓ High expectations, framed by the school's vision and values, -Student goal setting/visible learning/circle time</li> <li>✓ Staff purposely focus on building positive relationships and respect. They have regular positive conversations with students reflecting on the effectiveness of their learning and showing interest in their progress.</li> <li>✓ Teachers use self-assessment tools, peer and student feedback to evaluate their relationships with students and determine how they can adapt their approach to improve student motivation and self-confidence.</li> <li>✓ Teachers promote positive learning and behaviour through strong relationships with their students.</li> <li>✓ Teachers strive to achieve respectful, orderly, on-task student behaviour by teaching in ways that engage and challenge, in support of agency,</li> <li>✓ They use assessment data to help students to see the progress they are making, and to celebrate their achievements with their families.</li> <li>✓ The school actively develops all students' leadership skills, and works with community stakeholders to provide opportunities for students to practice these.</li> <li>✓ All members of the school community have a strong sense of pride and are active partners in promoting and celebrating school culture and achievements to the broader community.</li> </ul>
	<b>Setting expectations and promoting inclusion</b>	Yes	4 - Excelling	<ul style="list-style-type: none"> <li>✓ Student guideline setting/ students with high needs</li> <li>✓ The school employs a range of strategies targeted at students, parents / carers and broader community that helps to maintain a safe, respectful and inclusive learning environment. Students take an active role in promoting safety and in reducing inappropriate behaviour.</li> <li>✓ There is a strong culture of mutual trust and support between the school and the community in the promotion and maintenance of a positive, safe and inclusive environment.</li> <li>✓ Resolution of issues is based on clear, agreed policies and guidelines. It includes respectful participation by students, parents /carers and school staff. All parties are supported to reach a negotiated outcome.</li> <li>✓ School staff ensure all students feel safe, welcomed and supported. Diversity is celebrated and protected throughout the school.</li> <li>✓ The school reviews its data and evaluates its practices that promote and prioritise inclusion across the school community.</li> <li>✓ Resources are allocated to meet identified student needs including specialist supports for individual and cohorts of students.</li> </ul>



				<ul style="list-style-type: none"> <li>✓ Instructional and behavioural programs to ensure students are engaged and motivated. They minimise disruptive behaviour by actively developing students' social and cognitive skills. Restorative practices are embedded.</li> <li>✓ The school has established processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their behaviour.</li> <li>✓ The effectiveness of behaviour management, student wellbeing and safety practices are periodically evaluated and updated as needed.</li> </ul>
	Health and wellbeing	Yes	3 - Embedding	<ul style="list-style-type: none"> <li>✓ The school supports the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours. Staff and students – emotional awareness and development.</li> <li>✓ The school engages parents/carers at both individual and group levels in determining the social behaviours expected of students.</li> <li>✓ The school educates parents/carers on the importance of healthy eating and physical exercise and encourages them to reinforce these attitudes at home.</li> <li>✓ The school engages with community health organisations and specialists in planning and delivering the physical health curriculum and supporting individual needs of staff and students.</li> <li>✓ Teachers are trained to recognise indicators of potential mental health issues experienced by students (e.g. anxiety, withdrawn behaviour, negative thinking), and in strategies to promote positive thinking and behaviour, as identified in the curriculum plan.</li> <li>✓ The school works with parents/carers to ensure that their children are supported to reach their potential.</li> <li>✓ A culture of high expectations for all is consistently promoted.</li> </ul>
	Intellectual engagement and self-awareness	Yes	2 - Evolving	<ul style="list-style-type: none"> <li>✓ The school communicates high expectations about all aspects of schooling, including school attendance, appropriate behaviour.</li> <li>✓ The school supports parents/carers to engage with the high expectations that have been set for their child, and how they can support the steps the student needs to take.</li> <li>✓ Teachers introduce students to a number of differentiated learning strategies that may be applied to complete a range of problems.</li> <li>✓ They explain how to make informed choices about which strategies to use in particular situations to achieve the learning goals.</li> <li>✓ Teachers build on prior knowledge, focus on learning goals and scaffold new learning to engage students and build confidence.</li> <li>✓ Lessons are developed with different student abilities and interests in mind.</li> <li>✓ Teachers identify individual student needs and monitor learning growth based on abilities. They modify and adapt instruction to each student's ability and provide feedback to assist all learners to continually improve their learning-not across all grades.</li> </ul>
<b>Community engagement in learning</b>	<b>Building communities</b>	Yes	3 - Embedding	<ul style="list-style-type: none"> <li>✓ Teachers use a variety of communication methods to seek and share information with parents and families, including by working with key stakeholders. They discuss their respective roles in their children's education through information events and parent teacher conferences.</li> <li>✓ The school and parent bodies work together to implement strategies to overcome barriers to family engagement in supporting their child's learning. These may include morning teas/ celebration BBQ/ special evenings etc.</li> <li>✓ The school formalises partnerships to address identified needs, such as to create applied learning opportunities for students, facilitate successful transitions or to broaden student, teacher and parent knowledge and skills.</li> <li>✓ The school harnesses the capacity of its partners to collectively meet the diversity of its student needs by accessing such things as expertise, professional development, delivery of activities and services.</li> </ul>





				<ul style="list-style-type: none"> <li>✓ The school intervenes early with students who have additional needs or are at risk of disengagement and collaborates with community agencies to support specific learning, health and wellbeing needs of these students.</li> </ul>
	Global citizenship	Yes	3 - Embedding	<ul style="list-style-type: none"> <li>✓ The school examines values and systems that connect or exclude people. Its practices promote democratic values, active citizenship and inclusion.</li> <li>✓ The school audits curriculum programs to determine the extent to which global citizenship is integrated throughout the curriculum.</li> <li>✓ The school actively engages with local community around global issues.</li> <li>✓ Teachers plan collaboratively to identify opportunities to integrate global perspectives into the curriculum.</li> <li>✓ Using knowledge and support of community members from different cultural and linguistic backgrounds, teachers deliver the planned curriculum which builds intercultural capability.</li> <li>✓ Students regularly engage with people of all ages from other cultures and language backgrounds, including through use of technology and experiential programs or exchanges.</li> <li>✓ The school provides authentic opportunities for active citizenship for all students.</li> <li>✓ The school participates in a range of community sustainability initiatives that are connected to global issues.</li> </ul>
	Networks with schools, services and agencies	Yes	3 - Embedding	<ul style="list-style-type: none"> <li>✓ The school collaborates with partners to create a networked learning community where specific needs can be addressed through the shared facilities, expertise and knowledge of all.</li> <li>✓ Parents/carers and students are key partners in decision-making. Staff health and wellbeing is regularly monitored and supported.</li> <li>✓ The school works with network partners to offer resources and activities that support student academic and social/emotional success for all students.</li> <li>✓ The school collaborates with partners and networks to challenge low expectations and close gaps in achievement for specific groups.</li> </ul>
	Parents and carers as partners	Yes	3 - Embedding	<ul style="list-style-type: none"> <li>✓ Parents/carers are welcomed as partners into the school community and are involved in decision making activities through mechanisms such as parent associations, committees and school council.</li> <li>✓ The school and parents/carers work together to address the needs of their children.</li> <li>✓ Effective communication channels are well-established and concerns regarding parent/carers and family engagement are identified and addressed through a variety of strategies.</li> <li>✓ The school and families work together to celebrate the diversity within the school and celebrate all students' achievements.</li> <li>✓ Teachers advise parents/carers of the goals and importance of what their child is learning at school, and provide resources and activities for parents/carers to use to support their child's progress.</li> </ul>

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

- ✚ A good process- to audit where we are with FISO
- ✚ Defined areas that need development or further expansion
- ✚ Good tool for feedback/reflection of teaching practices
- ✚ Gives direction for next AIP and SSP
- ✚ Great for discussion and what are we doing or not doing
- ✚ Questions- are we all on the same page/ how can we improve?
- ✚ Measures for improvement and growth – given



**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]

✚ I believe this process has identified cohorts – that need will be monitored and identified areas for improvement but also to be celebrated.

**Considerations for 2017:**

- ✚ Continue work on setting expectations and promoting inclusion
- ✚ Peer observations
- ✚ Continue development of Excellence in teaching and learning- commenced in 2016.

