

Annual Implementation Plan: for Improving Student Outcomes

School name: **Truganina South Primary School**
 School number: **[5498]**

Year: **2017**
 Based on strategic plan: **[2017-2021]**

Endorsement:

Principal **[Linda Danese]** **[date]**

Senior Education Improvement Leader **[Judy Maguire]** **[date]**

School council **[Kirsten Duncan]** **[date]**

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"> To build teacher capacity through the rich content knowledge of curriculum, through differentiated coaching and Professional Learning opportunities and moderation processes to ensure accurate pinpointing of student achievement and future student learning goals. To develop independence in students as learners, learning through student voice and advocacy of, in and through their active participation, instilling motivation, confidence and enthusiasm for the learning opportunities provided at TSPS. To address attendance trends and advocate the need for commitment in understanding the impact of regular attendance. To develop a community hub, in conjunction with our partners YMCA and Arndell Park Community Centre, that sees school as a place of belonging and congregation, bonded beyond the school gate. 	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.	
<p>TSPS will focus on the three areas identified up for the following reasons:</p> <p>Teaching and Learning: the staff is relatively young in terms of teaching experience and with the introduction of Victorian Curriculum, the focus will be on working collaboratively, through student centred coaching and mentoring to have all staff strengthen content knowledge and develop best practice pedagogy.</p> <p>Positive Climate: student data from local and Attitudes to School Surveys and interviews with students reflect a desire for learning that is more engaging and involves them decisions made focusing on what they want/ need to learn. TSPS will explore the concept of student voice and advocacy through inquiry, decision making and feedback processes.</p> <p>Community Engagement in Learning: parent forums and Parent Opinion surveys reflect a desire by parents to better understand how we work as a school and why we deliver learning the way we do, so the development of a community hub to engage more families and bring them into the school through many different activities and experiences to foster advocacy and connectedness.</p>	
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)
<ul style="list-style-type: none"> To build teacher capacity through the rich content knowledge of curriculum, through differentiated coaching and Professional Learning opportunities and moderation processes to ensure accurate pinpointing of student achievement and future student learning goals. 	<ul style="list-style-type: none"> Ensure every student maximises their learning growth and achievement, in literacy and numeracy in particular. Support both the academic and social/emotional needs of all EAL students at TSPS. Ensure every child maximises their learning growth and achievement in the Literacy and Numeracy curriculum areas. Create a stimulating, 21st century learning environment where students have a sense of advocacy and voice in their learning.



<ul style="list-style-type: none"> • To develop independence in students as learners, learning through student voice and advocacy of, in and through their active participation, instilling motivation, confidence and enthusiasm for the learning opportunities provided at TSPS. To address attendance trends and advocate the need for commitment in understanding the impact of regular attendance. 	<ul style="list-style-type: none"> • Strengthen student connectedness and resilience by introducing a home group structure with a focus on explicitly teaching resilience, mindfulness and the values of empathy and gratitude and by improving vertical integration through cross-age activities such as Buddies program and / or a house system. • Develop a structure and process aligned with the school's instructional model to ensure learning is 'visible' for students and increase opportunities for students to direct and monitor their own learning, practice good learning behaviours, give and receive feedback and become more intellectually engaged, self-aware and independent learners. • Structure increased opportunities for students to share their learning goals with their parents and showcase their learning with families and the wider community. • Provide regular and structured opportunities for feedback to and from students seeking their opinions of teaching and learning. • Establish student action teams to seek student input into ways to improve for example stimulating learning, their motivation and teacher effectiveness. • Address attendance trends and advocate the need for commitment in understanding the impact of regular attendance
<ul style="list-style-type: none"> • To develop a community hub, in conjunction with our partners YMCA and Arndell Park Community Centre, that sees school as a place of belonging and congregation, bonded beyond the school gate. 	<ul style="list-style-type: none"> • Strengthen two-way communication with parents through COMPASS, development of the community hub as a parent resource, enhanced parent representation on School Council, the development of an agreed Parent Engagement Policy and regular educational forums and feedback opportunities. • Structure increased opportunities for students to share their learning goals with their parents and showcase their learning with families and the wider community.

DRAFT



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives : Teaching and Learning

STRATEGIC PLAN GOALS :	The staff is relatively young in terms of experience and with the introduction of Victorian Curriculum, the focus will be on working collaboratively and through student centred coaching and mentoring to have all staff strengthen content knowledge and develop best practice pedagogy.																																																																																																																																																																																																			
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STRATEGIC PLAN TARGETS 12 month Targets (highlighted)	<p>Each year, 100% of provisionally registered graduate teachers to obtain full registration. Each year, 100% of staff to take part in SCC. Each year, 100% of teachers successfully complete their PDP process. Each year, 100% of staff take part in Instructional rounds. Each year, 100% of staff to take part in a minimum of 5 rounds of Differentiated PL each year. From the staff opinion survey:</p> <table border="1" data-bbox="552 548 1605 751"> <thead> <tr> <th>Component</th> <th>2016 Outcome</th> <th>2017</th> <th>4 Year Goal</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;">SCHOOL CLIMATE</td> </tr> <tr> <td>Collective Efficacy</td> <td>67.3%</td> <td>72%</td> <td>90%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>66.7%</td> <td>72%</td> <td>90%</td> </tr> <tr> <td colspan="4" style="text-align: center;">PROFESSIONAL LEARNING</td> </tr> <tr> <td>School Level Support</td> <td>72.6%</td> <td>75%</td> <td>90%</td> </tr> <tr> <td>Active Participation</td> <td>82.1%</td> <td>87%</td> <td>95%</td> </tr> </tbody> </table> <p>Student voice and Inquiry Create a survey (term #2) determining 'student voice/agency within the community setting. Focus on:</p> <ul style="list-style-type: none"> - Co planning & decision making of goals & teaching/learning - Visible learning – tracking learning targets to attain personal goals - Student feedback to staff - Students sharing ideas – have they been heard? <p>Attitudes To School Survey Results:</p> <table border="1" data-bbox="552 1026 1576 1423"> <thead> <tr> <th></th> <th>2016 Outcome percentile</th> <th>2017 goal</th> <th>2018 goal</th> <th>2019 goal</th> <th>2020 goal</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>25%</td> <td>30%</td> <td>35%</td> <td>40%</td> <td>45%</td> </tr> <tr> <td>School Connectedness</td> <td>37%</td> <td>40%</td> <td>45%</td> <td>50%</td> <td>55%</td> </tr> <tr> <td>Stimulating learning</td> <td>30%</td> <td>45%</td> <td>55%</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>Student Morale</td> <td>48%</td> <td>53%</td> <td>58%</td> <td>64%</td> <td>70%</td> </tr> <tr> <td>Student Motivation</td> <td>67%</td> <td>72%</td> <td>78%</td> 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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Instructional rounds	Providing professional reading around IR for new staff. Create timetables so all staff have the opportunity to take part. Teachers are grouped to observe best practice. Teachers reflect and provide evidence on the viewed practices and how they have used them in their own communities.	Leadership; complete setting up. Staff.	Term 2 2017 onwards.	6 months: Three instructional rounds completed by midterm #4. Key take away that is then implemented in their own practice and evident through improved teacher and student outcomes.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
					● ● ●			
Develop data literacy	Providing PL for all staff on effective PLTs through: *Develop an effective structure for a PLT which is underpinned by data *How to collect, analyse, interpret and use data *How action plans are created through analysis of data *Formative assessment practices *Moderation	Mini School Leadership. Staff	Semester #2 onwards.	6 months: Staff will use data to correctly inform all decisions regarding curriculum planning, goal setting, reporting and differentiating learning. Data will be shared and discussed through effective PLTs and minuted on PLT agendas.	● ● ●			
			Multiple opportunities each term.		● ● ●			
Differentiated PL	Survey staff with the opportunity to provide data around professional learning needs. Leadership use all relevant data sources to determine PL priorities. Implement differentiated PL sessions which incorporates reflection of new knowledge.	Leadership to run. Staff.	Term 2 onwards.	6 months: News skills are reflected through their weekly planning programs. Staff take part in multiple PL sessions per term. Improved outcomes in the staff opinion survey.	● ● ●			
					● ● ●			
Student centred coaching	Leaders are upskilled and mentored in SSC through observed sessions and feedback. Coaches take part in weekly PL.. All members are staff are informed about the SSC process. Mini schools assign coaches to coachees for each term. Coachees develop learning goals for coaching cycles. Surveys to be completed to receive feedback around the effectiveness of SSC.	AP, leading teachers, coaches & coachees.	Termly.	6 months: Effective coaching cycles taking place. Improvement in student outcomes for those being coached. Collaboration and the building up of effective relationships between coach and coachees. Data from each coaching cycle.	● ● ●			
					● ● ●			
Graduate mentor programs	Training of selected coaches through VIT mentor program. Allocated graduate days throughout the year. Provision of professional learning opportunities. Mentors allocated to graduates. Partnering up with a graduate support person. All graduates are coached in term #3.	Mentors and graduates.	2017.	6 months: Graduates will successfully pass their VIT. Graduates will use gained knowledge and will implement it into their weekly planners. New selected mentors are upskilled to effectively support graduates.	● ● ●			
					● ● ●			
Tracking academic progress along EAL Developmental Continuum (data wall)	Office staff collect EAL data from enrolments. Create an EAL data wall. Identify students who require an EAL report, Support staff in building understanding of the EAL Developmental Continuum. Provide PL around gathering evidence for shading the data wall. Establishing consistent practice for students moving off into a mainstream report.	Leadership to create data walls. Office staff. Staff.	Term 2 2017 onwards.	6 months: EAL Data walls are established for each stage of the EAL Continuum. EAL students who qualify and require an EAL report receive one. Staff use the EAL Developmental Continuum to guide their reporting. Staff will participate in PL to unpack and explore EAL continuum. Consistent practices are established for placing students on a mainstream report.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
					● ● ●			
Building teacher efficacy in EAL best practices	Nominate an EAL specialist. Whole school PL. Differentiated PL. Student Centred Coaching. Purchasing of resources to support student learning. Staff visits to WELS.	EAL specialist. Leadership. Staff.	Term 2 onwards.	6 months: Staff attend whole school PL to develop their knowledge of EAL teaching strategies. Staff explore EAL and develop an increased awareness of the EAL Developmental Continuum. Differentiated PL is offered to staff based on student outcome needs. TSPS increases our amount of EAL resources. Staff who have visited WELS will use learnt strategies to support EAL students in their communities.	● ● ●			
			Multiple opportunities each term.		● ● ●			



					● ● ●			
Developing partnerships with outside agencies (RESP)	TSPS will actively participate in refugee Education Support Program. Form professional partnerships with CMY, Tomorrow Foundation and other agencies in our local community. Develop Family Learning Club with support from outside agencies.	RESP team.	Term 2 onwards.	6 months: Family learning club is established and run on a weekly basis. Professional partnerships are established and provide support for our EAL students and families.	● ● ●			
					● ● ●			
Referring students to WELS	Office staff inform teachers and EAL specialist of a newly arrived student and their language background. Protocol is established for staff to inform EAL specialist of newly arrived EAL students. Newly arrived EAL students are assessed by EAL specialist to establish their level of English understanding (both spoken and written). Permission is given from guardians as to if a WELS assessment can be completed. EAL specialist or leadership contact WELS and organise assessment. Students accepted into WELS are still supported by TSPS staff through visits.	Office staff. Leadership Staff.	Ongoing.	6 months: Students who require WELS support are assessed and enrolled into WELS . Staff are more aware of the referral process.	● ● ●			
					● ● ●			
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Student Centred Coaching	Employ Pedagogical coaches x 3.5. Employ Leading teachers x 3. Establish coaching PL for coaches based around 'The Moves'. Keep minutes of coaching meetings. Ensure all staff participate in Student Centred Coaching at a minimum of once a Semester. Provide first year Graduates with extra coaching support. Establish a common practice across all mini-schools. Re-introduce TSPS coaching handbook. Feedback and observation for coaches.	Leadership; complete setting up. AP Leading Teachers Coaches Staff.	Term 2 2017 onwards.	6 months: 3.5 coaches have been employed. 3 Leading teachers have been employed. 'The Moves' has been purchased for each coach and is unpacked in coaches meeting and reflected upon with our own practice. All staff receive SCC each semester and goals documented and reflected upon. Documented coaching cycles with Graduates. All teachers, coaches and leading teachers are provided with TSPS coaching handbook. APs observe coaches while in communities and provide feedback to coaches.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
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Co-teaching across all communities	Develop TSPS Co-teaching Handbook. Provide whole school PL for staff to develop their understanding of what co-teaching options there are and how they benefit students. Scheduled planning time for teachers in communities so they can ensure co-teaching can be planned for. Coaches to model co-teaching options through SCC.	Mini School Leadership. AP Coaches Leading Teachers Staff	Semester #2 onwards. Multiple opportunities each term.	6 months: Co-teaching options are documented through work programs. Staff have developed a good understanding of what co-teaching options there are and when to use them. Data will show students learning needs are being catered for through co-teaching. APT has been timetabled to ensure whole communities can plan together to include the best co-teaching option for each lesson. Coaches and coachees plan co-teaching option for each of their SCC sessions.	● ● ●			
					● ● ●			
Data walls – link with being data literate	Establish EAL data walls for EAL reported students. Align data walls with Vic Curriculum and transfer previous year's data. PLTs and coaching allows for data to be unpacked to inform teaching. Develop indicators of progress for each achievement standard (Reading, Writing, Numeracy) to guide and support teachers in forming judgements.	Leadership to create and guide. Staff.	Term 2 onwards.	6 months: Teachers become more aware of EAL Developmental Continuum to form judgements on student progress. Ensure data walls are ready by February 2017. Staff regularly use data walls to track student achievements. Supportive documents 'Indicators of progress' created and provided to staff to assist with teacher judgments and to accurately pin point attainment.	● ● ●			
					● ● ●			
			Termly.	6 months:	● ● ●			



Whole school understanding of essential learnings to have a guaranteed and viable curriculum	Provide all staff with a copy of the TSPS Essential Learnings documents for English and Numeracy. Unpack Essential Learnings in mini school PLTs. Staff to use Essential Learnings to assist with planning and student goal setting. Coaches and coachees refer to Essential Learnings when assisting with setting goals for SCC.	AP, leading teachers, coaches & coachees. Staff		All staff have their own hard copy of the TSPS Essential Learnings. LTs and Coaches to unpack Essential Learnings in PLTs. Essential Learning documents are placed and referred to in pre planning and term unit planners. Identify Essential Learnings through SCC goal setting.	● ● ●			
Back to Front Maths program	Continued PL in running Back to Front Maths. Problem Solving is embedded into regular Numeracy sessions. Back to Front intervention programs to be used in Place Value, Addition and Subtraction, Multiplication and Division and Fractions. Teachers use the Back to Front assessment tasks to diagnose student misconceptions in order to set goals. Back to Front resources are used regularly to guide planning.	Leading teachers and coaches Teachers	2017.	6 months: All teachers attend PL in Back to Front. Work programs show problem solving. Teachers use diagnostic tools and analyse the data to implement intervention programs. Teachers refer to the Back to Front website in planning documents.	● ● ●			
Develop an understanding of the 'Big 6' to improve reading outcomes with a focus on phonological awareness	Data from 2016 phonological awareness assessment and from 2017 EOI used to create intervention program. Develop staff understanding of phonological awareness. Provide PL to build teacher capacity in the teaching of phonological awareness. Ensure phonological awareness is planned for in P-2 and reflected through work programs. Intervention groups formed for P-2 at risk students. Collaboration between Speech pathologist, coaches and teachers to develop phonological awareness program. Resources purchased and created to support phonological awareness program.	Leaders complete setting up. Coaches Speech Pathologist Staff.	Term 2 2017 onwards.	6 months: Staff understanding of phonological understanding is reflected through work programs. Ongoing PL through PLTs to build teacher capacity. Phonological awareness is shown and planned in planning documents. Intervention groups are incorporated into the timetable for at risk students. Regular communication between Speech pathologist, coaches and teachers. Resources introduced into Communities and documents in work programs.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Literacy Sub Committee to investigate evidenced (results) based writing programs.	Curriculum committee formed to research and investigate evidence based writing program. Time allocated for Curriculum committee to meet and discuss possible writing programs. Make contact with Literacy consultants for guidance. Possible writing programs are trialled in communities.	Mini School Ldrship. Curric committee Staff	Semester #2 onwards. Multiple opportunities each term.	6 months: Curriculum committee investigates possible writing programs. Evidence based writing program is chosen and ready for 2018.	● ● ●			
Introduce and explore the Inquiry model (reflecting on progress later on in the year)	Whole school PL to introduce Inquiry based learning. PL provided through differentiated PL opportunities. Planning time provided for all staff to explicitly plan for Inquiry. Budget provided to each year level to support Inquiry Learning. Cross community opportunities to cater for student interests. Inquiry learning implemented in all year levels.	Leadership; complete setting up. Staff.	Term 2 2017 onwards.	6 months: Teacher capacity has increased due to PL opportunities. Planning time documented in Meeting Schedule. Budget successfully managed. Weekly planners indicating cross community inquiry learning. Weekly planners showing evidence of implementation of Inquiry learning.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Create a 2 year Inquiry cycle that shows 'through lines'	Introduction of an Inquiry subcommittee. Time allocated for regular meetings. Staff investigate BIG PICTURE IDEAS in order to form a two year Inquiry Map for each cohort.	Mini School Leadership. Staff	Semester #2 onwards. Multiple opportunities each term.	6 months: Establishing an Inquiry subcommittee. Time for meetings is allocated in the Meeting Schedule. Inquiry Map shared to staff in order to seek feedback.	● ● ●			
Increase student agency				6 months:	● ● ●			



	Build teacher capacity to work alongside students to set their own personal learning goals. Develop systems to promote: student-teacher feedback, teacher-student feedback, peer feedback, teacher to teacher and parent to teacher and teacher to parent.	Leadership to run. Staff.	Term 2 onwards.	SCC will provide opportunities for staff to develop their skills with working alongside their students to set personalised goals, e.g. through conferences where goals are set. Staff experiment with a variety of feedback procedures, e.g. Google forms, exit tickets, etc.				
					● ● ●			

Section 2: Improvement Initiatives : Positive Climate for Learning

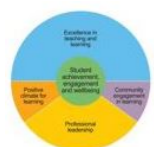
STRATEGIC PLAN GOALS :		Student data from local and Attitudes to School Surveys and interviews with students reflect a desire for learning that is more engaging and involves them decisions made focusing on what they want/ need to learn. TSPS will explore the concept of student voice and advocacy through inquiry, decision making and feedback processes.																																																																		
IMPROVEMENT INITIATIVE		To develop independence in student learning through student voice and advocacy of, in and through their learning, instilling motivation, confidence and enthusiasm for the learning opportunities provided at TSPS. To address attendance trends and advocate the need for commitment in understanding the impact of regular attendance																																																																		
STRATEGIC PLAN TARGETS 12 MONTH TARGETS (highlighted)		<p>Attitudes to School Survey Moving Students from neutral to negative or positive statements</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>30%</td> <td>45%</td> <td>55%</td> <td>64%</td> <td>75%</td> </tr> <tr> <td>Learning Confidence</td> <td>39%</td> <td>45%</td> <td>55%</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>Student Motivation</td> <td>67%</td> <td>72%</td> <td>78%</td> <td>85%</td> <td>90%</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>32%</td> <td>42%</td> <td>52%</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>Teacher Empathy</td> <td>34%</td> <td>45%</td> <td>55%</td> <td>65%</td> <td>75%</td> </tr> </tbody> </table> <p>Parent Opinion Survey</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2020</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>70%</td> <td>35%</td> </tr> <tr> <td>Behaviour Management</td> <td>70%</td> <td>55%</td> </tr> <tr> <td>Classroom Behaviour</td> <td>90%</td> <td>75%</td> </tr> <tr> <td>Student Motivation</td> <td>90%</td> <td>70%</td> </tr> </tbody> </table> <p>Attendance Data</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2021</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Percentage of students with 20 or more days absence</td> <td>Reduced from 30%-10%</td> <td>25%</td> </tr> <tr> <td>Average Days of Absences</td> <td>Reduced from 19-5 days</td> <td>15%</td> </tr> </tbody> </table>							Component	2016	2017	2018	2019	2020	Stimulating Learning	30%	45%	55%	64%	75%	Learning Confidence	39%	45%	55%	65%	75%	Student Motivation	67%	72%	78%	85%	90%	Teacher Effectiveness	32%	42%	52%	65%	75%	Teacher Empathy	34%	45%	55%	65%	75%	Component	2020	2017	Stimulating Learning	70%	35%	Behaviour Management	70%	55%	Classroom Behaviour	90%	75%	Student Motivation	90%	70%	Component	2021	2017	Percentage of students with 20 or more days absence	Reduced from 30%-10%	25%	Average Days of Absences	Reduced from 19-5 days	15%
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Strengthen student connectedness and resilience by introducing a home group structure with a focus on explicitly teaching resilience, mindfulness and the values of empathy and gratitude and by improving vertical integration through cross-age activities such as Buddies program and / or a house system.	Establish a team to attend <i>Respectful Relationships</i> professional development and create a timeline of implementation of the curriculum throughout each cohort.	SWPBS team	Tuesday 16 th May 2017 Wednesday June 7 th 2017 Term 3 Term 4 PLTS / Whole staff meetings	6 months: Identify staff willing to attend <i>Respectful Relationships</i> professional development and create a team representative of each cohort. Provide CRT coverage, using the <i>Respectful Relationships</i> grant, to allow team members to attend professional development and training. During professional development time, complete school audit. Provide time to prepare for workshops and professional development for all staff in Terms 3 and 4. Utilise PLTs and whole staff meetings to provide professional development for all staff on the <i>Respectful Relationships</i> professional development. 12 months: Implement the <i>Respectful Relationships</i> curriculum across all cohorts, timetabled as part of SWPBS time.	● ● ●																																																															
	Explore a variety of options for improving one-on-one teacher student relationships. These could look	SWPBS Team Cohort teams	SWPBS Working Party Time	6 months: Brainstorm options for improving one-on-one teacher student relationships. The SWPBS team will complete this during time allocated for Working Parties.	● ● ●																																																															



	different across each cohort, e.g. eating lunch with students, providing opportunities for home group		Community PLTS Term 3 Term 4 PLTS Term 1 Term 2	Use planning time to assess teacher knowledge of all students. Each teacher given a roll call list for each home group in their community, and teachers to write what they know about that student from a holistic perspective, e.g. what they do outside of school? 12 months: Timetable time for home group activities, using PLT time. Decide as a cohort, during PLTs, how to further teacher knowledge of students and their wellbeing.	● ● ●			
	Utilise home group structures to celebrate student-learning growth. These are framed by questions such as “what have I achieved?”, “how did I achieve this?” and “what will I do next?” to build on Visible Learning strategies.	Cohort teams	Meeting schedule in Term 3 or 4	6 months: Provide professional development to staff concerning framing questions for student achievement. Provide timetabling for home group sessions that allow students to share their achievements using the framed questions.	● ● ●			
12 months: Utilise digital platforms to record student achievements and share within timetabled home group times.				● ● ●				
	Provide staff with a protocol concerning absenteeism and create a script for framing conversations with parents. This would include, providing time to release a teacher to call parents of students with an unexplained absence each day, as well as equating hours of absences to hours of learnings. Additionally, staff will assess termly absence data and contact parents for students have missed a specific number of days.	Leadership Team Community Leaders	Scheduled time releasing a teacher	6 months: Audit student absences and provide baseline data to improve upon. Write a script to provide teachers a framework for contacting parents about absences. This should include the hours of numbers missed and how many hours of numeracy and literacy this includes. It should also provide contact details for community services that can assist families in returning to school. At the end of each term, community leaders to assess absence data for each student and contact parents where a students has missed a number of nominated days.	● ● ●			
12 months: Provide a scheduled time to contact parents concerning unexplained absences, for instance, releasing a teacher during community and whole school assemblies.				● ● ●				
	Continue to support a FISH Philosophy working party who create resources promoting the components of “Be There”, “Play”, “Make their Day” and “Choose Your Attitude”.	FISH Philosophy Working Party	Working Party Time	6 months: Provide time in the meeting schedule to allow working parties to meet. Create resources to provide for each community. Teach FISH Philosophy lessons in scheduled SWPBS time. Continue to use the FISH philosophy in engagement amongst staff.	● ● ●			
			Scheduled SWPBS time	12 months:	● ● ●			
Develop a structure and process aligned with the school’s instructional model to ensure learning is ‘visible’ for students and increase opportunities for students to direct and monitor their own learning, practice good learning behaviours, give and receive feedback and become more intellectually engaged, self-aware and independent learners.	<ul style="list-style-type: none"> Provide professional learning around Growth Mindset, SOLO Taxonomy Investigate/Explore methods of implementation across the school e.g. select teachers from areas of the school (under each ‘mini school’) Monitor the implementation of each of these across all areas of the school. Consult with members of staff regarding necessary modification of implementation <p>Create process surrounding full scale implementation of Growth Mindset, SOLO Taxonomy,</p>	SWPBS Team	Dec	6 months: <ul style="list-style-type: none"> We will have provided professional learning opportunities around growth mindset and the SOLO Taxonomy. Teachers will demonstrate an understanding of the above. Investigate/Explore methods of implementation across the school e.g. select teachers from areas of the school (under each ‘mini school’) Monitor the implementation of each of these across all areas of the school. Consult with members of staff regarding necessary modification of implementation Create process surrounding full scale implementation of Growth Mindset, SOLO Taxonomy, 	● ● ●			



Provide regular and structured opportunities for feedback to and from students about their opinions of teaching and learning, and establish student action teams to seek student input into ways to improve, for example, stimulating learning, their motivation and teacher effectiveness	Investigate student agency and what this looks like at TSPS	SWPBS team and working party	Wednesday night working parties meeting according to the Term 4 meeting schedule (over several meeting sessions)	6 months: The SWPBS working party has found a favourable definition for student agency through consultation of a range of literature.	● ● ●	A working and shared document that is made available to all staff with found literature resources and a working definition of student agency.		
				12 months:	● ● ●			
	When planning future Inquiry units, cohorts consider how to extend their program of study into the 'Taking Action' stage, to encourage students to engage with a variety of community stakeholders (e.g. writing letters, sending emails).	Team Leaders and Cohorts	Inquiry planning days in Weeks 3 and 4 (according to the meeting schedule and specialist timetable) of Terms 3 and 4.	6 months: Team leaders are aware of and pass on to their teams that a focus for the development of our inquiry planning document will be the 'taking action' stage. Teams will investigate and plan opportunities for students to engage with local organisations and community stakeholders, including local government.	● ● ●	In the inquiry planning documents for each cohort, there are lessons dedicated to the 'Taking Action' stage of the inquiry process, where students are given the opportunity to make contact with local organisations and stakeholders. Compass achievements suggest students have communicated and engaged with local organisations and stakeholders.		
				12 months:	● ● ●			
	Supporting student leaders in implementing methods to collect data about student interests and needs (e.g. suggestion box, regular surveys etc.)	Student Leaders coordinator and 4/5/6 Mini-school leadership team	Student voice leader weekly meetings in Terms 3 & 4 (Tuesday afternoons)	6 months: Students voice leaders have brainstormed a range of ways to collect information about student needs and interests. Student voice leaders will use their meeting session (and additional time as arrange with their community teachers if required) to collect and consolidate data about student interests. Students will compile a list of student suggestions about programs and initiatives to be implemented at TSPS and prioritise 2-3 of these initiatives to implement in 2017.	● ● ●	Students voice leaders suggestions of ways to collect data in a shared document (google classroom) Student voice leaders chosen apps and programs for the collection of data e.g. google classroom, google forms, survey monkey, suggestion box). Physical evidence and records of student expressions of interest. Shared document (google classroom) with addition of student ideas and expressions of interest. Student voice leaders meeting minutes suggest discussions had and initiatives to be actioned.		
				12 months:	● ● ●			
	SWPBS team to develop a comment bank of goals that could be given to students in Terms 3 & 4 that relate to the behaviour matrix.	SWPBS working party and team	Wednesday night working parties meeting according to the Term 4 meeting schedule. (1 meeting session)	6 months: SWPBS will use the behaviour matrix to write statements that can be used a goal comments for students with specific behaviour needs.	● ● ●	A shared document of SWPBS goals and achievements made available to all colleagues, so that all staff can contribute and add to. Student goals and achievements used across all cohorts as part of formal student reporting.		
				12 months:	● ● ●			
				12 months: Implement the <i>Respectful Relationships</i> curriculum across all cohorts, timetabled as part of SWPBS time.	● ● ●			



Section 2: Improvement Initiatives : Community Engagement in Learning

STRATEGIC PLAN GOALS :		Parent forums and Parent Opinion surveys reflect a desire by parents to better understand how we work as a school and why we deliver learning the way we do, so the development of a community hub to engage more families and bring them into the school through many different activities and experiences to foster advocacy and connectedness																													
IMPROVEMENT INITIATIVE		To develop a community hub in conjunction with our partners YMCA and Arndell Park Community Centre that sees school as a place of belonging and congregation, bonded beyond the school gate.																													
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Strengthen two-way communication with parents through COMPASS, development of the community hub as a parent resource, enhanced parent representation on School Council, the development of an agreed Parent Engagement Policy and regular educational forums and feedback opportunities	Community HUB – Setting up a sustainable Community Hub that meets the needs of the wider community.	Community HUB working party.	Ongoing	6 months: • Community programs have begun e.g. first aid education program Families utilising the community HUB resource	● ● ●																										
		YMCA Arndell Park Principal Team		12 months:	● ● ●																										
	Parent/Carer Agreement – Implementing a Parent/Carer Agreement form that outlines our schools expectation of parents/carers interactions within our community.	Office and IT Staff Leadership Staff	Term 2	6 months: Development of a Parent/carers agreement form to be signed off throughout the prep enrolment processes.	● ● ●																										
				12 months:	● ● ●																										
	Include 'What you can do at home' in school reports	COMPASS company IT Techs at TSPS Leadership Team Community Teachers	Mid –end Term 2	6 months: Staff are recording 'What you could do at home to assist your child' on a regular basis via Compass. (in relation to the learning goals).	● ● ●																										
			Term 3	12 months:	● ● ●																										
	Structure increased opportunities for students to share their learning goals with their parents and showcase their achievements with their families.	Leadership (Begin conversations with staff) Parents/ carers/ Guardians Community teachers	Term 2-Weeks 6-8	6 months: Parents will use the opportunity to communicate on an informal basis with teachers. Staff will be visible during this time.	● ● ●																										
			Term 3 Week 1 Term 3 Week 1	12 months:	● ● ●																										



		Office (sending messages)						
	Create 'Take home' tasks in Literacy and Numeracy	Literacy and Numeracy sub committees Team / Community Leaders	Term 3	6 months: The communities will be provided with general Literacy and Numeracy packs for students to take home and share with their families.	● ● ●			

Acronyms used in this document:

<p>TSPS – Truganina South Primary School</p> <p>EY – Early Years</p> <p>MY-Middle Years</p> <p>DET- Department of Education</p> <p>CMY- Centre of Multicultural Youth</p> <p>RESP- Refugee Education Support Program</p> <p>EOI- Expression of Interest</p>	<p>PRIN – Principal</p> <p>AP- Assistant Principal</p> <p>LT- Leading Teacher</p> <p>ESO – Education Support Officer</p> <p>SSSO- Student Support Service Officers</p> <p>WELS – Western English Language School</p> <p>IT – Information Technology</p>	<p>EAL- English as Another Language</p> <p>Vic Curr- Victorian Curriculum</p> <p>PL- Professional learning</p> <p>PLTs- Professional Learning Teams</p> <p>SCC- Student Centred Coaching</p> <p>SWPBS- School Wide Positive Behaviours Support</p> <p>SOLO taxonomy- Structure of Observed Learning Outcome</p>
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[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	Yes	2 - Evolving	[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	Yes	2 - Evolving	
	Evidence-based high impact teaching strategies	Yes	2 - Evolving	
	Evaluating impact on learning	Yes	2 - Evolving	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	Yes	2 - Evolving	
	Setting expectations and promoting inclusion	Yes	2 - Evolving	
	Health and wellbeing	Yes	2 - Evolving	
	Intellectual engagement and self-awareness	Yes	2 - Evolving	
Community engagement in learning	Building communities	Yes	Select status	
	Global citizenship	Yes	2 - Evolving	
	Networks with schools, services and agencies	Yes	2 - Evolving	
	Parents and carers as partners	Yes	2 - Evolving	
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:				

