

Annual Implementation Plan: for Improving Student Outcomes

School name: **ALTONA NORTH PRIMARY SCHOOL**

Year: **2017**

School number: 4931

Based on strategic plan: 2017 - 2020

Endorsement:

Principal **ROBYN GREGSON** 22.03.2017

Senior Education Improvement Leader **JUDY MAGUIRE**

22.03.2017

School council **TOULA PAPAIONNOU** 22.03.2017

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"> To improve student learning outcomes in literacy and numeracy. To build the instructional leadership capacity of leaders across the school. To provide a learning community that encourages students to have a voice in and to guide their own learning. 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	
	Professional leadership	Building leadership teams	✓
	Positive climate for learning	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

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

The reviewer identified Positive Climate for Learning and Curriculum planning and Assessment as areas of strength which will continue as everyday practice. The school has demonstrated the capacity to plan for and implement strategies designed to improve school outcomes. With a positive climate for learning, effective instructional leadership and evolving practice excellence. A continued focus on the strengths of the school is well placed for the next steps on its improvement journey. As recommended by the recent peer review there will be a strategic emphasis on practice excellence and professional learning.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> To build teacher capability to use evidence based high impact teaching strategies. Strengthen the capacity of teaching teams to provide point of need teaching for every student. Strengthening, monitoring and accountability of team practices.
Building leadership teams	<ul style="list-style-type: none"> Build the capacity of leaders at all levels through coaching and mentoring. Develop a culture of empowerment, collective responsibility and opportunities for growth.



<p>Empowering students and building school pride</p>	<ul style="list-style-type: none"> • Strengthen students' capacity for goal setting self-assessment and monitoring of their own learning. • Expand the use of feedback loops teacher to student, student to student, student to teacher. • To strengthen the delivery of STEM through Inquiry learning and the Creative and Critical Thinking capability.
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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.

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To improve student learning outcomes in literacy and numeracy. 																																																																																						
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STRATEGIC PLAN TARGETS	<p>NAPLAN Relative growth between Years 3 and 5</p> <p>NAPLAN Data From 2016 to 2020: Percentage of students above NMS</p> <table border="1"> <thead> <tr> <th>Year 3</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>78.2%</td> <td>95%</td> </tr> <tr> <td>Numeracy</td> <td>87.5%</td> <td>95%</td> </tr> <tr> <td>Reading</td> <td>75.5%</td> <td>95%</td> </tr> <tr> <td>Spelling</td> <td>68.8%</td> <td>90%</td> </tr> <tr> <td>Writing</td> <td>84.4%</td> <td>95%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year 5</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>74.0%</td> <td>95%</td> </tr> <tr> <td>Numeracy</td> <td>71.5%</td> <td>95%</td> </tr> <tr> <td>Reading</td> <td>66.6%</td> <td>90%</td> </tr> <tr> <td>Spelling</td> <td>70.3%</td> <td>90%</td> </tr> <tr> <td>Writing</td> <td>59.2%</td> <td>80%</td> </tr> </tbody> </table> <p>NAPLAN- Relative Growth by Domain from 2016 to 2020 Year 3 to Year 5</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Year</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Grammar & Punctuation</td> <td>From 2016</td> <td>17.4%</td> <td>52.2%</td> <td>30.4%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td rowspan="2">Numeracy</td> <td>From 2016</td> <td>13.6%</td> <td>68.2%</td> <td>18.2%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td rowspan="2">Reading</td> <td>From 2016</td> <td>30.4%</td> <td>43.5%</td> <td>26.1%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td rowspan="2">Spelling</td> <td>From 2016</td> <td>26.1%</td> <td>47.8%</td> <td>26.1%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td rowspan="2">Writing</td> <td>From 2016</td> <td>56.5%</td> <td>34.8%</td> <td>8.7%</td> </tr> <tr> <td>To 2020</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> </tbody> </table>	Year 3	2016	2020	Grammar & Punctuation	78.2%	95%	Numeracy	87.5%	95%	Reading	75.5%	95%	Spelling	68.8%	90%	Writing	84.4%	95%	Year 5	2016	2020	Grammar & Punctuation	74.0%	95%	Numeracy	71.5%	95%	Reading	66.6%	90%	Spelling	70.3%	90%	Writing	59.2%	80%	Domain	Year	Low	Medium	High	Grammar & Punctuation	From 2016	17.4%	52.2%	30.4%	To 2020	10%	50%	40%	Numeracy	From 2016	13.6%	68.2%	18.2%	To 2020	10%	50%	40%	Reading	From 2016	30.4%	43.5%	26.1%	To 2020	10%	50%	40%	Spelling	From 2016	26.1%	47.8%	26.1%	To 2020	10%	50%	40%	Writing	From 2016	56.5%	34.8%	8.7%	To 2020	10%	50%	40%
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Proportion of students assessed at A, B or C , Semester 2, 2015 against AusVELs (2016 Vic Curric data not available)

% A-C	Year	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading & Viewing	From 2016	100	100	92	70	75	81.2	79.4
	To 2020	100	100	95	90	95	95	95
Writing	From 2016	100	93.7	92	55	81.3	78.1	79.5
	To 2020	100	95	95	80	95	90	95
Speaking & Listening	From 2016	100	100	92	65	90.6	84.4	88.2
	To 2020	100	100	95	80	95	95	95
Number & Algebra	From 2016	100	91.7	80.6	55.6	75	73	59.5
	To 2020	100	95	95	80	95	90	95

Improved data over the four year plan in the areas of: Shielding and Buffeting, Teacher Collaboration

	2016	2020
Shielding & Buffeting	67.02	80%
Teacher Collaboration	67.58	80%

12 MONTH TARGETS

**NAPLAN Relative growth between Years 3 and 5
Improve NAPLAN Relative Growth Data From 2016 to 2017: Percentage of students at and above NMS**

Year 3	2016	2017	Actual
Grammar & Punctuation	78.2%	81%	77.7%
Numeracy	87.5%	89%	92.8%
Reading	75.5%	80%	81.4%
Spelling	68.8%	71%	81.4%
Writing	84.4%	87%	81.4%

Year 5	2016	2017	Actual
Grammar & Punctuation	74.0%	78%	73.8%
Numeracy	71.5%	76%	86.9%
Reading	66.6%	71%	72.8%
Spelling	70.3%	74%	87%
Writing	59.2%	63%	77.3%



Improve NAPLAN Relative Growth by Domain from 2016 to 2017 Year 3 to Year 5

Domain	Year	Low	Actual	Medium	Actual	High	Actual
Grammar & Punctuation	From 2016 To 2017	17.4% 16 %	22.2%	52.2% 51%	61.1%	30.4% 33 %	16.7%
Numeracy	From 2016 To 2017	13.6% 12%	64.7%	68.2% 64%	29.4%	18.2% 24%	5.9%
Reading	From 2016 To 2017	30.4% 25%	29.4%	43.5% 45%	41.2%	26.1% 30%	29.4%
Spelling	From 2016 To 2017	26.1% 22%	33.3%	47.8% 49%	44.4%	26.1% 29 %	22.2%
Writing	From 2016 To 2017	56.5% 48%	43.8%	34.8% 37%	43.8	8.7% 15%	12.5%

Improve data of students assessed at A, B or C in Semester 2, 2015 AusVELS (2016 Vic Curric data not available) to Semester 2 2017

% A-C	Year	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading & Viewing	From 2016 To 2017	100 100	100 100	92 93	70 75	75 80	81.2 84	79.4 83
Writing	From 2016 To 2017	100 100	93.7 95	92 93	55 60	81.3 84	78.1 82	79.5 83
Speaking & Listening	From 2016 To 2017	100 100	100 100	92 95	65 70	90.6 92	84.4 87	88.2 90
Number & Algebra	From 2016 To 2017	100 100	91.7 95	80.6 85	55.6 62	75 82	73 80	59.5 65

Improve data over the year of 2017 AIP in the areas of: Shielding and Buffeting, Teacher Collaboration

	2016	2017	Actual
Shielding & Buffeting	67.02	70%	71.9%
Teacher Collaboration	67.58	70%	72.7%

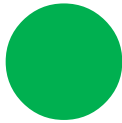
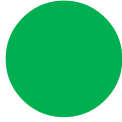


KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																																																																																																																																																																																																																																																																										
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To build teacher capability to use evidence based high impact teaching strategies.	Engage Numeracy and Literacy consultants Rob Vingerhoets (Numeracy) and Leslie Tulloch (Literacy) to provide professional learning for individual teachers, teams, whole staff and Curriculum leaders. Allocate time and provide CRT replacement for teachers and teams to be able to work with the consultants at staff and team meetings, and within classrooms.	Prin/AP	By the end of 2017	<p>6 months: A whole staff professional learning day with Rob Vingerhoets has occurred. Rob has modelled in classrooms, made observations and provided feedback to individual teachers and teams. Rob has supported teams in refining and developing numeracy planning documents. Curriculum leaders have had three whole days of Professional Learning with Leslie Tulloch.</p> <p>School planning documents and classroom learning environment beginning to reflect teaching and learning strategies coming from the work with the consultants.</p>	● ● ● ●	Team Numeracy planning documents have been refined to reflect a stronger emphasis on teaching the problem strategies in line with the Problem Solving Strategies. Teams are incorporating a wider variety of share and reflection strategies into planners to support students in deepening and articulating their thinking in Numeracy. All classrooms (including specialists) using the 'Key Words' strategy introduced by Rob to create a visual link to discipline specific language. Team's Numeracy overviews have been refined and developed for consistency across the school. Both Literacy and Numeracy Planning documents have been developed to be more in-depth and informative reflecting whole school expectations and approaches to teaching and learning at ANPS		\$3325																																																																																																																																																																																																																																																																							
				<p>12 months: School planning documents and classroom learning environment reflect teaching and learning strategies from the work with the consultants.</p> <p>Data sets reflect learning gains in all students' learning outcomes in Literacy and Numeracy have reached the 2017 set targets as measured through; Teacher assessment through the Victorian Curriculum. On Demand NAPLAN English and Maths On Line</p>	● ● ● ●	All school planning documents and classroom learning is reflecting teaching and learning strategies. Staff have worked with consultants in Numeracy and Literacy. A comprehensive Literacy Scope and Sequence has been completed and being implemented. Numeracy scope and sequences have been developed in line with the inquiry topics.		\$19,140 \$5,400 \$13,611 \$390 \$474 \$570																																																																																																																																																																																																																																																																							
<p>English Online Interview - Percentage of Students by Curriculum Level, Trend - 2015 to 2017</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Level</th> <th colspan="5">Towards</th> <th rowspan="2">Mean EOI Scale Score</th> <th colspan="2">Participation Rate</th> </tr> <tr> <th>Foundation</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td rowspan="6">2015</td> <td>Prep</td> <td>83.3%</td> <td>13.9%</td> <td>2.8%</td> <td>0.0%</td> <td>0.0%</td> <td>51.81</td> <td>36</td> <td>90.0%</td> </tr> <tr> <td>Year 1</td> <td>38.8%</td> <td>50.0%</td> <td>19.2%</td> <td>0.0%</td> <td>0.0%</td> <td>115.96</td> <td>26</td> <td>94.9%</td> </tr> <tr> <td>Year 2</td> <td>24.2%</td> <td>30.3%</td> <td>18.2%</td> <td>21.2%</td> <td>6.1%</td> <td>119.85</td> <td>33</td> <td>91.7%</td> </tr> <tr> <td>Prep</td> <td>86.4%</td> <td>3.0%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>34.40</td> <td>28</td> <td>92.9%</td> </tr> <tr> <td>Year 1</td> <td>33.3%</td> <td>46.7%</td> <td>16.7%</td> <td>0.0%</td> <td>3.3%</td> <td>111.27</td> <td>30</td> <td>98.0%</td> </tr> <tr> <td>Year 2</td> <td>8.3%</td> <td>33.3%</td> <td>33.3%</td> <td>20.0%</td> <td>4.2%</td> <td>129.94</td> <td>24</td> <td>96.0%</td> </tr> <tr> <td rowspan="6">2016</td> <td>Prep</td> <td>91.3%</td> <td>0.7%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>90.04</td> <td>23</td> <td>100.0%</td> </tr> <tr> <td>Year 1</td> <td>24.0%</td> <td>44.0%</td> <td>20.0%</td> <td>0.0%</td> <td>4.0%</td> <td>120.16</td> <td>25</td> <td>96.2%</td> </tr> <tr> <td>Year 2</td> <td>9.4%</td> <td>25.0%</td> <td>34.4%</td> <td>15.6%</td> <td>9.4%</td> <td>134.50</td> <td>32</td> <td>91.4%</td> </tr> <tr> <td>Prep</td> <td>97.2%</td> <td>2.8%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>40.86</td> <td>36</td> <td>90.0%</td> </tr> <tr> <td>Year 1</td> <td>34.6%</td> <td>57.7%</td> <td>7.7%</td> 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Maths On Line unavailable due to system failure.

<p>Strengthen the capacity of teaching teams to provide point of need teaching for every student.</p>	<p>Provide time at staff meetings at least twice a term for moderation of student work samples at both team and whole teaching staff level using the Vic Curric standards.</p> <p>Teams to allocate time in meetings to share, discuss, and analyse data collections including anecdotal notes, pre & post tests and formal tests.</p> <p>Teachers to use on going data collection and its analysis to plan for students and their teaching & learning activities relevant to their personal needs.</p>	<p>Prin/Ap</p> <p>Curric leaders/Teams</p> <p>Teachers</p>	Ongoing	<p>6 months: Moderation of student work completed a minimum of 4 times.</p> <p>Teachers' weekly planners reflect planning for individual student learning needs in both the Independent Task and Teacher Focus Group sections.</p> <p>Team meeting minutes reflect team data analysis and discussions and team planning documents have been adapted in line with outcomes of this work.</p>		<p>Data analysis and moderation being used to inform planning within teams, classrooms and across units and being used to develop support and extension programs such as bookclubs, book chats, scaffolding maths, buddy reading. Units of work include the Vic Curric Standards from a year below to a year above. Team Planners incorporate learning tasks above and below the expected level to support and extend students.</p>	\$609
	<p>12 months: Data sets reflect learning gains in all students' learning outcomes in Literacy & Numeracy have reached 2017 set targets as measured through; Teacher assessment through the Victorian Curriculum. On Demand NAPLAN English and Maths On Line</p>		<p>Stronger in the year three than year five. Over past three years we have put strong influences and teaching capabilities in younger grades pushing student learning, now seeing a flow through into grade 3 and targeting continued growth of these students in future years.</p> <p>Maths On Line unavailable due to system failure</p>	\$1030			
<p>Strengthening, monitoring and accountability of team practices.</p>	<p>Refine the English Curriculum Map to include Spelling Investigations, Speaking & Listening and broaden the Poetry styles. Review and adapt curriculum overviews and weekly planning documents to incorporate speaking & listening and spelling investigations.</p> <p>All teaching teams to meet with AP twice a term to track moderate, analyse student data, and apply the knowledge into team planning for personalised learning.</p> <p>Support Curriculum leaders in the role of peer mentor by providing time to observe team members in classroom practice and in modelling good practice.</p>	<p>Curric Leadership Team/AP/Consultant</p> <p>AP/Teams</p> <p>Leadership</p>	By the end of 2017	<p>6 months: English Curriculum Map reflects: -Spelling Investigation focuses scaffolded across the Year levels. -A broader range of poetry appropriate to year levels. Planning documents across the school beginning to display a consistent approach to speaking & listening and spelling investigations.</p> <p>Units of work and weekly Planning documents include the Vic Curriculum standards teaching & learning activities for students at, above and below level.</p> <p>Curriculum leaders to have observed and modelled for team members at least once.</p>		<p>English Curriculum Map completed and incorporates the scaffolding of spelling strategies & investigations and poetry across the school and links to Inquiry topics. Units of work. Colour coding on team planning documents clearly indicating Speaking & Listening and Spelling Investigations is specifically in box on Reading Planners.</p> <p>Units of work include the Vic Curric Standards from a year below to a year above and clearly indicate learning for students in need of support or extension. Curric leaders observing and modelling as required.</p>	
	<p>12 months:</p> <p>Planning documents across the school display a consistent approach to speaking & listening and spelling investigations.</p> <p>Curriculum leaders to have observed and modelled for team members a minimum of 3 times.</p>		<p>All planning shows speaking and listening and spelling. Curriculum leaders have worked with Literacy Consultant to develop Literacy Scope and Sequence. Spelling, Language, conventions and word study scope and sequence based on Vic Curric. Literacy non-negotiable documents which incorporates Speaking and Listening and Spelling.</p>	\$1030 \$13,611			







				Teacher Collaboration data set has met the 2017 set target.	 	<p>There has been a strong culture of observations developed this year with all teachers modelling and or observing including Specialists.</p> <p>Above expected target, looking at further improvements and higher targets from 2018</p>		
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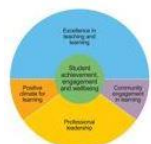







Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To build the instructional leadership capacity of leaders across the school.																		
IMPROVEMENT INITIATIVE	Building leadership teams																		
STRATEGIC PLAN TARGETS	<p>Improve data over the 4-year plan in the areas of Teaching & Learning, Safety & Well-being, School Climate.</p> <table border="1" data-bbox="546 485 1427 919"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Teaching & Learning</td> <td>85.63 (2016 data not available- 2015 data used)</td> <td>95</td> </tr> <tr> <td>Safety & Well Being</td> <td>71.05</td> <td>80</td> </tr> <tr> <td>School Climate</td> <td>73.85</td> <td>85</td> </tr> </tbody> </table>				2016	2020	Teaching & Learning	85.63 (2016 data not available- 2015 data used)	95	Safety & Well Being	71.05	80	School Climate	73.85	85				
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12 MONTH TARGETS	<p>Improve data over the year of the 2017 AIP in the areas of Teaching & learning, Safety & Well-being, School Climate.</p> <table border="1" data-bbox="546 1058 1724 1493"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Teaching & Learning</td> <td>85.63 (2016 data not available- 2015 data used)</td> <td>88</td> <td>No data available</td> </tr> <tr> <td>Safety & Well Being</td> <td>71.05</td> <td>73</td> <td>No data available</td> </tr> <tr> <td>School Climate</td> <td>73.85</td> <td>78</td> <td>76.2%</td> </tr> </tbody> </table>				2016	2017	Actual	Teaching & Learning	85.63 (2016 data not available- 2015 data used)	88	No data available	Safety & Well Being	71.05	73	No data available	School Climate	73.85	78	76.2%
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING					
					Progress Status	Evidence of impact	Budget			
							Estimate	YTD		
Build the capacity of leaders at all levels through coaching and mentoring.	To release Curriculum Leaders at least once a term from grades for professional learning sessions with the Literacy Consultant and the AP.	Prin/AP	By end of 2017	6 months: Curriculum leaders have had three whole days of Professional Learning with Leslie Tulloch.		Curric Leaders have met with Leslie Tulloch and have developed documents outlining literacy expectations across the school. These documents include the literacy environment and the non-negotiables around the lesson structure (grad release of responsibility), teaching and learning strategies & approaches and assessment. Critical & Creative team have been involved in the Hobson Bay Network CoP trialling of VCAA assessment tasks for Crit & Creat Thinking. A class of 3/4 students have completed the assessments. A Unit of work based on the school's lego robotics is being developed and trialled in a grade 1/2 class. The Crit & Creative Thinking team have attended whole day Professional Learning with Bill Lucas. The school's Class 2 teachers have attended 2 Hobson Bay Network after school professional learning sessions on Crit & Creat Thinking.				
	Develop the coaching and mentoring skills of the Critical & Creative thinking team to enable them to effectively lead the implementation of Critical & Creative thinking across the school.	AP		12 months: A Critical & Creative Thinking whole school Plan has been developed and shared with staff.						Critical & Creative team continue to be involved in the Hobson Bay Network CoP trialling of VCAA assessment tasks for Crit & Creat Thinking. A class of 3/4 students have completed the first assessments. Currently implementing post assessments. Whole year as yet not developed due to our staff continuing Professional Learning with the CoP team.
Develop a culture of empowerment, collective responsibility and opportunities for growth.	-All staff will be provided opportunities for Professional learning with the Lit/Num consultants.	Prin/AP	By the end of 2017	6 months: Staff meeting times have been allocated to moderation, data analysis and goal setting.		Staff meetings have been allocated over the period to moderation, data analysis as reflected in school planners and teams, individuals and whole school goals. Professional Learning in these areas have been provided and the outcomes of the learning is reflected in planning documents, staff P&D plans and the SWPB learning matrix.				
	Time allocated at staff meetings for teacher moderation of student work samples, data analysis and goal setting.	Prin/AP	Ongoing	All staff have been provided with professional learning with Literacy/Numeracy Consultants and visiting teacher for Behaviour Management.						Ongoing and continuing to embed SWPB into our school community.
	School Wide Positive Behaviour Team will continue to work with staff and community in its development.	SWPB team		The SWPB team have met with community representatives to continue to work on the school's community matrix. The SWPB team have worked with staff on the school's SWPB plan.						
Engagement of Paul Deacon, visiting teacher for behaviour management expert to work with staff on improving behaviour management strategies across the school.	Prin	By the end of 2017								



	All staff PDPs will include linear sight goals. All staff PDPs will focus specifically on achievement	School Leadership Team/All Staff	By the end of 2017	Staff meeting time has been allocated to deepening Professional learning for staff on the new on-line PDP process provided. All staff PDPs written and on-line.		This process has been completed.	
				<p>12 months:</p> <p>The SWPB Community matrix finalised and shared with the community through newsletters, school website, and copies home to families and displayed in corridors. The SWPB Teaching Matrix is embedded across the school</p> <p>A Behaviour Hierarchy has been developed clearly identifying minor to major behaviours and their associated intervention and strategy processes.</p> <p>All Staff PDPS are completed with Personal and School Goals met.</p> <p>The Teaching & Learning, Safety & Well Being and School Climate data has met the 2017 set targets.</p>	   	<p>Ongoing and continuing to embed SWPB into our school community. Work has continued throughout the year and will do so into 2018.</p> <p>This has been a very comprehensive process ensuring all parties have ownership and are on board as a whole school. Close to finish and noticeable change of thinking is occurring in a positive way</p> <p>Teaching and learning and Safety and Wellbeing for teachers was unavailable. Climate data did not reach the target set for 2017</p>	<p>\$1080 \$2640 \$2640</p>

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To provide a learning community that encourages students to have a voice in and to guide their own learning.							
IMPROVEMENT INITIATIVE	Empowering students and building school pride							
STRATEGIC PLAN TARGETS	<p>Improve data over the four year plan in the area of Absenteeism.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Whole school absenteeism</td> <td>19.58</td> <td>15</td> </tr> </tbody> </table>			2016	2020	Whole school absenteeism	19.58	15
	2016	2020						
Whole school absenteeism	19.58	15						


12 MONTH TARGETS

Improve data over the year of 2017 AIP in the area of Absenteeism.

	2016	2017	Actual
Whole school absenteeism	19.58	18	19.07

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Strengthen students' capacity for goal setting self-assessment and monitoring of their own learning.	Develop a school wide approach for the student goal-setting book.	Curric Leaders/ AP	By end of 2017	6 months: Protocols established for whole school approach to student goal setting books.		Grade P-2 students currently recording reading goals in goal setting book. Grade 3-6 students writing personal learning goals based on On-demand and Naplan data. Student goal setting has been incorporated into the Assessment component of the Literacy Non-negotiables.		
	Time in classrooms to be provided by teachers to share learning outcomes from data with students, including On-Demand and NAPLAN. Student data is used by students in the process of reflecting on personal learning and setting future goals.	Teachers	Ongoing	Students' individual data outcomes for on-demand and NALAN testing in student goal setting books. Student set goals are recorded in goal books relating to their own data.				
Expand the use of feedback loops teacher to student, student to student, student to teacher.	Build a bank of reflection strategies that encompasses both Teaching and Learning.	Whole staff	Ongoing	6 months: Planning documents include a variety of teaching and learning reflections.		All teams and teachers include a variety of teaching learning reflections on planning documents.		
	Develop student self-assessment rubrics in classrooms.	Teams	Once it is available	All classes have trialled developing and using student developed self-assessment rubric.				
	The Attitude to School Survey outcomes for Teaching & learning to be shared with grade 4,5,6 students.	Teams		12 months: A whole school bank of Teaching and Learning Reflection strategies developed, recorded and shared with all teams. Student generated self-assessment rubrics in use in all classes across the school.	 	Curriculum Leaders have this year spent time with Literacy Consultant in development of their skills in understanding and creating effective rubrics. This goal will be carried over into 2018.		
			The 2017 Attitude to School Survey outcomes for Teaching & learning have been shared and unpacked with grade 4,5,6 students.		Staff unpacked with students.			
To strengthen the delivery of STEM through Inquiry learning and the Creative and Critical Thinking capability.	Establish a Critical & Creative Thinking Team to lead the inclusion of this capability in the curriculum across the school.	Prin/AP	Term 2 2017	6 months: The Critical & Creative Thinking Team have met a minimum of 2 times.				
	Build the capacity of the Critical & Creative thinking team to lead in the implementation of the Critical & Creative thinking. Provide time and CRT coverage for the Critical & Creative team to attend external professional Learning.		By the end of 2017	Critical & Creative Thinking Team have attended a professional Learning session with the Hobson Bay EIL.				
				12 months:	 	Critical & Creative team continue to be involved in the Hobson Bay Network CoP trialling of		



	<p>Provide time for the Critical & Creative Team to meet.</p> <p>Altona North Primary School to be involved in the Hobson Bay Network's trialling of the VCAA Critical & Creative Thinking Assessment tools.</p> <p>Develop planning documents for the school's robotic program that incorporate the Critical & Creative Thinking Capability.</p>	<p>AP/Crit & Creat Thinking Team</p>	<p>By the end of 2017</p>	<p>A Critical & Creative Thinking whole school Plan has been developed and shared with staff.</p> <p>VCAA Critical & Creative Thinking on line assessment tasks have been trialled and feedback provided.</p> <p>Each team has created planning document for the Robotics program that reflects the Victorian Curriculum standard for Critical and Creative Thinking.</p>		<p>VCAA assessment tasks for Crit & Creat Thinking. A class of 3/4 students have completed the first assessments. Currently implementing post assessments. Whole year as yet not developed due to our staff continuing Professional Learning with the CoP team.</p>		
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Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	2 - Evolving	Over the past twelve month there has been a stronger focus on data leading teaching and learning. Staff meetings have been dedicated to the sharing of data, student data in year level teams has become common practice and reflected in in planning. Allocated whole professional learning days to middle leadership and also days to whole school building knowledge and capabilities to build effective practices. Timetables approach for team planning using a whole school approach to curriculum, expectations and pedagogy. This is reflected in all whole school curriculum documentation.
	Curriculum planning and assessment	No	3 - Embedding	
	Evidence-based high impact teaching strategies	No	1 - Emerging	
	Evaluating impact on learning	No	2 - Evolving	
Professional leadership	Building leadership teams	Yes	2 - Evolving	During the 2017 year we have built Leadership capacities through the engagement of Consultants in both Literacy and Numeracy. Increased expectation of Leadership in the middle leadership area. Curriculum Leaders driving learning improvement through instructional practice and coaching. Currently we are developing the Critical and Creative Thinking Leadership Team, improving their knowledge of understanding and skills in order for them to drive Critical and Creative Thinking across the school. School Leadership is developing capabilities with a new Acting Leading teacher position in Welfare giving opportunity for middle leadership to step up.
	Instructional and shared leadership	No	2 - Evolving	
	Strategic resource management	No	3 - Embedding	
	Vision, values and culture	No	4 - Excelling	
Positive climate for learning	Empowering students and building school pride	Yes	1 - Emerging	Curriculum Leaders have this year spent time with Literacy Consultant in development of their skills in understanding and creating effective rubrics. This goal will be carried over into 2018. SWPB has set the expectations for student behaviour, student behaviour matrix is completed and being used across the school. We are in the process of working with staff in understanding behaviours and developing a behaviour hierarchy clearly identifying minor to major behaviours to ensure the same approach is used by all members of staff.
	Setting expectations and promoting inclusion	No	2 - Evolving	
	Health and wellbeing	No	4 - Excelling	
	Intellectual engagement and self-awareness	No	2 - Evolving	
Community engagement in learning	Building communities	No	2 - Evolving	
	Global citizenship	No	2 - Evolving	
	Networks with schools, services and agencies	No	3 - Embedding	



	Parents and carers as partners	No	3 - Embedding	
<p>Reflective comments:</p> <p>We have done extremely well in teacher coherence and staff working together in teams.</p> <p>Improving staff knowledge of teaching, curriculum, data, welfare, empathy. This has been a highlight in 2017 and we would be hoping to see that this improvement will be reflected in student learning outcomes in 2018.</p> <p>There are some data sets that have not reached our expected targets which we are disappointed about. We will be focusing on these areas of student learning so further improvement can be made and continue to be ongoing.</p> <p>We strive to ensure that our line of sight is foremost in our thinking in all aspects of daily school life this is reflected in our PDPs, our engagement of consultants and strategic planning.</p>				
<p>Confidential cohorts analysis</p> <p>Altona North Primary School prides itself on being a fully inclusive school ensuring all students are challenged, engaged and fully supported. Our SFO is currently 0.72 with highly transient students, over 50% of our students come through our Welfare program. Whilst we only have 10 students funded under PSDMS we have a large number of students with learning difficulties, high functioning ASD, behavioural issues and dysfunctional family homes. All of these students have ILPs and behavioural students are on behaviour matrixes.</p> <p>We have four refugee students and 5 out of home care or kinship care mainly due to incarceration of parents.</p> <p>Absenteeism is a large concern as many of our community travel overseas for 2 to 3 months at a time, with children missing large portions of their learning.</p>				
<p>Considerations for 2018:</p> <ol style="list-style-type: none"> 1. A whole school bank of Teaching and Learning Reflection strategies developed, recorded and shared with all teams. Student generated self-assessment rubrics in use in all classes across the school. 2. Critical & Creative team continue to be involved in the Hobson Bay Network CoP trialling of VCAA assessment tasks for Crit & Creat Thinking. A class of 3/4 students have completed the first assessments. Currently implementing post assessments. 3. Evidence-based high impact teaching strategies professional learning and implementation. This will become an ongoing expectation of all teaching staff, connected to PDPs. 4. There will continue to be a focus on developing teacher practice for teachers who are both returning or newly employed graduate teachers in line with FISO. 				

