

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Joan O'Connor-Cox [31 March 2017]	Joan O'Connor-Cox [28 April 2017][name] [date]
School council: Craig Barnett [31 March 2017]	Craig Barnett [28 April 2017][name] [date]
Delegate of the Secretary: Jason Smallwood [31 March 2017]	Jason Smallwood [28 April 2017][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Jackson School is a collaborative learning community for all. We aim to develop independence through safety, respect and responsibility.</p> <p>We aspire to offer authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community. We share and celebrate our successes and achievements.</p>	<p>At Jackson School we value:</p> <ul style="list-style-type: none"> Learning Independence Safety Respect Responsibility 	<p>Jackson School was established in 1976 and is situated in the suburb of St Albans. It is in the South-West region of Victoria and Brimbank-Melton as part of the St Albans-Keilor network. The area is well established and the school has a current enrolment of 288. The Student Family Occupation Index (SFO) is 0.72 (SFOE 0.60) which reflects the socio-economic position of the community.</p> <p>The school is a Special School for students with a mild intellectual disability. All students have an intellectual disability with a FSIQ below 70. Some students have a secondary disability such as Down Syndrome, Autism and ADHD with less than five students having a physical disability.</p> <p>There are eight FTE Aboriginal and Torres Strait Islander students, eight students with English as an additional language, 147 disadvantaged students with 11 students in out of home care (OoHC).</p> <p>Enrolments have grown steadily over the past few years particularly in the secondary school where there are three times more students than in primary. Many Primary PSD funded students in the local area choose to attend local mainstream schools.</p>	<p>Embedding a culture of excellence in teaching and learning and strengthening community engagement in learning have been identified as improvement priorities based upon the 2016 school review, a comprehensive evaluation of school data (please see Data Report 2016) and in consultation with the School Education Improvement Leader (SEIL). As a collaborative learning community, the above improvement priorities are aligned with the Framework for Improving Student Outcomes (FISO) and our SSP goals and targets. This is important as we aspire to offer authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community.</p> <p>As a new leadership team we are committed to meet the targets set over four years through high-impact key improvement strategies. We will use the FISO improvement cycle model to build our learning community's practice excellence through curriculum planning and assessment.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key Improvement Strategies	Targets (for improving student achievement, engagement and wellbeing)
To embed a culture of excellence in teaching and learning.	<p>Excellence in Teaching and Learning:</p> <ul style="list-style-type: none"> Building practice excellence Curriculum planning and assessment 	<p>1. To build teaching capacity to deliver a quality, differentiated learning program, which is evidence-informed and aligned to the Jackson Teaching and Learning Instructional Model that is based on the Victorian Curriculum, to more accurately understand and cater for individual student's learning needs.</p>	<ul style="list-style-type: none"> Improved student outcomes will be demonstrated by learning growth in student progress in English and Mathematics with 95 per cent of students showing good progress or above In the integrated inquiry program and in the specialist subjects Performing Arts, Visual Arts, Design Technology, Food Technology, Physical Education, Digital Technologies 95 per cent of students will demonstrate a learning growth Using student learning growth data as displayed in student progress in English and Mathematics to determined benchmarks related to below, expected and above learning growth using the 5-point A-E achievement rating scale and point scores Use these benchmarks for the formulation of targets with particular emphasis on defining the proportion of students who should achieve expected and above learning growth School Staff Survey overall score will be above 75 for whole school <ul style="list-style-type: none"> Academic emphasis to be at 75 Trust in students and parents to be at 75 Teacher collaboration to be at 75 Shielding/Buffering to be at 75 Parent Opinion Survey <ul style="list-style-type: none"> Stimulating Learning to be at 36 Learning Focus to be at 50
To strengthen community engagement in learning.	<p>Community Engagement in Learning:</p> <ul style="list-style-type: none"> Building Communities 	<p>2. To increase student and family engagement by improving student attendance, individual wellbeing and partnerships in learning.</p>	<ul style="list-style-type: none"> Student attendance data to improve each year to meet the state threshold of 80% or 153 days of the school year (equivalent to 38 days absent) Unapproved student absences will be at an average of 10 days or less On track data at 95 per cent of graduate students in post-school options or further education School Staff Survey <ul style="list-style-type: none"> Parent and Community Involvement to be at 80 Parent Opinion Survey <ul style="list-style-type: none"> Student Safety to be at 40 Transitions to be at 75 Attitudes to School Survey <ul style="list-style-type: none"> Classroom Behaviour to be at 4.00 Student Safety to be at 4.00

Annual Implementation Plan: for Improving Student Outcomes

School name: Jackson School

School number: 4979

Year: 2017

Based on strategic plan: 2017-2020



Endorsement:

Principal: Joan O'Connor-Cox [28 April 2017]

School Council: Craig Barnett [28 April 2017]

Senior Education Improvement Leader: Jason Smallwood [28 April 2017]

Section 1: The School's Improvement Priorities and Initiatives

School Strategic Plan goals
<p>To embed a culture of excellence in teaching and learning.</p> <p>1. To build teaching capacity to deliver a quality, differentiated learning program, which is evidence-informed and aligned to the Jackson Teaching and Learning Instructional Model that is based on the Victorian Curriculum, to more accurately understand and cater for individual student's learning needs.</p>
<p>To strengthen community engagement in learning.</p> <p>2. To increase student and family engagement by improving student attendance, individual wellbeing and partnerships in learning.</p>

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

Improvement Initiatives rationale:

Jackson School is a collaborative **learning** community for all. We aim to develop **independence** through **safety, respect** and **responsibility**.

Building Practice Excellence and Building Communities have been identified as improvement initiatives based upon the 2016 school review, a comprehensive evaluation of school data (please see Data Report 2016) and in consultation with the SEIL. The above improvement initiatives are aligned with FISO and our SSP goals and targets.

This is important as we aspire to offer authentic, quality educational experiences that *develop futures, create opportunities and inspire student potential*; enabling our students to be valued and contributing members of the wider community.

Key Improvement Strategies (KIS)	
Improvement Initiative:	Key Improvement Strategies (KIS)
Building Practice Excellence	<p>To build teaching capacity to deliver a quality, differentiated learning program, which is evidence-informed and aligned to the Jackson Teaching and Learning Instructional Model that is based on the Victorian Curriculum, to more accurately understand and cater for individual student's learning needs.</p> <p>Teaching & Learning Instructional Model</p> <ul style="list-style-type: none"> • Embed the Jackson Teaching and Learning Instructional Model with developed differentiation model and evidence based high impact strategies • Continue to develop a guaranteed and viable Jackson Essentials Curriculum based on the Victorian Curriculum <p>Collaborative Learning Community</p> <ul style="list-style-type: none"> • Strengthen staff capacity of Literacy and ASD through the Jackson Collaborative Learning Community Model • Embed Staff Expectation Matrix aligned to the Professional Development Plans (PDP) with documented roles clarity for all staff at Jackson School <p>Individual Student Achievement</p> <ul style="list-style-type: none"> • Establish processes and protocols for staff to be evidence-informed practitioners to more accurately understand and cater for individual students' learning needs • Revise ILPs and Reporting with SMART Goals and Strategies which are accessible to students as visible learners
Building Communities	<p>To increase student and family engagement by improving student attendance, individual wellbeing and partnerships in learning.</p> <p>Attendance & Wellbeing</p> <ul style="list-style-type: none"> • Develop and document an agreed school-wide Attendance Model (It's Not Ok To Be Away) to improve student attendance • Implement professional learning and expectations for all staff of the Attendance Model • Embed a positive climate for learning through positive behavior intervention and support (PBIS) <p>Pathways & Partnerships</p> <ul style="list-style-type: none"> • Build and embed partnerships with parents/carers, external stakeholders and services to strengthen pathways into, through and out of the school • Embed connections and opportunities to engage all students, their families, the school community and wider community to improve student outcomes



Section 2: Building Practice Excellence

● not commenced or severely behind schedule, ● on schedule and/or completed, ● completed/achieved

STRATEGIC PLAN GOALS	To embed a culture of excellence in teaching and learning.					
	1. To build teaching capacity to deliver a quality, differentiated learning program, which is evidence-informed and aligned to the Jackson Teaching and Learning Instructional Model that is based on the Victorian Curriculum, to more accurately understand and cater for individual student's learning needs.					
IMPROVEMENT INITIATIVE	Building Practice Excellence					
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Improved student outcomes will be demonstrated by learning growth in student progress in English and Mathematics with 95 per cent of students showing good progress or above In the integrated inquiry program and in the specialist subjects Performing Arts, Visual Arts, Design Technology, Food Technology, Physical Education, Digital Technologies 95 per cent of students will demonstrate a learning growth Using student learning growth data as displayed in student progress in English and Mathematics to determined benchmarks related to below, expected and above learning growth using the 5-point A-E achievement rating scale and point scores Use these benchmarks for the formulation of targets with particular emphasis on defining the proportion of students who should achieve expected and above learning growth School Staff Survey overall score will be above 75 for whole school <ul style="list-style-type: none"> Academic emphasis to be at 75 Trust in students and parents to be at 75 Teacher collaboration to be at 75 Shielding/Buffering to be at 75 Parent Opinion Survey <ul style="list-style-type: none"> Stimulating Learning to be at 36 Learning Focus to be at 50 					
12 MONTH TARGETS	<ul style="list-style-type: none"> Improved student outcomes will be demonstrated by learning growth in student progress in English and Mathematics with 95 per cent of students showing good progress or above. In the integrated inquiry program and in the specialist subjects Performing Arts, Visual Arts, Design Technology, Food Technology, Physical Education, Digital Technologies 95 per cent of students will demonstrate a learning growth. Using student learning growth data as displayed in student progress in English and Mathematics to determined benchmarks related to below, expected and above learning growth using the 5-point A-E achievement rating scale and point scores. Use these benchmarks for the formulation of targets with particular emphasis on defining the proportion of students who should achieve expected and above learning growth. School Staff Survey overall score will be above 75 for whole school 					
	School Staff Survey	2016	2017	2018	2019	2020
	Academic emphasis	66.28	67	70	72.5	75
	Trust in students and parents	66.03	67	70	72.5	75
	Teacher collaboration	69.75	70	72.5	73.5	75
	Shielding/Buffering	66.56	67	70	72.5	75
	Parent Opinion Survey	2016	2017	2018	2019	2020
	Stimulating Learning	28.5	29	32	34	36
	Learning Focus	41.5	42	45	48	50



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. To build teaching capacity to deliver a quality, differentiated learning program, which is evidence-informed and aligned to the Jackson Teaching and Learning Instructional Model that is based on the Victorian Curriculum, to more accurately understand and cater for individual student's learning needs.	Teaching & Learning Instructional Model <ul style="list-style-type: none"> Embed the Jackson Teaching and Learning Instructional Model with developed differentiation model and evidence based high impact strategies Continue to develop a guaranteed and viable Jackson Essentials Curriculum based on the Victorian Curriculum 	Principal Leadership Team Katie Lawson & Anthony Jackson PLT Leaders All Staff	Term 1 Term 1	6 months: By the end of Semester 1 2017, we will: <ul style="list-style-type: none"> Professional Learning Teams have completed weekly professional learning on the Jackson Teaching and Learning Instructional Model as evidenced in the PLT minutes Online Curriculum Portal has been developed Teachers have aligned their Professional Development Plan (PDP) to the agreed instructional model in Professional Knowledge PLT Leaders appointed with specific program responsibilities linked to the Jackson Essentials Curriculum (Phonics, eLearning, SeeSaw, Independence, World of Work, Health and Human Relations and Travel Education) 12 months: By the end of Semester 2 2017, we will: <ul style="list-style-type: none"> Differentiation Model within Instructional Model developed Teaching & Learning Instructional Model Embedded through PDP, PLTs, Teacher Planners, Learning Walks, Peer Observations SMART learning goals for prioritised essentials curriculum (literacy, numeracy) have been documented 	● ● ●	<ul style="list-style-type: none"> Teaching and Learning Instructional Model developed Teaching and Learning Handbook developed Curriculum Portal Developed Jackson Essentials Curriculum developed PLT Minutes Consistent Teacher Planners PDPs uploaded to eduPay PLT Leaders Appointed Instructional Leaders appointed (0.9) 	\$160K	
	Collaborative Learning Community <ul style="list-style-type: none"> Strengthen staff capacity of Literacy and ASD through the Jackson Collaborative Learning Community Model Embed Staff Expectation Matrix aligned to the Professional Development Plans (PDP) with documented roles clarity for all staff at Jackson School 	Principal Leadership Team Katie Lawson Allied Health Team Communication SIT Birgit KOI All Staff	Ongoing Term 2	6 months: By the end of Semester 1 2017, we will: <ul style="list-style-type: none"> PLT Leaders participated in weekly PLT and external coaching professional learning Communication School Improvement Team has been established Core Word Board developed by the Communication School Improvement Team Professional Development Plan (PDP) structure created and aligned with SSP Priorities 12 months: By the end of Semester 2 2017, we will: <ul style="list-style-type: none"> All staff participated in Professional Learning: Literacy-Communication with Allied Health Team Termly Professional Learning: in ASD strategies with Wellbeing AP, ASD Coaches, & KOI (Birgit) Core Word Board piloted and evaluated by the Communication School Improvement Team Each role in the school has been documented and aligned to the PDP Teachers aligned their Professional Development Plan (PDP) to Professional Practice (Role Clarity, SIT, Range 2 Team Roles) 	● ● ●	<ul style="list-style-type: none"> PLT Leader Coaching completed Communication SIT established Core Word Board developed and professional development delivered to staff Allied Health team conducted learning walk SIT reported to staff Curriculum Day for PDP writing with staff completed Staff Expectation Matrix shared and displayed 	\$312K \$20K	
	Individual Student Achievement <ul style="list-style-type: none"> Establish processes and protocols for staff to be evidence-informed practitioners to more accurately understand and cater for individual students' learning needs 	Principal Leadership Team	Term 1	6 months: By the end of Semester 1 2017, we will: <ul style="list-style-type: none"> Consistent assessment tools developed to inform teaching practice and meet students' individual learning needs through ILPs and PLTs A Student Management System developed for consistent collection, tracking and analysis of 	● ● ●	<ul style="list-style-type: none"> Consistent assessment tools developed by departments and uploaded to the Assessment Portal Accelerus used to collect consistent PM Benchmark data PDPs uploaded to eduPay 		



	<ul style="list-style-type: none"> Revise ILPs and Reporting with SMART Goals and Strategies which are accessible to students as visible learners 	<p>Anthony Jackson</p> <p>PLT Leaders</p> <p>All Staff</p>	<p>Term 2</p> <p>Term 1</p>	<p>student achievement data in PM Benchmarking (Reading)</p> <ul style="list-style-type: none"> Teachers have aligned their Professional Development Plan (PDP) in Student Outcomes Consistent Student Working Files & Learner Profiles have been developed to more accurately understand and cater for individual students' learning needs <p>12 months: By the end of Semester 2 2017, we will:</p> <ul style="list-style-type: none"> ILPs and Reporting revised with SMART Goals and Strategies which are accessible to students as visible learners Consistent assessment tools used to inform teaching practice and meet students' individual learning needs through ILPs and PLTs A Student Management System used for consistent collection, tracking and analysis of student achievement data in Essential Assessment (Number & Place Value) Consistent delivery and moderation of assessment tools through PLTs Teacher judgments collected using A-E scale DET Achievement Standards collected and submitted for the following learning areas: English, Maths, Digital Technologies, Specialists Jackson Visible Learner model developed and documented 		<ul style="list-style-type: none"> Learner Profiles have been developed and will be rolled out to staff and completed following Semester 2 SSGs DET Achievement Standards collected and submitted for the following learning areas: English, Maths, Specialists 		
--	--	--	-----------------------------	---	--	---	--	--



Section 2: Building Communities

● not commenced or severely behind schedule, ● on schedule and/or completed, ● completed/achieved

STRATEGIC PLAN GOALS	To strengthen community engagement in learning.																																																																									
IMPROVEMENT INITIATIVE	1. To increase student and family engagement by improving student attendance, individual wellbeing and partnerships in learning.																																																																									
STRATEGIC PLAN TARGETS	Building Communities																																																																									
12 MONTH TARGETS	<ul style="list-style-type: none"> Student attendance data to improve each year to meet the state threshold of 80% or 153 days of the school year (equivalent to 38 days absent) Unapproved student absences will be at an average of 10 days or less On track data at 95 per cent of graduate students in post-school options or further education School Staff Survey <ul style="list-style-type: none"> Parent and Community Involvement to be at 80 Parent Opinion Survey <ul style="list-style-type: none"> Student Safety to be at 40 Transitions to be at 75 Attitudes to School Survey <ul style="list-style-type: none"> Classroom Behaviour to be at 4.00 Student Safety to be at 4.00 																																																																									
12 MONTH TARGETS	<ul style="list-style-type: none"> Unapproved student absences will be at an average of 10 days or less On track data. 95 per cent of graduate students in work or further education 																																																																									
12 MONTH TARGETS	<table border="1"> <thead> <tr> <th rowspan="2">Percentage of Students (All Year Levels)</th> <th>Absence Days</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020 (State Mean)</th> </tr> </thead> <tbody> <tr> <td>> 10 Days</td> <td></td> <td>35% (Below State)</td> <td>36%</td> <td>40%</td> <td>43%</td> <td>46%</td> </tr> <tr> <td>10-19.5 Days (Tier 1)</td> <td></td> <td>26% (Below State)</td> <td>27%</td> <td>28%</td> <td>29%</td> <td>31%</td> </tr> <tr> <td>20-29.5 Days (Tier 2)</td> <td></td> <td>13% (At State)</td> <td>12.5%</td> <td>12%</td> <td>11.5%</td> <td>12%</td> </tr> <tr> <td>30+ Days (Tier 3)</td> <td></td> <td>26% (Below State)</td> <td>25%</td> <td>20%</td> <td>15%</td> <td>12%</td> </tr> <tr> <td>Unapproved (Average Attendance Days All Types)</td> <td></td> <td>15.3</td> <td>14</td> <td>13</td> <td>12</td> <td>10</td> </tr> </tbody> </table>						Percentage of Students (All Year Levels)	Absence Days	2016	2017	2018	2019	2020 (State Mean)	> 10 Days		35% (Below State)	36%	40%	43%	46%	10-19.5 Days (Tier 1)		26% (Below State)	27%	28%	29%	31%	20-29.5 Days (Tier 2)		13% (At State)	12.5%	12%	11.5%	12%	30+ Days (Tier 3)		26% (Below State)	25%	20%	15%	12%	Unapproved (Average Attendance Days All Types)		15.3	14	13	12	10																										
Percentage of Students (All Year Levels)	Absence Days	2016	2017	2018	2019	2020 (State Mean)																																																																				
	> 10 Days		35% (Below State)	36%	40%	43%	46%																																																																			
10-19.5 Days (Tier 1)		26% (Below State)	27%	28%	29%	31%																																																																				
20-29.5 Days (Tier 2)		13% (At State)	12.5%	12%	11.5%	12%																																																																				
30+ Days (Tier 3)		26% (Below State)	25%	20%	15%	12%																																																																				
Unapproved (Average Attendance Days All Types)		15.3	14	13	12	10																																																																				
12 MONTH TARGETS	<table border="1"> <thead> <tr> <th colspan="2">School Staff Survey</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td colspan="2">Parent and Community Involvement</td> <td>74.53</td> <td>75</td> <td>77</td> <td>79</td> <td>80</td> </tr> <tr> <td colspan="2">Parent Opinion Survey</td> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td colspan="2">Student Safety</td> <td>6.40</td> <td>10</td> <td>20</td> <td>30</td> <td>40</td> </tr> <tr> <td colspan="2">Transitions</td> <td>66.20</td> <td>67</td> <td>70</td> <td>73</td> <td>75</td> </tr> <tr> <th colspan="2">Attitudes to School Survey</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td rowspan="2">Classroom Behaviour</td> <td>Years 5-6</td> <td>2.89</td> <td>3.00</td> <td>3.30</td> <td>3.60</td> <td>4.00</td> </tr> <tr> <td>Years 7-12</td> <td>2.93</td> <td>3.00</td> <td>3.30</td> <td>3.60</td> <td>4.00</td> </tr> <tr> <td rowspan="2">Student Safety</td> <td>Years 5-6</td> <td>3.36</td> <td>3.40</td> <td>3.60</td> <td>3.80</td> <td>4.00</td> </tr> <tr> <td>Years 7-12</td> <td>3.52</td> <td>3.60</td> <td>3.75</td> <td>3.90</td> <td>4.00</td> </tr> </tbody> </table>						School Staff Survey		2016	2017	2018	2019	2020	Parent and Community Involvement		74.53	75	77	79	80	Parent Opinion Survey		2016	2017	2018	2019	2020	Student Safety		6.40	10	20	30	40	Transitions		66.20	67	70	73	75	Attitudes to School Survey		2016	2017	2018	2019	2020	Classroom Behaviour	Years 5-6	2.89	3.00	3.30	3.60	4.00	Years 7-12	2.93	3.00	3.30	3.60	4.00	Student Safety	Years 5-6	3.36	3.40	3.60	3.80	4.00	Years 7-12	3.52	3.60	3.75	3.90	4.00
School Staff Survey		2016	2017	2018	2019	2020																																																																				
Parent and Community Involvement		74.53	75	77	79	80																																																																				
Parent Opinion Survey		2016	2017	2018	2019	2020																																																																				
Student Safety		6.40	10	20	30	40																																																																				
Transitions		66.20	67	70	73	75																																																																				
Attitudes to School Survey		2016	2017	2018	2019	2020																																																																				
Classroom Behaviour	Years 5-6	2.89	3.00	3.30	3.60	4.00																																																																				
	Years 7-12	2.93	3.00	3.30	3.60	4.00																																																																				
Student Safety	Years 5-6	3.36	3.40	3.60	3.80	4.00																																																																				
	Years 7-12	3.52	3.60	3.75	3.90	4.00																																																																				

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
2. To increase student and family engagement by improving student attendance, individual wellbeing and partnerships in learning.	Attendance & Wellbeing <ul style="list-style-type: none"> Develop and document an agreed school-wide Attendance Model (It's Not Ok To Be Away) to improve student attendance Implement professional learning and expectations for all staff of the Attendance Model Embed a positive climate for learning through positive behavior intervention and support (PBIS) 	Principal Leadership Team Sue Wilkinson Helena McAloon Attendance SIT Attendance Officer All Staff PBIS SIT (Katie) Sam & Andrea (Wellbeing ESS)	Term 1	6 months: By the end of Semester 1 2017, we will: <ul style="list-style-type: none"> Teachers have aligned their Professional Development Plan (PDP) to Professional Engagement Attendance School Improvement Team has been established A consistent strategy (It's Not Ok To Be Away Model) for student attendance implemented Staff to participated in professional development to improve roll marking accuracy with correct absence codes New software package for roll marking (Xuno) purchased to mark rolls consistently and follow-up SMS to parents/carers sent 12 months: By the end of Semester 2 2017, we will: <ul style="list-style-type: none"> 100% of parents/carers contacted to follow up on absences beyond 20 days by the Engagement and Wellbeing team (Tier 2 and 3) and monitored through Attendance Plans Improvement in attendance data as analysed by Attendance SIT at each year level (All Tiers) Student Safety in the Parent Opinion Survey and Attitudes to School Survey have improved as per 12 month target Classroom Behaviour in the Attitudes to School Survey have improved as per 12 month target 	● ● ●	<ul style="list-style-type: none"> PDPs uploaded to eduPay Xuno used for Wellbeing notes Attendance SIT established Attendance Model developed and shared with staff Staff to participated in professional development to improve roll marking accuracy with correct absence codes Xuno purchased and SMS sent to parents/carers Attendance Officer advertised (Equity Funding) Admin team contacted parents/carers to follow up on absences at Tiers 1 and 2 Assistant Principal followed up on Tier 3 absences Attendance data at all tiers visible and shared with staff Attendance and PBIS Kick Off PBIS SIT established and work continuing eSMART SIT established eLearning Portal developed with eHelp Tutorials eLearning Leader appointed (0.2 release) iPad lease renewed for new staff, class and student iPads (26 Equity funded iPads allocated) SIT reported to staff Social Worker advertised ATtoSS Pilot completed with student feedback 	\$5K	
	Pathways & Partnerships <ul style="list-style-type: none"> Build and embed partnerships with parents/carers, external stakeholders and services to strengthen pathways into, through and out of the school Embed connections and opportunities to engage all students, their families, the school community and wider community to improve student outcomes 	Principal Leadership Team Helena McAloon Kris Parsons & Jan Brown	Term 1	6 months: By the end of Semester 1 2017, we will: <ul style="list-style-type: none"> Building Communities School Improvement Team has been established Community Engagement School Improvement Team has been established Enrolment processes into the school have been improved and parent and carer experience reviewed through SSG meeting minutes and learner profiles completed SeeSaw online digital portfolio rolled out to primary, specialists and secondary; and learner profiles developed 	● ● ●	<ul style="list-style-type: none"> Building Communities SIT established Website restructure in development Community Engagement SIT established SIT reported to staff Enrolment processes reviewed and to be rolled out Seesaw launched and rolled out to P-10 Seesaw Parent Information Night Seesaw Professional Learning with staff Class iPads purchased to support ESS in collecting evidence on Seesaw Noah's Ark Visited Jackson 	\$56K	\$3K



		<p>Building Communities SIT</p> <p>All Staff</p>	<p>12 months: By the end of Semester 2 2017, we will:</p> <ul style="list-style-type: none"> Increased partnerships with external stakeholders and services strengthened through networking with Noak's Ark, feeder early years providers and feeder schools Partnerships with external stakeholders and services have been strengthened through networking with CTS, LLEN, VU and Western Health as indicated by meeting minutes and attendance records SeeSaw online digital portfolio rolled out to the whole school; and learner profiles documented Enrolment processes into the school has been implemented and documented and parent and carer experience has been improved as indicated by parent and staff feedback 	<ul style="list-style-type: none"> Jackson hosted and presented at Community Transition Support Network Provided inter-school support for teachers and ESS within our Keilor-St Albans Network through classroom observations and learning walks 		
--	--	--	--	--	--	--



Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				