

Endorsement:

Principal Michelle Wilson 10/12/2016

Senior Education Improvement Leader Karen F

Sebastopol Primary

10/12/20

School council Jason Filcock 10/12/2016

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 Im

School Strategic Plan goals	Improvement Priorities	Imp
<ul style="list-style-type: none"> Student learning outcomes will reflect expected to higher than expected levels of AusVELS growth (or ILIP goals) in reading, writing and number Increase student connectedness, motivation and active involvement in their learning. Achieve an inclusive safe and orderly learning environment school wide Improve effective and efficient use of school resources and community engagement 	Excellence in teaching and learning	Builc Curr
	Professional leadership	Builc
	Positive climate for learning	Emp Setti
	Community engagement in learning	Builc

Improvement Initiatives rationale:
<p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p> <p>Sebastopol Primary School has identified that the Victorian Curriculum Prep – 6 Continuum must be available and visible across the school. This will be a focus for 2017.</p> <p>Our Year 4-6 student outcomes are currently 50% at or below expected level in Number and Reading.</p> <p>Our Attendance data indicates that while 25% of students have excellent attendance with 10 days or less absent, 12% have poor attendance; thus the school average is 22 days absent for 2016. In addition, improving school attendance will be a focus area.</p> <p>The Parent Opinion Survey, Student Opinion Survey and three Work Cover Claims by staff demonstrate that we have issues with staff that puts the school below State.</p> <p>2017 will be the last year of this Strategic Plan as we have been identified for a Priority Review.</p>
Key improvement strategies (KIS)
<p>List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented, data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specified in the School Strategic Plan.</p>

Promoting inclusion:

and implemented.

- Fostering and enhancing Student Voice, Junior School Council, Houses and Student Leader
- Respectful Relationships will be implemented across the school with the support of our par

DRAFT

STRATEGIC PLAN GOALS	Student learning outcomes will reflect expected to higher than expected levels of Victorian Curriculum growth																																						
IMPROVEMENT INITIATIVE	Curriculum planning and assessment																																						
STRATEGIC PLAN TARGETS	<p>Increasing percentage of students achieving medium to high growth on NAPLAN relative growth reports in Reading, Writing and Number. E</p> <p>Increasing percentage of students achieving medium to high growth for all students as measured by school-based assessments in Reading</p> <p>Teacher judgements will be consistent with the triangulation of NAPLAN results or a similar standardised test and school assessments for</p> <p>Growth on the new Staff Opinion Survey on the dimensions of</p> <ul style="list-style-type: none"> o Collective efficacy 2016 benchmark 52.8 o Academic emphasis 2016 benchmark 58.64 																																						
<p>12 MONTH TARGETS</p> <p>Student learning outcomes will reflect expected to higher than expected levels of Victorian Curriculum growth (or ILIP goals) in reading, writing and number</p>	<p>Increasing % of students achieving medium to high growth on NAPLAN relative growth reports:</p> <p>Reading from 50% to 75% in 2017</p> <p>Writing from 63% to 80% in 2017</p> <p>Number from 29% to 70% in 2017</p> <p>Increase in NAPLAN top 2 bands:</p> <p>Reading from 21% to 35% in year 3, 0% to 25 % in year 5</p> <p>Writing from 38% to 45% in year 3, 0% to 25 % in year 5</p> <p>Number from 14% to 30% in year 3, 0% to 25 % in year 5</p> <p>Decrease increase in bottom 2 bands of NAPLAN:</p> <p>Reading from 43% to 20% in year 3, 58% to 20 % in year 5</p> <p>Writing from 15% to 0% in year 3, 58% to 20 % in year 5</p> <p>Number from 36% to 15% in year 3, 73% to 30 % in year 5</p>				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #92d050;"> <th colspan="3">Gr 3</th> </tr> </thead> <tbody> <tr> <td style="background-color: #92d050;">Growth Benchmark</td> <td>2016</td> <td>2017</td> </tr> <tr> <td></td> <td>Medium</td> <td>High</td> </tr> <tr> <td>Reading</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>36%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #92d050;"> <th style="background-color: #92d050;">Growth Target</th> <th style="background-color: #92d050;">2017</th> <th style="background-color: #92d050;">2018</th> </tr> </thead> <tbody> <tr> <td></td> <td>Medium</td> <td>High</td> </tr> <tr> <td>Reading</td> <td>36%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>43%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>50%</td> </tr> </tbody> </table> <p>Yr 3: 12 months or higher growth Target Number. (source) Yr 5: NAPLAN DATA service and Target Staff opinion survey</p> <ul style="list-style-type: none"> • Collective efficacy 2016 • Academic emphasis 2017 		Gr 3			Growth Benchmark	2016	2017		Medium	High	Reading	43%	36%	Writing	29%	21%	Numeracy	43%	36%	Growth Target	2017	2018		Medium	High	Reading	36%	50%	Writing	21%	43%	Numeracy	35%	50%
Gr 3																																							
Growth Benchmark	2016	2017																																					
	Medium	High																																					
Reading	43%	36%																																					
Writing	29%	21%																																					
Numeracy	43%	36%																																					
Growth Target	2017	2018																																					
	Medium	High																																					
Reading	36%	50%																																					
Writing	21%	43%																																					
Numeracy	35%	50%																																					
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status																																		
					<div style="display: flex; justify-content: space-around; align-items: center;"> ● ● ● </div>																																		
Sebastopol Primary School will have a	Work with the Community of Practice Numeracy Team to develop and implement a 18 month Action Plan	Siobhan	By end of Term 2 2018	6 months: New Literacy and Numeracy policy written and approved by School Council																																			

	<p>Allocate time at Professional Learning Meetings to enable:</p> <ul style="list-style-type: none"> - the introduction of the new agreed initiatives based on data - the gathering and review of data sets and have honest conversations about the impact of student learning. - school leaders and staff to regularly review changes in practice and their impact on students - in Logs of Learning based on Numeracy 	<p>Siobhan</p> <p>Grant</p> <p>Whole staff</p> <p>Whole Staff</p> <p>Whole staff</p>			
<p>Sebastopol Primary School will have a complete Instructional Model that guides teacher work that is accessible to the school community</p>	<p>Write Literacy and Numeracy policy documents</p>	<p>Audra</p> <p>Grant</p>	<p>End of term 2</p>	<p>6 months: Literacy and Numeracy policy has been written and ratified by to School council.</p>	<p>● ●</p> <p>●</p>
	<p>Review and update Sebastopol PS curriculum documents in line with Victorian Curriculum</p>	<p>Siobhan</p> <p>Krista</p> <p>Eliza</p>	<p>End of term 4</p>	<p>12 months: Sebastopol PS Curriculum is accessible to the wider community on the school website. Staff collaboratively plan using the one document to enhance student outcomes. Staff communicate the schools vision, values and improvement strategies to reinforce parent engagement.</p>	<p>● ●</p> <p>●</p>
<p>Staff at Sebastopol Primary school will have common planning documents and lesson structure that will be improved through the Peer Observation process.</p>	<p>Peer Observations cycle will follow documented procedure for all teachers P--6</p> <p>Mentor new staff in the peer observation process.</p> <p>Allocate time at Professional Learning Meetings to enable</p> <ul style="list-style-type: none"> - To introduce the new initiatives decided upon based on data - Gather data sets and have honest conversations about the impact on student learning. - Logs of learning based on Numeracy 	<p>Whole staff</p>		<p>6 months: Staff will update and refine the peer observation documents. A schedule will be developed and implemented to enable staff to know who is observed. New staff have been inducted into the procedures and documents of the process.</p>	<p>● ●</p> <p>●</p>
				<p>12 months: Professional Peer Observations are embedded. School and staff work together to identify key issues for students' learning and prioritise areas of focus. Clear goals are determined that reflects expected progress for students that align with school wide improvement.</p>	<p>● ●</p> <p>●</p>

					<ul style="list-style-type: none"> • School wide positive behaviour (SWPBS) tier 2 and tertiary interventions are developed and implemented. • Student Voice: Junior School Council; Houses and Student Leadership • Respectful Relationships
	STRATEGIC PLAN TARGETS				<ul style="list-style-type: none"> • Bully stopper surveys for teachers, Parents and students will show perceived satisfaction with communication and the school response • Reduced number of incidents reported by students identified as bullying tracked in the eSmart tracking document • Reduced number of incidents reported by students as mutual conflict tracked in the yard and classroom tracked using the eSmart track • Parent opinion surveys, will reflect improved opinion of <ul style="list-style-type: none"> ○ Student safety from 2016 benchmark of a 4.3 school mean ○ Classroom behaviour from the 2016 benchmark of 4.0 ○ Connectedness to peers from 2016 benchmark of 5.65 ○ Social skills from 2016 benchmark of 5.7
	12 MONTH TARGETS	Evidence from the following sources will inform our planning and progression of this goal: NAPLAN, On demand Data, Parent Survey, Teacher Performance Development Plan Goals, Staff Survey, Student Attitude to School Survey and School Wide and Suspensions).			
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status
All staff will undertake training in School Wide Positive Behaviour Support(SWPBS) and tier 2 and tertiary interventions will be developed and implemented.	<p>Whole staff to attend SWPBS Professional Development training.</p> <p>Allocate time at PLT meetings to SWPBS to analyse behaviour data and regularly review the changes to practice and the impact to student behaviour.</p> <p>Identify Tier 2 & 3 students and develop interventions to assist these students.</p> <p>Purchase Ipad to track behaviour in the yard.</p> <p>Review, refine and increase the use of Matrix money across the school.</p>	<p>Principal</p> <p>School Chaplain</p> <p>Leading Teacher</p> <p>Student Wellbeing</p> <p>Technology Coordinator</p> <p>All class teachers</p> <p>Specialist Art/Science /School</p>		<p>6 months:</p> <p>100 % usage by staff of the agreed continuum of acknowledgement of positive student behaviour</p> <p>Positive student behaviour is acknowledged within and beyond the classroom.</p> <p>Student behaviour support policies align with School Wide Positive Behaviour.</p> <p>12 months:</p> <p>Students articulate and demonstrate positive behaviour expectations across all areas of the school.</p> <p>The SWPBS matrix has been reviewed and updated for teachers and students to identify the expected behaviours at Sebastopol Primary.</p> <p>Decrease in % of Tier 2 & 3 students.</p>	
Fostering and	Students to run an Esmart Parent Workshop lead	Garden		6 months:	

				leading school events.	
Respectful Relationships will be implemented across the school with the support of our partner school.	Allocate meeting time to Respect Relationships	Classroom teachers		6 months:	● ● ●
	Staff to access materials from FUSE to assist with planning. Professional reading on Respectful Relationships. Regular contact with partner school. Respectful relationships will work alongside and enhance SWPB within the school.			Whole school	12 months:

	Which improvement initiatives are bolded	Initiative or dimension in the AIP?		
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 clear statement of progress and/or make reference to the achievement of the appropriate goals
	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 students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Considerations for 2018: