

# Annual Implementation Plan: for Improving Student Outcomes

School name: Maribyrnong College

Year:2017

School number: 018015

Based on strategic plan:2016 - 2019

Endorsement:

Principal – Nick Scott [date]

Senior Education Improvement Leader – John Stone [date]

School council – Greg Birch [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"> <li>Support literacy and numeracy capability in Years 7-9 with particular attention to increasing high growth outcomes in Year 9 NAPLAN measures by 10%.</li> <li>Plan, implement, and evaluate progress towards consistent pedagogical approaches incorporating Marzano's model and Hattie's findings into a "Maribyrnong Model" of instructional practice.</li> <li>Continue to implement a VCE improvement strategy that results in consistent median study scores of 31 or more, and 40+ percentages of 8% or more.</li> <li>Increase sport representation in state and national teams by 20%.</li> <li>Provide a welcoming and inclusive environment for students of all backgrounds including targeted welfare and support structures.</li> <li>Expand senior secondary provision to match the interest, aptitudes and aspirations of the whole-college cohort.</li> <li>Develop robust student feedback systems and transition experiences to facilitate higher levels of student engagement as measured through the Attitudes to School survey.</li> <li>Benchmark and develop approaches to personal and social growth of students using the content and achievement standards in the Personal and Social Capability in the recently released Victorian Curriculum.</li> <li>Develop initiatives that lead to reduced incidences of student distress and crisis and increased levels of student resilience that meet the Minister's "Education State" targets for College students.</li> <li>Lead and support other Victorian schools to develop innovative programs to meet the Minister's "Education State" targets for increased physical activity levels amongst students and staff.</li> <li>Strengthen the professional capacity of all staff to support student learning, engagement and wellbeing in the mainstream and academy programs through effective use of time, space, funding, facilities and community resources.</li> <li>Establish new and innovative partnerships with a range of community stakeholders and national and international school partnerships.</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	✓
	<b>Positive climate for learning</b>	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	✓
	<b>Community engagement in learning</b>	Building communities	✓

Improvement Initiatives rationale:
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.
<b>Curriculum planning and assessment</b> – The College needs to report to the new F – 10 curriculum. The College needs to target high-growth potential students in its teaching. The College will continue to work for improvement in VCE outcomes. The College will develop the capacity of current and aspirant Year 12 teachers.
<b>Building leadership teams</b> – The College needs to strengthen its ability to recruit Faculty Leaders. The College needs to develop the leadership capabilities of its current and future Faculty Leaders.



**Empowering students and building school pride** – The College will continue to rebuild and improve its capital base – in particular the Stage 3 building project. The College will develop a Sports Academy Alumni program.

**Setting expectations and promoting inclusion** –The College will assess efforts to encourage student voice. The College will work to broaden curriculum offerings to students and support students through targeted welfare measures as required.

**Building communities** – The College would like to develop and deliver a targeted awareness campaign for parents and students regarding social media behaviours. The College will provide outreach experiences for aspirant Sports Academy students and work to promote the Sports Academy nationally and internationally.

**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)
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>• Introduce “data-informed” literacy and numeracy initiatives to Years 7 to 10.</li> <li>• Teach and assess to the F-10 courses and integrate resources into Compass LMS.</li> <li>• Continue to develop and document the Maribyrnong Model of Instructional Practice (MMIP).</li> <li>• Incorporate practices informed by MMIP, or otherwise, that provide for 10% increases in high growth achievement measures within Years 7 to 12.</li> <li>• Develop teacher capacity for Unit 3/4 classes.</li> <li>• Ensure consistency of teaching in repeated classes in Units 1 to 4.</li> </ul>
Building leadership teams	<ul style="list-style-type: none"> <li>• Strengthen ability to recruit Faculty Leaders.</li> <li>• Develop the leadership capabilities of current and future Faculty Leaders.</li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>• Begin systematic longitudinal tracking of student athletes to better inform the Athlete Development Program, pathways planning, and to build an alumni.</li> </ul>
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> <li>• Broaden the range of structured extra-curricular programs offered at the College.</li> <li>• Further develop transition programs at key points for students: into Year 7, pathways through Years 10-12, and destinations post-school.</li> <li>• Support staff to develop additional vocational offerings and counsel students appropriately.</li> <li>• Build on current efforts to use student voice as systematic feedback to teachers on classroom learning in mainstream curriculum and the Athlete Development Program</li> <li>• Develop high-efficacy communication protocols for “at risk” students that lead to reduced incidences of student distress and crisis.</li> </ul>
Building communities	<ul style="list-style-type: none"> <li>• Establish closer relationships with SWVR Primary Schools to increase links and awareness between local primary schools and MSA.</li> <li>• Set up Primary School Academies in up to three targeted sports to increase girls’ participation in MSA programs in addition to other under-represented groups – eg: students from CALD and indigenous backgrounds.</li> <li>• Review Physical and Sport Education curriculum with HAPE coordinator and develop innovative programs to increase physical activity levels of students.</li> <li>• Engage staff and use facilities/resources to create extra-curricula physical activity programs for “at risk” students with low physical activity levels.</li> <li>• Ensure effective fiscal governance by school council so that College building program is delivered.</li> <li>• Ensure effective fiscal governance by school council so that College equity goals are met.</li> <li>• Ensure PDP-monitored work practices of College staff are supportive and effective.</li> <li>• Continue to engage a range of community sports organisations to use MSA facilities.</li> <li>• Measure MSA programs against the IOC Consensus statement for Youth Athlete Development with Victoria University assistance and publish the findings 2016-2017.</li> <li>• Plan and host an International Sports School conference in Melbourne during 2017-2018.</li> </ul>



Framework for Improving Student Outcomes

Published: February 2016



## Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		Support literacy and numeracy capability in Years 7-9 with particular attention to increasing high growth outcomes in Year 9 NAPLAN measures by 10%. Plan, implement, and evaluate progress towards consistent pedagogical approaches incorporating Marzano's model and Hattie's findings into a "Maribyrnong Model" of instructional practice. Continue to implement a VCE improvement strategy that results in consistent median study scores of 31 or more, and 40+ percentages of 8% or more.						
IMPROVEMENT INITIATIVE		<b>Curriculum planning and assessment</b>						
STRATEGIC PLAN TARGETS		See 12 month targets below.						
12 MONTH TARGETS		<ul style="list-style-type: none"> <li>100% of "at risk" students profiled fully in literacy and numeracy achievement and teaching recommendations.</li> <li>100% compliance with teaching and assessment.</li> <li>The MMIP is described and incorporated into all unit planning templates.</li> <li>Provide for 10% increases in high growth achievement measures.</li> <li>More teachers available to teach Year 12.</li> <li>Less variance in teacher practice and assessments in repeated classes.</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Introduce "data-informed" literacy and numeracy initiatives to Years 7 to 10.	Upload latest NAPLAN and On-Demand testing to Compass.	Curriculum AP	Term 2	6 months: Profile proforma adopted by staff and introduced to one class per timetabled load.	● ● ●		\$0	\$0
	Develop profile template.	Curriculum Coordinator	Term 2					
	Inservice staff for implementation.	Differentiated Learning Coordinator	Term 2	12 months: 100% of "at risk" students profiled fully in literacy and numeracy achievement and teaching recommendations.	● ● ●		\$0	\$0
	Implement proformas in classroom teaching.		Early Term 3					
Teach and assess to the F-10 courses and integrate resources into Compass LMS.	Load assessments and reporting comments into Compass.	Curriculum AP	Term 2	6 months: F-10 assessments and reporting comments uploaded to Compass.	● ● ●		\$0	\$0
	Teach and report using new resources.	Curriculum Coordinator	Semester 1 and 2 report cycles	12 months: 100% compliance with teaching and assessment.	● ● ●		\$0	\$0
Continue to develop and document the Maribyrnong Model of Instructional Practice (MMIP).	Fully document model.	Curriculum AP	Term 2	6 months: MMIP incorporated into one class per timetabled load.	● ● ●		\$0	\$0
	Ensure all unit plans include model.	Curriculum Coordinator	Term 4	12 months: The MMIP is described and incorporated into all unit planning templates.	● ● ●		\$0	\$0

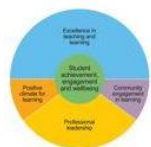


Incorporate practices informed by MMIP, or otherwise, that provide for 10% increases in high growth achievement measures within Years 7 to 12.	Identify students in all classes 7 to 12.  Use MMIP and literacy/numeracy profiling to program teaching.	Curriculum AP  Curriculum Coordinator	Term 1	6 months: High growth potential students identified by staff for each timetabled class.	● ● ●		\$0	\$0
			Term 2	12 months: 2018 NAPLAN data reports and VCE Study Score reports of 2017 data show 10% increases in high growth measures.	● ● ●		\$0	\$0
Develop teacher capacity for Unit 3/4 classes.	Identify aspirant teachers.  Assess suitability of candidates and undertake needs analysis.	Curriculum AP  Curriculum Coordinator  Senior School Program Manager	Term 2	6 months: Aspirant year 12 teachers identified.	● ● ●		\$0	\$0
			Term 3	12 months: More teachers available to teach Year 12.	● ● ●		\$0	\$0
Ensure consistency of teaching in repeated classes in Units 1 to 4.	Establish teams and leaders to work in following subject areas: Year 11: English, Chemistry, PE, Biology, Business Management, HHD, Psychology, General maths, Maths Methods, Legal Studies  Year 12: English, Further Mathematics, Maths Methods, Legal Studies, Business Management	Curriculum AP  Curriculum Coordinator  Senior School Program Manager	Term 2	6 months: Teams established and develop consistency agenda.	● ● ●		\$0	\$0
				12 months: Less variance in teacher practice and assessments in repeated classes.	● ● ●		\$0	\$0



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	Lead and support other Victorian schools to develop innovative programs to meet the Minister's "Education State" targets for increased physical activity levels amongst students and staff. Strengthen the professional capacity of all staff to support student learning, engagement and wellbeing in the mainstream and academy programs through effective use of time, space, funding, facilities and community resources.							
<b>IMPROVEMENT INITIATIVE</b>	<b>Building leadership teams</b>							
<b>STRATEGIC PLAN TARGETS</b>	See 12 month targets below.							
<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>• Increase the pool of staff expressing interest in Faculty Leader positions.</li> <li>• Provide professional development to all current and aspirant Faculty Leaders.</li> </ul>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Strengthen ability to recruit Faculty Leaders.	Identify aspirant leaders.	Curriculum AP	Term 2	6 months: Additional aspirant faculty leaders identified.	● ● ●		\$0	\$0
	Assess suitability and undertake needs analysis.	Curriculum Coordinator	Term 3					
	Encourage applications from suitable candidates.		Term 4	12 months: Multiple applications for 2018 positions received.	● ● ●		\$0	\$0
Develop the leadership capabilities of current and future Faculty Leaders.	Identify PD opportunities.	Curriculum AP	Term 2	6 months: Professional development opportunities identified for staff.	● ● ●		\$0	\$0
	Provide opportunities to staff.	Curriculum Coordinator	Term 4					
				12 months: Current and aspirational Faculty leaders have attended PD courses.	● ● ●		\$2500	\$0



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	<p>Provide a welcoming and inclusive environment for students of all backgrounds including targeted welfare and support structures.</p> <p>Expand senior secondary provision to match the interest, aptitudes and aspirations of the whole-college cohort.</p> <p>Develop robust student feedback systems and transition experiences to facilitate higher levels of student engagement as measured through the Attitudes to School survey.</p> <p>Benchmark and develop approaches to personal and social growth of students using the content and achievement standards in the Personal and Social Capability in the recently released Victorian Curriculum.</p> <p>Develop initiatives that lead to reduced incidences of student distress and crisis and increased levels of student resilience that meet the Minister's "Education State" targets for College students</p>							
<b>IMPROVEMENT INITIATIVE</b>	<b>Setting expectations and promoting inclusion</b>							
<b>STRATEGIC PLAN TARGETS</b>	See 12 month targets below.							
<b>12 ONTH TARGETS</b>	<ul style="list-style-type: none"> <li>Positions of responsibility, role descriptions and programs developed for initiatives including debating, robotics, school production, Tournament of the Minds, Duke of Edinburgh.</li> <li>Staff leaders for these initiatives identified.</li> <li>90% satisfaction in transition experiences as reported by students.</li> <li>Additional courses developed and student counselling for 2018 introduction undertaken.</li> <li>Move student voice measures in Attitudes to School Survey into top 25% of all schools.</li> <li>50% increase in student satisfaction regarding communication initiatives.</li> </ul>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Broaden the range of structured extra-curricular programs offered at the College.	Develop positions of responsibility, role descriptions and programs for initiatives including debating, robotics, school production, Tournament of the Minds, Duke of Edinburgh.	Curriculum AP	Term 2	6 months: Positions of responsibility, role descriptions and programs developed.	● ● ●		\$0	\$0
	Advertise and appoint to positions.	Curriculum Coordinator	Term 4	12 months: Staff leaders for these initiatives appointed.	● ● ●		\$0	\$0
Further develop transition programs at key points for students: into Year 7, pathways through Years 10-12, and destinations post-school.	Identify opportunities and programs.	Junior, Middle and Senior School APs	Term 2	6 months: Development opportunities identified.	● ● ●		\$0	\$0
	Implement programs.		Semester 2	12 months: 90% satisfaction in transition experiences as reported by students.	● ● ●		\$0	\$0
Support staff to develop additional vocational offerings and counsel students appropriately.	Identify staff and possible courses.	Curriculum AP	Term 2	6 months: Staff identified to undertake course investigations and development.	● ● ●		\$0	\$0
	Research and scope courses.	Curriculum Coordinator	Term 2					
	Include courses in Selection Handbooks.	Senior School Program Manager	Term 3	12 months: Additional courses developed and student counselling for 2018 introduction undertaken.	● ● ●		\$0	\$0
	Establish RTO arrangements for courses that run.		Term 4					
Build on current efforts to use student voice as systematic feedback to teachers on classroom learning in mainstream	Develop student voice survey items.	Middle School AP	Term 2	6 months: Student voice survey items developed.	● ● ●		\$0	\$0
	Administer surveys via Compass Insight module.	Sports	Term 4	12 months:	● ● ●		\$0	\$0



curriculum and the Athlete Development Program		Director		Move student voice measures in Attitudes to School Survey into top 25% of all schools.				
Develop high-efficacy communication protocols for "at risk" students that lead to reduced incidences of student distress and crisis.	Develop protocols and document.  Survey students for effect.	Student Welfare AP  SWC	Term 2	6 months: Protocols developed and documented.	● ● ●		\$0	\$0
			Term 4	12 months: 50% increase in student satisfaction regarding communication initiatives.	● ● ●		\$0	\$0



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	<p>Provide a welcoming and inclusive environment for students of all backgrounds including targeted welfare and support structures.</p> <p>Expand senior secondary provision to match the interest, aptitudes and aspirations of the whole-college cohort.</p> <p>Develop robust student feedback systems and transition experiences to facilitate higher levels of student engagement as measured through the Attitudes to School survey.</p> <p>Benchmark and develop approaches to personal and social growth of students using the content and achievement standards in the Personal and Social Capability in the recently released Victorian Curriculum.</p> <p>Develop initiatives that lead to reduced incidences of student distress and crisis and increased levels of student resilience that meet the Minister's "Education State" targets for College students</p>							
<b>IMPROVEMENT INITIATIVE</b>	<b>Building communities</b>							
<b>STRATEGIC PLAN TARGETS</b>	See 12 month targets below.							
<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>Increased awareness from key primary schools, 100% attendance by invited primary school participants.</li> <li>Primary school sports academies operating in up to three selected sports.</li> <li>90% of Sports Academy students meeting National Activity Guidelines for physical activity by 2019 (injured and rehabilitating athletes excluded).</li> <li>Increase by 20% the proportion of mainstream students undertaking physical activity at the rate one hour per day/five days per week.</li> <li>100% of College equity goals are met</li> </ul>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Establish closer relationships with SWVR Primary Schools to increase links and awareness between local primary schools and MSA.	Identify schools to be targeted for relationship development.  Monitor participation by invited primary schools.	Transition AP  Sports Director	Term 2  Term 4	6 months: Schools identified.	● ● ●		\$0	\$0
				12 months: Increased awareness from key primary schools, 100% attendance by invited primary school participants.	● ● ●		\$0	\$0
Set up Primary School Academies in up to three targeted sports to increase girls' participation in MSA programs in addition to other under-represented groups – eg: students from CALD and indigenous backgrounds.	Identify academy sports and possible primary schools.  Establish academy programs in schools.	Sports Director	Term 2  Term 4	6 months: Academy sports and possible primary schools identified.	● ● ●		\$0	\$0
				12 months: Primary school sports academies operating in up to three selected sports.	● ● ●		\$0	\$0
Review Physical and Sport Education curriculum with HAPE coordinator and develop innovative programs to increase physical activity levels of students.	Review program and identify/develop suitable initiatives.  Monitor progress to goals.	Sports Director  HAPE Leading Teacher	Term 2  Term 4	6 months: Program and initiatives identified.	● ● ●		\$0	\$0
				12 months: 90% of students meeting National Activity Guidelines for physical activity by 2019 (injured and rehabilitating athletes excluded).	● ● ●		\$0	\$0
Engage staff and use facilities/resources to	Identify staff and programs.	Sports Director	Term 2	6 months: Staff identified and extra-curricular programs developed.	● ● ●		\$0	\$0





create extra-curricula physical activity programs for "at risk" students with low physical activity levels.	Assess effectiveness of initiatives.	HAPE Leading Teacher	Term 4					
			12 months: Increase by 20% the proportion of mainstream students undertaking physical activity at the rate one hour per day/five days per week.	● ● ●		\$0	\$0	
Ensure effective fiscal governance by school council so that College equity goals are met.	Develop programs and identify budgets.  Monitor program implementation.	Principal	Term 1	6 months: Programs developed with appropriate budgets identified.	● ● ●		\$0	\$0
			Term 4	12 months: 100% of College equity goals are met.	● ● ●		\$256,203	\$30,000



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	<p>Strengthen the professional capacity of all staff to support student learning, engagement and wellbeing in the mainstream and academy programs through effective use of time, space, funding, facilities and community resources.</p> <p>Establish new and innovative partnerships with a range of community stakeholders and national and international school partnerships.</p> <p>Increase sport representation in state and national teams by 20%.</p>
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<p><b>Empowering students and building school pride Positive climate for learning</b> - Empowering students and building school pride <b>Professional leadership</b> - Strategic resource management, Building leadership teams <b>Community engagement in learning</b> - Building communities, Networks with schools, services and agencies</p>
<b>STRATEGIC PLAN TARGETS</b>	See 12 month targets below.
<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>• Building program is delivered on time and on budget.</li> <li>• All staff are compliant with practices described in PDP documentation.</li> <li>• Community use of Sports Academy facilities – 50+ user groups annually.</li> <li>• Case study for MSA against the IOC framework of Youth Athlete Development produced and used as a catalyst to host an International Sports School conference in Melbourne in collaboration with VU in 2017.</li> <li>• Sport Academy intellectual property shared with other aspiring government sport specialisms and sister schools.</li> <li>• Establish an Alumni network for Maribyrnong Sports Academy.</li> </ul>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Ensure effective fiscal governance by school council so that College building program is delivered.	Deliver Stage 2 build.	Principal	Term 2	6 months: Stage 2 building delivered and utilised.	● ● ●		\$1,500,000	\$1,200,000
	Tender for Stage 3 build.		Term 4	12 months: 100% of College capital goals are met.	● ● ●		\$500,000	\$0
Ensure PDP-monitored work practices of College staff are supportive and effective.	PPP briefing of PDP and monitored work practices.	Principal	Term 1	6 months: Via PDP, all staff are aware of required standard for work practices.	● ● ●		\$0	\$0
	Assess completed PDP reports for compliance.	Middle School AP PD Leading Teacher	Term 4	12 months: All staff are compliant with practices described in PDP documentation.	● ● ●		\$0	\$0
Continue to engage a range of community sports organisations to use MSA facilities.	Develop MoUs for 2017 tenants.	Sports Director	Term 1	6 months: 2017 MoUs developed and implemented.	● ● ●		\$0	\$0
	Survey 2017 tenancies.		Term 4	12 months: Community use of Sports Academy facilities – 50+ user groups annually.	● ● ●		\$0	\$0
Measure MSA programs against the IOC Consensus statement for	Scope case study for MSA against the IOC framework.	Sports Director	Term 2	6 months: Scope of case study for MSA against the IOC framework of Youth Athlete Development developed.	● ● ●		\$0	\$0



Youth Athlete Development with Victoria University assistance and publish the findings 2016-2017.	Write report.		Term 4					
				12 months: Completed case study used as a catalyst to host an International Sports School conference in Melbourne in collaboration with VU in 2017 or 2018.	● ● ●		\$0	\$0
Plan and host an International Sports School conference in Melbourne during 2017-2018.	Establish planning group and undertake feasibility study.	Sports Director	Term 3	6 months: Planning begins.	● ● ●		\$0	\$0
				12 months: Sport Academy intellectual property shared with other aspiring government sport specialisms and sister schools.	● ● ●		\$0	\$0
Begin systematic longitudinal tracking of student athletes to better inform the Athlete Development Program, pathways planning, and to build an alumni.	Establish an Alumni network for Maribymong Sports Academy.	Sports Director	Term 3	6 months: Alumni network formed.	● ● ●		\$0	\$0
				12 months: Alumni network for Maribymong Sports Academy active.	● ● ●		\$0	\$0



# Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b>				
<b>Confidential cohorts analysis:</b>				
<b>Next Steps:</b>				

