

Annual Implementation Plan: for Improving Student Outcomes

School name: Austin School

School number: 3605

Year: 2017

Based on strategic plan: 2017-2020

Endorsement:

Principal Pennie Moffat 27/03/2017

School Council Rodger Tice 27/03/2017

Senior Education Improvement Leader Silvana Sana

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 ensure students have optimal learning opportunities to build personal and social capabilities, health and wellbeing To ensure students have optimal learning opportunities by building a learning community culture with a common focus on improvement To promote inclusion and support student health and wellbeing and transition to other educational or vocational setting by enhancing and establishing partnerships with school, services and agencies 	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.

- Programs that focus on social and emotional learning promote student health, wellbeing and learning goals.
- Building consistent evidence-based and high impact teaching practise will ensure student achievement, engagement and wellbeing. Excellence in teaching and learning requires the impact on learning to be consistently and critically evaluated.
- Schools and community recognise that healthy development and education are a shared responsibility with families, learners and services all playing a role. As a centre of expertise we support the community by sharing our expertise.

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)
Excellence in Teaching and Learning- Building Practice Excellence Positive Climate for Learning- Health and Wellbeing	<ul style="list-style-type: none"> Create programs to address the cause which will result in improvements in student attendance and achievement. Create a learning community culture which uses research and inquiry based knowledge to promote consistency in practice across the school. Develop teachers' knowledge and understanding of how social and emotional learning can promote student health, wellbeing and learning goals.
Professional Leadership- Instructional and Shared Leadership Positive Climate for Learning- Empowering Students and Building School Pride	<ul style="list-style-type: none"> Build school-level leadership capacity. Develop teacher's instructional practice which empowers students.
Community Engagement in learning- Networks with Schools, Services and Agencies Positive Climate for Learning-Setting Expectations and Promoting Inclusion	<ul style="list-style-type: none"> Develop the Austin School Transition and Outreach Guidelines. Improve and expand relationships with referring schools and community agencies. Enhancing partnerships with Austin CYMHS to better support student health and wellbeing. Provide professional develop and outreach to schools around students with mental health, social and emotional issues.



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	To ensure students have optimal learning opportunities to build personal and social abilities and health and wellbeing to support their transition to other educational or vocational setting
IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning -Building Practice Excellence And Evidence-Based High Impact Strategies Positive Climate for Learning -Health and Wellbeing and Intellectual Engagement and Self-awareness
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Student attendance rate will increase by 5% in all outpatient programs. Students ILP goal achievement of 95% in the area of personal and social capability. Using the FISO Continua for School Improvement the Austin School will rate as excelling on Priority 1: Excellence in Teaching and Learning, Dimensions 2: Evidence-Based High Impact Strategies and a rating of embedding in Student Collaborative Learning. Using the FISO Continua for school improvement each of the Austin School programs will rate as excelling on Priority 3: Positive Climate for Learning, Dimension 11: Health and Wellbeing. Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> Student Wellbeing – Student morale reaches a mean of 5 in all programs. Student distress - decreases below a mean of 3. Perceptions of Learning and Motivations- reaches a mean of 5 mean in all programs. Safety and Connectedness- connectedness indicates a mean above 5 in all programs; student safety and inappropriate behaviour a mean below 3. Austin School Parent Opinion Survey indicates: <ul style="list-style-type: none"> Scores of 6 and above out of 7 in relation to survey questions related to teacher effectiveness, school climate and school and teacher support. Staff Opinion Survey whole staff percentages will reach in: <ul style="list-style-type: none"> Climate for Learning: whole school percentages of 80% for guaranteed and viable curriculum, collective efficacy and staff trust in colleagues; 95% for collective responsibility, and 90% for teacher collaborations and collective focus on student learning.
12 MONTH TARGETS	<ul style="list-style-type: none"> 90% of students will achieve their ILP goals in the area of personal and social capabilities Using the FISO Continua for School Improvement the Austin School will rate as embedding on Priority 1: Excellence in Teaching and Learning, Dimension 1 Evaluating Impact of Learning and 2 Evidence-Based High Impact Strategies except as embedding in Student Collaborative Learning Using the FISO Continua for School Improvement each of the Austin School programs will rate as embedding on Priority 3 Positive Climate for Learning, Dimensions 11:Health and Wellbeing and Dimension12: Intellectual Engagement and Self-awareness Austin School Student Attitudes to School Phase 2 Survey indicates that students in the area of: <ul style="list-style-type: none"> Student Wellbeing – student morale reaches a mean of 4 in programs; Student distress - decreases below a mean of 4 Perceptions of Learning and Motivations- reaches a mean of 5 mean in programs Safety and Connectedness- connectedness indicates a mean above 4 in programs; and student safety and inappropriate behaviour a mean below 4 Austin School Parent Opinion Survey indicates <ul style="list-style-type: none"> Scores of 5 and above out of 7 in relation to survey questions related to teacher effectiveness, school climate and school and teacher support Staff Opinion Survey indicates <ul style="list-style-type: none"> Climate for Learning: whole school percentages will reach 75% for guaranteed and viable curriculum, collective efficacy and staff trust in colleagues; 90% for collective responsibility, and 85% for teacher collaborations and collective focus on student learning

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Create a learning community culture which uses research and inquiry based knowledge to	Establish professional learning teams that: <ul style="list-style-type: none"> construct team protocols and purpose set goals and meeting agenda share professional development around collaboration and inquiry 	Leadership team PLT instructional leaders	ongoing	6 months: School has tracked our location on the PLC maturity matrix Regular meetings, mins and established protocols, understandings, processes and timelines PLC Professional development around collaborative approaches	● ● ●	Sub-school and PLT locations on PLC maturity matrix has been consolidated Using the FISO Continua for School Improvement the Austin School will rate as embedding on Priority 1: Excellence in Teaching and Learning, Dimension 1 Evaluating Impact of Learning and 2 Evidence-Based High		

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<p>promote consistency in practice across the school</p>	<ul style="list-style-type: none"> use collaborative approach which reflects shared understandings and processes around trauma explore best practice within like contexts in relation to trauma use current research to evaluate and improve their use of effective learning strategies in relation to trauma and program scrutinise their impact on students' progress, using observation and external expertise use evaluative skills to continually improve their practice through research, mentoring and observation give each other feedback, documenting and sharing the impact of new approaches, and planning for future improvements collate, document and share evidence to ensure consistency in practice and whole school approaches 			<p>Establish a shared understanding of inquiry model and our agreed model teachers PDP:</p> <ul style="list-style-type: none"> reflect team and strategic plan goals reflect the use of peer observation and an emphasis on program and/ or teaching practice 		<p>Impact Strategies except as embedding in Student Collaborative Learning Austin School Student Attitudes to School Phase 2 Survey indicates that students in the area of:</p> <ul style="list-style-type: none"> Student Wellbeing – student morale reaches a mean of 4 in programs; Student distress - decreases below a mean of 4 Perceptions of Learning and Motivations- reaches a mean of 5 mean in programs Safety and Connectedness- connectedness indicates a mean above 4 in programs; and student safety and inappropriate behaviour a mean below 4 		
<p>Create programs to address the cause which will result in improvements in student attendance and achievement.</p>	<ul style="list-style-type: none"> Audit of current assessment tools Investigate and establish tools which enable us to assess and track student progress Use student data and informal assessment for planning and evaluating to ensure all students are supported to be engaged, challenged and extended Working within sub-school, program and professional learning teams (see below) to link assessment tools to purpose/ application of assessment and impact on teaching and teaching 	<p>Program teams</p>	<p>Wk 11 term 2</p>	<p>6 months: Each program have lists of useful assessment tools, early, mid and end of program</p>		<p>Student attendance rate of above 85% in all outpatient programs Austin School Parent Opinion Survey indicates</p> <ul style="list-style-type: none"> Scores of 5 and above out of 7 in relation to survey questions related to teacher effectiveness, school climate and school and teacher support <p>100% of students still in CYMHS provided with outreach and are track for a minimum of 12 months post outpatient program</p>	<p>\$4320</p>	
<p>Develop teachers knowledge and understanding of how social and emotional learning can promote student health, wellbeing and learning goals</p>	<p>Research Semester 1: Investigate research in the area of trauma and effective teaching related to trauma and possible assessment tools Semester 2: ongoing exploration of research and sharing of relevant findings Peer Observation Semester 1: In program informal peer observation to explore effective teaching within and assessment tools for program and student cohort explore best practice within our contexts in relation to trauma Semester 2: Use an inquiry based model to explore effective teaching within our context and assessment tools explore best practice within like contexts in relation to trauma Professional development to support PLT on:</p> <ul style="list-style-type: none"> PLC Inquiry based learning collaboration <p>Professional development on trauma informed practise:</p> <ul style="list-style-type: none"> whole school train the trainer e.g. Berry Street online e.g. Australian Childhood Foundation in house school/ CYMHS <p>Respectful Relations- partner school 2017</p>	<p>Leadership team and PLT instructional leaders</p>	<p>Term 1</p>	<p>6 months: Initial whole school staff participated in professional development around Trauma PLT will feedback to whole school on research and possible assessment tools related to Trauma Organise a visit/ peer observation within a like settings</p>	<p>● ● ●</p>	<p>90% of students will achieve their ILP goals in the area of personal and social capabilities Using the FISO Continua for School Improvement each of the Austin School programs will rate as embedding on Priority 3 Positive Climate for Learning, Dimensions 11:Health and Wellbeing and Dimension12: Intellectual Engagement and Self-awareness Staff Opinion Survey indicates Climate for Learning: whole school percentages will reach 75% for guaranteed and viable curriculum, collective efficacy and staff trust in colleagues; 90% for collective responsibility, and 85% for teacher collaborations and collective focus on student learning</p>	<p>\$15000</p>	
				<p>12 months: Staff feedback from professional development Data based on PD and useful resources established PLT feedback on inquiry and successful tools and practice PLT provide update on further explorations Feedback on experience and useful resources and practices</p>	<p>● ● ●</p>		<p>\$4000</p>	

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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To ensure students have optimal learning opportunities by building a learning community culture with a common focus on improvement						
IMPROVEMENT INITIATIVE		Professional Leadership- Instructional and Shared Leadership Positive Climate for Learning- Empowering Students and Building School Pride						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Using the FISO Continua for School Improvement the Austin School will rate as excelling on Priority 2: Professional Leadership, Dimension 6: Instructional and Shared Leadership. Using the FISO Continua for School Improvement each of the Austin School programs will rate as excelling on Priority 3: Positive Climate for Learning, Dimension 10: Empowering Students and Building School Pride -teacher student relationships and promoting student motivation and confidence for learning; and evolving, (due to the short enrolment of students) in promoting student leadership and voice, and school connectedness to community. Staff Opinion Survey whole staff percentage will reach in: <ul style="list-style-type: none"> Leadership component-cultural 85% and instructional 80%. Health and Wellbeing – resilient above 80%. Professional Development- active participation 70%, school level support 80%. Climate for Learning- collective efficacy 70% and collective responsibility 95%. Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> Perceptions of Teachers- a mean above 5 in all programs. Safety and Connectedness- connectedness indicates a mean above 5 in all programs; and student safety and inappropriate behaviour a mean below 3 in all programs. Austin School Parent Opinion Survey- survey responses will rate at level 5 and 6 out of 7 to the questions within the teacher ability, knowledge and skills sections. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Using the FISO Continua for School Improvement the Austin School will rate as embedding on priority 2 professional leadership, dimension 6 instructional and shared leadership Staff Opinion Survey whole staff percentage will reach in: <ul style="list-style-type: none"> Leadership component-cultural 80% and instructional 75% Health and Wellbeing – resilient above 75% Professional Development- active participation 65% , school level support 70% Climate for Learning- collective efficacy 65% and collective responsibility 90% Austin School Student Attitudes to School Phase 2 Survey indicates that students in the area of: <ul style="list-style-type: none"> Perceptions of Teachers- a mean above 4.5 in programs Safety and Connectedness- a mean above 4.5 in programs; and student safety and inappropriate behaviour a mean below 4 in all programs Austin School Parent Opinion Survey- Parent opinion survey responses will rate at level 5 or above out of 7 to the questions within the teacher ability, knowledge and skills sections 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build school-level leadership capacity.	<ul style="list-style-type: none"> All teachers have a lead role, such as PLT, program leaders, specific roles e.g. PD coordinator, outreach, consultative, OHS, IT, Data Establish a duty statement for all leadership roles Establish an overview of school leadership and communication structures 	Leadership team	Term 1 2017	6 months: All teachers have a leadership role New school communication and leadership document which captures leadership roles, purpose and format of the school PDP includes a role/ strategy/ action which reflects their leadership role	● ● ●	Staff Opinion Survey whole staff percentage will reach in: <ul style="list-style-type: none"> Leadership component-cultural 80% and instructional 75% Health and Wellbeing – resilient above 75% Professional Development- active participation 65% , school level support 70% Climate for Learning- collective efficacy 65% and collective responsibility 90% 		
				12 months: PDP plans reflects a growth/ change in practice as a result of role	● ● ●			
Build school-level leadership capacity.	<ul style="list-style-type: none"> Build school-level leadership capacity through professional development such as: <ul style="list-style-type: none"> Bastow- e.g. Inspire program use instructional coaches middle leader programs Instructional leadership course Semester 2- PLC initiative Intake 1 2017 	Principal	Semester 2 2017	6 months: PLT have established purpose and processes	● ● ●	FISO Continua for School Improvement the Austin School will rate as embedding on priority 2 professional leadership, dimension 6 instructional and shared leadership	\$3,700	
				12 months: Leadership and instruction leaders completed professional development course 3 teachers completed instructional leadership training in semester 2	● ● ●		Austin School Student Attitudes to School Phase 2 Survey indicates that students in the area of: <ul style="list-style-type: none"> Perceptions of Teachers- a mean above 4.5 in programs 	\$5,900

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						<ul style="list-style-type: none"> ○ Safety and Connectedness- a mean above 4.5 in programs; and student safety and inappropriate behaviour a mean below 4 in all programs <p>Austin School Parent Opinion Survey- Parent opinion survey responses will rate at level 5 or above out of 7 to the questions within the teacher ability, knowledge and skills sections</p>		
Develop teacher's instructional practice which empowers students.	<ul style="list-style-type: none"> • Establish professional learning teams with a focus on instructional leadership • Investigate research around trauma and effective learning and teaching • Investigate, challenge and develop their instructional practice based on effective strategies to support students with trauma • Review PLT purpose and achievements 	Principal and leadership team PLT and team leaders	Term 1 2017	6 months: <ul style="list-style-type: none"> • Teams reflect on research and professional practice and share findings on semester 1 inquiry 	● ● ●			
			Ongoing Term 1 -4 Term 4	12 months: <ul style="list-style-type: none"> • Teams reflecting on research, professional practice and share findings on semester 2 inquiry • Summary School document based on PLT key findings • Documentation on what instructional model is and related structures at Austin School 	● ● ●	<ul style="list-style-type: none"> • Teaching Learning and Teaching Summary document • All staff completed PDP plans • PLC culture at embedding in all areas 	\$5500	

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To support student health and wellbeing and transition to other educational or vocational setting by enhancing and establishing partnerships with school, services and agencies						
OTHER IMPROVEMENT MODEL DIMENSIONS		Community Engagement in Learning - Networks with Schools, Services and Agencies Positive Climate for Learning - Setting Expectations and Promoting Inclusion						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Using the FISO Continua for School Improvement the Austin School will rate as excelling on Priority 4: Community Engagement in Learning , Dimension 14: Networks with Schools, Services and Agencies Using the FISO Continua for School Improvement each of the Austin School programs will rate as excelling on Priority 3: Positive Climate for Learning, Dimension: 9 Setting expectations and promoting inclusion Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> Student Relationships- achieve a mean score above 5 for all programs School destination data to indicate that: <ul style="list-style-type: none"> 85% of students return to an educational or vocational settings post program Feedback from PD evaluation survey indicates rates from good to very good 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Using the FISO Continua for School Improvement the Austin School will rate as embedding on Priority 4: Community Engagement in Learning , Dimension 14: Networks with Schools, Services and Agencies Using the FISO Continua for School Improvement each of the Austin School programs will rate as embedding on Priority 3: Positive Climate for Learning, Dimension 9: Setting Expectations and Promoting Inclusion Austin School Student Attitudes to School Phase 2 Survey indicates that students in the area of: <ul style="list-style-type: none"> Student Relationships- achieve a mean score above 5 for all programs School destination data to indicate that: <ul style="list-style-type: none"> 80% of students return to an educational or vocational settings post program Development of tracking survey, process and data collection device established. Once implemented post attendance tracking data indicates that: <ul style="list-style-type: none"> 6 months post enrolment 65% of students in outpatient programs are still participating in an educational or vocational program 100% of inpatients students are contacted post enrolment and where possible tracked for three months Establishment of school/ educational feedback survey, process and data collection system for all programs. Once established feedback from schools post outpatient program indicates rating in the areas of: <ul style="list-style-type: none"> support/ strategies communication quality of outreach Establishment of CYMHS feedback survey, process and data collection system for all programs Once established feedback from CYMHS staff rates recorded in the areas of: <ul style="list-style-type: none"> communication level of support Provide professional development: <ul style="list-style-type: none"> onsite and offsite to teachers and schools as part of Austin CYMHS PD schedule Feedback from PD evaluation survey indicates rates of good or above 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop the Austin School Transition and Outreach Guidelines.	Transitioning <ul style="list-style-type: none"> Networking with schools and assisting with students experiencing a smooth transition Establish feedback survey for other settings to obtain information about program and outreach in relation to communication, strategies etc. Obtain feedback from schools about effective strategies and processes School visits and support available as required 	Program staff	Ongoing	6 months: <ul style="list-style-type: none"> Survey created to obtain feedback for other settings about program, transition process and useful resources/ strategies 	● ● ●	<ul style="list-style-type: none"> 80% of students return to an educational or vocational settings post program 		
		Leadership	Term 1-2	12 months: <ul style="list-style-type: none"> Survey used and data collated Lists of effective community links, services and resources 	● ● ●	<ul style="list-style-type: none"> School destination data to indicate that: <ul style="list-style-type: none"> 80% of students return to an educational or vocational settings post program 6 months post enrolment 75% of students in outpatient programs are still participating in an educational or vocational program 		
Team leaders	Term 3	All staff	As required					

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	<ul style="list-style-type: none"> Networking students/ families and school to local support services as required Audit systems, community expertise and resources provided to schools and families Collate lists of effective community links and resources 	Leadership	Term 3			<ul style="list-style-type: none"> Using the FISO Continua for School Improvement each of the Austin School programs will rate as embedding on Priority 3: Positive Climate for Learning, Dimension 9: Setting Expectations and Promoting Inclusion 		
	<p>Monitoring past Students:</p> <ul style="list-style-type: none"> Establish system and questions to track outpatient students post enrolment at 3/6/12 months, 2 yrs. and 3yrs Establish system and questions to track inpatient students post enrolment at 3/6 Trial monitoring systems at 3, 6 and 9 months and review, evaluate and modify 	Leadership and program leaders	Term 2	6 months: <ul style="list-style-type: none"> Students tracked each 3 months Monitor survey created 	● ● ●	<ul style="list-style-type: none"> 100% of inpatients students are contacted post enrolment and where possible tracked for three months 		
		Leadership and program leaders	Term 2 Term 3	12 months: <ul style="list-style-type: none"> Tracking/ monitoring survey used 	● ● ●	<ul style="list-style-type: none"> 100% of inpatients students are contacted post enrolment and where possible tracked for three months 6 months post enrolment 75% of students in outpatient programs are still participating in an educational or vocational program 		
	<p>Outreach</p> <ul style="list-style-type: none"> Provide outreach to outpatient students post enrolment for up to 12mths if t to support their educational, health and wellbeing Track outreach visits and establish min. contact numbers each term Review and update outreach guidelines 	All staff	ongoing	6 months:	● ● ●	<ul style="list-style-type: none"> 100% of inpatients students are contacted post enrolment and where possible tracked for three months 		
				12 months: Outreach Guidelines document published	● ● ●	<ul style="list-style-type: none"> Once implemented tracking data indicates that: <ul style="list-style-type: none"> 6 months post enrolment 65% of students in outpatient programs are still participating in an educational or vocational program 100% of inpatients students are contacted post enrolment and where possible tracked for three months 		
Provide professional develop and outreach to schools around students with mental health, social and emotional issues	<p>Professional Development</p> <ul style="list-style-type: none"> Establish onsite PD program Work with CYMHS to establish teachers participating in their professional development sessions Plan, create and conduct targeted professional development workshops for regions and schools as required 			6 months: Feedback from PD evaluation survey indicates rates of good or above	● ● ●	<ul style="list-style-type: none"> Feedback from PD evaluation survey indicates rates of good or above 	\$10,000	
				12 months: Feedback from PD evaluation survey indicates rates of good or above	● ● ●	<ul style="list-style-type: none"> Feedback from PD evaluation survey indicates rates of good or above 		
Improve and expand relationships with referring schools and community agencies	To establish and maintain a date base which reflects key contacts within schools and community agencies <ul style="list-style-type: none"> Audit partnership and relationship with schools and agencies Create a system to document partnerships with schools and community agencies Update document termly to capture community involvement 			6 months: <ul style="list-style-type: none"> Auditing tool created 	● ● ●			
				12 months: <ul style="list-style-type: none"> Auditing tool used 	● ● ●	<ul style="list-style-type: none"> Using the FISO Continua for School Improvement the Austin School will rate as embedding on Priority 4: Community Engagement in Learning , Dimension 14: Networks with Schools, Services and Agencies Increase in number of partnerships 		
Enhance partnerships with Austin CYMHS to better support student health and wellbeing	To enhance partnerships to better support student health and wellbeing by collecting and sharing learning, engagement and wellbeing data to evaluate whether partnerships are having their intended impact <p>Networking with CYMHS- multidisciplinary team</p> <ul style="list-style-type: none"> feedback shared PD opportunities referrals/ enrolments <p>Hospital schools</p> <ul style="list-style-type: none"> shared PD day Peer observations 			6 months: <ul style="list-style-type: none"> Staff present and attended CYMHS PD Positive feedback in CYMHS SQID and leadership meetings Positive feedback from Outpatient CYMHS teams on programs 	● ● ●	<ul style="list-style-type: none"> Student attendance data at home school 		
				12 months: <ul style="list-style-type: none"> Staff present and attended CYMHS PD Positive feedback in CYMHS SQIG and leadership meetings Positive feedback from Outpatient CYMHS teams on programs 	● ● ●	<ul style="list-style-type: none"> Student attendance data at home school 		

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	Shared understanding of each other's external PD models and practice								
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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	No	2 - Evolving	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	No	2 - Evolving	
	Evidence-based high impact teaching strategies	Yes	3 - Embedding	
	Evaluating impact on learning	No	3 - Embedding	
Professional leadership	Building leadership teams	No	3 - Embedding	
	Instructional and shared leadership	Yes	2 - Evolving	
	Strategic resource management	No	4 - Excelling	
	Vision, values and culture	No	4 - Excelling	
Positive climate for learning	Empowering students and building school pride	Yes	3 - Embedding	
	Setting expectations and promoting inclusion	Yes	3 - Embedding	
	Health and wellbeing	Yes	3 - Embedding	
	Intellectual engagement and self-awareness	No	3 - Embedding	
Community engagement in learning	Building communities	No	4 - Excelling	
	Global citizenship	No	1 - Emerging	
	Networks with schools, services and agencies	Yes	4 - Excelling	
	Parents and carers as partners	No	3 - Embedding	
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]				

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Considerations for 2018:

