

# Annual Implementation Plan: for Improving Student Outcomes

School name: **River Gum Primary School**

Year: **2017**

School number: **5130**

Based on strategic plan: **2016 - 2019**

Endorsement:

Principal: **Roma McKinnon** **November 2016**

Senior Education Improvement Leader: **Peter Greenwell** **November 2016**

School Council: **Vicky Methven** **November 2016**

## Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
<ul style="list-style-type: none"> <li><b>Achievement Goal:</b> Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.</li> <li><b>Engagement Goal:</b> Create a climate where each student feels purposeful and successful; and proudly participates fully in their learning and school life.</li> <li><b>Wellbeing Goal:</b> Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.</li> <li><b>Productivity Goal:</b> Align the allocation of resources (human, time, physical and materials) with the school's strategic goals.</li> </ul>

Improvement Priorities	Improvement Initiatives	✓
<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:
<p><b>Excellence in teaching and learning</b></p> <p>As the most influential factor in improving student outcomes the ongoing development of teacher expertise and knowledge must be a high priority. Teachers must:</p> <ul style="list-style-type: none"> <li>Consolidate their ability to interpret multiple data sets and articulate their understanding, in particular during data focused PLT meetings, PDP discussions and informally with teaching partners.</li> <li>Explore additional strategies of learning interventions (RTI: Response To Intervention) and continue to extend knowledge of student assessment data analysis through SWAN and PLT data triangulation.</li> <li>Expand their ability to differentiate the curriculum and teach from the point of cognitive challenge, incorporating deliberate practice strategies, for each student in reference to DET and RGPS school wide approaches, planning and documentation.</li> <li>Understand and develop their repertoire of direct instruction aligned with each of the components of RGPS school wide Instructional Model.</li> <li>Inform, adapt and document their teaching and learning practice via feedback from multiple sources (students and colleagues) and develop their ability to give constructive feedback.</li> <li>Continue to develop their understanding of student led learning through the use and implementation of Marzano's Design Questions 2, 3, 4 and 5.</li> <li>Identify ways to measure the impact of Marzano's Design Questions within their teaching practice. (Achievement: Design Questions 1, 5 and 9 – Engagement: 2, 3, 4 and 5 – Wellbeing: 5, 6, 7 and 8)</li> <li>Expand their knowledge of purposeful and targeted teaching with a focus on growth and achievement.</li> <li>Be committed to undertake purposeful P2P observations and document their processes of focus area identification, providing and receiving feedback, changes made to instructional practices and the impact of the changes made.</li> <li>Evaluate their practice in writing by identifying a cohort of students within their class at their point of cognitive challenge (just below expected stage). Teachers will track student progress over a semester on the school wide Data Wall and provided documented evidence of impact and value added growth for PDP reviews (mid-cycle and end-cycle).</li> </ul> <p><b>Positive climate for learning</b></p> <p>Student drive, motivation and confidence in one's self is essential to fulfilling learning potential. Our teachers have a significant impact over this in our school. With a focus on relationships and building opportunities for student leadership; student engagement can be increased. Therefore, both as leaders and teachers we will do the following to support this improvement initiative:</p> <ul style="list-style-type: none"> <li>Develop strong relationships with students which make them feel safe, supported, respected and included.</li> <li>Begin to implement the Resilience Project in teacher practice to support student understanding of social and emotional health.</li> <li>Lead by example and model school core values of respect, equity, inclusion and excellence.</li> <li>Identify students at risk and put in place relevant supports that include, behaviour plans, attendance plans, SSO support, and breakfast club.</li> <li>Incorporate and learn about Marzano's high impact engagement strategies to increase engagement in learning.</li> <li>Explore ways to encourage student led learning in teacher practice in order to allow students opportunities to develop their ability to reflect, provide feedback on teaching and have ownership of lesson design.</li> <li>Continue to focus on smooth transitions, beginning school, between year levels and beyond primary school to promote positive relationship building across the school community.</li> <li>Understand the needs of our school community and create community events which support the health, wellbeing, development and learning of our families.</li> </ul>



Key improvement strategies (KIS)	
Improvement initiative:	Key improvement strategies (KIS)
<p><b>Excellence in teaching and learning</b> Building practice excellence</p>	<ul style="list-style-type: none"> <li>• Explore additional strategies of learning interventions (RTI: Response To Intervention) and continue to extend knowledge of student assessment data analysis through SWAN and PLT data triangulation.</li> <li>• Expand their ability to differentiate the curriculum and teach from the point of cognitive challenge, incorporating deliberate practice strategies, for each student in reference to DET and RGPS school wide approaches, planning and documentation.</li> <li>• Inform, adapt and document their teaching and learning practice via feedback from multiple sources (students and colleagues) and develop their ability to give constructive feedback.</li> <li>• Identify ways to measure the impact of Marzano's Design Questions within their teaching practice. (Achievement: Design Questions 1, 5 and 9)</li> </ul>
<p><b>Positive climate for learning</b> Empowering students and building school pride</p>	<ul style="list-style-type: none"> <li>• Further develop the culture and expectation of full attendance across the school.</li> <li>• Student Led Learning</li> <li>• Investigate, consider and apply Marzano's Design Questions 2, 3, 4 &amp; 5</li> <li>• Parental/Community Involvement</li> <li>• Implement a whole school SEL curriculum (The Resilience Project)</li> <li>• Continue to develop programs that facilitate the transition of students into and during their formal education</li> <li>• Continue to implement Breakfast Club</li> <li>• Investigate, consider and apply to practice Marzano's Design Questions 5,6, 7 &amp; 8</li> </ul>



Framework for Improving Student Outcomes

Published: February 2016



# Section 2: Improvement Initiatives - ACHIEVEMENT

STRATEGIC PLAN GOALS		<b>Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.</b>																																										
IMPROVEMENT INITIATIVE		<b>Excellence in teaching and learning - Building practice excellence</b>																																										
STRATEGIC PLAN TARGETS		<p>To reduce the percentage of students achieving <b>Low</b> NAPLAN relative growth by 2019 as follows:</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>33.3%</td> <td>≤ 25%</td> </tr> <tr> <td>Reading</td> <td>31.6%</td> <td>≤ 25%</td> </tr> <tr> <td>Writing</td> <td>38.6%</td> <td>≤ 25%</td> </tr> </tbody> </table>		Domain	2015	2019	Numeracy	33.3%	≤ 25%	Reading	31.6%	≤ 25%	Writing	38.6%	≤ 25%	<p>To increase the percentage of students achieving <b>Medium</b> NAPLAN relative growth by 2019 as follows:</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>42.6%</td> <td>≥ 50%</td> </tr> <tr> <td>Reading</td> <td>47.4%</td> <td>≥ 50%</td> </tr> <tr> <td>Writing</td> <td>40.4%</td> <td>≥ 50%</td> </tr> </tbody> </table>		Domain	2015	2019	Numeracy	42.6%	≥ 50%	Reading	47.4%	≥ 50%	Writing	40.4%	≥ 50%	<p>To increase the percentage of students achieving <b>High</b> NAPLAN relative growth by 2019 as follows:</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>24.1%</td> <td>≥ 25%</td> </tr> <tr> <td>Reading</td> <td>21.1%</td> <td>≥ 25%</td> </tr> <tr> <td>Writing</td> <td>21.1%</td> <td>≥ 25%</td> </tr> </tbody> </table>			Domain	2015	2019	Numeracy	24.1%	≥ 25%	Reading	21.1%	≥ 25%	Writing	21.1%	≥ 25%
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12 MONTH TARGETS		<p>* To demonstrate student growth using Effect Size data in Reading comprehension and Writing.                      * NAPLAN Relative Growth – To demonstrate relative growth in Numeracy, Reading and Writing.                      * By the end of 2017 our Low, Medium and High bands will move towards our 2019 targets.</p>																																										
Whole school Achievement Goal		<p><b>Staff will provide evidence that shows how I have collected student data, identified students for RTI, plan for their specific interventions, implemented the interventions into my teaching practice and measured student growth.</b>  <b>Staff will use the AITSL Classroom Continuum to reflect on my teaching practice during RTI (4 times throughout each term) and identify changes in my teaching practice.</b></p>																																										
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																																							
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		Estimate	YTD																																									
<b>1. Explore additional learning intervention strategies and continue to extend knowledge of student assessment data. (Equity Funding)</b>	Provide staff with Professional Development in regards to RTI (Response To Intervention).	Achievement Team.	Term 4 2016 and Term 1 2017.	<p><b>Term 1</b></p> <p>Allocated time on the Professional Development schedule for the following areas:                      - RTI (Response To Intervention)                      - Data collection, analysis and plan for next steps</p> <p>Staff identified for SWAN intervention.                      Lyn will work with SWAN team to identify students at risk.                      Exec. member to attend PLT meetings to support data led discussions.                      Work with the Literacy Network on the development of a Network Moderation Guide.                      Teaching staff will refer to the previous year's student data and 'trust' data provided to avoid unnecessary assessment.                      Assessment Schedule expectations published for all staff on Sentral.</p>	● ● ●	<p>Teaching and SWAN staff will use data to identify students at risk and cater for their learning needs and document this in their planning.</p> <p>Teaching and SWAN staff will place identified students at risk on the Data Wall in the Data room and discuss students weekly during PLT meetings. PLT minutes will reflect these conversations.</p> <p>Teaching and SWAN staff will be able to provide evidence of growth for their identified students at risk (their instructional impact).</p> <p>Lyn will lead the SWAN PLT meetings focused on intervention strategies and provide detailed meeting minutes for all staff to access.</p>																																						
	Identify staff to implement SWAN (Students With Additional Needs) strategies.	Lyn C. in consultation with Exec.  PLT Leaders and Jess.	Term 1.		● ● ●	<p>SWAN members will provide evidence of the impact they are having on individual students in SWAN and how they are identifying students exiting and entering the program.</p> <p>Exec. member will update on PLT progress at weekly Executive Team meetings. Discussions and updates will be minuted.</p> <p>PLT meeting minutes will reflect identified data sets, triangulation and moderation data led discussions.</p> <p>A variety of assessment data sets (formal and informal) will be utilised throughout the 2017 year and documented in PLT minutes.</p>																																						
	Ensure staff continue to use processes and protocols for data identification (established in 2016), triangulation and moderation during PLT data led discussions.	Achievement Team.  Jess and Margaret.	Term 2 on-going.  Term 1 on-going.		● ● ●	<p><b>Term 2</b></p> <p>Allocated time on the Professional Development schedule for RTI (Response To Intervention) evaluation of impact.                      Review SWAN impact and adjust accordingly.                      Exec. member to attend PLT meetings to support data led discussions.                      Review the Network Moderation Guide with the Achievement team and staff and add writing examples from RGPS students.                      Use the moderation guide for assessing student writing for end of Semester 1 reporting.                      PLT leaders will check to ensure that PLT members have uploaded formal student assessment data on Sentral.</p>																																						
	Develop moderation documents, for example a Writing Moderation Guide, for areas of the curriculum where applicable.				● ● ●	<p><b>Term 3</b></p> <p>Allocated time on the Professional Development schedule for RTI (Response To Intervention) evaluation of impact.                      Review SWAN impact and adjust accordingly.                      Exec. member to attend PLT meetings to support data led discussions.                      Review the moderation guide based on feedback from last term and adjust accordingly.                      PLT leaders will check to ensure that PLT members have uploaded formal student assessment data on Sentral.</p>																																						
Provide staff with an assessment schedule to ensure up-to-date data is recorded and used for analysis.				● ● ●	<p><b>Term 4</b></p> <p>Allocated time on the Professional Development schedule for RTI (Response To Intervention) review for 2018.                      Review SWAN impact and adjust accordingly.                      Exec. member to attend PLT meetings to support data led discussions.                      Use the moderation guide for assessing student writing for end of Semester 2 reporting.                      PLT leaders will check to ensure that PLT members have uploaded formal student assessment data on Sentral.</p>	<p>The achievement team will meet regularly to analyse and adapt the Network Moderation guide for use by RGPS staff.</p> <p>PLT's will use the moderation guide and provide critical feedback to the Achievement team for adaptation and adjustment.</p> <p>PLT's will minute the use of the moderation guide throughout the year in their PLT meeting minutes.</p> <p>Victorian Curriculum teacher judgements will be closer aligned with NAPLAN data than previous years.</p> <p>Teachers will not be testing students outside of the Assessment Schedule during Term 1, however they will use the previous year's data to inform their teaching practice at the beginning of the year.</p> <p>Teaching staff will upload student learning data (as outlined in the assessment schedule) to Sentral as required and minuted in PLT meeting minutes.</p>																																						



2. Expand ability to differentiate the curriculum and teach students from their point of cognitive challenge.

<p>Implement the Victorian Curriculum using the Yearly Overview documents with a specific focus on global citizenship.</p> <p>Provide Professional Development for staff to develop Proficiency Scales as well as learning goals and lesson purpose related to the Victorian Curriculum.</p> <p>Employ a literacy consultant to work with staff on Literacy strategies to develop professional practice.</p> <p>Provide PD for staff in effective mathematic strategies linked to the BIIN and agreed school wide approaches.</p> <p>Subscription to Essential Assessment for all staff to use as a diagnostic assessment tool.</p> <p>Subscribe to Sentral (school organisational platform) for student data storage, reporting, teacher planning documentation/records and student continuum tracker.</p> <p>Provide APT for teams of staff to meet in the Data Room during working hours to participate in data led discussions related to student outcomes.</p> <p>Begin to explore PLC (Professional Learning Communities) processes in regards to how an effective PLC's work together.</p>	All Staff.	Term 1 on-going.	<p><b>Term 1</b></p> <p>The yearly overviews will have 'bold' content descriptors to identify the areas in Number for staff to develop Proficiency Scales as well as learning goals and lesson purpose.</p> <p>Teaching staff referring to the Yearly Overview documents in their planning with a specific focus on Global Citizenship.</p> <p>Discuss with the Literacy Consultant identified areas of focus for staff literacy practice development.</p> <p>Literacy consultant will commence working with staff.</p> <p>Provide staff with Professional Development that shows the links between BIIN, Victorian Curriculum and agreed school wide approaches.</p> <p>Provide staff with Professional Development in the use of Essential Assessment.</p> <p>Provide new and returning staff with Professional Development in the use of Sentral for Daily Organisation, reporting and storage of reflective planning documents.</p> <p>Exec. members will attend CoP (Communities of Practice) meetings that have been developed by local Network schools.</p> <p>Teachers will attend weekly PLT meetings and monthly cross-team meetings to discuss student learning data and share ideas and strategies with the aim to reduce in-school variance.</p> <p>The Achievement team will begin to explore PLC processes through Professional Reading.</p>	● ● ●	<p>Provide Professional Development for staff on the construction of Proficiency Scales in reference to the VC, and how to use them effectively in teaching practice.</p> <p>Teaching staff will document in their planning the use of Proficiency scales in Number with reference to the VC.</p> <p>During PLT meetings, staff will minute discussions involving the use, adaptation and effectiveness of Proficiency Scales.</p> <p>Student learning goals will reflect the use of entry and exit points on developed Proficiency Scales as well as teacher planning documents identifying learning goals and lesson purpose.</p> <p>Teacher planning documents will reflect strategies from Professional Learning sessions with the Literacy Consultant.</p> <p>Teachers will provide feedback to Margaret and Jess on the effectiveness and impact on Literacy Consultants work with staff and future areas of need.</p>
	Achievement Team.	Term 1 on-going.	<p><b>Term 2</b></p> <p>Teaching staff referring to the Yearly Overview documents in their planning.</p> <p>Staff will begin to use and understand Proficiency Scales as well as learning goals and lesson purpose in their teaching to ensure all students are engaged, challenged and extended.</p> <p>Literacy consultant will continue working with staff.</p> <p>Provide staff with Professional Development that demonstrates explicit links between school wide resources (such as Fosnot packs) and the links between BIIN, Victorian Curriculum and agreed school wide approaches.</p> <p>Staff will use the digital Essential Assessment resource to help inform their teaching practice and student learning goals.</p> <p>All staff will continue to use Sentral for Daily Organisation, reporting and storage of reflective planning documents.</p> <p>Teachers will attend weekly PLT meetings and monthly cross-team meetings to discuss student learning data and share ideas and strategies with the aim to reduce in-school variance.</p> <p>The Achievement team will continue to explore PLC processes through Professional Reading.</p>	● ● ●	<p>Staff attending Professional Development sessions in regards to Mathematics and supporting documentation.</p> <p>Staff planning documents will contain links to Fosnot resources as well as links between BIIN, Victorian Curriculum and agreed school wide approaches (deliberate practice).</p> <p>Teachers attend Professional Development on the use of Essential Assessment and begin to use the digital tool in their practice and document in their planning.</p> <p>Teachers use Essential Assessment data during triangulation and moderation discussions which will be minuted in PLT meetings.</p> <p>Teachers will measure the effectiveness of the Essential Assessment tool to evaluate their teaching practice and the impact on student learning.</p> <p>Staff reflective planning documents stored on Sentral.</p>
	Margaret and Jess in consultation with staff.	Term 1 on-going.	<p><b>Term 3</b></p> <p>Teaching staff referring to the Yearly Overview documents in their planning.</p> <p>Staff will consolidate their use and understanding of Proficiency Scales as well as learning goals and lesson purpose in their teaching to ensure all students are engaged, challenged and extended.</p> <p>Literacy consultant will continue working with staff.</p> <p>Provide staff with Professional Development that demonstrates explicit links between school wide resources (such as Fosnot packs) and the links between BIIN, Victorian Curriculum and agreed school wide approaches.</p> <p>Staff will use the digital Essential Assessment resource to help inform their teaching practice and student learning goals.</p> <p>All staff will continue to use Sentral for Daily Organisation, reporting and storage of reflective planning documents.</p> <p>Teachers will attend weekly PLT meetings and monthly cross-team meetings to discuss student learning data and share ideas and strategies with the aim to reduce in-school variance.</p> <p>The Achievement team will identify PLC schools to visit and evaluate PLC processes through the use of 'Walk Throughs' as a form of documentation and data collection.</p>	● ● ●	<p>Exec. Members will report back to the executive team on CoP outcomes and minute where applicable.</p> <p>Student learning data discussions, teaching and learning ideas and strategies will be documented in PLT minutes with the aim to reduce in-school variance.</p> <p>The Achievement Team will minute discussions, finding and recommendations during regular Team meetings and post on Sentral for all staff to access.</p> <p>Members of the Achievement Team may present ideas and strategies trialled during Professional Development sessions.</p>
	Margaret and Jess.	Term 1 on-going.	<p><b>Term 4</b></p> <p>Teaching staff referring to the Yearly Overview documents in their planning.</p> <p>Staff will strengthen their understanding and use of Proficiency Scales as well as learning goals and lesson purpose in their teaching to ensure all students are engaged, challenged and extended.</p> <p>Literacy consultant will continue working with staff.</p> <p>Provide staff with Professional Development that demonstrates explicit links between school wide resources (such as Fosnot packs) and the links between BIIN, Victorian Curriculum and agreed school wide approaches.</p> <p>Staff will use the digital Essential Assessment resource to help inform their teaching practice and student learning goals.</p> <p>All staff will continue to use Sentral for Daily Organisation, reporting and storage of reflective planning documents.</p> <p>Teachers will attend weekly PLT meetings and monthly cross-team meetings to discuss student learning data and share ideas and strategies with the aim to reduce in-school variance.</p> <p>Achievement team members will identify aspects of effective PLC processes to trial within their PLT.</p>	● ● ●	
Margaret and Jess.	Term 4 2016 on-going.				
Fiona and Jess.	Term 1 on-going.				
Margaret and Jess					



<p>3. Master the use of feedback to inform, adapt and document teaching and learning practices. (Equity Funding)</p>	<p>Provide staff with Professional Development on 'Giving and Receiving feedback'.  Provide additional release time for staff members to conduct Peer-to-Peer Observations.(At least 5 observations completed each term.)  Create a space on Sentral for teachers to 'upload' planning records and documentation based on agreed whole school teaching and learning approaches.  Allocate staff members to a PDP manager.</p>	<p>Achievement Team.  Staff and allocated person.  Fiona and Jess.  Roma.</p>	<p>Term 2 on-going.  Term 2 on-going.  Term 1 on-going.  Term 1 on-going.</p>	<p><b>Term 1</b> Allocate time on the PD schedule for learning how to give and receive feedback from peers and students. Outline the expectations and requirements of Peer-to-Peer observations in relation to teaching and learning practices. Space created on Sentral and staff informed of expectations and requirements. Staff allocated to their PDP manager.</p> <p><b>Term 2</b> Teachers will trial giving and receiving feedback from peers and students. Trial the Peer-to-Peer observation (on teaching and learning practices) process and gather feedback for further adaptation. Staff will upload their planning records and documentation based on agreed whole school teaching and learning approaches, from the previous weeks teaching and learning program. Staff meet with PDP manager regularly.</p> <p><b>Term 3</b> Reflect and gather feedback from staff on the peer and student feedback process. Establish a formal Peer-to-Peer observations process that is agreed to by all staff focused on evaluating and adapting teaching and learning practices in reference to the AITSL CC. Staff will upload their planning records and documentation based on agreed whole school teaching and learning approaches, from the previous weeks teaching and learning program. Staff meet with PDP manager regularly.</p> <p><b>Term 4</b> Develop an agreed whole school protocol on giving and receiving feedback from both students and peers. Measure the effectiveness of Peer-to-Peer observations on teaching and learning practice. Staff will upload their planning records and documentation based on agreed whole school teaching and learning approaches, from the previous weeks teaching and learning program. Staff meet with PDP manager regularly.</p>	<p>● ● ●  ● ● ●  ● ● ●  ● ● ●</p>	<p>Develop an agreed understanding on feedback protocols, document and display in the Data Room for staff reference.  Staff contributing to the development of Peer-to-Peer observation processes focused on teaching and learning practices .  Staff will document Peer-to-Peer observations and the impact (adaptations and changes) on their teaching and learning practices in reference to the AITSL CC.  PLT leaders will monitor their team members 'uploading' of their previous weeks teaching and learning program.  Complete start of cycle PDP document in consultation with PDP Manager and outlined PDP Process document.  Conduct Mid-cycle PDP discussions with PDP manager in accordance with the PDP Process document.  Complete End of cycle PDP discussions with PDP manager in accordance with the PDP Process document.</p>		
<p>4. Investigate, consider and apply to practice, Marzano's Design Questions 1, 5 and 9.</p>	<p>Provide staff with Professional Development on the work of Marzano's Art and Science of teaching.  Purchase a staff set of The Art and Science of Teaching for staff professional reading.  Model Marzano's Design Question 5 during regular Professional Development sessions for staff.</p>	<p>Jess, Robyn, Roma, Bec, Phil and Margaret.  Margaret and Jess  Professional Development Organisers.</p>	<p>Term 1 on-going.  Term 1.  Term 1 on-going.</p>	<p><b>Term 1</b> Allocate time on the PD schedule for staff professional learning around Design Questions 1, 5 and 9. Allocate sections of the Art and Science teacher resource book for professional reading and reflection in relation to Design Question 1, 5 and 9. Model engagement strategies in relation to relation to Design Question 5 during Professional Learning sessions with staff to model best practice.</p> <p><b>Term 2</b> Allocate time on the PD schedule for staff professional learning around Design Questions 1, 5 and 9. Teachers trial various aspects of Marzano's Art and Science of teaching strategies in their daily practice in relation to Design Question 1, 5 and 9. Allocate sections of the Art and Science teacher resource book for professional reading and reflection in relation to Design Question 1, 5 and 9. Model engagement strategies in relation to relation to Design Question 5 during Professional Learning sessions with staff to model best practice.</p> <p><b>Term 3</b> Allocate time on the PD schedule for staff professional learning around Design Questions 1, 5 and 9. Teachers trial various aspects of Marzano's Art and Science of teaching strategies in their daily practice in relation to Design Question 1, 5 and 9. Allocate sections of the Art and Science teacher resource book for professional reading and reflection in relation to Design Question 1, 5 and 9. Model engagement strategies in relation to relation to Design Question 5 during Professional Learning sessions with staff to model best practice.</p> <p><b>Term 4</b> Allocate time on the PD schedule for staff professional learning around Design Questions 1, 5 and 9. Teachers trial various aspects of Marzano's Art and Science of teaching strategies in their daily practice in relation to Design Question 1, 5 and 9. Gather feedback from staff on the successes of Marzano strategies use throughout the year. Allocate sections of the Art and Science teacher resource book for professional reading and reflection in relation to Design Question 1, 5 and 9. Model engagement strategies in relation to relation to Design Question 5 during Professional Learning sessions with staff to model best practice.</p>	<p>● ● ●  ● ● ●  ● ● ●  ● ● ●</p>	<p>Teachers attend and engage in professional development sessions in relation to Design Question 1, 5 and 9.  Contribute to discussions in relation to Design Question 1, 5 and 9 and record any changes, additions and adaptations of implementation in teaching practice.  Professional Development organisers articulate prior to a PD session which aspect of Design Question 5 they will be modelling.  Professional Development organisers gather feedback from staff on the effectiveness of modelled strategies.</p>		



# Section 2: Improvement Initiatives - Engagement

<b>STRATEGIC PLAN GOALS</b>	<b>Create a climate where each student feels purposeful and successful and actively participates in their learning.</b>
<b>IMPROVEMENT INITIATIVE</b>	<b>Positive climate for learning; Empowering students and building school pride</b>
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>By 2019, reduce student absences to equal or better state P-6.</li> <li>By 2019, the components relating to teaching and learning in the Attitudes to School Survey and Student Relationships, will trend towards the 3<sup>rd</sup> quartile.</li> <li>By 2019, the overall score in the Staff Opinion Survey for both school climate summary and teaching and learning summary will trend/align with all primary schools.</li> <li>The variables of the student engagement components in the Parent Opinion Survey will match or trend higher than all school types.</li> </ul>
<b>12 MONTH TARGETS</b>	<ul style="list-style-type: none"> <li>Improved Attendance patterns moving towards the state average.</li> <li>Teacher planning documentation includes student led learning.</li> <li>Teachers reflect using the AITSL standards on how they have incorporated student led learning in their practice.</li> <li>Allocate time on the professional development schedule for staff professional learning around design questions 2, 3, 4, &amp; 5.</li> <li>Student Voice hold a whole school/ community Student learning event.</li> </ul>
<b>Whole School Engagement goal</b>	<b>Staff will provide evidence that demonstrates how they have reduced unexplained absences in their class, used Student Led Learning in their teaching practice and have formed relationships with parents and encourage their involvement in student learning.</b>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. Further develop the culture and expectation of full attendance across the school.	Ongoing support for new and returning staff to use and implement attendance policy	SIT	Ongoing and as needed throughout the year	<p><b>Term 1</b></p> <p>New and returning staff receive appropriate professional development in attendance policy.</p> <p>Offer professional development workshop around attendance policy as needed for existing staff.</p> <p>Students requiring an Attendance Plan have been identified and actioned.</p> <p>List of students created each term with unsatisfactory and at risk attendance, cross checked with children who have multiple risk factors for disengagement.</p> <p>Parent meetings held for required students by the end of term.</p> <p>Newsletter/Assembly items and Sentral updates to promote full attendance.</p> <p>Attendance competition/ladder display board updated.</p>	● ● ●	<p>Attendance Plans, parent meetings and records of attendance will be uploaded on to Sentral by classroom teacher.</p> <p>New or returning staff are able to describe, explain and show evidence of attendance policy in classroom practise.</p> <p>All attendance plans as required have been placed on Sentral and update throughout the year in conjunction with parents meetings.</p> <p>Follow up strategies for students documented and found on Sentral and in teacher planning.</p> <p>Evidence of parent meetings on Sentral. SIT leader records of parent meeting attended.</p> <p>Increased use of absence line, notes and working towards a reduction in absences across the school.</p> <p>SIT members continually update attendance ladder and all classes actively participate in the competition.</p>		
	Use Sentral to Identify students with five or more unexplained absences that require an attendance plan and ensure plans are regularly updated.	Classroom teacher & SIT Leader		<p><b>Term 2</b></p> <p>Students requiring an Attendance Plan have been identified and actioned.</p> <p>Parent meetings held for required students by the end of term.</p> <p>Newsletter/Assembly items and Sentral updates to promote full attendance.</p> <p>Attendance competition/ladder display board updated.</p>				
	Work with Wellbeing team to identify patterns of attendance linked to students at risk of disengagement.	SIT		<p><b>Term 3</b></p> <p>Students requiring an Attendance Plan have been identified and actioned.</p> <p>Parent meetings held for required students by the end of term.</p> <p>Newsletter/Assembly items and Sentral updates to promote full attendance.</p> <p>Attendance competition/ladder display board updated.</p>				
	Support classroom teacher to implement attendance plans and parent meetings.	All Staff		<p><b>Term 4</b></p> <p>Feedback gathered from all staff on the Attendance Policy.</p> <p>Students requiring an Attendance Plan have been identified and actioned.</p> <p>Parent meetings held for required students by the end of term.</p> <p>Newsletter/Assembly items and Sentral updates to promote full attendance.</p> <p>Attendance competition/ladder display board updated.</p> <p>Improved Attendance patterns moving towards the state average.</p>				
Educate school community on the importance of full attendance.								



2. Student Led Learning:

- Teachers integrate collaborative pedagogies in their practice.  
 - Build leadership capacity of Student Voice to help them lead and implement change within the school.

<p>Group Student Voice into Achievement, Engagement &amp; Wellbeing.</p> <p>Professional development for Student Voice.</p> <p>Establish short and long term goals, action plans and success criteria for each Student Voice group.</p> <p>Facilitate Student driven discussions and decisions in both student voice and the classroom.</p> <p>Investigate external presenters that can be used for professional development in relation to Engagement and Student Led Learning.</p> <p>Documentation of expectations related to student led learning for staff.</p> <p>Evidence of Student Led Learning in teacher planning.</p> <p>Align Student Led Learning with the AITSL standards to gather feedback on teacher practice.</p> <p>Increase student engagement in teaching and learning through a focus on student drive, motivation and confidence for learning.</p>	<p>Robyn &amp; Phil</p> <p>Robyn &amp; Phil</p> <p>Student Voice</p> <p>SIT (Student Voice Leader)</p> <p>Robyn &amp; Phil</p> <p>Classroom teachers</p> <p>Robyn, Phil, PLT leaders, Classroom Teachers</p>	<p>Term 1</p> <p>Term 1</p> <p>Beginning of each term and ongoing</p> <p>Ongoing</p> <p>Term1 &amp; Ongoing</p> <p>Term 2 onwards</p> <p>Term 2 onwards</p>	<p><b>Term 1</b></p> <p>Documentation of role clarity and expectations for Student Voice.</p> <p>Student Voice have attended a Professional Development session to build leadership capacity.</p> <p>A Student Voice workshop on how to develop goals, action plans and success criteria. Each Student Voice group will document their goals.</p> <p>Student Voice will develop weekly meeting agendas and topics for discussion.</p> <p>Engagement SIT to plan professional development for staff around programs and lesson designs that include opportunities for students to develop critical thinking, research and advocacy skills.</p> <p>Professional development organised for staff with time allocated in the PD schedule.</p> <p>Staff awareness of requirements about Student Led Learning in planning to commence from Term 2.</p> <p>Professional learning, feedback and reflection on Marzano Design questions 2, 3 &amp; 4.</p> <p><b>Term 2</b></p> <p>Term goals documented by each Student Voice group</p> <p>Student Voice will develop weekly meeting agendas and topics for discussion.</p> <p>Implementation of external professional development in teacher practice.</p> <p>Professional development for staff in linking Student led learning to school Instructional Model and the Victorian Curriculum.</p> <p>Professional development for staff linking AITSL standards with Student Led Learning.</p> <p>Professional learning, feedback and reflection on Marzano Design questions 2, 3 &amp; 4.</p> <p><b>Term 3</b></p> <p>Term goals documented by each Student Voice group.</p> <p>Student Voice will develop weekly meeting agendas and topics for discussion.</p> <p>Continued Implementation of external professional development in teacher practice.</p> <p>Teacher planning documentation includes student led learning.</p> <p>Teachers reflect using the AITSL standards on how they have incorporated student led learning in their practice.</p> <p>Professional learning, feedback and reflection on Marzano Design questions 2, 3 &amp; 4.</p> <p><b>Term 4</b></p> <p>Term goals documented by each Student Voice group.</p> <p>Teacher reflection and feedback on professional development in 2017.</p> <p>Teacher planning documentation includes student led learning.</p> <p>Teachers reflect using the AITSL standards on how they have incorporated student led learning in their practice.</p> <p>Student Voice will develop weekly meeting agendas and topics for discussion.</p> <p>Professional learning, feedback and reflection on Marzano Design questions 2, 3 &amp; 4.</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>Student voice reflects on their professional development and is clearly able to articulate their roles within their group.</p> <p>Student voice members that attend professional learning share their learning with the rest of student voice and other selected group of students.</p> <p>Student voice members who attend professional development will develop a further personal goal related to leadership.</p> <p>All term and year goals, action plans and success criteria can be found on student common in the areas of achievement, engagement and wellbeing.</p> <p>Weekly meeting minutes are uploaded to student common and Sentral.</p> <p>Teachers document the change in their practise following external PD through PLT discussions and PDP documentation.</p> <p>Staff Opinion Survey data to rend or align with all primary schools in teaching and learning and school climate.</p> <p>Documentation in teacher planning which highlights student led learning.</p> <p>Documentation of self -reflection with AITSL standards linked to student led learning.</p> <p>Attitudes to School survey data to trend towards the 3rd quartile in teaching and learning and student relationships.</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3. Investigate, consider and apply Marzano's Design Questions 2, 3, 4 &amp; 5</p>	<p>Provide staff with Professional Development on the work of Marzano's Art and Science of Teaching</p> <p>Purchase a staff set of the Art and Science of Teaching for staff professional reading.</p> <p>Model Marzano's design question five through regular professional development sessions for staff.</p>	<p>Roma, Margaret, Robyn, Jess, Bec, Phil</p> <p>Margaret &amp; Jess</p> <p>PD Organisers</p>	<p>Ongoing from Term 1</p> <p>Term 1</p> <p>Ongoing from Term 1</p>	<p><b>Term 1</b></p> <p>Allocate time on the professional development schedule for staff professional learning around design questions 2, 3, 4, &amp; 5.</p> <p>Allocate sections of the Art &amp; Science Teacher Resource for professional reading and reflection in relation to design question 2, 3, 4 &amp; 5.</p> <p>Model engagement strategies in relation to design question 5 during professional learning session with staff to model best practice.</p> <p><b>Term 2</b></p> <p>Allocate time on the professional development schedule for staff professional learning around design questions 2, 3, 4, &amp; 5.</p> <p>Teachers trial various aspects of Marzano's Art and science of Teaching strategies in their daily practice in relation to design questions 2, 3, 4 &amp; 5.</p> <p>Allocate sections of the Art &amp; Science Teacher Resource for professional reading and reflection in relation to design question 2, 3, 4 &amp; 5.</p> <p>Model engagement strategies in relation to design question 5 during professional learning session with staff to model best practice .</p> <p><b>Term 3</b></p> <p>Allocate time on the professional development schedule for staff professional learning around design questions 2, 3, 4, &amp; 5.</p> <p>Teachers trial various aspects of Marzano's Art and science of Teaching strategies in their daily practice in relation to design questions 2, 3, 4 &amp; 5.</p> <p>Allocate sections of the Art &amp; Science Teacher Resource for professional reading and reflection in relation to design question 2, 3, 4 &amp; 5.</p> <p>Model engagement strategies in relation to design question 5 during professional learning session with staff to model best practice .</p> <p><b>Term 4</b></p> <p>Allocate time on the professional development schedule for staff professional learning around design questions 2, 3, 4, &amp; 5.</p> <p>Teachers trial various aspects of Marzano's Art and science of Teaching strategies in their daily practice in relation to design questions 2, 3, 4 &amp; 5.</p> <p>Gather feedback from staff on the successes of Marzano strategies used throughout the year.</p> <p>Allocate sections of the Art &amp; Science Teacher Resource for professional reading and reflection in relation to design question 2, 3, 4 &amp; 5.</p> <p>Model engagement strategies in relation to design question 5 during professional learning session with staff to model best practice.</p>	<p>● ● ●</p> <p>● ● ●</p> <p>● ● ●</p>	<p>Teachers attend and engage in professional development in relation to design question 2, 3, 4 &amp; 5.</p> <p>Contribute to discussions in relation to design questions 2, 3, 4 &amp; 5 and record in changes, additions and adaptations of implementation in teaching practice.</p> <p>Professional development organisers articulate prior to a professional development session which aspect of design question 5 they will be modelling. Professional development. Organisers gather feedback from staff on the effectiveness of modelled strategy</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4. Actively form partnerships with community, parents and families that target the needs of our students and increase involvement in student learning.</p>	<p>Develop protocols for volunteer involvement, including that of parents, in school events and in learning.</p> <p>Design and implement programs to strengthen parent and community involvement in student learning.</p> <p>Feedback from parent community on school events and student learning.</p>	<p>SIT</p> <p>SIT</p> <p>SIT &amp; School Council</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing and as needed after events</p>	<p><b>Term 1</b></p> <p>Volunteer protocol drafted by SIT Engagement.</p> <p>Feedback gathered from staff, school council and students on current school events, programs and brainstorm new ideas.</p> <p>At Term 1 school event Student Voice and staff to collect parent feedback.</p> <p><b>Term 2</b></p> <p>Volunteer protocol finalised by SIT Engagement.</p> <p>Implement Feedback gathered from Term 1 event for future events.</p> <p>At Term 2 school event Student Voice and staff to collect parent feedback.</p> <p><b>Term 3</b></p> <p>Develop and plan with Student Voice a Student learning event.</p> <p>At Term 3 school event Student Voice and staff to collect parent feedback.</p> <p><b>Term 4</b></p> <p>Student Voice hold a whole school/ community Student learning event.</p> <p>At Term 4 school event Student Voice and staff to collect parent feedback.</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>The variables of the student engagement components in the Parent Opinion Survey will match or trend higher than all school types.</p> <p>Volunteers more apparent at school activities</p> <p>Feedback proforma developed and collected by classroom teachers at all school events, or as required. Feedback implemented into future school event.</p>		



# Section 3: Other Improvement Model Dimensions - Wellbeing

<b>STRATEGIC PLAN GOALS</b>	<b>Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.</b>
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<b>Positive Climate for Learning- empowering students and building school pride</b>
<b>STRATEGIC PLAN TARGETS</b>	Student Attitudes to School Survey: By 2019, student morale and student distress to be in the 4 <sup>th</sup> quartile Parent Opinion Survey: By 2019, equal or better mean score for social skills variable Staff Opinion Survey: The components of the school staff safety and wellbeing section trend towards 'All Primary Schools'
<b>12 MONTH TARGETS</b>	Move towards the 2019 targets.
<b>Whole School Engagement goal</b>	<b>Staff will provide evidence that demonstrates their commitment to improving student wellbeing through the implementation of The Resilience Project in their classroom and how they have contributed to the successful operation of the Breakfast Club here at RGPS.</b>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. Implement a whole school SEL curriculum (The Resilience Project)	Provide staff with Professional Development in regards to The Resilience Project	Wellbeing Team	Term 4 2016 and Term 1 2017	<b>Term 1</b> Allocated time on the Professional Development Schedule for The Resilience Project Parent Information Sessions delivered to the parental community and interested staff Allocated time for The Resilience Project to deliver year level immersion sessions	● ● ●	Staff attendance and contribution to the Professional Development Sessions  Staff encouraging their students' parent to attend the information session presented by The Resilience Project Team  Student attendances during the year level immersion sessions presented The Resilience Project Team		
	Have parent information sessions on The Resilience Project	Resilience Project with Wellbeing Team	Term 1	<b>Term 2</b> Allocated time on the Professional Development Schedule for The Resilience Project Lessons implemented in the classroom through Weekly Planner Achievement Program component is achieved.				
	Have year level sessions as immersion into the Resilience Project	Classroom teacher	Term 2 ongoing	<b>Term 3</b> Allocated time on the Professional Development Schedule for The Resilience Project Lessons implemented in the classroom through Weekly Planner				
	Lessons timetabled in the classrooms weekly planner	Wellbeing Team	Term 1 ongoing	<b>Term 4</b> Allocated time on the Professional Development Schedule for The Resilience Project Lessons implemented in the classroom through Weekly Planner Gather feedback from staff and students on the success and impact of The Resilience Project Achievement program component is achieved.				
2. Continue to develop programs that facilitate the transition of students into and during their formal education	Review STAR and further develop in 2017	Wellbeing Team, Andrea, Foundation Team	Term 1 ongoing	<b>Term 1</b> Review STAR for 2016. Feedback from Prep staff in relation to student who attended STAR in 2016. Gather feedback from staff and students on the impact of transition lessons on beginning 2017 smoothly.	● ● ●	Transition team and Foundation teachers review the readiness of students who attended STAR  Staff report a smooth transition to beginning of the year.  Transition team and Year 6 teachers to identify students who may require extra transition to attend Secondary College.  Transition sessions cater for students moving within the school year levels.		
	Review whole school transition programs	Wellbeing Team	Term 1	<b>Term 2</b> STAR program developed to ensure participants have increased readiness for Foundation in 2018				
	Work with feeder Secondary schools to try and establish consistency for transitioning students	Wellbeing Team	Term 3 ongoing	<b>Term 3</b> STAR program developed to ensure participants are increased readiness for Foundation in 2018 Transition Team work with High Schools to ensure smooth transition to Secondary College				
	Reflect & Adapt whole school transition based on review	Wellbeing Team and Year 6 Teachers	Term 2 ongoing	<b>Term 4</b> STAR program developed to ensure participants are increased readiness for Foundation in 2018 Transition Team work with High Schools to ensure smooth transition to Secondary College Transition sessions implemented across the school				



3. Continue to implement Breakfast Club	Review Breakfast Club	Bec & Lyn	Term 1	<p><b>Term 1</b> Agreed model for Breakfast Club is implemented Students are accessing Breakfast Club Additional food sourced through other agencies</p> <p><b>Term 2</b> Agreed model for Breakfast Club is implemented Students are accessing Breakfast Club Additional food sourced through other agencies</p> <p><b>Term 3</b> Agreed model for Breakfast Club is implemented Students are accessing Breakfast Club Additional food sourced through other agencies</p> <p><b>Term 4</b> Gather feedback from staff and students on the success and impact of Breakfast Club in 2017.</p>	● ● ●	Agreed model implemented across the school		
	Further develop Breakfast Club Program	Wellbeing Team	Ongoing					
	Source food from other agencies to contribute to Breakfast Club				Meet with families to link in with external agencies.			
						Links developed with other agencies to provide additional food to the Breakfast Club program		
4. Investigate, consider and apply to practice Marzano's Design Questions 5,6, 7 & 8	Provide staff with Professional Development on the work of Marzano's Art and Science of teaching	Jess, Robyn, Roma, Margaret, Phil & Bec	Term 1 ongoing	<p><b>Term 1</b> Allocate time on the Professional Development Schedule for Staff professional learning around Design question 5,6,7,8 Allocate sections of the Art and Science Teacher Resource book for professional reading and reflection in relation Design Question 5,6,7,8 Model engagement strategies in relation to Design Question 5 during Professional Learning Sessions with Staff to model best practise.</p> <p><b>Term 2</b> Allocate time on the Professional Development Schedule for Staff professional learning around Design question 5,6,7,8 Teachers trial various aspects of Marzano's Art and Science of Teaching strategies in their daily practice in relation to Design Question 5,6,7,8 Allocate sections of the Art and Science Teacher Resource book for professional reading and reflection in relation Design Question 5,6,7,8 Model engagement strategies in relation to Design Question 5 during Professional Learning Sessions with Staff to model best practise.</p> <p><b>Term 3</b> Allocate time on the Professional Development Schedule for Staff professional learning around Design question 5,6,7,8 Teachers trial various aspects of Marzano's Art and Science of Teaching strategies in their daily practice in relation to Design Question 5,6,7,8 Allocate sections of the Art and Science Teacher Resource book for professional reading and reflection in relation Design Question 5,6,7,8 Model engagement strategies in relation to Design Question 5 during Professional Learning Sessions with Staff to model best practise.</p> <p><b>Term 4</b> Allocate time on the Professional Development Schedule for Staff professional learning around Design question 5,6,7,8 Teachers trial various aspects of Marzano's Art and Science of Teaching strategies in their daily practice in relation to Design Question 5,6,7,8 Gather feedback from staff on the successes of Marzano's strategies used throughout the year. Allocate sections of the Art and Science Teacher Resource book for professional reading and reflection in relation Design Question 5,6,7,8 Model engagement strategies in relation to Design Question 5 during Professional Learning Sessions with Staff to model best practise.</p>	● ● ●		Teachers attend and engage in Professional Development Sessions in relation Design Question 5,6,7,8	
	Purchase a staff set of The Art and Science of teaching for professional reading	Margaret & Jess	Term 1			Contribute to discussions in relation to Design Question 5,6,7,8 and record any changes, additions and adaptations of implementation in teaching practice.		
	Model Marzano's Design Question 5 through regular professional development sessions to staff	PD organisers	Term 1 Ongoing		Professional Development Organisers articulate prior to a PD session which aspect of Design Question 5 they will be modelling			
						Professional Development organisers gather feedback from staff on the effectiveness of modelled strategies.		



# 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> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				

