

2018 Annual Implementation Plan: for Improving Student Outcomes

School name: Pakenham Secondary College

Endorsed by Principal: Ray Squires 5/12/17

School number: 8223

Endorsed by SEIL: Mark Anderson 27/11/2017

Endorsed by School Council President: Brian Paynter 5/12/17

Based on School Strategic Plan: 2018 - 2021

Section 1: Document 2018 Goals and FISO High-impact Improvement Initiatives

Each section is designed to plan for and monitor the key improvement strategies, linked to the 12-month targets set by the school. These should align to the Goals and Targets set in your School Strategic Plan.

STRATEGIC PLAN GOAL	Improve individual student learning outcomes over the life of the Strategic Plan
STRATEGIC PLAN TARGETS	<p>Across the life of the Strategic Plan demonstrate continuous improvement in student outcomes so that :</p> <ul style="list-style-type: none"> The proportion of Year 9 students in the top two bands (according to NAPLAN) is either equivalent or above that recorded by the relevant Year 7 cohort. The proportion of Year 9 students in the bottom two bands (according to NAPLAN) is below that recorded by the relevant Year 7 cohort. The NAPLAN relevant gain data continues to reflect the State mean and be better than like schools. There is an increase in the proportion of subject based average study scores occurring at or above the GAT predictor. <p>Across the life of the Strategic Plan demonstrate continuous improvement in school climate and teacher collaboration so that:</p> <ul style="list-style-type: none"> There is an increase in key variables such as Teacher Collaboration, Collective Efficacy, and Collective Focus on Student Learning as measured by the staff opinion survey. The staff self-assessment on the PLC maturity matrix shows a continuing improving trend.
12 MONTH TARGETS	<ul style="list-style-type: none"> Naplan relative growth data shows improvement on 2017 figures The proportion of Year 9 students in the top two bands (according to NAPLAN) compared to the Year 7 cohort improve on 2017 figures. There is an increase in the proportion of subject based average study scores occurring at or above the GAT predictor. The inquiry cycle is implemented as part of KLA meetings and the staff self-assessment on the PLC maturity matrix shows a continuing improving trend. Teacher collaboration levels, as measured on the Staff Opinion Survey improves on 2017 levels.
FISO IMPROVEMENT INITIATIVE	<p>Building excellence in Teaching and Learning through</p> <ul style="list-style-type: none"> Implementing High Impact Teaching Strategies Building Practice Excellence
FISO IMPROVEMENT INITIATIVE RATIONALE	This has been referenced by the School's Review as an improvement initiative that needs to be addressed as part of the College's improvement agenda.

Key Improvement Strategy 1	Embed the consistent use of an evidence-based instructional model that incorporates high impact teaching strategies including Literacy for Learning.
Actions	<ul style="list-style-type: none"> Revise the current model so that it is more relevant and implement across the year. Identify the High Impact Teaching strategies (HITS) that will serve as a focus for 2018. Consider utilising a critical friend as identified by the SEIL to support the implementation of the model. Ensure teachers include one Netbook / ICT strategy in every topic. Identify Professional Development / Coaching required to support staff in implementing the model. Introduce Focus Months on the implementation of HITS. Include new model as part of staff performance plans.
Evidence of impact	<p>Leaders will:</p> <ul style="list-style-type: none"> Review and refine instructional model. Provide Professional Development to staff on implementing the revised instructional model. Provide ongoing feedback in regards to staff use of the instructional model. <p>Teachers will:</p> <ul style="list-style-type: none"> Develop an understanding of the instructional model. Implement the LFL Teaching and Learning cycle in their teaching practice. Articulate clear and succinct learning intentions; implement varying activities and a plenary for reflection. Develop rubrics and assessment materials for students and explicitly teach students to use these to reflect on their learning. <p>Students will:</p> <ul style="list-style-type: none"> Be able to articulate the goals of each lesson and whether they have been successful. Understand and self-assess their progress and be able to articulate what they need to learn next. Show familiarity with the key language associated with the LFL strategies.

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Leaders will: <ul style="list-style-type: none"> Develop instructional model and identify key areas for Professional Development Participate in professional learning activities with teaching teams. Model and demonstrate core pedagogical practices for teaching teams. Teachers will: <ul style="list-style-type: none"> Attend professional learning on the instructional model. Implement the new instructional model and observe colleagues around agreed areas of focus through the use of peer observation. 	APs, Leading Teacher (Curriculum), Leading Teacher (LFL) All teachers	YES YES	Term 1 Terms 2 – 4 Ongoing T1 – T4			6 months: <ul style="list-style-type: none"> Revised model in place. Professional Development will have taken place. NAPLAN, ODT and teacher judgements analysed. Changes to learning tasks on o:drive. 	
						12 months: <ul style="list-style-type: none"> Summary of observation patterns by the principal team and peer observation highlight confidence and consistency in the implementation of the instructional model. NAPLAN data will reflect student growth: Top 2 Bands and Relative Growth. Learning and teaching variables on Student and staff surveys will show improvement on 2017 levels 	

You may use multiples of the table below to document the KIS.

Key Improvement Strategy 2	Review and strengthen the practice of Key Learning Area (KLA) based Professional Learning Communities (PLCs).						
Actions	<ul style="list-style-type: none"> Implement the use of the inquiry cycle across all KLAs. Support / coach staff in the application of the inquiry cycle. Build the leadership capacity of key Leaders to support the implementation of PLCs. Identify Professional Development / Coaching required to support staff in implementing the model. Re-organise the meeting schedule to help facilitate use of the cycle. 						
Evidence of impact	Leaders will: <ul style="list-style-type: none"> Ensure adequate meeting time to facilitate PLC's. Ensure that all KLA meetings focus on the PLC Inquiry cycle. In meetings, model the PLC inquiry cycle. Teachers will: <ul style="list-style-type: none"> Work with colleagues to analyse student data, plan lessons and adjust curriculum delivery as required (as per the inquiry cycle). Will reflect on the effectiveness of their teaching as part of the cycle 						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Leaders will: <ul style="list-style-type: none"> Engage with Colin Sloper to support KLA leaders in the implementation of the cycle Attend KLA meetings in order to support the inquiry cycle conversation Monitor the effectiveness of the Inquiry cycle Analyse NAPLAN, ODT and teacher judgements to identify content gaps and adjust delivery of curriculum in accordance with the PLC inquiry cycle. Teachers will: <ul style="list-style-type: none"> Engage with PLC's to build capability around the core pedagogical practices. Attend professional learning on the PLC inquiry cycle. Demonstrate a higher level of mastery of differentiation. 	APs, Leading Teacher (Curriculum), Leading Teacher (LFL) All teachers	YES	Ongoing T1 – T4			6 months: <ul style="list-style-type: none"> Meeting schedule adjusted to ensure regular PLC meeting times Minutes of KLA meetings will reflect teaching teams using the PLC inquiry cycle. Observations of the Leadership team. 	
						12 months: <ul style="list-style-type: none"> Observations by the SIT team will highlight consistency of implementation of the inquiry cycle. Curriculum documentation updated to reflect enhanced use of differentiation. NAPLAN data will reflect student growth: Top 2 Bands and Relative Growth. Learning and teaching variables on Student and staff surveys will show improvement on 2017 levels 	

Goal 2

The table below is designed to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOAL 2	Increase student wellbeing and connectedness.
STRATEGIC PLAN TARGETS	<p>Across the life of the Strategic Plan demonstrate continuous improvement in the way students are connected and engaged with their schooling so that:</p> <ul style="list-style-type: none"> • There is an increase in key variables such as School Connectedness, Student Behaviour and Stimulating Learning as measured by the Student Attitudes to School Survey. • Student attendance improves so that it is closer to or better than, like schools and there is a reduction in the proportion of students with absences over 20 days. <p>Across the life of the Strategic Plan demonstrate continuous improvement in school climate and teacher collaboration so that:</p> <ul style="list-style-type: none"> • The staff opinion survey shows that staff have a more positive view about the school climate.
12 MONTH TARGETS	<ul style="list-style-type: none"> • SWPB is implemented to the extent that behaviours from the behaviour matrix have been taught. • Attendance levels improve on 2017 levels. • Classroom behaviour indicators on the Student and Teacher Opinion surveys will improve on 2017 levels.
FISO IMPROVEMENT INITIATIVE	Develop a positive climate for learning by Setting Expectations and Promoting Inclusion.
FISO IMPROVEMENT INITIATIVE RATIONALE	This has been referenced by the School's Review as an improvement initiative that needs to be addressed as part of the College's improvement agenda.

Key Improvement Strategy 1	Embed a whole school approach to student health, well-being, resilience and inclusion with a focus on the implementation of School Wide Positive Behaviour.
Actions	<ul style="list-style-type: none"> • Complete behaviour matrix / continuum for implementation in term 1 across the College. • Develop timeline for implementation of matrix and behaviour continuum. • Build the leadership capacity of key Leaders to support the implementation of SWPB. • Provide support / PD to staff on implementation of behaviour matrix. • Develop and Implement lessons to be taught based on the behaviour matrix. • Provide behaviour management PD for staff to better cater for trauma affected students • Embed data collection through Compass and develop system of acknowledgement. • Investigate teaching of social, emotional and resilience competencies. • Work as part of the "Area Partnership" project to reduce chronic absence at Year 7 and 8
Evidence of impact	<p>Leaders will:</p> <ul style="list-style-type: none"> • Model increased understanding of SWPB tier1 • Adhere to the behaviour continuum and support teachers in its implementation <p>Teachers will:</p> <ul style="list-style-type: none"> • Demonstrate consistency in applying the school wide positive behaviour matrix • Consistent implementation of the behaviour continuum • Teacher will teach expected behaviour through planned SWPB lessons <p>Students will:</p> <ul style="list-style-type: none"> • Be able to articulate the expected behaviours • Attend more regularly

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
<p>Leaders will:</p> <ul style="list-style-type: none"> Formalise matrix and behaviour continuum for the beginning of 2018 and develop implementation timeline Work with the working party to develop SWPB lessons Facilitate Professional Learning for all staff that includes supporting trauma affected students Analyse Chronicle data on Compass Formalise Acknowledgement process <p>Teachers will:</p> <ul style="list-style-type: none"> Implement behaviour continuum Teach the SWPB lesson and reminding students of expected behaviours becomes part of their teaching routine Ensure information including acknowledgements are placed on Compass 	Linda /Dean	Yes	Semester 1		● ● ●	6 months: <ul style="list-style-type: none"> Behaviour Matrix and Continuum Sample lessons Chronicle data Staff Feedback 	
	All staff				● ● ●	12 months: <ul style="list-style-type: none"> Chronicle data Student and teacher opinion surveys Self-assessment against SWPB maturity matrix Staff feedback External feedback as part of SWPB process 	

Section 2: Other FISO Dimensions (if required)

This section is for documenting any additional FISO dimensions that schools may be focusing on, in addition to the one or two chosen High-impact improvement initiatives.

Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In 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. Delete dots as appropriate.]

STRATEGIC PLAN GOAL	Increase levels of student motivation, engagement and readiness to learn.						
STRATEGIC PLAN TARGETS	<p>Across the life of the Strategic Plan demonstrate continuous improvement in the way students are connected and engaged with their schooling so that:</p> <ul style="list-style-type: none"> There is an increase in key variables such as School Connectedness, Student Behaviour and Stimulating Learning as measured by the Student Attitudes to School Survey. Student attendance improves so that it is closer to or better than, like schools and there is a reduction in the proportion of students with absences over 20 days. Retention rates improve as students move from years 10 to 12. <p>Across the life of the Strategic Plan demonstrate continuous improvement in the way parents view the College so that:</p> <ul style="list-style-type: none"> There is an increase in General Satisfaction as measured by parents on the Parent Opinion survey. 						
12 MONTH TARGETS	<ul style="list-style-type: none"> As a lead indicator, science based STEM activities are introduced into the Science curriculum and performing arts is offered at Year 7 School connectedness and stimulating learning variables as measured by the Students Attitudes to School Survey improves on 2017 levels 						
FISO DIMENSION	Build a positive climate for learning by Empowering Students and Building School Pride.						
FISO DIMENSION RATIONALE	This has been referenced by the School's Review as an improvement initiative that needs to be addressed as part of the College's improvement agenda.						
Key Improvement Strategy 1	Build increased engagement through implementing curriculum specialisations including STEM and the Performing Arts.						
Actions	<ul style="list-style-type: none"> Resource staff (for Performing Arts) and introduce into Year 7. Redesign set units in the Science curriculum and provide PD / coaching for Science staff to assist in the implementation. Run tasters and excursions across Semester 1 / 2 Introduce a competition based STEM Club. Establish a STEM design team and develop a long-term implementation plan. 						
Evidence of impact	<p>Leaders will:</p> <ul style="list-style-type: none"> Ensure Performing Arts is part of the Year 7 program Establish a working to party implement Stem into Science <p>Teachers will:</p> <ul style="list-style-type: none"> Develop and implement the new Drama Curriculum at Year 7 Develop will collaboratively develop Science curriculum and resources to include STEM based activities <p>Students will:</p> <ul style="list-style-type: none"> Students will provide feedback on levels of engagement and understanding of their progress in Performing Arts and Science. 						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
<p>Leaders will:</p> <ul style="list-style-type: none"> Appoint a qualified Drama teacher, allocate time on the timetable and establish a budget. Work with working party to oversee implementation and evaluation of STEM in Science as well as Drama. Ensure PD /Coaching is supplied to teaching staff. Investigate taster programs for students to access. <p>Teachers will:</p> <ul style="list-style-type: none"> Have units of work documented, delivered and reviewed by staff and students across the year Ensure a viable program is developed across Science and Drama. Ensure a STEM club is set up whereby students are involved in Stem based competitions and programs. <p>Students will:</p> <ul style="list-style-type: none"> Have the opportunity to display and exhibit their work. 	<p>Ray</p> <p>Ray</p> <p>Ray Ray and Manny</p> <p>Classroom teachers / KLA leaders</p>	No	<p>End of 2017.</p> <p>Across the year.</p> <p>Across the year.</p>		<p>● ● ●</p> <p>● ● ●</p> <p>● ● ●</p>	<p>6 months:</p> <ul style="list-style-type: none"> Teacher and Student feedback Unit documentation <p>12 months:</p> <ul style="list-style-type: none"> Year 7 connection to school improves on 2017 figures. Clearly defined Stem and Drama program ready for implementation in 2018 	

Key Improvement Strategy 2	Create a more stimulating learning environment where student voice in leadership and agency in their own learning is activated.					
Actions	<ul style="list-style-type: none"> Investigate models that support student agency and access support in order to develop a long term plan. Include student agency as part of the instructional model. Teachers to have more of a focus on active learning / engaging students. Teachers to ensure that they share learning data / progress / feedback with their students. Utilise the notion of asking students what they want to learn. 					
Evidence of impact	<p>Leaders will:</p> <ul style="list-style-type: none"> Lead a working party, which is inclusive of student leadership coordinator and student leaders and other interested staff to investigate secondary school student agency models and programs. Undertake an audit of current practice, Demonstrate a greater understanding of student agency. <p>Teachers will:</p> <ul style="list-style-type: none"> Work with students to ensure student learning data is shared and understood. Ensure learning programs have elements of active learning to improve engagement. Demonstrate a greater understanding of student agency as part of their instructional practice. <p>Students:</p> <ul style="list-style-type: none"> Be able to discuss the progress they have made in their learning. 					
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING	
					Progress Status	Evidence
<p>Leaders will:</p> <ul style="list-style-type: none"> Develop a long term plan as a result of the audit and other research. Introduce the notion of student agency into the instructional model. Utilise assemblies (whole school and sub-school) to show a greater recognition of student achievement across the year. <p>Teachers will:</p> <ul style="list-style-type: none"> Use the PLC process to analyse progress and share it with students. Use the PLC process help better implement a wider range of active learning tasks into their teaching. 	Manny	Yes	End of Term 3		● ● ●	<p>6 months:</p> <ul style="list-style-type: none"> Results of the audit. SIT team observations of classroom practice and sharing of data. Students can discuss their progress.
	SIT team / KLA leaders		Across the year		● ● ●	<p>12 months:</p> <ul style="list-style-type: none"> Long-term plan. SIT team observations of classroom practice and sharing of data. Students can discuss their progress.

Section 3: Whole School Professional Learning and Development Plan

The Whole School Professional Learning and Development Plan outlines how the whole school will seek to learn together in pursuit of the Key Improvement Strategies set in the AIP. The plan supports principals in professional learning and development discussions, by providing a clear line of sight of professional learning to AIP goals/targets and KIS. Also refer to the resources on the Professional Practice Elements page, [here](#).

Professional Learning Priorities	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed	Where
Instructional Model: <ul style="list-style-type: none"> Focus months in term 1 based on Learning Intentions and Plenaries First two days – reminder of teaching and learning cycle and Instructional model Collective Efficacy meetings based on: <ul style="list-style-type: none"> Collaborative Learning Teaching and Learning cycle Feedback loops assessment Implementation of differentiation through PLCs 			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/Action research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)
PLCs: <ul style="list-style-type: none"> Build capacity of KLA leaders to implement Inquiry cycle Build capacity of teachers to implement inquiry cycle through KLA meetings 			<input checked="" type="checkbox"/> Collaborative planning <input checked="" type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action Research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input checked="" type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)
SWPB <ul style="list-style-type: none"> Day 1 and 2 – Trauma informed behaviour management and SWPB Build capacity of team leaders to implement SWPB 			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action Research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input checked="" type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)

Section 4: School Self-Evaluation

For the six FISO Improvement Initiatives and any additional Dimensions your school has focussed on in your AIP, complete a self-evaluation against the FISO Continua of Practice and provide documentary evidence to support your selection of proficiency level status. Include a discussion of your progress towards goals and targets, based on a rigorous self-evaluation of a range of data. You can find the FISO Continua of Practice [here http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx) . This can also be easily completed in [SPOT](#).

Schools undergoing review in 2018 will need to complete a self-evaluation against all 16 dimensions of the FISO Continua of Practice and provide evidentiary documentation to support this.

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum proficiency status (Emerging, Evolving, Embedding, Excelling)	Evidence and analysis [Drafting Note School self-evaluation section enables schools to continuously collect, monitor and analyse school data about 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 School self-evaluation against the Continua of Practice should be completed as data becomes available]
Excellence in teaching and learning	<u>Building practice excellence</u>	Yes	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 and targets.]
	Curriculum planning and assessment	Select	Select status	
	<u>Evidence-based high impact teaching strategies</u>	Yes	2 - Evolving	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<u>Building leadership teams</u>	Yes	2 - Evolving	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<u>Empowering students and building school pride</u>	Yes	1 - Emerging	
	<u>Setting expectations and promoting inclusion</u>	Yes	2 - Evolving	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				