

Annual Implementation Plan: for Improving Student Outcomes

School name: Benalla P-12 College

Year: 2017

School number: 8915

Based on strategic plan: 2014-2018

Endorsement:

Principal Barbara O'Brien 27/3/17

Senior Education Improvement Leader Alby Freijah

School council Stephen Lister 27/3/17

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"> Improve student achievement in literacy and numeracy Increase students' engagement in purposeful learning. Every child learns in a safe and inclusive environment. 	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:
<p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for 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.</p> <p>1/. Aggregated data indicates the need to continue to develop the capacity of teachers in classroom practice through the agreed Benalla P-12 College Instructional Model. By building the capacity of our Middle Level Leaders to lead and develop improvement in classroom teachers' practice, we believe we will improve student outcomes and reduce the differences between classrooms.</p> <p>2/. NAPLAN data in numeracy identified a disproportionate number of students achieving low relative gain. Building the capacity of classroom teachers in the teaching of numeracy will address this.</p> <p>3/. The Panorama School Supplementary Report indicates that improving student attendance should be the focus for this year. In Years 7 to 12, 455 of students have chronic absenteeism of 20+ days absent from school. Average absence rate per student is 29 days per year, of which over 50% are unapproved absences. In Years 5 to 6, 20% of student have chronic absenteeism of 20+ days absent from school. Average absence per student is 14 days per year of which approximately 50% are unapproved.</p> <p>4/. Our Students Attitudes to School can be improved by enhancing our safe and orderly learning environment. Data indicates that in Years 5 & 6, Classroom Behaviour (30% not positive, 7% positive), Student Distress (40% positive), Student Morale (36% positive), Learning Confidence (34% positive) and School Connectedness (40% positive) are areas to focus on. In Years 7 to 9, Classroom Behaviour (35% not positive, 14% positive), Student Distress (32% positive), Student Morale (21% positive), Learning Confidence (34% positive) and School Connectedness (22% positive) are areas to focus on.</p>

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)
Building Practice Excellence	Build teacher capacity to identify and teach to each student's point of need (through development of whole school curriculum).
Empowering students and building school pride	Create whole school culture of accountability, feedback and high expectations by delivering personalised curriculum
Setting expectations and promoting inclusion	Build the capacity of the school community to create an orderly learning environment through explicit teaching and modelling of skills and attributes of social and emotional wellbeing.



Framework for Improving Student Outcomes

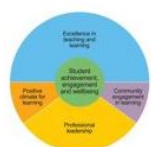
Published: February 2016



Section 2: Improvement Initiatives

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

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> Improve student achievement in literacy and numeracy Increase students' engagement in purposeful learning. 																																																																																																																																																																																																																																
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STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Decrease annually the % of students in the low relative gain in NAPLAN at 5, 7 and 9 100% students, deemed capable, make 12 months learning growth in P to 10 English (Year Prep) and Maths(Years P, 1 & 2) Online improves annually Increase the % of VCE students performing above their predicted score according to the GAT. 																																																																																																																																																																																																																																
12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <p>The percentage of students who achieved at or above the expected level.</p> <table border="1"> <thead> <tr> <th colspan="4">Reading</th> <th colspan="4">Writing</th> <th colspan="4">Speaking & listening</th> <th colspan="4">Number & Algebra</th> </tr> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>Target 2017</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>Target 2017</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>Target 2017</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>Target 2017</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>P 95%</td><td></td><td></td><td></td><td>P 95%</td><td></td><td></td><td></td><td>P 95%</td><td></td><td></td><td></td><td>P 95%</td> </tr> 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- English from 21.7 to **24.0**
 - Maths Methods from 23.7 to **25.0**
 - Further Maths from 26.8 to **28.0**
 - Increase the % of study scores over 40 from 2.3 to **4.0** in 2017
- VCAL**
Maintain the % of satisfactory completion of VCAL Credits at approx. 87%

Targets to decrease the % of students achieving at Low Relative Gain in NAPLAN.

	Relative Gain	2014 Low	2015 Low	2016 Low	Target 2017 Low	2014 High	2015 High	2016 High	Target 2017 High
Numeracy	Yr 3 to Yr 5	50%	45%	51%	30%	14%	13%	11%	16%
	Yr 5 to Yr 7	47%	46%	38%	25%	10%	8%	19%	25%
	Yr 7 to Yr 9	42%	32%	38%	25%	7%	13%	17%	23%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Build teacher capacity to identify and teach to each student's point of need (through development of whole school curriculum)</p>	<ul style="list-style-type: none"> • Professional Learning Community meetings focus on student learning, use of student data, collaborating, modelling and sharing effective practices (inquiry cycle) • Employ literacy and numeracy consultants to: <ul style="list-style-type: none"> ○ Conduct PD for middle level leaders ○ Build teacher capacity to: teach at students point of need using data, further develop teacher content knowledge and plan & teach rich assessment strategies ○ Implement Writer's Notebook in all English classes and implement strategies to teach low stakes writing in all non-English classes • Regular coaching for identified teachers in literacy and numeracy • Leading Teacher Literacy and Numeracy <ul style="list-style-type: none"> ○ Regular collection and analysis of data 	<p>PLC Leaders \$45,397.48</p> <p>Literacy Consultants – Key Cobbin & Steve Willy 16 days = \$35,800.00</p> <p>Numeracy Coaches – Neil Devanny 1 day per week (Wednesday) \$800 + insurance costs = approx. \$32,000</p> <p>Carmel O'Beime 3 days per week = \$20,250.00</p> <p>Literacy coach – Trish Brooke 0.6 FTE \$69,592.37</p>	<p>Weekly</p> <p>Weekly</p> <p>All year</p>	<p>6 Months</p> <p>-PLC Leaders established a SMART Goal with the PLC team and focus on the use of DuFours critical questions: 1/. What should students know and be able to do as a result of this course, class, unit of work or grade level? 2/. How will we know that the students are learning? 3/. How do we respond when students do not learn? 4/. How do we respond when students learn more?</p> <p>-Use of student data evident at all PLC meetings</p> <p>-4 teaching writing workshops completed for middle level leaders.</p> <p>- Regular coaching sessions by Deanna Yr F-6, Trish Yr 7 to 9 in teaching reading and writing - Regular coaching sessions by Alison Yr F – 4, Carmel Yr 5 to 8 and Neil Yr 9 to 12</p> <p>-Literacy and Numeracy student achievement data in each year level presented at a leadership meeting for discussion</p>	<p>● ● ●</p>			



<ul style="list-style-type: none"> ○ Improve the data literacy of classroom teachers ○ Lead PLT meetings • Develop a 3-year numeracy plan P-12 • Further develop the Numeracy course outlines and curriculum P-10 • Continue with Maths Talent Quest to enrich and extend high achieving students • Teachers supported to implement the Victorian Curriculum in all learning areas • Course outlines in all subjects are developed and presented for accreditation 	<p>Literacy Leader - Deanna Carracher 0.8 FTE \$88,843.73</p> <p>Numeracy Team Alison Schneider Lianna Collins Billy Sims Kurt Major</p> <p>Numeracy Leader – Alison Schneider 1.0 FTE \$119,170.52</p> <p>Narelle McInnes \$43,054.86</p> <p>Curriculum Leader – Jo Martin \$119,170.52</p>		<p>12 months</p> <p>- Literacy Plan embedded into Literacy planning -Teacher's self- reflection video completed and shared with a buddy teacher.</p>	● ● ●			
			<p>12 months</p> <p>Focused classroom observations and timely feedback will become common practice</p> <p>All teachers to have completed one video and self-reflection sheet</p> <p>Students able to discuss their learning goals and what they have achieved.</p>	● ● ●			
			<p>12 months: Evidence of change in practice and improvement in student outcomes</p>	● ● ●			
			<p>12 months: Second course outline accredited from F-7</p>	● ● ●			
			<p>12 months: Numeracy Plan completed</p>	● ● ●			

Section 2: Improvement Initiatives



STRATEGIC PLAN GOALS	Improve student's engagement in purposeful learning																																																																																																																															
IMPROVEMENT INITIATIVE	Empowering Students and Building School Pride																																																																																																																															
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> • Increase student attendance in all years • Staff opinion Survey – continuous improvement in Academic Emphasis, Teacher Collaboration, Collective Efficacy • Attitude to School Survey – continuous improvement in Connectedness to Peers, Teacher Effectiveness, Stimulating Learning and Student Motivation • 90% of more students that exit post- compulsory are engaged in further education or employment 																																																																																																																															
12 MONTH TARGETS	<p>[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>Average Absence days Unapproved</p> <table border="1"> <thead> <tr> <th>Year Level</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>Target 2017</th> </tr> </thead> <tbody> <tr><td>Prep</td><td>4.4</td><td>9.6</td><td>5.3</td><td>3.0</td></tr> <tr><td>Year 1</td><td>6.3</td><td>6.1</td><td>8.4</td><td>4.4</td></tr> <tr><td>Year 2</td><td>7.7</td><td>8.5</td><td>6.7</td><td>4.0</td></tr> <tr><td>Year 3</td><td>8.4</td><td>7.0</td><td>9.3</td><td>5.0</td></tr> <tr><td>Year 4</td><td>5.5</td><td>8.0</td><td>7.9</td><td>5.0</td></tr> <tr><td>Year 5</td><td>6.9</td><td>3.9</td><td>9.5</td><td>4.0</td></tr> <tr><td>Year 6</td><td>4.6</td><td>7.5</td><td>7.9</td><td>4.5</td></tr> <tr><td>Year 7</td><td>11.4</td><td>7.9</td><td>7.8</td><td>4.5</td></tr> <tr><td>Year 8</td><td>10.7</td><td>10.9</td><td>11.2</td><td>5.5</td></tr> <tr><td>Year 9</td><td>13.4</td><td>14.3</td><td>16.2</td><td>10.0</td></tr> <tr><td>Year 10</td><td>31.5</td><td>18.4</td><td>16.2</td><td>10.0</td></tr> <tr><td>Year 11</td><td>25.2</td><td>17.1</td><td>17.2</td><td>12.0</td></tr> <tr><td>Year 12</td><td>17.2</td><td>20.2</td><td>18.9</td><td>12.0</td></tr> </tbody> </table> </div> <div style="width: 45%;"> <p>Percentage of Positive Responses</p> <table border="1"> <thead> <tr> <th>Staff Opinion Survey</th> <th>2016</th> <th>Target 2017</th> </tr> </thead> <tbody> <tr><td>Academic Emphasis</td><td>42%</td><td>50%</td></tr> <tr><td>Teacher Collaboration</td><td>41%</td><td>50%</td></tr> <tr><td>Collective Efficacy</td><td>41%</td><td>50%</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Students Attitudes to School Yr 5 & 6</th> <th>2016</th> <th>Target 2017</th> </tr> </thead> <tbody> <tr><td>Connectedness to Peers</td><td>51%</td><td>55%</td></tr> <tr><td>Teacher Effectiveness</td><td>39%</td><td>50%</td></tr> <tr><td>Stimulating Learning</td><td>37%</td><td>57%</td></tr> <tr><td>Student Motivation</td><td>57%</td><td>65%</td></tr> <tr><td colspan="3">Yr 7 to 9</td></tr> <tr><td>Connectedness to Peers</td><td>61%</td><td>65%</td></tr> <tr><td>Teacher Effectiveness</td><td>23%</td><td>33%</td></tr> <tr><td>Stimulating Learning</td><td>13%</td><td>33%</td></tr> <tr><td>Student Motivation</td><td>55%</td><td>60%</td></tr> <tr><td colspan="3">Yr 10 to 12</td></tr> <tr><td>Connectedness to Peers</td><td>41%</td><td>50%</td></tr> <tr><td>Teacher Effectiveness</td><td>24%</td><td>34%</td></tr> <tr><td>Stimulating Learning</td><td>15%</td><td>35%</td></tr> <tr><td>Student Motivation</td><td>46%</td><td>56%</td></tr> </tbody> </table> </div> </div>	Year Level	2014	2015	2016	Target 2017	Prep	4.4	9.6	5.3	3.0	Year 1	6.3	6.1	8.4	4.4	Year 2	7.7	8.5	6.7	4.0	Year 3	8.4	7.0	9.3	5.0	Year 4	5.5	8.0	7.9	5.0	Year 5	6.9	3.9	9.5	4.0	Year 6	4.6	7.5	7.9	4.5	Year 7	11.4	7.9	7.8	4.5	Year 8	10.7	10.9	11.2	5.5	Year 9	13.4	14.3	16.2	10.0	Year 10	31.5	18.4	16.2	10.0	Year 11	25.2	17.1	17.2	12.0	Year 12	17.2	20.2	18.9	12.0	Staff Opinion Survey	2016	Target 2017	Academic Emphasis	42%	50%	Teacher Collaboration	41%	50%	Collective Efficacy	41%	50%	Students Attitudes to School Yr 5 & 6	2016	Target 2017	Connectedness to Peers	51%	55%	Teacher Effectiveness	39%	50%	Stimulating Learning	37%	57%	Student Motivation	57%	65%	Yr 7 to 9			Connectedness to Peers	61%	65%	Teacher Effectiveness	23%	33%	Stimulating Learning	13%	33%	Student Motivation	55%	60%	Yr 10 to 12			Connectedness to Peers	41%	50%	Teacher Effectiveness	24%	34%	Stimulating Learning	15%	35%	Student Motivation	46%	56%
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Create whole school culture of accountability, feedback and high expectations by delivering personalised curriculum	<ul style="list-style-type: none"> • Further embed peer observations to provide (and act on) feedback relative to the whole school instructional model by: <ul style="list-style-type: none"> - Providing training for all staff in the process of effective classroom observations and feedback. - Continuing to support teachers to undertake classroom observation and provide critical feedback to each other to inform improvements in teacher practice in line with agreed teaching approaches. - Each teacher to have completed a video and self-reflection sheet of one aspect of the instructional model. 	Literacy Leader - Deanna Carracher 0.8 FTE \$88,843.73 Numeracy Leader – Alison Schneider 1.0 FTE \$119,170.52	End of 2017	6 months Training for staff in observing classroom practice will have occurred at a Staff Meeting or Campus Staff Meeting. Teachers have the opportunity to visit one classroom and observe the implementation of writing strategies in the lesson. Evidence of students setting their own learning goals in two or more subject areas. Attendance Strategy identified and all staff implementing this.	● ● ● ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months	● ● ●			



	<ul style="list-style-type: none"> • Student Voice – Using the text “Advancing Formative Assessment in Every Classroom”, teachers will focus on: - Assessment as learning, assessment for learning, assessment of learning and teacher-student feedback - Student’s setting learning goals to assist them in achieving the next level of learning. - Focus on the use of substantive conversations in all classrooms between students and students and between students and teachers. <ul style="list-style-type: none"> • Implement school-wide attendance strategy with line of sight to attendance strategy in every classroom (focus on inclusion, engagement, stimulating learning) 	<p>Literacy Consultants – Keay Cobbin & Steve Willy 16 days = \$35,800.00</p> <p>Assistant Principal - Kirsty Halligan 0.5FTE \$54,312.79</p>		<p>Focused classroom observations and timely feedback will become common practice</p> <p>All teachers to have completed one video and self-reflection sheet</p> <p>Students able to discuss their learning goals and what they have achieved.</p>				
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Every student learns in a safe and inclusive environment
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IMPROVEMENT INITIATIVE	Setting Expectations and promoting Inclusion																																																										
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> • Staff opinion Survey – continuous improvement in Shielding and Buffering • Attitude to School Survey – continuous improvement in Student Safety, Learning Confidence, Student Distress and Student Morale • Reduce referrals from out of classroom 																																																										
12 MONTH TARGETS	<p style="text-align: center;">Percentage of Positive Responses</p> <table border="1" data-bbox="540 394 1210 890"> <thead> <tr> <th>Students Attitudes to School Yr 5 & 6</th> <th>2016</th> <th>Target 2017</th> </tr> </thead> <tbody> <tr><td>Student Safety</td><td>37%</td><td>47%</td></tr> <tr><td>Learning Confidence</td><td>34%</td><td>44%</td></tr> <tr><td>Student Distress</td><td>40%</td><td>50%</td></tr> <tr><td>Student Morale</td><td>36%</td><td>46%</td></tr> <tr><td colspan="3" style="text-align: center;">Yr 7 to 9</td></tr> <tr><td>Student Safety</td><td>47%</td><td>57%</td></tr> <tr><td>Learning Confidence</td><td>34%</td><td>44%</td></tr> <tr><td>Student Distress</td><td>32%</td><td>42%</td></tr> <tr><td>Student Morale</td><td>21%</td><td>31%</td></tr> <tr><td colspan="3" style="text-align: center;">Yr 10 to 12</td></tr> <tr><td>Student Safety</td><td>54%</td><td>64%</td></tr> <tr><td>Learning Confidence</td><td>26%</td><td>36%</td></tr> <tr><td>Student Distress</td><td>23%</td><td>43%</td></tr> <tr><td>Student Morale</td><td>18%</td><td>28%</td></tr> </tbody> </table> <table border="1" data-bbox="1299 441 1970 550" style="margin-left: 200px;"> <thead> <tr> <th>Staff Opinion Survey</th> <th>2016</th> <th>Target 2017</th> </tr> </thead> <tbody> <tr> <td>Shielding and Buffering</td> <td>33%</td> <td>53%</td> </tr> </tbody> </table>								Students Attitudes to School Yr 5 & 6	2016	Target 2017	Student Safety	37%	47%	Learning Confidence	34%	44%	Student Distress	40%	50%	Student Morale	36%	46%	Yr 7 to 9			Student Safety	47%	57%	Learning Confidence	34%	44%	Student Distress	32%	42%	Student Morale	21%	31%	Yr 10 to 12			Student Safety	54%	64%	Learning Confidence	26%	36%	Student Distress	23%	43%	Student Morale	18%	28%	Staff Opinion Survey	2016	Target 2017	Shielding and Buffering	33%	53%
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<p>Build the capacity of the school to create an orderly learning environment through explicit teaching and modelling of the skills and attitudes of social and emotional learning</p>	<p>Survey staff, students and parents about the effectiveness of our classroom behaviour management strategies.</p> <p>Establish a Classroom Engagement Plan that has been informed by the surveys, for implementation across the whole College. Classroom Engagement Plan to include:</p> <ul style="list-style-type: none"> - use of substantive conversations, - implementation of the Instructional Model, - use of rich learning tasks - implementation of Reader's Workshop and Writers Notebook in English classes and strategies to support students with low stakes writing in all other classes. - agreement of classroom behaviour management strategies - explicitly teach students expected behaviours <p>Whole Staff and Campus Staff workshops to skill up staff in teaching and learning strategies identified in the Classroom Engagement Plan to engage students. These will be timetabled into the Meeting Schedules for each Term.</p> <p>Regular Classroom Observations will identify the extent to which teaching and learning strategies that engage students are working towards creating calmer classrooms.</p>		End of 2017	<p>6 months: Conduct Student, Staff and Parent Surveys in Term 2 that will provide information to help improve student engagement in every classroom.</p> <p>A Classroom Engagement Plan has been established and agreed to be all staff by the end of Term 2.</p> <p>One Whole Staff Meeting and one Campus Staff workshop to skill up staff in teaching and learning strategies to engage students will be timetabled into the Meeting Schedules for each Term.</p> <p>PLC Leaders will meet twice a term with Prin and AP's to be up-skilled in supporting their team to implement teaching and learning strategies to improve engagement. Meeting times included on Meeting Schedule.</p> <p>At least 1 Classroom Observation timetabled to occur on every Campus each term with the focus on student engagement in classrooms.</p> <p>12 months: There will be 20% improvement in students' positive response to Classroom Behaviour in the Attitude to School Survey.</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p>																																																					



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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	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.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	



Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including 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:				









