

Annual Implementation Plan: for Improving Student Outcomes

School name: Hume Valley School

Year: 2017

School number: 4950

Based on strategic plan: 2015-2018

Endorsement:

Principal Diane Bassett 29.03.17

Senior Education Improvement Leader Vivienne Tellefson 15.03.17

School Council Wendy Vistarini 29.03.17

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"> To improve each student's communication skills and develop English and Mathematics competence To cultivate an environment where students are active and curious participants in their learning To strengthen pathways for the transition of students across their years of schooling To improve students' intra and interpersonal skills To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	
	Professional leadership	Building leadership teams	✓
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	✓
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

These initiatives were selected to further the work of 2016 in curriculum planning, implementation and assessment to support personalised and inclusive learning and teaching practices at Hume Valley School to address the individual needs of all students with disabilities. High expectations for staff and students have been articulated to ensure a commitment to the Victorian Curriculum inclusive of ABLES, the implementation of evidence – based programs, differentiated instruction and relevant personalised learning plans for students. Our strategic focus on improving student outcomes in English, Mathematics, Interpersonal and Intrapersonal Learning (Personal and Social Capabilities) will continue to be a priority as will be the implementation of Integrated Units of Study to deliver the curriculum areas of History, Geography and Science. Our Strategic Plan details our extensive commitment to and role in curriculum development at both a local and state-wide level in consultation with research, educational and community partners.

Aligned with the Framework for Improving Student Outcomes, the implementation of the Victorian Curriculum and in response to data in the staff survey, in particular academic emphasis and collective efficacy, there will be ongoing professional learning to build teacher capacity and confidence in using a range of assessment strategies, data and feedback to effectively plan and assess teaching and learning. Continued participation in the Powerful Learning Project and the Broadmeadows Schools Network will focus on readiness for learning and the embedding of Powerful Learning Theories of Action and strategies to strengthen classroom planning and practice. Sharing of practice and rigorous and effective feedback will be provided to all teachers through structured and regular collegiate visits, a peer mentoring program and coaching by members of the leadership team.

Student attendance and behaviour, together with several parent and staff opinion indicators highlight the ongoing need for a focus on student wellbeing, engagement and transitions. A number of students present with significant wellbeing and mental health issues. To support the enhancement of our Child Safe culture, standards and practices we will continue our focus on embedding a whole school approach to positive behaviour support and the introduction of trauma informed practice. Our whole school approach to supporting the health, wellbeing, inclusion and engagement of all students will include setting behaviour expectations, staff understandings and consistency of applying positive behaviour support and engagement practices to develop authentic relationships thus ensuring students have the skills to develop positive and self-regulating behaviours. An ongoing commitment to parent /community/school partnerships will strengthen our positive and supportive school culture.

Community Connections and Community Transition Support programs will address parental concerns re transition protocols/pathways across all years of school and respond of all students, in particular to the specific needs of 'at risk' students and will enhance parent/community participation.

In response to ongoing changes to and increases in staffing the focus on succession planning and building leadership capacity will continue in 2017.



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	<ul style="list-style-type: none"> • Strengthen teacher knowledge and implementation of the Victorian Curriculum, inclusive of ABLES and the Careers Curriculum Framework • Build teacher capacity through professional learning on evidence based and shared practice in and across schools • Extend teacher capacity to use data to drive student learning, teaching practices, monitor and report on progress • Embed personalised learning and differentiated instruction • Cultivate an environment where students are active and curious participants in their learning
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> • Embed high expectations for all students and staff • Ongoing implementation of students wellbeing initiatives and programs to foster self-esteem and enhance student attendance and participation • Create a Child Safe culture through the consistent implementation of school wide Positive Behaviour Support and Trauma Informed practice • Improve student’s personal and social capabilities with a focus on the ability to self-regulate and form authentic relationships • Further enhance the Community Connections and Transition Support initiatives to: <ul style="list-style-type: none"> - Increase engagement, student voice and leadership skills - improve access and opportunity for students to engage with community and work - further promote positive parent/school partnerships
Building Leadership Teams	<ul style="list-style-type: none"> • Identify and appoint aspirant leaders to leadership positions and responsibilities • Provide mentoring, coaching and feedback by senior members of the Leadership Team • Provide access to leadership professional development



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"> To improve each student’s communication skills and develop English and Mathematics competence To cultivate an environment where students are active and curious participants in their learning To strengthen pathways for the transition of students across their years of schooling To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students
IMPROVEMENT INITIATIVE STRATEGIC PLAN TARGETS	<p>Building practice excellence</p> <p>Annually: One hundred percent of students regularly attending will make <i>satisfactory or better progress</i> in achieving the English, Mathematics and communication goals in their Individual Learning Plans</p> <p>By the end of 2018: Staff Opinion Survey (StaffOp): Using 2014 baseline data, staff opinion of School Climate will show growth for whole school approval levels for the following variables: *Academic Emphasis 52% to 60% *Collective Efficacy 58% to 66% *Collective Responsibility 84% to 92% *Guaranteed & Viable Curriculum 71% to 79% *Collective Focus on Student Learning 85% to 93% *Teacher Collaboration 70% to 78% *Staff Trust in Colleagues 78% to 86%</p> <p>Parent Opinion Survey (POS): Based on 2014 outcomes, compared to statewide means, parent opinion outcomes will be above the 90th percentile in the following variables: *Stimulating Learning *Learning Focus *Reporting</p> <p>Attitudes to School Survey (ATSc): Based on 2014 school generated data, student opinion outcomes will show improvement in the following variables: *Teacher Empathy VCAL: 63.5% to 68.5% Secondaries: 65% to 70% *Teacher Effectiveness VCAL: 70% to 75% Secondaries: 54.5% to 59.5% *Stimulating Learning VCAL: 41.6% to 46.6% Secondaries: 34.9% to 39.9%</p>
12 MONTH TARGETS	<p>Annually: One hundred percent of students regularly attending will make <i>satisfactory or better progress</i> in achieving the English, Mathematics and communication goals in their Individual Learning Plans</p> <p>By the end of 2017: Staff Opinion Survey (StaffOp): Staff opinion of School Climate will show growth for whole school approval levels for the following variables: *Academic Emphasis 67.7% to 70% *Collective Efficacy 67.3% to 68.5% *Collective Responsibility 92.6% to 93% *Guaranteed & Viable Curriculum 76.1% to 78% *Collective Focus on Student Learning 92% to 93% *Teacher Collaboration 68.7% to 72% *Staff Trust in Colleagues 89.2% to 90%</p> <p>Parent Opinion Survey (POS): Compared to statewide means, parent opinion outcomes will be above the 80th percentile in the following variables: *Stimulating Learning *Learning Focus *Reporting</p> <p>Attitudes to School Survey (ATSc): Based on school based student opinion outcomes the 2017 Attitudes to School Survey will show improvement in the following variables: *Teacher Empathy VCAL: to 67% Secondaries: 68% *Teacher Effectiveness VCAL: 74% Secondaries: 58% *Stimulating Learning VCAL: 45% Secondaries: 38%</p>



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Strengthen teacher knowledge and implementation of the Victorian Curriculum, inclusive of ABLES and the Careers Curriculum Framework	<ul style="list-style-type: none"> Complete Curriculum Plan documented in two year iterations PLTS set student SMART goals against Victorian Curriculum inclusive of ABLES Develop and implement Careers Curriculum for Year 7 & 8 Students 	Curriculum co-ordinator All teachers Leadership	Term 4 2017	6 months: Draft Curriculum document presented to all teachers for feedback Semester 1 All teachers draft PLPs, aligned with Victorian Curriculum for parent input Term 1. Careers Curriculum documented for students from Year 6 onwards	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			Term 1 2017 Ongoing	12 months: 2 Year Curriculum Plan document completed Assessment of PLP goals reflect satisfactory or better student progress against their SMART goals and the Victorian Curriculum Career Curriculum implemented for all Y7 & 8 students All students have satisfactorily completed their individual CCF goals	● ● ●			
Build teacher capacity through professional learning on evidence based and shared practice in and across schools	<ul style="list-style-type: none"> Develop teacher knowledge and implementation of FISO initiatives Embed Powerful Learning strategies inclusive of high expectations, inquiry and authentic relationships All teachers participate in collegiate visits and ongoing professional development opportunities, inclusive of mentoring for graduate teachers Embed regular quality feedback to teachers on teacher practice 	Leadership SIT	Ongoing	6 months: Leadership and SIT team introduce FISO initiative 'Building practice excellence' and Continua for School Improvement documentation at school wide and PLT meetings. PLTs and individual teachers evaluate teacher and school wide practice using the Continuum for School Improvement. SIT team and all teachers set direction for professional development in teaching and learning. Action plan for Powerful Learning PD and school wide implementation developed. All teachers participate in Powerful Learning professional development (school and network based) e.g. Learning Exchange Conference. All teachers include targeted Powerful Learning strategies in planning documents and classroom practice All teachers participate in 4 collegiate visits per term. School wide and individual PD needs identified through PD plans developed in term 1 (with a focus on FISO, Victorian Curriculum, SWPBS, trauma training and Powerful Learning) Verbal and written feedback presented following each collegiate visit. Written feedback proformas and feedback training provided for each feedback session. Individual feedback and coaching provided by Sub School Leaders and Wellbeing Team coaches.	● ● ●			
		All teachers All teachers	4 per term (collegiate visits) P.D. ongoing Feedback ongoing	12 months: Progress of FISO initiatives evaluated through school self-evaluation and review process. Targetted Powerful Learning strategies are embedded into classroom practice across the school. Teacher professional learning needs are addressed in Sub School PLTs, whole school professional learning, and individual coaching and mentoring All teachers have completed 4 collegiate visits per term, with a focus on giving and receiving quality feedback	● ● ●			
Extend teacher capacity to use data to drive student learning, teaching practices, monitor and report on progress	<ul style="list-style-type: none"> PLTS focus on data to inform SMART goal setting against Victorian Curriculum levels and to inform program planning and implementation 	Curriculum co-ordinator Sub School Leaders All teachers	Term 1 Ongoing Ongoing	6 months: Assessment conducted for all students in term 1 (Victorian Curriculum, ABLES, English and Maths Online) All teachers have entered required data and documentation on Compass and CASES	● ● ●			

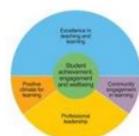


	<ul style="list-style-type: none"> Moderation of data to ensure consistency of school wide planning and implementation 			<p>Personalised Learning Support Plan (PLSP) goals and program planning based on Victorian Curriculum Development of rubrics to assist teacher and student self-assessment</p> <p>Weekly PLT structure will focus on data moderation There is clear evidence teachers are developing quality data based SMART goals. 3 teachers trained in using the Insight Assessment tool to then train all teachers in data entry</p>				
				<p>12 months: Students self-assess individual progress using rubrics All students have achieved satisfactory or better progress against their SMART goals (aligned with the Victorian Curriculum levels) All teachers have undertaken regular moderation of data in evaluating and reporting on student progress</p>	● ● ●			
Embed personalised learning and differentiated instruction	<ul style="list-style-type: none"> Personalised Learning Plans developed and implemented for each student Career Actions Plans developed for all students from Year 9 to Year 12. All teachers differentiate instruction for all students within their classroom 	<p>Sub School Leaders</p> <p>All teachers</p>	<p>Developed Term 1</p> <p>Implemented throughout the year</p> <p>Ongoing</p>	<p>6 months: PLSP success criteria as above Differentiated instruction evident in classroom planning and teaching practice</p>	● ● ●			
				<p>12 months: All students achieve satisfactory or better progress against their PLP and Career Action Plan goals</p>	● ● ●			
Cultivate an environment where students are active and curious participants in their learning	<ul style="list-style-type: none"> Students provide input and feedback on their Personalised Learning Plans, Career Action Plans and post school options. Student voice is promoted in choice of elective programs, community connection programs and student mentoring programs 	<p>Students</p> <p>All teachers</p> <p>Specialist teachers</p>	<p>Developed Term 1</p> <p>Implemented throughout the year</p> <p>Ongoing</p>	<p>6 months: Students from Y7 – 12 have participated in the development of PLSPs, CAPs and Post School Option selection Students across the school have input into choice of electives, alternate programs and mentors</p>	● ● ●			
				<p>12 months: There is evidence of student voice in program choices Student surveys indicate improved student engagement and connectedness</p>	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To improve students' intra and interpersonal skills To cultivate an environment where students are active and curious participants in their learning To strengthen pathways for the transition of students across their years of schooling To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students
IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion
STRATEGIC PLAN TARGETS	<p>By the end of 2018:</p> <p>Staff Opinion Survey (StaffOp): Staff opinion will show growth in: <i>*Parent & Community Involvement</i> 78.5% to 80%</p> <p>School Based Attitudes to School Survey (ATSc): Student opinion outcomes will show improvement in following variables: <i>*Student Motivation</i> VCAL: 73.8% to 78.8% Secondaries: 64.2% to 69.2% <i>*Learning Confidence</i>VCAL: 60.8% to 65.8% Secondaries: 48.4% to 53.8% <i>*School Connectedness</i> VCAL: 55.4% to 60.4% ... Secondaries: 40.8% to 45.8% <i>*Connectedness to Peers</i> VCAL: 58.9% to 63.9% Secondaries: 45.0% to 50.0%</p> <p>Parent Opinion Survey (POS): Compared to statewide means, parent opinion outcomes will be above the 90th percentile in the following variables: <i>*Connectedness to Peers</i> <i>*Student Motivation</i> <i>*Social Skills</i> <i>*School Connectedness and Transitions</i></p> <p>Annually:</p> <p>The number of human agency incidents on the reporting systems in regard to students and staff will gradually reduce by 10% by 2018</p> <p>The percentage of recorded behavioural incidents will gradually reduce by 10% by 2018</p> <p>Staff Opinion Survey (StaffOp): Outcomes will be above the state mean in the following variable: <i>*Trust in Students & Parents</i> 43% to 51%</p> <p>Parent Opinion Survey (POS): Compared to statewide means, parent opinion outcomes will be above the 90th percentile in the following variables: <i>*Connectedness to Peers</i> <i>*Student Motivation</i> <i>*Social Skills</i> <i>*School Connectedness</i> <i>*Student Safety</i> <i>*Classroom Behaviour</i></p> <p>Attitudes to School Survey (ATSc): Student opinion outcomes will show improvement in the following variables: <i>*Student Morale</i> VCAL: 60% to 65% Secondaries: 42% to 47% <i>*Student Distress</i> VCAL: 9.4% down to 4.4% Secondaries: 28% down to 23% <i>*Classroom Behaviour</i> VCAL: 85.2% down to 80.2% Secondaries: 52.5% down to 47.5% <i>*Student Safety</i> VCAL: 34.1% to 39.1% Secondaries: 20.6% to 25.6%</p>
12 MONTH TARGETS	<p>Annually: The number of human agency incidents on the reporting systems in regard to students and staff will gradually reduce by 2.5% by the end of 2017</p> <p>Staff Opinion Survey (StaffOp):</p>



Staff opinion will show growth in:
**Parent & Community Involvement* 63% to 71%

Staff Opinion Survey (StaffOp):
 Outcomes will be above the state mean in the following variable:
**Trust in Students & Parents* 52.9% to 54%

Parent Opinion Survey (POS):
 Compared to statewide means, parent opinion outcomes will be above the 80th percentile in the following variables:
**Connectedness to Peers *Student Motivation *Social Skills *School Connectedness *Student Safety *Classroom Behaviour*

Attitudes to School Survey (ATSc):
 Student opinion outcomes will show improvement in the following variables:
**Student Morale* VCAL: 62% to 63.5% Secondaries: 45% to 46%
**Student Distress* VCAL: 7.0 % down to 5.0% Secondaries: 25% down to 24%
**Classroom Behaviour* VCAL: 83.0% down to 81.5% Secondaries: 50.0% down to 48.0%
**Student Safety* VCAL: 37.0% to 38.0% Secondaries: 24.0% to 25.0%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Embed high expectations for all students and staff	<ul style="list-style-type: none"> Develop teacher knowledge and implementation of FISO initiative Positive Climate for Learning Establish a positive, inclusive and supportive learning and teaching environment Establish and explicitly teach school and class values, rules and routines 	Child Safe Team Sub School Leaders Wellbeing Team All Teachers	Ongoing Term 1	<p>6 months: Leadership and SIT team introduce FISO and Continua for School improvement documentation at school wide and PLT meetings. PLTs and individual teachers evaluate teacher and school wide practice using the Continuum for School Improvement. SIT team and all teachers set direction for professional development in teaching and learning.</p> <p>The school has a documented framework for a positive, inclusive and supportive learning and teaching</p> <p>Lesson routines and structures are documented Rules and routines are developed and displayed in each classroom Teachers explicitly teach and review values, rules and routines</p> <p>12 months: Progress of FISO initiatives re-evaluated through school self-evaluation and review process. Staff opinion survey variables evidence a positive, inclusive and supportive culture</p> <p>Student behaviour data reflects positive school and peer connectedness and engagement.</p>	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Extend student wellbeing initiatives and programs to foster self-esteem and enhance student attendance and participation	<ul style="list-style-type: none"> Increase engagement, student voice and leadership skills through enhanced Community Connections and extracurricular programs Empower students to provide input and feedback on their own learning, classroom and school programs/activities, career aspirations, industry choices and post school options Continue mentoring and peer support programs for students across the school 	Leadership Team Child Safe Team Sub School Leaders Wellbeing Team All Teachers Mentors	Ongoing Ongoing Ongoing	<p>6 months: Established partnerships and programs provide evidence of increased community engagement, student voice and leadership skills</p> <p>Establish Student Representative Council. School captains and sports captains appointed Students across the school select electives, extracurricular and community connections programs.</p> <p>Students across the participate in mentoring program across the school as mentors and/or mentorees</p>	● ● ●			



				12 months: Extensive school and community partnerships exist across the school Increased numbers of parents have participated in programs and forums Parent engagement and satisfaction is reflected in Parent Opinion Survey variables Post School Option forums have increased parent knowledge and participation in student transition process	● ● ●			
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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	BUILDING LEADERSHIP TEAMS
STRATEGIC PLAN TARGETS	Staff Opinion Survey results for the variables in the Leadership Module will be at or above the 80 th percentile by 2018
12 MONTH TARGETS	Staff Opinion Survey results will see the Overall Percentage Endorsement for the variables in the Leadership Module improve from 79.6% to 79.8%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Implement effective succession planning	<ul style="list-style-type: none"> Identify and appoint aspirant leaders to leadership positions, roles and responsibilities 	Principal Class Sub School Leaders	[Drafting Notes report here the timeframe for completion]	6 months: Aspirant Leaders appointed to leadership roles e.g. Assistant Principal, Sub School Leaders, SIT team leaders and, committee chairpersons Roles and Responsibilities documented	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: Aspirant Leaders have satisfactorily undertaken leadership position as determined through the P&D process	● ● ●			
Build the capacity of emerging and senior leaders to drive school improvement	<ul style="list-style-type: none"> Provide mentoring, coaching and feedback by senior members of the Leadership Team Provide access to leadership professional development for all members of the leadership team 	Principal Class Sub School Leaders Wellbeing Team Principal Class Sub School Leaders		6 months: Targeted coaching and mentoring support provided by Leadership Team Regular meetings conducted between emerging and experienced leaders Introduce professional reading 'The Five Dysfunctions of a Team' and undertake AITSL Leadership Self-Assessment Tool Providing opportunities participation in external leadership courses e.g. Bastow and Teacher Learning Network leadership courses Leadership team leading discussions and evaluation of school progress against the 2013 – 2018 Strategic Plan and FISO initiatives for School Review.	● ● ●			
				12 months: Regular and focussed leadership meetings and collaboration Increased leadership capacity demonstrated through P&D process and successful implementation of school improvement initiatives Successful participation in and completion of leadership development programs School self-evaluation document and School Review successfully completed. School improvement agenda developed and documented in 2018-2021 Strategic Plan	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



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]				
Considerations for 2018:				

